Description of the relationship between Task-Based Language Teaching, Project-Based Work and Communicative Language Teaching and their presence in classroom activities of some Universidad del Valle graduate English Teachers from the last twelve years

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Abstract

The level of English proficiency in Colombia does not fulfill precisely the expectations in spite of the initiatives on behalf of the government. Although English Language Teaching theory updates constantly, the reality reflects an out-of-date English teaching methodology. The present investigation presents the results of a descriptive study about the methodologies of in-service graduated language teachers from Universidad del Valle along 12 years. Data was gathered through a mixed survey, some structured classroom observations, and field notes. The analysis of the information was done through the techniques known as Constant Comparative Method and triangulation. Results showed that despite teachers' consistent language teaching groundings, the class size, the lack of didactic materials, the academic assignment, and financial remuneration hinders the implementation of updating language teaching methodologies.

Key words: Task-based language teaching, Communicative Language Teaching, Project-work, methodology.

Resumen

El nivel de proficiencia en el idioma inglés en Colombia no cumple las expectativas a pesar de las diferentes iniciativas por parte del gobierno. Aunque la teoría sobre la enseñanza de inglés se actualiza de manera constante, en la realidad se reflejan metodologías tradicionales. La presente investigación presenta los resultados de un estudio descriptivo sobre las metodologías de los docentes de inglés egresados de la Universidad del Valle durante 12 años. Los datos se recogieron a través de una encuesta de formato mixto, observaciones de clase estructuradas, y notas de campo. El análisis de la información se llevó cabo con las técnicas conocidas como Método de Comparación Constante y triangulación. Los resultados mostraron que aunque los

docentes están actualizados con la teoría de enseñanza de lenguas, el número de estudiantes por clase, la falta de disponibilidad de materiales didácticos, la asignación académica y la remuneración económica dificulta la implementación de metodologías actualizadas de enseñanza de lenguas.

Palabras clave: Enseñanza por tareas, Enfoque comunicativo, pedagogía por proyectos, metodología.

Résumé

Le niveau de fluidité de l'anglais en Colombie n'est pas celui attendu malgré les différentes initiatives de la part du gouvernement colombien. Bien que la théorie de l'enseignement de l'anglais se mette à jour constamment, dans la réalité on s'aperçoit de méthodologies traditionnelles. La présente recherche partage les résultats d'une étude descriptive sur les méthodologies des professeurs d'anglais diplômés à l'Universidad del Valle pendant 12 années. Les données ont été recueillies grâce à une enquête mixte, des observations de classe structurées et notes de terrain. L'analyse de l'information a été faite avec la Méthode du Comparaison Constante et la triangulation. Les résultats ont montré que même si les professeurs font preuve d'une connaissance mise à jour sur l'apprentissage des langues, la quantité d'étudiants dans la salle de classe, le manque des matériels didactiques, la répartition académique et la rémunération financière rendent difficile l'implémentation de méthodologies actualisées de l'enseignement des langues étrangères.

Mots clés: L'approche par tâches, l'approche communicative, la pédagogie des projets, méthodologie.

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1. Introduction

The present study entitled “Description of the relationship between Task-based learning, Project-based work and Communicative Language Teaching and their presence in classroom activities of some Universidad del Valle graduate English teachers from the last twelve years” is done as a partial requirement to obtain the degree in foreign languages, and aims to describe the relationship between the concepts of Task-based learning, Project-based learning and Communicative Language Teaching and some classroom activities of Universidad del Valle graduate in-service English Teachers from the last twelve years. At the same time, this study will attempt to determine if there is a gap between theory and practice in these teachers’ practices.

The description of the problem in this study reveals that teachers’ methodologies do not always reflect an updating in language teaching theory, which causes English proficiency of students not to progress as it is expected and reflected in English teaching policies on behalf of government.

In order to conduct this research, a survey was used and some *in-situ* observations of two sequences of activities of English teachers from Universidad del Valle. The survey was done by 39 English teachers and 9 English teachers were observed during their classes’ instructions. The survey was conducted in Spanish since not all of the teachers have the same proficiency to justify in detail their responses. The collected information was categorized and codified hermeneutically, while the information gathered from the *in-situ* observations was sorted with the help of two grids of analysis and field notes.

The present study drew on regional, national and international previous work in the area. These studies have a descriptive design and aimed at describing teachers’ classroom practices,

methodological groundings, experiences, contexts, and so on. All in all, five studies compose the literature review of this research; two regional studies, two national studies, and one international study: Chavez, O. and Hernandez, F. (2013) and Faustino, C. and Hernandez, F. (2006), Bastidas, A. J., & Ibarra Muñoz, G. (2011), Cadavid Múnera, I. C., McNulty, M., & Quinchía Ortiz, D. I. (2004), and finally Safaie, E., Safaie, N., & Safaie, A. (2014).

The theoretical tenets that underlie this research are Communicative Language Teaching, Task-based instruction, and Project-work. The first concept states that a language learner must develop Communicative Competence throughout his language learning process; this means, the learner must show expertise in three types of knowledge: Linguistic, sociolinguistic, and pragmatic knowledge. The second concept refers to a language teaching methodology that prioritizes fluency and meaningfulness over accuracy and form through an organized sequence of language learning activities known as tasks. As for Project-work, the combination of different tasks with the purpose of achieving an outcome or result is the main characteristic. The idea, at the same, is to develop language learning through contents, autonomy and interdisciplinary nature.

The analysis of the information was done following the principles of the Constant Comparative Method and Triangulation (CCM). The CCM promotes an inductive analysis of the data and the creation of a theory. The triangulation is the analysis and corroboration of information about the same research elements from different methodological perspectives.

Results showed that even though teachers hold a consistent language teaching grounding, the educational context hinders the implementation of updating language teaching methodologies.

2. Research problem

Mastering Languages around the world has become a necessity when coping with educational, economic, political and, in broad terms, global insertion issues. In Colombia, the general law of education (Ley general de education) promotes the learning of a foreign language throughout schooling. It specifically fosters the acquisition of conversation and reading in at least one foreign language in primary school, and the capacity to express in a foreign language in high-school. In 2013, the government created a Law of bilingualism which replaces as well as reinforces the previous paragraphs of the General Law of Education, namely: the development of conversation, reading and writing skills in at least one foreign language. At the same, developing the communicative skills to read, comprehend, write, listen, speak and express correctly is a new general objective of basic education added in this new law of bilingualism.

With the aim of achieving these objectives, different English teaching/learning guidelines from the Ministry of Education have arisen in Colombia such as: Programa Nacional de Bilingüismo (PNB) from 2006 to 2010, Programa de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras (PFDCLE) from 2010 to 2014, and Programa Nacional de Inglés from 2015 to 2025.

Throughout the last two decades, English teaching and learning has drawn increasing attention in Colombia. In turn, around the world, English teaching methods have evolved in accordance with contextual needs and diverse goals; however, this progression is not always reflected in the methodological practices of teachers because many of them keep on teaching English with traditional methods in which translation, repetition and explicit grammar

explanations are the focus. Also, for different reasons, many teachers have low level of English proficiency; as a consequence, they carry out their English classes mainly in Spanish.

With that said, one might believe that teachers' methodologies, as well as their low English proficiency are, among other reasons, the main causes for the lack of success in the implementation of the programs aiming to make the country bilingual. In 2011, Clara Amador-Watson, a bilingual expert from Spain, came to Colombia to analyze the English program implementation. Her point of view was recorded in an interview published in *El Tiempo* a national newspaper, and stated that "English is taught with old-fashioned methodologies." Other studies carried out between 2010 and 2015 in the country and the city (Bianchá y Polo, 2012; Bastidas y Muñóz, 2011; Cárdenas, Chaves y Hernández, 2015) also point at the methodological issue as one of the main situations to overcome in order to improve the English level of Colombian students.

Why do teacher's methodologies fail despite having such wide range of updated methodologies that fit our context better? Why does this gap between theory and practice happen?

2.1 Research Questions

Primary question:

- What is the relationship between the concepts of Task-based language teaching, Project-based work and Communicative Language Teaching, and the classroom practices of graduates from the Licenciatura en Lenguas Extranjeras, Universidad del Valle, along twelve years of their experience?

Secondary questions:

- How is the methodology of a newly graduate from the FL program at Universidad del Valle?
- How is the methodology of a ten-year-experienced teacher?
- What is the relationship between the methodology base of a language teacher and his experiences as college and high school student?
- What is the relationship between the context a Universidad del Valle language teacher works in and his teaching methodology?
- What are the differences between the methodology of an in-service teacher who just graduated and that of an in-service teacher who has ten or more years of experience?

3. Objectives

3.1 General Objective

- Establish the relationship between the concepts of task-based learning, project-based work and communicative language teaching with the classroom practices of in-service teachers graduated from Universidad del Valle, from 2005 to 2016.

3.2 Specific objectives

- Describe the methodology of a Univalle newly-graduated teacher
- Describe the methodology of a Univalle ten-year-experienced teacher
- Explore the relationship between the methodology of these language teachers and their experience as college and high school student.
- Explore the relationship between the context where the Univalle language graduates work, and their methodology.

4. Justification

Just like other research studies, the significance of the present study lies in the understanding of the problem so that an informed discussion of the present situation of English language teaching can take place later on. At the same time, this study will be helpful to determine whether studying at Universidad del Valle guarantees or provides pre-service teachers with a post-method methodology. Carrying out a study in this field is quite pertinent if we keep in mind that beyond professional practicum there is not any record of Univalle language teachers' classroom practices. Furthermore, since a large extent of pre-service teachers of the FL program at Universidad del Valle would rather focus their thesis on other fields of knowledge, the present study represents a different election and contributes to research in EFL.

On the other hand, except for a descriptive study of the component of methodology based on the analysis of syllabus (Cárdenas, R. 2007), in revising literature about the gap between theory and practice in language teaching, not much of it focuses on Univalle in-service teacher's methodologies with an in-person description of classroom activities; Some articles, on the contrary, aim to describe teacher's personalities, attitudes and identities (Mora, A., Trejo, P., & Roux, R. 2014), as well as professional development of foreign language teacher's educators (Gonzales Moncada, A., & Ospina, N. S. , 2005).

In turn, speaking of teacher's methodologies entails many variables such as contexts teachers work in, experience, formation, proficiency, identities, and conception of language, among others. Since this study focuses on specific variables, then it will be the first previous work of possible coming research studies in the same field of knowledge.

Finally, the study will be a point of departure to foster reflection in Escuela de Ciencias del Lenguaje about the teaching methodologies of Foreign Language graduates so that strategies to reduce the gap between theory and practice are created. The study will be an educational tool to better illustrate the working field to pre-service teachers as they develop a career as professionals.

5. Literature review

5.1 Previous work in the area

In regards to the local context, there are two main studies intended to describe teacher's methodologies in Cali: Chavez, O. and Hernandez, F. (2013) and Faustino, C. and Hernandez, F. (2006). The former is part of a macro-project aimed to describe and analyze the conditions of implementation of the National Bilingual Program (NBP) in Cali. In that sense, this research took a sample of 220 teachers from public and private sector, and clarifying previously concepts such as methods, methodologies, curriculum, and syllabus, it aimed at describing teacher's methodological practices by means of surveys, interviews and institutional documents. Findings showed that teachers' methodologies are based on institutional and class conditions (context) more than on their theoretical ground. Besides, their knowledge about teaching methodological options is not sound, which means they lack methodological support for their own methodologies; furthermore, there is an urgent need to improve teachers' work on language given that this latter is mainly about vocabulary, pronunciation and grammar correction.

The second study, with an ethnographic design, focused only on public high schools and gathered the information with the help of the students attending Seminario de Investigación I y II during 2003-2004 at Universidad del Valle. Among other conclusions, the study states that more attention is paid to grammar and pronunciation than to communicative skills in English classrooms; in turn, translation is a constant by which activities instructions are imparted.

Concerning the national context, there are diverse researches intended to describe teacher's professional development; among them we find Abad, J. V. (2013); Gonzales Moncada, A. (2007); Mora, A., Trejo, P., & Roux, R. (2014); Diaz, A. E., & Carmona, N. C. (2011); Gonzales

Moncada, A., Cárdenas, M. L., & Álvarez, J. A. (2010). However, the main contribution for the present study is the research project conducted by Bastidas, A. J., & Ibarra Muñoz, G. (2011); the authors decided to diagnose English language teaching in elementary schools in Pasto, Colombia. They gathered information through the use of classroom observation, questionnaires and interviews. The authors found that English teachers lack methodological grounding, as well as command of the English language.

In turn, the research project carried out by Cadavid Múnera, I. C., McNulty, M., & Quinchía Ortiz, D. I. (2004) contributes quite much to the methodology of the present study. This ethnographic research aimed to describe classroom practices of 12 English teachers from seven elementary schools in Medellín. Findings showed that teachers lack the academic formation in language teaching and learning; Spanish is used more than English in the classrooms, and pronunciation, vocabulary and grammar are standing characteristics of English classes.

Concerning the methodology, researchers selected the schools where the ethnographic research would be developed, and then followed a schedule of four stages: the first stage consisted in analyzing important documents relating with foreign language instruction. The second stage sought to determine the teachers who would be part of the study, while their profiles were characterized. The third stage focused on observations and interviews. Finally, the fourth stage entailed the analysis and classification of the information by choosing theoretical references, and sharing the study with the participants, as well as community at large.

Finally, concerning the international context, the research carried out by Safaie, E., Safaie, N., & Safaie, A. (2014) in Iran with 115 EFL teachers is quite appropriate to the present investigation. The authors explained what content knowledge and pedagogical-content knowledge mean and then, proceeded to measure by surveys and interviews these two types of knowledge in EFL school teachers. Authors found that as teachers' experience enlarges, their

proficiency as well as the pedagogical knowledge decrease. At the same time, teachers seem not to be in touch with updates of language teaching research.

6. Theoretical Framework

In the research problem question, it is mentioned that there is a gap between updated methodologies in language teaching and the reality. By updated methodologies, in this study we refer to Communicative Language Teaching, Task-based instruction, and Project-work. Thus, this section aims to analyze the tenets of these methodological approaches as well as provide a guide to analyze the results of this research.

6.1 Communicative Language Teaching

Throughout history, Language teaching methods have evolved as different social needs have arisen. About 500 years ago, Latin and Greeks were the languages *in vogue* due to their dominance in education, commerce, religion and government in the Western world (Richards, C. J., & Rodgers, S. T., 2001 p. 3). Latin learning was believed to succeed by memorization of grammatical rules and lists of vocabulary on the one hand, and student's skill to translate, on the other.

From historical events like World War II, English language acquired a global dominance and Europe became much more unified which made language teaching methods gain sufficient attention. Before the 60's, methods such as Audiolingualism in the United States and Situational Language Teaching in the United Kingdom represented the major methods of language teaching; however, the theoretical principles underlying these methods began to be the center of doubt.

Soon, theoreticians from different fields of knowledge such as: linguistics, sociolinguistics, philosophy and applied linguistics started to analyze the communicative and functional dimension of language; communicative proficiency over mastery of rules became the main goal of language teaching methods. At the same time, the concept of learner needs led to the creation

of the Communicative Approach. Both of the main concepts, learner needs and communicative and functional dimension were key in the design of a notional syllabus by D.A. Wilkins who contributed to the opening of communicative syllabi.

6.2 Communicative Competence

The overall focus of the Communicative Approach is to develop a communicative competence in which it is essential to seek the development of a learner who is able to communicate. Different definitions and classifications of communicative competence were treated in diverse works. Piccardo (2006 p.11) presents a chart exposing the attempts to classify communicative competence:

Table No 1 shows Communicative Competence throughout history.

Grammatical, sociolinguistic, and strategic	(Canale & Swain, 1980)
Grammatical, sociolinguistic, strategic, and discursive	(Canale, 1983)
Linguistic, discursive, referential, and sociocultural	(Moirand, 1982)
Linguistic, referential, sociocultural, sociolinguistic, and strategic	(Bergeron, Desmarais & Duquette, 1984)

However, Hymes (1972, in Richards & Rodgers, 2001) was the first to coin the concept of Communicative Competence as a way to contrast the perspective of language acquisition of Chomsky for whom competence is a construct that elucidates the abstract abilities necessary to

produce grammatically correct sentences. Hymes believed that Chomsky's perspective was not complete since the components of culture and community were overlooked.

In the United Kingdom, in turn, a group of British applied linguists included the contributions of different scholars about language learning and acquisition to create a framework for Europe in which the proficiency levels to be attained in a language were described. The concept of communicative competence was included and organized in this framework known as Common European Framework of References (2001).

Table No 2 shows Communicative Competence and General competences

General Competences				Communicative Competence		
Declarative knowledge	Skills and know - how	Existential knowledge	Ability to learn	Linguistic competence	Sociolinguistic competence	Pragmatic competence
1 Knowledge of the world 2 Sociocultural knowledge 3 Intercultural awareness	1 Practical skills 2 Intercul-tural skills		1 Language and communicatio n awareness 2 General and phonetics awareness and skills 3 Study skills 4 Heuristic skills	Competences : 1 Lexical 2 Grammatical 3 Semantic 4 Phonological 5 Orthographic 6 Orthoepic	1Social relations 2 Politeness 3 Conventions 4 Expressions of folk wisdoms 5 Register differences 6 Dialect and accent	Competence : 1 Discourse competence 2 Functional competence

From Picardo, Berchoud, Cignatta, Mentz, Pamula, (2011, p.35)

The activities that reflect the principles of a communicative methodology develop fluency in language learners. According to Richards (2006, p.14) fluency allows learners to maintain a conversation in spite of their limited communicative competence. In that sense, the appropriate activities have to foster meaning negotiation, engagement, interaction and use of communicative strategies such as: Role plays, dialogues, puzzles, jigsaw activities, information-transfer activities, opinion sharing activities. In the same way, group-work is highly recommended to provide interaction. In contrast to fluency, accuracy favours the production of correct utterances without context specification nor meaningful communication. Drills and unreal dialogues practice are some of the activities intended to improve accuracy. In a communicative methodology, it is advisable to carry out fluency-developing activities as well as accuracy-developing activities.

With the coming of CLT, diverse methodologies aiming to improve communicative competence of language learners arose; among them, Task-based Learning (TBL) and Project Work (PW). Those concepts are the object of study of this research; the following paragraphs then are intended to define them.

6.3 Task-based language teaching (TBLT) or Task-based instruction (TBI)

Defining the concept of "Task" is not a simple undertaking; in fact, the concept of task will be labeled in a different way depending on the theoretician, that is: pedagogy, approach, method, methodology, instruction, workplan, activity, etc. Richards (2006, p.31) himself admits that "the notion of task is somewhat fuzzy" although he classifies tasks in Pedagogical tasks and real-world tasks. The former entails the use of skills, grammar and vocabulary and is designed to be accomplished in the context of the classroom. The latter, on the other hand, is a task keeping a resemblance with activities people carry out in daily life; a job interview can be an example.

The methodology of Task-based language learning has had a major echo, as the word communicative approach has gained significance in language teaching. In literature there are numerous authors attempting to define the term. Ellis (2003, p. 4-5) presents a full scope of definitions:

1. **Breen (1989)**

   A task is ‘a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication’. Breen specially states that a ‘task’ can be ‘a brief practice exercise’ or ‘a more complex workplan that requires spontaneous communication of meaning’.

2. **Long (1985)**

   A task is ‘a piece of work undertaken for oneself or for the others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination, and helping someone across a road. In other words, by ”task” is meant the hundred and one things people do in everyday life, at work, at play, and in between. “Tasks” are the things people will tell you they do if you ask them and they are not applied linguists’.

3. **Richards, Platt, and Weber (1985)**

   A task is ‘an activity or action which is carried out as the result of processing or understanding language, i.e. as a response. For example, drawing a map while listening to a tape, and listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task

usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative … since it provides a purpose for classroom activity which goes beyond practice of language for its own sake'.

4. **Crookes (1986)**

   A task is 'a piece of work or an activity, usually with specified objective, undertaken as part of an educational course, at work, or used to elicit data for research'.

5. **Prabhu (1987)**

   A task is 'an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process'.

6. **Nunan (1989)**

   A communicative task is a 'piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right'

7. **Skehan (1996)**

   A task is 'an activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome'

8. **Lee (2000)**

   A task is '(1) a classroom activity or exercise that has : (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of workplans'.

9. **Bygate, Skehan, and Swain (2001)**

   'A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective'.

After having presented those diverse appraisals, it is noticeable that some traits stand out. "Task" is conceived as an activity as well as workplan that has a specific outcome or objective which is attained by interaction or communication in the target language. The fact that Tasks bear a resemblance to real-life communication makes it meaningful and cognitive-engaging.

Ellis (2006), for his part, defines it as:

> *A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes (p.16)*

Now, in order to adapt a unique definition of the term, this study will attach to the definition given by Willis (1996, p. 23) “tasks are always activities where the target language is used by the learner for communicative purpose (goal) in order to achieve an outcome”

In addition, Willis (1996) proposes six types of tasks:

1) **Listing**: it involves two main processes: brain-storming and fact-finding
2) **Ordering and sorting**: the parameters of ordering might be different: by chronological order, personal values or specific criteria, under given headings, even without given categories.
3) **Comparing**: It implies three main processes: matching, finding similarities, and differences.
4) **Problem solving**: The process will vary depending on the complexity of the problem.
5) **Sharing personal experiences**: Here the focus is talking and sharing personal experiences
6) **Creative tasks**: it is called sometimes projects and could involve the afore-mentioned tasks. Out-of-class research is sometimes needed.

Now, every teacher who has implemented tasks as the core of his methodology knows that there is a framework that structures the sequence of activities and is developed in three important stages: Pre-task, Task cycle, and Language focus. Jane Willis (1996) explains these three steps in her framework for task-based learning:

Pre-task: In this phase the teacher introduces the topic to the class and makes sure that the directions to carry out the task are clear enough. The teacher can bring some examples of anyone else doing a similar task as a model for the students and also provides the students with sufficient

groundings to develop the class. Useful words and phrases are tackled in this stage as well as prior knowledge of students is prompted.

Task cycle: This is the second stage of the task-based instruction framework. In turn, it is divided into three components: Task, Planning, and Report. The first component (**task**) is where students carry out the task in pairs or groups, although there might be some tasks intended to be done individually. The teacher monitors and stops the task when most of the groups have finished it. The second component (**planning**) is the preparation to report how they did the task. Once students are clear regarding the instructions of the task and they proceed to do it, they are already on the planning stage. Finally, when the students convey orally or in writing to the whole class how they got the task done, that is the report stage. The teacher can select from each group a spokesperson to report the findings. The teacher adopts a role of chairperson in this stage and provides discussion and feedback about the topic of the task and the task itself. So far, feedback about linguistic aspects and form is not provided; this is the main characteristic of the next stage.

Language focus: This is the final stage of the task-based instruction framework. In turn, it is divided in two components: Analysis and Practice. The former is the result of the teacher monitoring and taking notes of some mistakes throughout the students' performance. Here, students become aware of their mistakes with the help of the teacher. The latter is intended to practice the formal aspect of language; it is the complement of the analysis step.

6.4 Project-Work (PW)

Like TBI, the origin of Project-work is placed in the first stages of CLT. Project-work arose as a methodology aiming to hone language learners' oral skills by means of learners' needs to learn content or information. PW is the methodology to carry out the tenets of a broader approach known as Content Based Instruction (CBI). According to Richards & Rodgers (2001, p. 204)

"Content based instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus"

In history, Project-work originated in an architectural academy founded by Pope Gregory XIII in Rome. The idea was to make students to design churches, monuments and palaces, and convince a jury about their designs. These designs imitated real-life projects in the field of architecture. Later on, this idea was transplanted to engineering schools in the United States. Students should design machines according to their knowledge, which highlighted the main characteristic of project-work, namely: the conjunction between theory and practice and the development of professional skills.

The methodology of project-work strengthened owing to Rufus Stimson and his projects with children who, after being taught theoretical knowledge, should grow vegetables at home. This was seen as progressive education, Knoll (2005, in Lípová, 2008). For his part, William Heard Kilpatrick (1918, in Lípová, 2008, p.15) developed John Dewey's ideas which favored the importance of reflecting real life in the school. With Kilpatrick's contribution, project-work acquired recognition in the United States and soon after in post-communist countries.

This research will attach mainly to two authors' contributions. Stoller (In Richards and Renandya 2002, p. 109) refers to PW as "a versatile vehicle for fully integrated language and content learning, making it a viable option for language educators working in a variety of instructional settings". In the same way, Stoller (In Richards & Renandya 2002) proposes six main characteristics:

1. Project-work focuses on content learning rather than specific language targets
2. Teacher is important for his guidance and support along the project

3. Project-work is more a group work than an individual.
4. Project-work leads to the integration of skills and the interpretation of information
5. Project-work ends with a product that can be a poster, an oral presentation, a report, etc., However, the value of the project does not lie in the product but in the process
6. Project-work helps to develop motivation and self-esteem in students

Depending on the criteria like type of activities, length, and learners, projects have been classified by different authors. According to Legutke and Thomas (1993, in Lípová, 2008), projects can be classified in:

1. Encounter projects
2. Text projects
3. Class correspondence projects

On the other hand, Haines (1989) proposes a classification of the projects as follows

1. Information and research projects
2. Survey projects
3. Production projects
4. Performance and organizational projects

Depending on the length, projects can be classified as follows:

1. Bridging strategies
2. Medium-length projects
3. Long-termed projects

According to the learners, projects can be classified as follows:

1. Young learners and language beginners
2. Teenagers
3. Adults

7. Methodology

7.1 Approach and instruments

This research is designed on the bases of a mixed approach, even though the predominant perspective is qualitative. According to Hernandez, Fernandez & Batista (2006), who highlight different characteristics of qualitative research, a qualitative approach is the one that seeks to describe and explore a phenomenon from different points of view and interactions of people in order to establish a theory which is reinforced as long as the collected information is evaluated. For his part, Corbetta (2003, in Hernandez et al, 2006. p. 9) mentions that "The qualitative approach evaluates natural development of events, that is, there is not manipulation nor stimulation regarding reality"[1]

Concerning mixed research models, Hernandez, Fernandez & Batista (2006, p. 755) state that "A mixed approach can use qualitative and quantitative approaches to respond different research questions of a research problem"

The main object of the present study is to describe the relationship between the last tendencies in language teaching and classroom practices of Univalle graduate language teachers, thus this study follows a descriptive design since it looks carefully the different manifestations of the same phenomenon.

Three instruments to collect information were used in this project; an electronic urvey with the help of Google applications (see appendix 2), a participating structured observation (see appendix 3 and 4), and field notes that helped complement the rubrics in the observation. The process of

[1] Translation of the original extract done by the author of this research: "El enfoque cualitativo evalúa el desarrollo natural de los sucesos, es decir, no hay manipulación ni estimulación de la realidad" Corbetta (2003. in Hernández, Fernández, & Baptista, 2006. P. 9)

survey designing started with a brainstorming about the contents of the questions and then a pilot phase (appendix 1) in which two college teachers as well as two high-school teachers were surveyed. After this, some changes were made to the structure and questions of the survey resulting in a mixed approach survey with opened as well as closed questions. On the one hand, this survey was intended to establish the profile of the participants as well as their educational contexts; on the other hand, it was a first approach to better understand the research problem of this project.

The survey had five components, all of them regarding lesson plans and classroom practices of respondents: (1) Institutional constraints: respondents had to provide information about all the elements that could possibly contribute to constraints in their methodological work in the classroom, namely the mission and vision of their educational institutions, number of students per classroom, availability of didactic materials, academic assignment, and salary; (2) Methodology: in this section, respondents had to say if they were familiar with some methodological principles and whether they put them into practice or not; (3) English learning experience: in this section, respondents had to determine whether their experiences as English learners in college as well as in high-school had any influence upon their methodologies; (4) English teaching experience: in this part, teachers had to say how long they had been teaching English and determine the influence of that experience upon their methodologies: (5) Professional development after Bachelor's degree: finally, teachers had to say if they had done any postgraduate study or any other form of teacher development work.

The second instrument to gather information was a participating structured observation that was done twice with four teachers and once with 3 teachers. Their disponibility was essential at this point. Two rubrics were used to organize the information and field notes were taken in order to register the transition between activities. The rubrics were designed based on some theoretical

contributions, which allowed the author to sort and analyze the activities. The first rubric had 7 sections: (1) Type of task, to classify the activity based on the difference between pedagogical task and real-world task, (Richards, 2006; Willis 1996); (2) Grouping: to mark if the activity or task had been developed individually, in pairs or in group; (3) Setting: to mark if the activity had been developed in the classroom or out of it; (4) Outcome: to mark if the activity had a linguistic or a non-linguistic outcome; (5) Feedback: to mark whether the feedback of the activity had acknowledge the attitude of students, linguistic issues, outcome appropriateness or if there was not any feedback; (6) Interaction, in which the researcher gave a percentage about the interaction between teacher and students, students towards teacher, or among students; (7) Sequence of activity: here, the activities could be organized, that is, task-based language teaching (pre-task, while-task, and post-task), Willis (1996), Ellis (2006), presentation – practice – production (P-P-P), or any other organization.

The second rubric was also based on some theoretical contributions about project-work. This rubric was divided in 4 sections: (1) Type of project: there are two classifications of projects, according to Legutke and Thomas (1993) there are encounter projects, text projects, and class correspondence projects, and according to Haines (1989) they are information and research projects, survey projects, performance and organizational projects, and production projects; (2) Characteristics: projects can have different characteristics like interdisciplinary nature, autonomy, cooperative work, creativity, etc.; (3) Length: projects can be short-termed, medium-termed or long-termed; (4) Product: projects always have a product; in this section the researcher described the type of product. The last instrument to gather information was the field notes which helped complement the rubrics for the structured observation in the sense that facilitated the subsequent memory of a particular situation.

7.2 Context

The present investigation is carried out as one of the requirements to pursue the Foreign Languages Degree at Universidad del Valle, Cali, Colombia. This research was first conceived in 2013 while attending a course of Applied Linguistics where, as part of evaluation, pre-service teachers were asked to write a personal essay dealing with one topic of the content studied throughout the course. It was in that context where the idea of studying the relationship between theory and practice was conceived, especially because of the main critique towards the implementation of the Bilingual program in Colombia at that time, namely a huge gap between classroom practices of English teachers and up-to-date Language teaching theoretical principles.

7.3 Participants

The participants of this study were 39 Univalle graduate language teachers who after being contacted decided voluntarily to be part of this project. Currently, these teachers develop their careers in different private and public educational institutions in Santiago de Cali. Due to years of experience and proximity with the researcher, nine (9) teachers were selected for the second stage of the project. The public educational institutions were: Universidad del Valle, Institución Educativa Técnico Industrial Multipropósito, and Institución Educativa República de Israel. The private educational institutions were: Colegio Jefferson, Centro Cultural Colombo Americano and Colegio Freinet

At Universidad del Valle, the structured observation was done precisely in six language courses: (1) English accounting texts reading for students of third level in public accounting, (2) English for specific purposes for civil engineering, electronics, and chemistry students in level one, (3) Initial English course for technological chemistry and social work students, (4) Extension English course for the community in general, level A1.1. (5) English listening

comprehension and pronunciation for students in level one (6) English grammar for foreign language students in levels three and five.

In Centro Cultural Colombo Americano, an organization aimed to foster English language and culture learning in Cali[2], the structured observation was carried out in two courses: (1) Fundamental 4 group for students in level A1, and (2) Fundamental plus 1a for students in level A2.

At Colegio Freinet, the structured observations were carried out in two courses: (1) Fifth grade and (2) seventh grade. At Colegio Freinet the process of language learning has been reinforced owing to the creation of a language center building that adopts the tenets of the Common European Framework and the use of didactic materials from Cambridge English School[3].

At Institución Educativa Técnico Industrial Multipropósito, the structured observations were carried out twice in tenth grade. This public educational institution is located in West of Cali, its main population being from "comuna 20"; the institution combines five official educational institutions[4].

At Institución Educativa República de Israel, one observation was carried out in eighth grade. This public educational institution is located in the north of Cali in "comuna 4", it offers elementary, middle and high-school instruction for people who have interrupted their academic process and wish to level out[5].

[2]Information taken from the official web page of Colombo Americano: https://www.colomboamericano.edu.co/about-us

[3] Information taken from official web page of Colegio Freinet: http://colegiofreinet.edu.co/freinet/bilinguismo/

[4] Information taken from official web page of IETIM: http://ietimulti.blogspot.com.co/2016/03/caracterizacion-de-la-i.html

[5] Information taken from the official web site: http://guia-valle-del-cauca.educacionencolombia.com.co/once/INSTITUCION-EDUCATIVA-REPUBLICA-DE-ISRAEL-cali-valle-del-cauca-i16416.htm

Finally, at Colegio Jefferson, the observation was done in fourth grade; this educational institution is located in Yumbo and aims at transforming students into autonomous, critical and reflexive people. Bilingual education is also of great importance in this educational institution.[6]

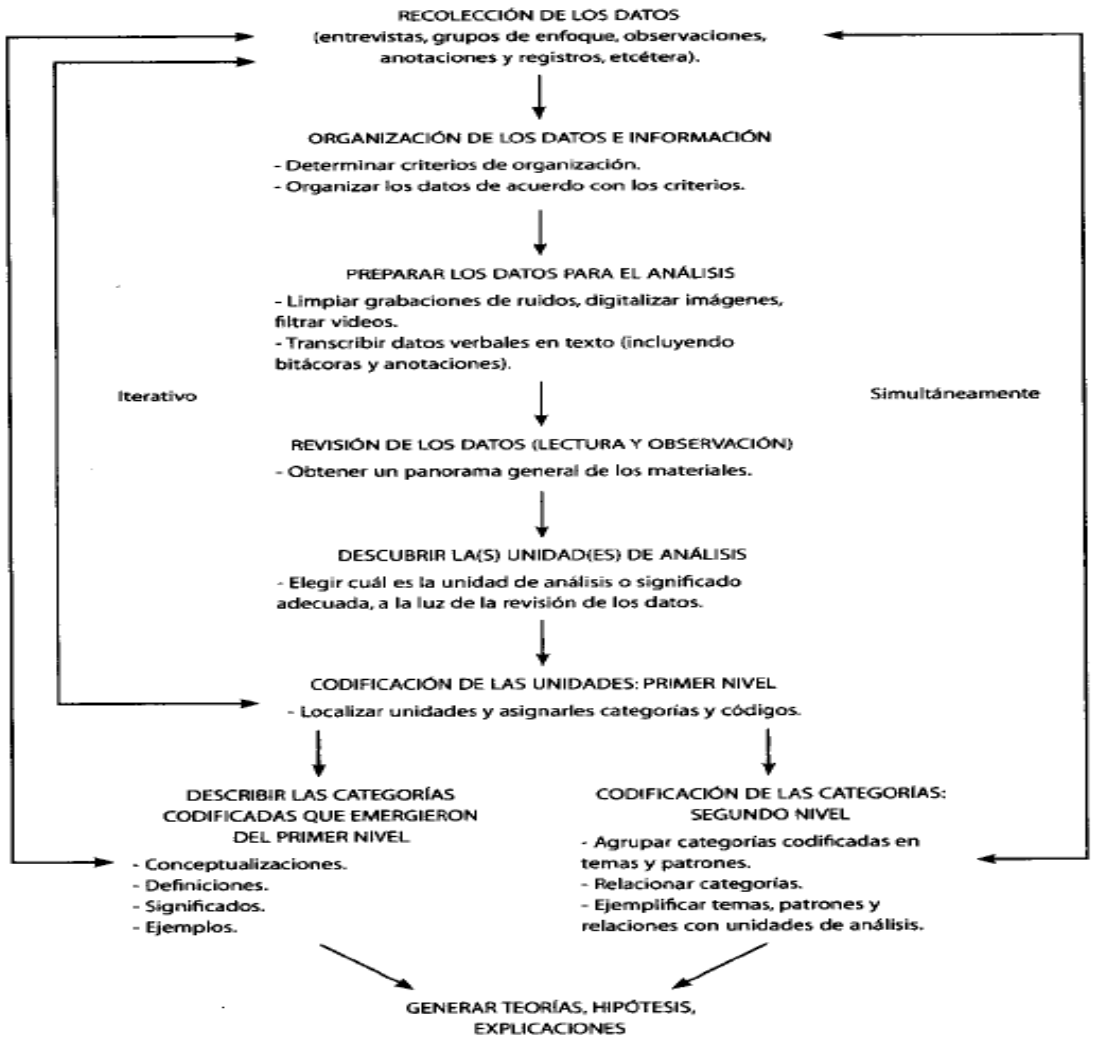
7.4 Techniques to analyze information

In this research, two strategies to analyze the data were used: the Constant Comparative Method and the Triangulation. In the subsequent paragraphs an overview of these two techniques is provided.

7.4.1 The Constant Comparative Method

The Constant Comparative Method (CCM hereafter) is the reflection of Glaser and Strauss' contributions to qualitative research in sociology. CCM is an inductive methodology that suggests that data underlie the theory. According to Glaser and Strauss (1967, in Páramo Morales, D. 2015) grounded theory is "an inductive approximation in which immersion into data works as a starting point for the development of a theory about a phenomenon[7]". The diagram below shows the process of analysis according to the grounded theory and constant comparative method.

[6] Information taken from oficial web site of the Institution: http://jefferson.edu.co/sitioweb/?page_id=2352
[7] Translation done by author



From: Hernandez, Fernandez y Batista (2006, p. 630)

According to Glaser and Strauss (1967, in Cardenas and Faustino WP) “the constant comparative method uses the inductive analysis of themes and cases, grouping and comparing diverse answers of the same question so that different insights about the same topic are obtained.” (p.19). According to Goetz and Lecompte (1981, in Dye et al. 2000), CCM “combines inductive category coding with a simultaneous comparison of all social incidents observed” (p.58) Glaser and Strauss (1967) described the CCM in four stages: (1) Comparing incidents, (2) Integrating categories and their properties, (3) Delimiting theory, and (4) Writing theory. (p. 105).

7.4.2 Triangulation

Triangulation is the process by which qualitative and quantitative research combine so as to analyze a subject from different points of view and provide validity and reliability to findings. According to Yeasmin and Rahman (2012):

> "Triangulation is a process of verification that increases validity by incorporating several viewpoints and methods. In the social sciences, it refers to the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct, and can be employed in both quantitative (validation) and qualitative (inquiry) studies." (p.156)

Denzin (1970, in Yeasmin and Rahman, 2012, p. 157) distinguishes four types of triangulation: (1) Data triangulation, (2) investigator triangulation, (3) theoretical triangulation, and (4) methodological triangulation. The type of triangulation used in an investigation depends on the purposes of such. However, more than one type of triangulation can be used in one investigation. For the present investigation data triangulation was done given that the information was collected by survey and in-person observations.

8. Findings

The following data was gathered with the help of three instruments of information gathering: survey, observation and field notes. The present section shows the reader the results of the survey sorted in negative and positive answers as well as answers with more than one justification.

8.1 Survey

8.1.1 Institutional Constraints

Pregunta 1: ¿Cree usted que la misión y la visión de la institución educativa en la que labora actualmente determinan su metodología de enseñanza? ¿Por qué?

Grid 1: Negative answers of first question

Respuestas negativas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
La institución no determina la metodología	1
La misión y la visión son generales	1
La metodología depende de otros documentos como plan de área, programas, etc	2
La metodología depende del profesor	4
La misión y la visión hacen una educación más integrada	1
Sin clasificación	2

Grid 2: Mixed negative answers of first question

Respuestas negativas con combinación				
	Número de respuesta			
Categorías del análisis de las respuestas	#1	#2	#3	#4
La misión y la visión son generales	x			
La metodología depende de otros documentos como plan de área, programas, etc	x			
La metodología depende del profesor	x		x	
La metodología depende de las necesidades de los estudiantes	x	x		
La misión y visión direccionan				x
Sin clasificación		x	x	x

As it is shown in the previous grids, 15 respondents from a sample of 39 people think that the mission and vision of their educational institutions do not determine their methodologies. In turn, 11 respondents supported their answers giving only one reason (Grid 1) while the other 4 respondents believe that there are different reasons (Grid 2); as a matter of fact, two more categories were added in Grid 2: (1) The methodology depends on the needs of the students and (2) the mission and vision guide.

In Grid 1, most of the respondents (four people) think that the methodology is up to the teachers, while, in Grid 2, one respondent affirms that the mission and vision of his educational institution do not determine his/her methodology because of four reasons: The mission and vision are general concepts, the methodology is up to the syllabus, area planning, etc., the methodology is up to the teacher, and the methodology is up to the needs of the students.

Grid 3: Positive answers of first question

Respuestas positivas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
La misión y la visión buscan fortalecer la lengua extranjera	2
La misión menciona el tipo de personas que se forman en la institución	4
La misión y la visión se tienen en cuenta porque orientan	2
Es un requerimiento adaptarse a lo que propongan la misión y visión	3
Respaldan la metodología que el profesor utiliza	1
Responsabilidad social es subyacente en las instituciones públicas	2
Merece mayor exploración	1
Sin clasificación	2

Grid 4: Positive answers of first question - Especial category

Respuestas positivas sin combinación – categoría especial	
Categoría especial: La misión y la visión sí determinan la metodología de enseñanza	Número de Respuestas
La misión y la visión determinan el nivel de proficiencia del estudiante	1
La misión y la visión implican que debe haber innovación	1
La misión apunta al pensamiento crítico	1
La misión apunta a la difusión del francés	1

La misión involucra el concepto de autonomía	1

Grid 5: Mixed positive answers of first question

Respuestas positivas con combinación		
	Número de respuesta	
Categorías del análisis de las respuestas	#1	#2
Es un requerimiento adaptarse a lo que propongan la misión y la visión	x	
Respuestas positivas pero con un matiz contrario	x	x
La misión y la visión sí determinan la metodología de enseñanza		x

Grid 3 shows that 17 respondents over a sample of 39 people said that the mission and vision determine their methodologies. Six categories grouped the different answers. The two main tendencies showed that most of these respondents believe that, first of all, the mission and vision mention the kind of people who are formed in the institutions and, second of all, it is a requirement to adapt to what the mission and vision state.

Grid 4 shows the creation of a special category that groups respondents (5 respondents) who think that mission and vision focus on one concept, thus their methodologies reflect that concept. The concepts are proficiency of student, critical thinking, language diffusion, autonomy, and innovation. Finally, in grid 5, a new category was created: Positive answers with an opposite meaning. This means that even though the respondents answered affirmatively the question, their explanations hint the opposite.

Pregunta 2: ¿Cree usted que el número de estudiantes por aula limita sus posibilidades de planeación de clase y desarrollo de las mismas? ¿Por qué?

Grid 6: Negative answers of second question

Respuestas negativas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
Entre 20 y 30 estudiantes no se considera numeroso	2
No es el número de estudiantes sino el desconocimiento de estrategias lo que limita	4
No es el número de estudiantes lo que limita sino el manejo de grupo y los estudiantes	1
No trabaja con grupos numerosos	5
No es el número de estudiantes sino la carga horaria	1
No limita la planeación, pero sí el desarrollo de clase	2

Grid 7 Mixed negative answers of second question

Respuestas negativas con combinación	
	Número de respuesta
Categorías del análisis de las respuestas	#1
Entre 20 y 30 estudiantes no se considera numeroso	x
No es el número de estudiantes sino la carga horaria	x

The previous grids indicate that 16 people out of 39 think that the number of students in a classroom does not constraint the plan and development of the class. After analyzing these

answers, six categories to group the answers were conformed. The two strongest reasons in this line of thought are that the respondents claim not to work with large groups and the ignorance of teaching strategies, while the weakest reasons concern the academic assignment and willingness of students towards the class. In grid 7 one respondent, out of these 16 people, believes that a number of students between 20 and 30 students is not considered a large class, he claims that it is not the number of students what constraints the plan and the development of class, but the academic assignment upon teachers.

Grid 8: Positive answers of second question

Respuestas positivas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
Se limita el tipo de actividades en la planeación y la clase es más extensa	1
Respuesta con matiz actitudinal	1
El control de la clase es más complejo	1
No se permite una atención personalizada ni un buen seguimiento a los estudiantes	7
No se garantiza la participación de todos	1
Es difícil poner en práctica ciertos enfoques o métodos	2
Merece mayor exploración	1

Grid 9: Mixed positive answers of second question

Respuestas positivas con combinación									
	Número de respuesta								
Categorías del análisis de las respuestas	#1	#2	#3	#4	#5	#6	#7	#8	#9
No se permite una atención personalizada ni un buen seguimiento a los estudiantes.		x		x	x	x	x	x	x
Se limita el tipo de actividades en la planeación y la clase es más extensa	x	x							
No se garantiza la participación de todos						x	x	x	x
Es una limitación pero no obedece a su realidad				x					
Respuesta con matiz actitudinal	x		x						
El control de la clase es más complejo					x				
Sin clasificación			x						

The previous grids indicate that 23 respondents, out of 39 people, think that the number of students in a classroom constraint the plan and development of the class. 9 categories were created in order to group the different answers provided by respondents. The most quoted category is that large groups do not allow personalized attention nor a sound monitoring to students learning processes. Different from this latter, in grid 9, respondents give other reasons to support their answers, such as: participation of all of the students is not guaranteed, activities are limited when planning a lesson and the class development is longer, and classroom management gets more complex.

Pregunta 3: ¿Considera usted que la disponibilidad de materiales didácticos condiciona su planeación y desarrollo de clase? ¿Por qué?

Grid 10: Negative answers of third question

Respuestas negativas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
Hay vasta disponibilidad de materiales	2
Busca materiales por su cuenta o los crea	4
No es la disponibilidad de materiales lo que limita sino los pocos usos que se le dan	1
La recursividad y planeación no permite que se interrumpa el desarrollo de clase	1
Accede a materiales de internet o solicita materiales de colegas	3

Grid 11: Mixed negative answers of third question

Respuestas negativas con combinación					
	Número de respuesta				
Categorías del análisis de las respuestas	#1	#2	#3	#4	#5
Busca materiales por su cuenta o los crea	x	x	x	x	
Respuesta con matiz opuesto	x	x			

Accede a materiales de internet o solicita materiales de colegas			x		
No es la disponibilidad de materiales lo que limita sino los pocos usos que se le dan			x		
La recursividad y planeación no permite que se interrumpa el desarrollo de clase				x	x
Sin clasificación					x

According to the previous grids, 16 people out of 39 think that the availability of didactic materials does not condition plan and development of the class. Some of the reasons respondents provided are grouped in seven categories that were created to that end. The two most quoted categories indicate that: teachers look for their own materials or design them, or they get what they need on the Internet or borrow them from colleagues. On the other hand, grid 11 shows that five respondents give more than one reason to support their answers. Among these answers, it is found that creativity and class planning do not allow the class development to be interrupted and teachers look for their own materials or design them.

Grid 12: Positive answers of third question

Respuestas positivas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
Condiciona de manera positiva	2
Condiciona de manera negativa	5

Algunas veces el docente debe costear sus propios materiales	4
Condiciona de manera que ayuda a escoger las actividades	3
Dispongo de lo que necesito	2
Merece mayor exploración	1

Grid 13: Mixed positive answers of third question

Respuestas positivas con combinación						
	Número de respuesta					
Categorías del análisis de las respuestas	#1	#2	#3	#4	#5	#6
Condiciona de manera positiva	x	x	x		x	
Condiciona de manera negativa		x	x	x	x	
Dispongo de lo que necesito	x			x		x
Condiciona de manera que ayuda a escoger las actividades						x
Se planea con lo que se tiene a disposición			x	x		

Grids 12 and 13 show that 23 respondents think that the availability of didactic materials conditions the plan and development of the class. Respondents claim that lack of didactic materials conditions negatively the plan and development of the class given that teachers come up with some activities to put into practice in the classroom but lack of materials hinders it. A considerable percentage of respondents also assert that sometimes teachers must fund their own didactic materials. In grid 13, it is seen that respondents believe that lack of didactic materials

conditions either negatively or positively the plan and development of the class, this latter because of creativity encouragement.

Pregunta 4: ¿Considera usted que la carga laboral (horas de trabajo asignadas) condiciona su planeación y desarrollo de clase?

Grid 14: Positive answers of fourth question

Respuestas positivas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
A mayor carga laboral, menor tiempo para planear	15
La carga laboral es uno de los factores que condiciona la planeación	1
Sí condiciona pero no obedece a nuestra realidad	2
La planeación de clase se hace en un tiempo personal	1
La carga laboral condiciona el desarrollo de clase	2
Condiciona de manera positiva	3
Condiciona de manera negativa	2
Condiciona la planeación de clase, pero no su desarrollo.	1
No es la asignación académica la que condiciona, sino el no reconocimiento económico de las mismas.	1
Merece mayor exploración	3

Grid 15 Mixed positive answers of fourth question

Respuestas positivas con combinación	
	Número de respuesta
Categorías del análisis de las respuestas	#1
Condiciona de manera positiva	x
La carga laboral condiciona el desarrollo de clase	x

The previous grids indicate that 32 respondents believe that work load (academic assignment) conditions the plan and development of the class. A considerable group of respondents (15) believe that the greater the work load, the less time to plan the class. One respondent provided two reasons in that sense: academic assignment conditions positively (there is enough time to plan and develop the class) and academic load conditions the development of the class (in some cases, time is not enough to cover the contents)

Grid 16: Negative answers of fourth question

Respuestas negativas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
No obedece a su realidad	4
Depende de la organización	1
La planeación no se ve afectada debido a la manera como se trabaja	2

The previous grid shows that 7 people think that academic assignment does not condition the plan and development of the class because of three reasons: some teachers have a good academic assignment that allows to plan and develop the class without any setback; one teacher says that it

depends on how organized teachers are, and finally the methodology chosen does not permit the plan of the class to be affected.

Pregunta 5: ¿Considera usted que su remuneración económica tiene algún efecto en su desempeño profesional?

Grid 17: Positive answers of fifth question

Respuestas positivas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
Busca otra fuente de ingresos y ello lleva a la mala calidad	5
Buena remuneración motiva y hace esforzar el docente	9
Buen salario significa reconocimiento de la labor	1
No hay aprecio por parte de la institución en la que se labora	2

Grid 18: Mixed positive answers of fifth question

Respuestas positivas con combinación							
	Número de respuesta						
Categorías del análisis de las respuestas	#1	#2	#3	#4	#5	#6	#7
La actitud del estudiante condiciona más que la remuneración económica	x						
Buen salario significa reconocimiento de la labor	x	x	x	x	x		
Buena remuneración motiva y hace esforzar el docente		x	x	x	x	x	

Busca otra fuente de ingresos y ello lleva a la mala calidad							x
Buen salario significa inversión en materiales didácticos		x					x
Se debe hacer valer nuestra labor						x	

As it is shown in grids 17 and 18, 24 respondents out of a sample of 39 people consider that the salary they receive has an effect upon professional performance. A good percentage of respondents thinks that good remuneration encourages and makes the teacher to strive; on the contrast, a bad remuneration makes the teacher to look for another source of income, which might lead to bad quality. In grid 18, two more categories were created in order to group the answers: (1) good salary means investments in didactic material, and (2) our job must be recognized. Another reason provided in this section was that a good salary means recognition for the job.

Grid 19: Negative answers of fifth question

Respuestas negativas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
El dinero no es lo primordial	3
La vocación está primero	5
La ética profesional no lo permite	1
Hay satisfacción con la remuneración	2
La remuneración debe ser una consideración previa a la aceptación del trabajo.	1

Grid 20: Mixed negative answers of fifth question

Respuestas negativas con combinación			
	Número de respuesta		
Categorías del análisis de las respuestas	#1	#2	#3
Hay satisfacción con la remuneración	x	x	
Matiz opuesto	x		x
La remuneración debe ser una consideración previa a la aceptación del trabajo.		x	
El dinero no es lo primordial			x

According to the previous grids, 15 respondents think that financial remuneration does not have any effect upon professional performance. Some of the reasons respondents provide are the following: vocation is first, money is not everything; there is satisfaction with salary, and financial remuneration must be agreed before accepting the job. Two respondents, in turn, think that financial remuneration does not have any effect upon professional performance, but their answers have an opposite nuance; in fact, a new category was created in grid 5.4: opposite nuance.

8.1.2 Methodology

Pregunta 6: ¿Está usted familiarizado con los siguientes enfoques metodológicos? (Communicative approach, Task-based instruction, and Project-work)

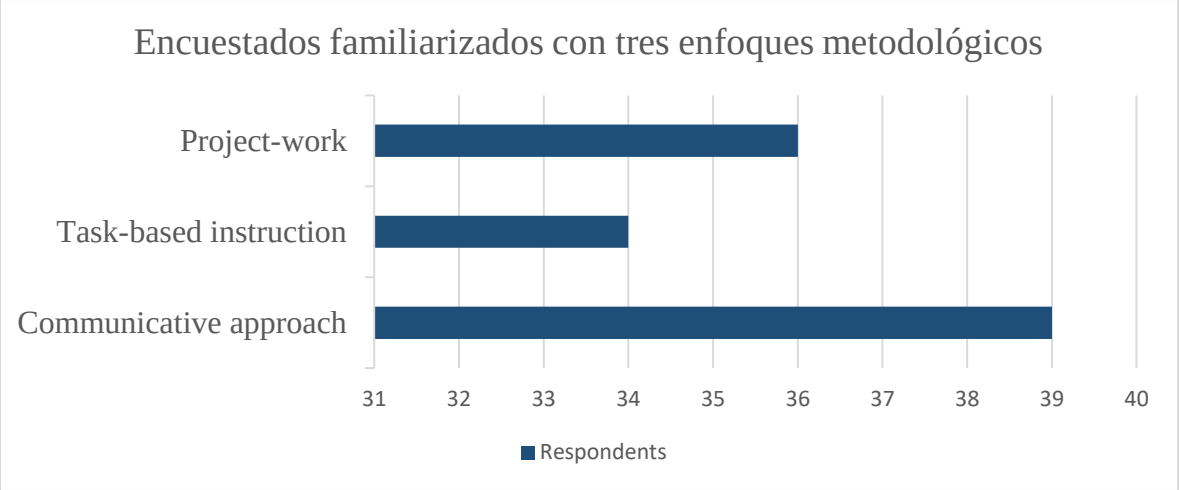


Chart 1: Respondents aware of three methodological approaches

The previous chart indicates the number of teachers who are familiar with three methodological approaches. All respondents claim to be familiar with the communicative approach. 34 respondents claim to be familiar with Task-based instruction, thus 5 respondents are not familiar with it; in turn, 36 respondents assert to be familiar with a Project-work methodology, which means 3 respondents are unaware of it.

Pregunta 7: ¿Utiliza usted alguno de los principios y procedimientos de las metodologías antes mencionadas en su trabajo?

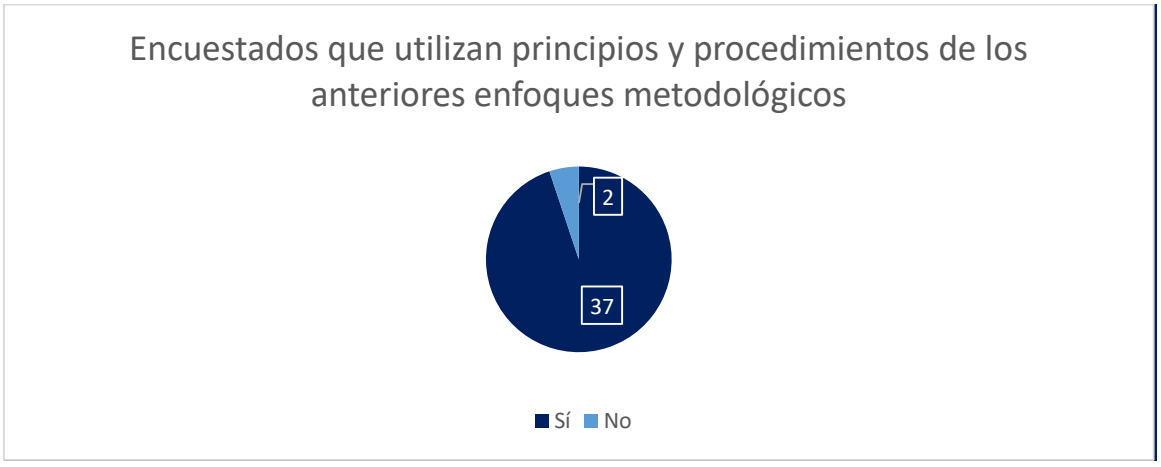


Chart 2: Respondents who implement tenets of CLT, TBI and PW

Chart 2 indicates that 37 respondents, out of a sample of 39 people, affirm to use the principles and procedures of the communicative approach, task-based language teaching or project-work in their methodologies. Two respondents claim the opposite stating that: (1) her methodology is based on “Análisis textual”, and (2) her methodology is based on “Construcción de significados. Desarrollo de competencias y comprensión del contexto” (Pregunta 8)

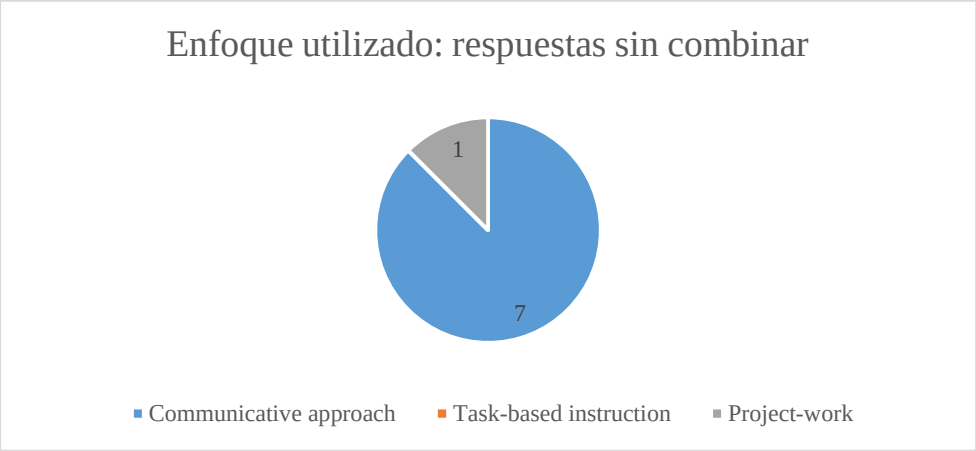


Chart 3: Approach implemented by respondents

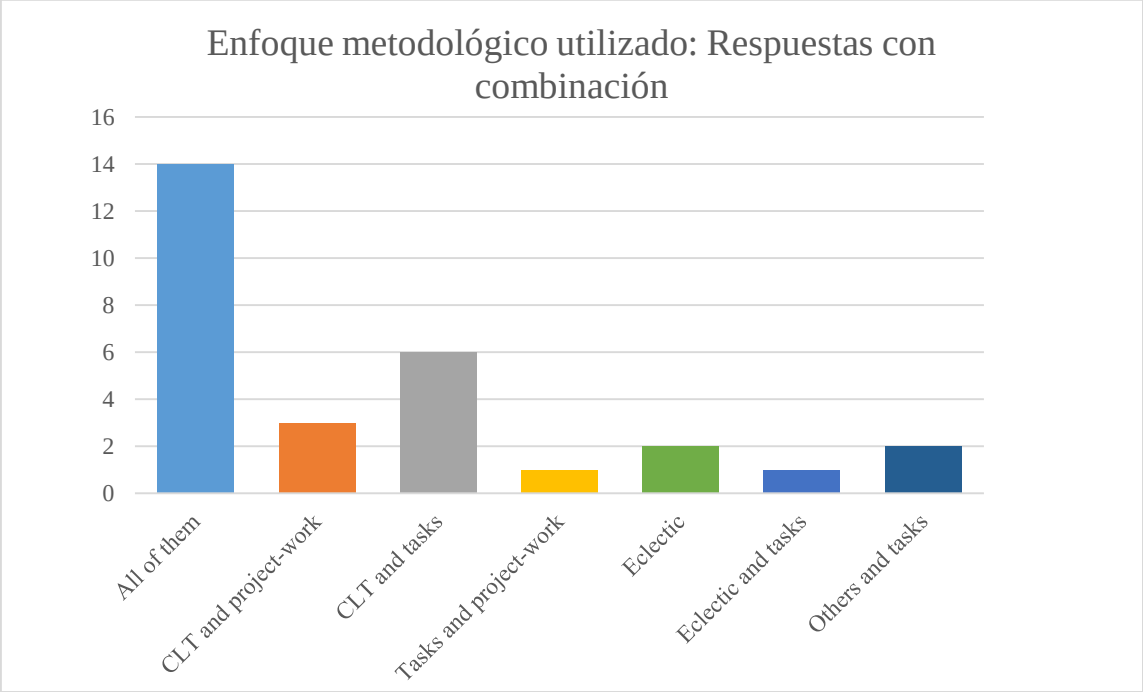


Chart 4: Approach implemented by respondents – Mixed answers

In Charts 3 and 4 the methodological approach used by respondents is shown. Chart 3 indicates that seven respondents claim to use the communicative approach; one respondent states that he uses project-work, and none of the respondents uses task-based language teaching. However, chart 4 indicates the categories created to group the answers that are combined given that teachers use more than one methodological approach or a different one.

8.1.3 Experience as English learner

Pregunta 9: ¿Cree usted que su experiencia como aprendiz de inglés, tanto en el colegio como en la universidad, tiene alguna relación con su metodología actual?

Grid 21: Positive answers of ninth question

Respuestas positivas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
La universidad influyó en su metodología de enseñanza	4
La metodología de los docentes que tuvo influyó en la propia	5
El colegio influyó en su metodología de enseñanza	1
Comparte con sus estudiantes su proceso de aprendizaje	8
Ambos referentes influyeron en mi metodología	3
Merece mayor exploración	4

Grid 22 Mixed positive answers of ninth question

Respuestas positivas con combinación	
Categorías del análisis de las respuestas	Número de respuesta

	#1	#2	#3	#4	#5	#6	#7	#8
La universidad influyó en su metodología de enseñanza	x	x	x	x	x	x	x	x
La metodología de los docentes que tuvo influyó en su metodología	x				x	x	x	
El colegio influyó en su metodología de enseñanza	x	x		x			x	x
Su metodología fue influida por otro referente diferente al colegio o universidad			x				x	
Comparte con sus estudiantes su proceso de aprendizaje					x			
Ambos referentes influyeron en mi metodología								x
Merece mayor exploración				x				

The previous grids show that 33 respondents believe that their experiences as English learners in high school and college have a relationship with their current methodology. Six categories were created to group the answers. The categories that grouped most of the answers were: teachers share with their students their learning processes and the methodology of their teachers influenced their own methodologies. In turn, in grid 22, 8 respondents provided more than one reason to support their answers. All of these respondents think that college influenced their methodologies and most of them think that high school influenced their methodologies. A little percentage of the respondents thinks that a different institution than school and college has influenced the methodologies.

Grid 23: Negative answers of ninth question

Respuestas negativas sin combinación	
Categorías del análisis de las respuestas	Número de Respuestas
Era un enfoque diferente	3
Es la experiencia como docente la que influye	1
Los estudiantes son diferentes	1

Grid 24 Mixed negative answers of ninth question

Respuestas negativas con combinación	
	Número de respuesta
Categorías del análisis de las respuestas	#1
Era un enfoque diferente	x
Respuesta con matiz diferente	x

Grids 23 and 24 show that six respondents think there is not relationship between their experiences as English learners in school and college and their methodologies as English teachers either because there was a different teaching approach or because students change throughout time. One respondent also considers that the experience as English teacher is more influential than the experience as an English learner.

8.1.4 Experience as English teacher

Pregunta 10: Years of experience in English teaching

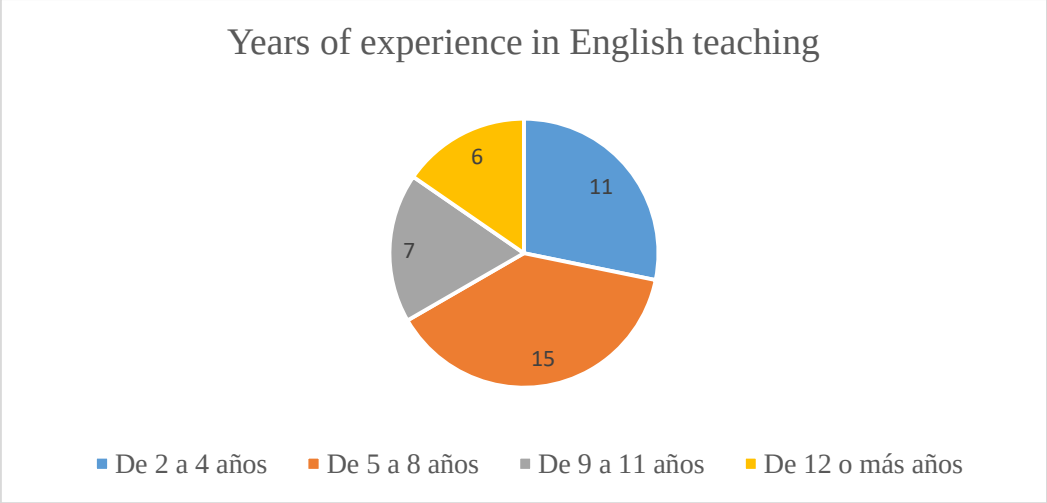


Chart 5 Years of experience in English teaching

The previous chart shows the years of experience of all of the respondents. As it is indicated, 11 teachers have an experience between two and four years; 15 respondents affirm to have an experience between five and eight years; seven respondents claim to have an experience between 9 and 11 years; and six teachers say they have an experience of 12 years or more.

Pregunta 11: ¿Cómo ha afectado su experiencia en la enseñanza de inglés su metodología actual?

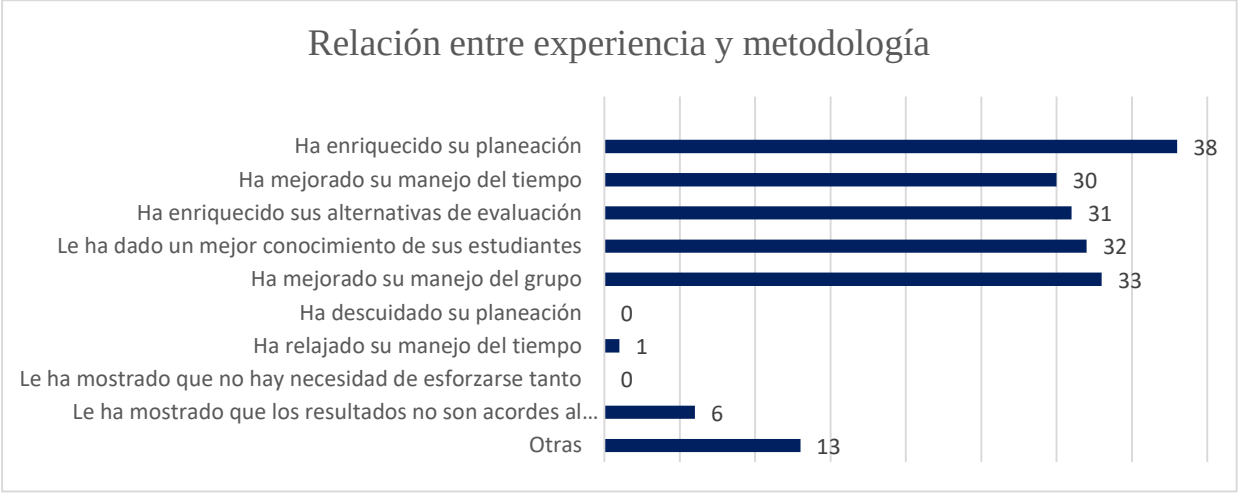


Chart 6 Experience vs Methodology

As the previous chart indicates, ten categories were created in order to ponder the influence of experience upon methodology. The years of experience influence the methodology mostly in the following five ways: over time, the lesson plan has been enriched (38 respondents), time management has been improved (30 respondents), evaluation alternatives have been improved (31 respondents), better insights of students have been acquired (32 respondents), and classroom management has been improved (33 respondents); on the other hand, respondents do not think that as time goes by, lesson plan has been neglected (0 respondents), time management has been neglected (1 respondent), too much effort is not worth it, and results do not reflect invested effort (six respondents).

13 respondents suggested other relationships between experience and methodology; these are recorded in grid 7.1

Grid 25 Experience vs methodology

Relationships between experience and methodology
• Brinda más herramientas para ser más creativo en los métodos a usar
• Ha favorecido la posibilidad de un análisis completo, detallado de los eventos y situaciones que ocurren tanto dentro como fuera del aula de clase. Logro tomar acciones correctivas tanto en acción (en clase) como por fuera de ella para definir acciones de mejora o de implementación de nuevos aspectos que favorezcan los procesos de aprendizaje de mis estudiantes, mi proceso de enseñanza, y solucionen dificultades presentadas.
• Ha hecho que sea más creativa al darme cuenta de que cada grupo posee características especiales y que ellas afectan el desarrollo de la clase lo que implica planear el mismo tema de formas diferentes para obtener resultados igual de buenos
• "La teoria que leí es en su gran mayoría en inglés pero mi experiencia en francés fue motivadora y busque alternativas en esta lengua. El inglés es muy rico en teoria didactica y pedagogica , eso le da a uno elementos para mejorar las prácticas pedagogicas. "
• El conocer de primera mano las diferentes edades y personalidades de los estudiantes hace que se enriquezca la práctica pedagogica. Ya que conociendo aspectos como estos nos ayudan a estipular objetivos realistas y más acordes a las necesidades de los estudiantes.

• Me ha servido para compartir las experiencias significativas en mis prácticas pedagógicas.
• "Planeación: El pensar la clase siguiendo algunos principios del Aprendizaje Basado en Tareas me ha permitido planear mejor mis clases. Evaluación: La autoevaluación por parte de los estudiantes y la evaluación entre pares han contribuido en el desarrollo de estrategias metacognitivas en mis estudiantes. Las rubricas de evaluación son una herramienta que me ha ayudado en términos de la evaluación de presentaciones orales y trabajos de escritura. También los videos y las grabaciones que les realizo a mis estudiantes me han servido enormemente. Análisis de necesidades: El realizar al comienzo del curso una entrevista y una encuesta de análisis de necesidades ha facilitado en cierta medida las planeaciones de clases y los temas a abordar en los cursos. Algo que también ayuda a conocer mejor a los estudiantes son la evaluación intermedia de curso y las tutorías personalizadas. Manejo de grupo: El conocer a los estudiantes ayuda mucho en cuanto al manejo de grupo. El hecho de brindarle a los estudiantes la posibilidad de sentirse participes de la clase y cambiar un poco con esa concepción tradicional del rol de profesor es algo que me ha traído muy buenos resultados en mis cursos. El replantearse el rol del profesor, teniendo en cuenta que él no es el único que aporta a la clase, evidentemente propicia unas buenas dinámicas de grupo. "
• Esta pregunta no es clara. Las respuestas que marqué son las que considero se han fortalecido con mi experiencia profesional, También puedo agregar que la planeación se ha convertido en un proceso más automático; es decir, la experiencia profesional me ha permitido gastar mucho menos tiempo en la planeación de mis clases y en el manejo del tiempo de clase.
• Que siempre la mejor recompensa de enseñar es tener un grupo de estudiantes que no sólo aprenden el subject matter sino también que son un grupo de personas que crean sociedad en el salón de clase, que conviven, que negocian, que te dejan enseñanzas y que finalmente son personas bellas que jamás olvidarás. Así como también estarán los otros que "no matter how hard you try" deciden no dejarse impactar y hay que respetarle su decisión.
• He logrado ser más creativa y dinámica
• He mejorado mis materiales y metodología
• Me ha enseñado que a pesar de tener asignado el nivel que ya un día enseñé, siempre hay que estar reinventado y creando
• Ha ejercitado mi creatividad y capacidad de improvisación. Me ha hecho pensar más rapido en la solución de un problema que se presente en clase
• La incorporacion de mas herramientas, por ejemplo Tics

8.1.5 Professional development after the foreign languages degree

Pregunta 12: ¿Ha realizado usted algún estudio relacionado con la enseñanza de lenguas posterior a su pregrado?

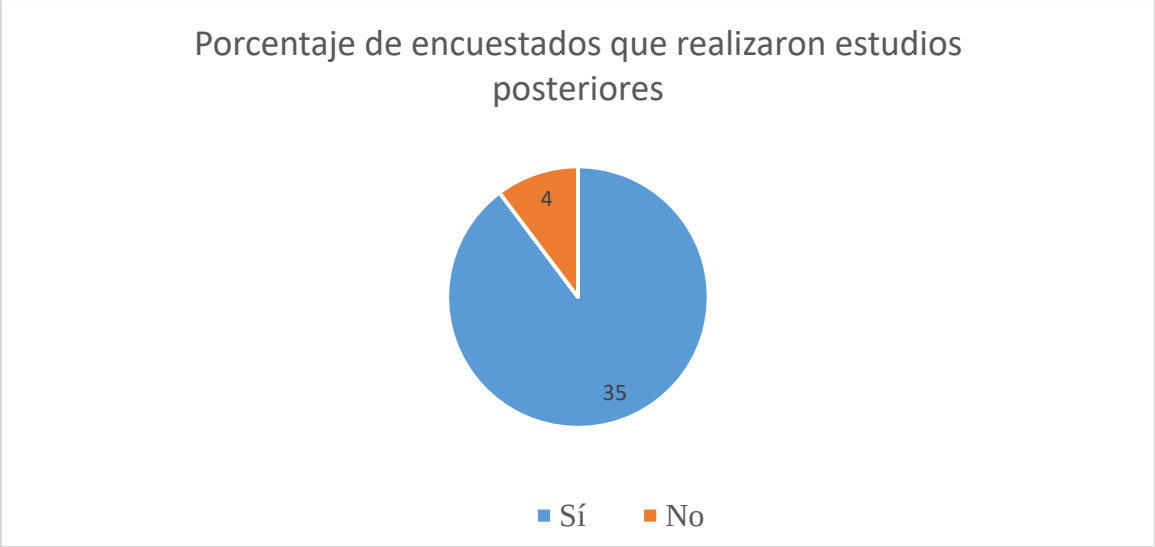


Chart 7: Subsequent studies after bachelor

The previous chart shows that 35 respondents over a sample of 39 respondents have done a subsequent study after their degrees in foreign language. On the contrast, a minimum percentage has not done any other subsequent study. The grouping of the subsequent studies is shown in grid 26. Seven categories were created to classify the answers, and 8 suggestions more were provided.

Grid 26: Subsequent studies after bachelor

Estudios posteriores a la Licenciatura en Lenguas Extranjeras	
Categorías de las respuestas	Número de Respuestas
Conferencias, congresos, simposios	27
Seminario	17
Curso corto	15
Programa de desarrollo profesional	9
Diplomado	12
Especialización	2

Maestría	13
Otro	8

8.2 Class observations

Nine teachers were observed at least once in their class development. The teachers were selected, firstly, because of their different years of experience in English teaching and, secondly, due to their willingness to participate in this research study as well as their educational institutions openness to contribute with the same. The importance of these observations lies in the corroboration of the information given in the survey. In other words, the data triangulation was possible thanks to these class observations.

8.2.1 Task

Grid 27: Types of tasks

	Types of task						
Teachers	List	Order and sort	Comparing	Problem-solving	Sharing experience	Creative task	Other activities
T1							2
T2							2
T3		1	1	1			1
T4							5
T5							3
T6	2				2	2	7

T7					2	1	7
T8						1	3
T9						1	4

The previous grid shows the types of tasks (Willis, 1996) used by teachers throughout their sequences of activities. The grid also shows other activities that could be identified as Communicative Language Teaching (CLT) activities or other types of activities; in fact, these activities are more common than tasks among these group of teachers according to what the observations showed.

8.2.2 Grouping

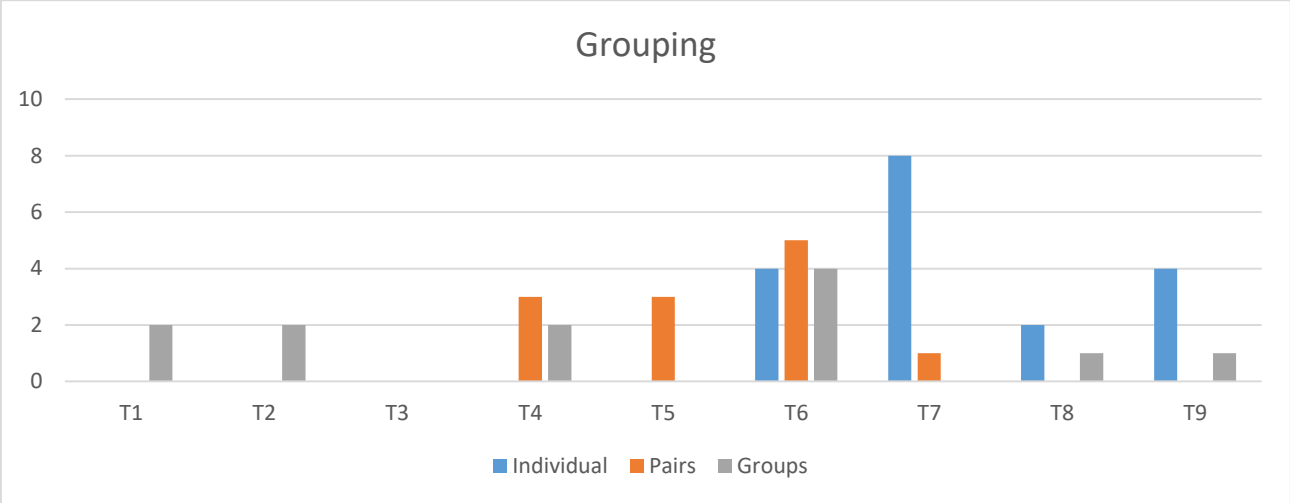


Chart 8: Organization of activities

The previous chart shows the grouping in the activities, there are work modalities to carry out an activity: Individual, pairs, and groups. The chart does not show a fourth type of organization which was a new contribution from the observation: a whole class activity.

8.2.3 Setting

Grid 28: Setting of activities

Setting of the activities		
Teachers	Inside the classroom	Outside the classroom
T1	2	0
T2	2	0
T3	3	0
T4	5	0
T5	3	0
T6	12	0
T7	9	0
T8	3	1
T9	4	1

According to the previous grid, two activities were done out of the classroom. The rest of the classes were held in the classroom.

8.2.4 Outcome

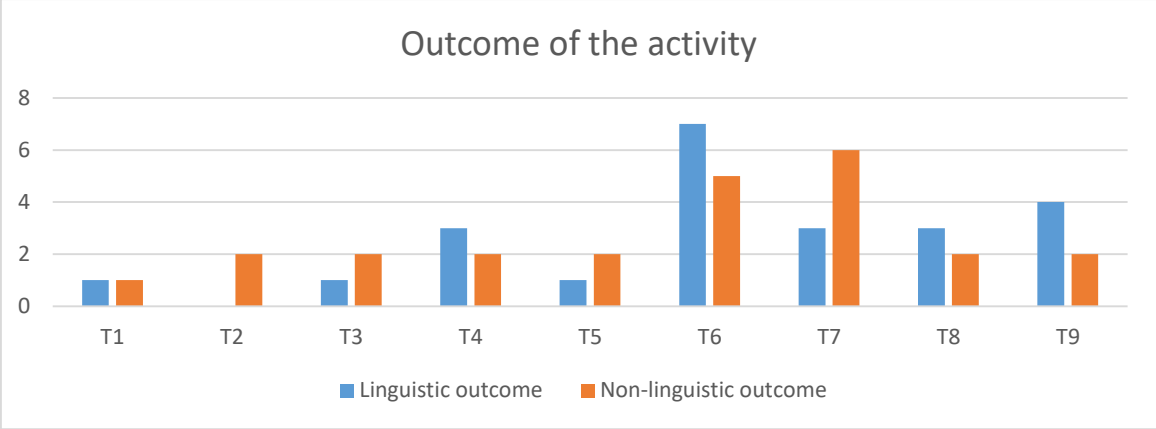


Chart 9: Outcome of the activity

Chart 9 shows the outcomes of the activities. An activity can have two types of outcomes: a linguistic outcome and a non-linguistic outcome. The previous chart shows 23 non-linguistic outcomes and 24 linguistic outcomes.

8.2.4 Feedback

Grid 29: Types of feedback

	Feedback				
Teachers	About Ss' attitude	About linguistic issues	About outcome appropriateness	No feedback	Other
T1		1	2		
T2			2		
T3		1	2		
T4		5	2		
T5		2		1	

T6	1	9	5	1	
T7		6	1	2	
T8		2	1	1	
T9	1	5	1		

There are different types of feedback for an activity. The previous grid shows 3 types of feedbacks. One activity can be assessed from different points of view. According to this grid, the aspects that teachers keep in mind the most when revising an activity are: Linguistic aspects and outcome appropriateness.

8.2.6 Interaction

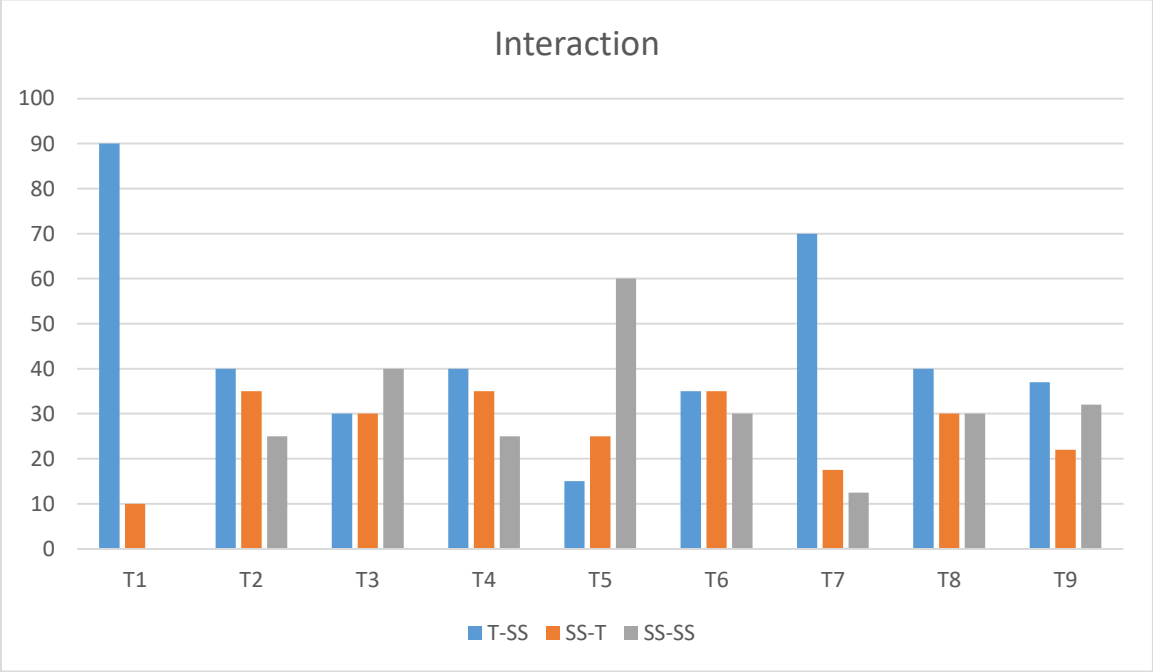


Chart 10: Three types of interaction

The previous chart shows approximate percentages of interaction in the class. There are three types of interaction in the classroom, namely: Teacher-Students, Students-teacher, students-students.

8.2.7 Teaching format

Grid 30: Sequence of activities

	Sequence of activities		
Teachers	P-P-P	Pre-Cycle-Focus	Other
T1	X		
T2			X
T3			X
T4		X	
T5			X
T6		X	X
T7	X	X	X
T8		X	
T9			X

Grid 30 describes the order in which the activities are implemented. According to the grid, 2 sequences of activities follow the pattern Presentation-Practice-Production, 4 sequences of activities fit the Task-based instruction framework adopted in this study, and 6 sequences of activities respond a different pattern.

8.3 Projects

Grid 31: Classification of projects

Type of project						
Encounter project	Text project (1.2.3)	CCP	Information and research	Survey project	Performance and organizational (2.3)	Production project (1)
Characteristics						
Research	Interdisciplinary nature (1)	Autonomy (1.3)	Cooperative work (1.2)		Creativity (1.2.3)	
Length						
Short-termed (2)		Medium-termed (3)			Long-termed (1)	
Product						
1. Writing and ode 2. Role-play activity 3. Oral presentation						

Three projects were observed. Even though the classification of projects adopted in this study (Legutke and Thomas, 1991, Heines, 1989) corresponds to different authors, the grid 9.5 shows that a project can be described in two types. Project #1 is a text project, according to Legutke and Thomas, but it is also a production project according to Heines.

9. Analysis and Discussion

This section complements the classification of the information and aims at analyzing and discussing the findings previously described. As it is shown in section 8, findings have been sorted in categories as a result of reading, understanding and codification of the information. This analysis and discussion was done taking into account the problem question that guides this research, namely:

Why do teacher's methodologies fail despite having such a wide range of updated methodologies that fit our context better? Why does this gap between theory and practice happen?

9.1 Institutional constraints

9.1.1 Mission and vision

A common assumption about the educational context is that the methodology is imposed by the educational institutions where teachers start working once they get their degrees in foreign languages; in other terms, it is thought that the educational institutions determine the way by which students should be taught.

At first glance, findings showed that 24 respondents over a sample of 39 agreed on the supposition that mission and vision of the educational institution determine their methodologies; however, when analyzing and grouping the information, most of the categories express the idea that mission and vision complement or describe the whole process of education. Most of the respondents decided that mission and vision determined their methodologies just because these concepts mention aspects like: foreign language strengthening, the type of formation of people,

the proficiency of the student, a conception of language, the spreading of the language, autonomy, and innovation. In other words, given that the mission and vision mention aspects related to language teaching, respondents took for granted that these were decisive for their methodologies.

The idea of considering that the educational institution determines the methodology was disputed even more due to the categories of the 15 remaining respondents. According to them, the methodology depends more on the teacher, students' needs, or documents such as area planning. The statements of mission and vision, therefore, are significant in the sense that they project an introductory depiction of education of the institution, but they do not determine the methodology of the teachers since this latter is ultimately shaped by the aspects above mentioned

9.1.2 Class size

When we ponder the gap between theory and practice in language learning and teaching, many reasons come up. Class size is probably one of the most cited reasons. Defining when a large classroom is too large or a small one is too small must be definitely a matter of perspective. In any case, the truth is that the number of students per class has major influences when planning and developing the class; this is precisely what the second question of the survey was intended to find out.

According to 23 respondents, which is the 59 % of the sample, the class size limits the planning and development of the class. Most of the categories share the idea that the development of the class is more influenced by the class size than its planning. While this latter is limited only regarding the selection of activities, the development of the class *per se* influences class management, opportunities of participation, length of the class, personalized attention, and feedback. As a consequence, the whole process of language teaching may become unsuccessful.

Two particular cases were seen concerning class size, the first one is that two respondents manifested that class size makes difficult to put into practice some approaches and methods such as Communicative Language Teaching, Task-based language teaching, or project-work. However, when we go to the tenets of these methodological approaches, it is confirmed that group work is actually favored, hence it could be a strategy to provide student involvement in large classes. This suggests that probably these respondents are not very familiar with the characteristics of these methodological approaches.

The second case has to do with three answers that revealed the reaction of some teachers towards the situation of having large classrooms. A new category was created to group these answers: "Answers with attitudinal nuance" (Respuestas con matiz actitudinal). This category with the component of attitude is interesting because it reveals that teachers do not focus on the problem but they undertake strategies in order to deal with the problem. Teachers manifest an optimistic and resourceful reaction; some of the answers in that sense are the following:

Pregunta #2: ¿Cree usted que el número de estudiantes por aula limita sus posibilidades de planeación de clase y desarrollo de las mismas? ¿Por qué?	
Respuestas	Categoría
Sí - evidentemente entre menos estudiantes se tenga todos los actores involucrados en el proceso enseñanza y aprendizaje tendríamos más posibilidades, pero en el sector público esto no es posible por lo tanto debemos adaptarnos a nuestra realidad y buscar las posibilidades con lo que tenemos Sí - Limita si, ya que la planeación de actividades se hace teniendo en cuenta un número mínimo de estudiantes por clase. Sin embargo, cuando no hay ese número requerido, tiendo a transformar las actividades	Respuestas con matiz actitudinal

grupales en actividades individuales y viceversa. Sí - Asumo la limitación como que sería ideal tener menos estudiantes, sin embargo se busca trabajar de la mejor manera con lo que hay.	

On the other hand, 41% of the respondents think that the class size does not limit the plan and development of the class. Exceptionally, one respondent affirms that his classrooms, in the rural area, do not exceed 30 students, which makes the school environment a favorable one. If we go in depth, we might think that teachers are so used to work with large classrooms that they do not consider a large classroom as such; this is why the fact of deciding the ideal class size is quite relative and depends on teacher's experience. Similarly, 4 teachers think that the number of students in a classroom does not limit the plan and development of the class, but the unawareness of teaching strategies does. At this point, it is relevant to mention that not always the answers provided by respondents reflect their educational contexts; sometimes the answers draw on reality, sometimes they do not; in other terms, reality is a variable. For instance: 5 respondents claim that their plan and development of the class is not limited by the classroom size because they do not have large classrooms. However, if they had large classrooms, their answers would probably be different.

Here, there is an excerpt of the classification of these answers

Pregunta #2: ¿Cree usted que el número de estudiantes por aula limita sus posibilidades de planeación de clase y desarrollo de las mismas? ¿Por qué?	
Respuestas negativas	Categoría

No - A nivel personal disfruto de trabajar con grupos grandes. Sin embargo en términos de las decisiones administrativas, los cursos tienen un número máximo de 19 para el programa de adultos y 16 para el de niños. Por tal motivo, el número de actividades y trabajo cooperativo implementados facilitan el alcance óptimo de los objetivos pues también tengo experiencia en el manejo de estrategias de interacción y comunicación que facilitan el alcance de los objetivos del curso. No - Porque el máximo de estudiantes en un aula es de 18 lo cual me parece un número justo para que las clases no sean demasiado pesadas y así se pueda trabajar tanto individual como grupalmente de una manera libre y sin tomar mucho tiempo de clase. No - Debo confesar que cuento con la fortuna de laborar en un lugar donde el máximo de estudiantes por curso es 19, lo que permite de alguna manera llevar un mejor manejo de las clases. No - Trabajo en una institución que ofrece atención personalizada, por tanto, el número de estudiantes es siempre reducido. Tengo entre 11 y 25 estudiantes por grado así que el número de niñas definitivamente no es un factor que infiera en mi planeación y/o desarrollo de clase. No - El número de estudiantes se limita a 10 personas máximo lo cual propicia el desarrollo de actividades de manera más eficaz.	No trabaja con grupos numerosos

9.1.3 Availability of didactic materials

Availability and selection of appropriate material for the class can largely make the process of learning to keep a good pace or slow down. The design of engaging and motivating activities

depends highly upon the materials the teachers share with the students. According to the findings, 23 respondents believe that the availability of didactic material conditions the plan and development of the class. Most of these respondents think that lack of material hinders the implementation of activities. Of course, if there was a huge availability of diverse didactic materials, teachers would be able to implement the appropriate activities according to the objectives of the class or other criteria. In that sense, availability of didactic materials can influence positively or negatively the plan and development of the class.

An interesting case took place while analyzing the answers of two respondents. According to the first respondent: "…the lack of materials forces the teacher to create his/her own materials..." For the author of this research, the interpretation of the word "forces" has a negative connotation even though the creativity is a quality every teacher should have. In this respect, the previous answer was classified in a category called: "It conditions negatively" (Condiciona de manera negativa).

A second respondent asserted the following: "lack of materials gives me the opportunity to be creative, to do things as I want to…" The interpretation of this answer was conceived as a positive condition, thus it was classified in a category called: "it conditions positively" (condiciona de manera positiva).

Both of the respondents mean the same, namely; lack of material causes the teacher to create or design his/her own material. The difference, according to the interpretation, is that for the first respondent this situation seems to have a non-desirable consequence, while for the second respondent this situation seems to produce a good effect.

Here there are the original answers:

Pregunta #3: ¿Considera usted que la disponibilidad de materiales didácticos condiciona su planeación y desarrollo de clase? ¿Por qué?	
Respuestas	Categorías
Sí - No hay muchos materiales listos para ser utilizado y esto obliga de alguna manera al maestro a crear sus propios materiales si desea trabajar algo diferente a lo propuesto en el método base o a ceñirse por completo a las actividades propuestas por el libro guía.	Condiciona de manera negativa
Sí - Me da la posibilidad de ser creativa, de hacer lo que quiero hacer, dónde y cómo lo quiero hacer. El colegio aún con algunas limitaciones tiene buenas disponibilidades de material para el maestro y sus estudiantes	Condiciona de manera positiva

Beyond the interpretation the author made about these answers, it is also interesting to note that there is an inversely proportional relationship between materials and creativity; the more availability of didactic materials, the less need to create them. This might be considered negative since the practice to create materials must be strengthened. This probably happens with those teachers whose reality does not reflect this condition; in fact, two respondents claim to have availability of didactic materials as well as technological resources such as Internet connection, computer system, and even a movie theater. Unfortunately, nine respondents do not enjoy such privileged context and 4 of them actually have to pay for their own didactic material.

On the other hand, 16 respondents of the sample of 39 teachers believe that the availability of didactic materials does not condition the plan and development of the class. Among other reasons, 8 respondents affirm that they look for their own material or just create it. Internet is the most used tool to find material, although sharing material with other colleagues sounds reasonable according to 4 teachers. Once more, the educational institutions where teachers work influence the answers: 2 respondents manifest to bank on a huge availability of didactic materials, therefore their plan and development of the class is not conditioned in a negative way; however, it would be interesting to know their answers if their educational contexts were the opposite.

Finally, one category emerged due to one respondent who claims that even if there was a huge availability of didactic materials, the plan of the class would be limited because of the few uses teachers make of these materials; in other words, the unawareness of possibilities to use didactic materials might condition negatively the class plan.

9.1.4 Academic assignment

The role of being a teacher does not consist only on lecturing. The process of teaching requires diagnosis, planning, preparation, implementation and evaluation, besides the different activities established in the Institutional Educational Project (PEI). A teacher also gets involved with parents and the community in general, and must participate in institutional evaluation processes. This section aims to analyze how the academic assignments condition the planning and development of the class.

According to the findings, 32 respondents, out of a sample of 39, believe that the academic assignment conditions the planning and development of the class. From these 32 respondents, 15 respondents think that the more academic assignments to perform, the less time they have to plan. Planning, according to the findings, is conditioned more than the development of the class; in

fact, there is one respondent who claims to plan the class in his/her personal time. However, two respondents highlight that their development of the class is conditioned negatively due to teacher meetings, ongoing training, strikes, general reading sessions, among other activities done in class time.

On the other hand, 3 respondents consider that the academic assignment conditions positively the plan and development of the class since they have enough time for both activities. In turn, two respondents manifest that excessive academic assignment is a limitation for the planning and development of the class, even though their realities do not reflect this situation. This is an interesting answer because the respondents record what they think independently of whether or not their educational contexts reflect the situation; in other words, it could be an answer based on their academic rationale as well as their experiences.

Here there is an excerpt of the classification of the answers

Pregunta #4: ¿Considera usted que la carga laboral (horas de trabajo asignadas) condiciona su planeación y desarrollo de clase?	
Respuestas	Categoría
Sí - Pienso que la cantidad de horas de clase sí condicional la planeación y desarrollo de la clase. Personalmente siento que las horas que tengo asignadas son adecuadas para el trabajo de planeación y también para el desarrollo.	Sí condiciona pero no obedece a nuestra realidad
Sí - En realidad nunca he trabajado dictando clase de manera tiempo completo, por lo tanto la carga laboral no ha sido hasta ahora una limitación para la planeación de mis clases. Pero he visto casos de amigos en los que realmente su tiempo para preparar clase es muy restringido y sí me parece que puede	

llegar a afectar bastante la preparación de clase y el desempeño en las mismas.	

Now, regarding respondents who think that academic assignment does not condition the planning nor development of the class (7 respondents), there are 5 who claim not to have a tight schedule; however, one of these respondents claims to have 22 hours of class and 7 hours to plan per week which reveals that once teachers get used to the adverse conditions, these are considered as positive or, at least, manageable.

Here there is an excerpt of the classification of these answers

Pregunta #4: ¿Considera usted que la carga laboral (horas de trabajo asignadas) condiciona su planeación y desarrollo de clase?	
Respuestas	Categoría
No - Afortunadamente en el sector oficial tenemos un tiempo justo para planear. En mi caso 22 horas de clase y 7 horas de planeación. Me siento contenta con el tiempo de planear y esto me motiva a planear cuidadosamente mis clases. Este no es un factor que afecte el desarrollo de las clases.	No obedece a su realidad

Finally, two more categories were created to group the remaining three answers. According to two respondents, the way they plan the class permits to distribute the time in a good way; the

project-work methodology helps in that sense. One respondent also asserts that the academic assignment is not a burden for teachers since it all depends on how they organize their time.

9.1.5 Financial remuneration

The financial remuneration for teachers in Colombia is one of the lowest in Latin America. According to Unesco, Colombia and Bolivia are the countries where the teachers' salaries are the lowest. The way this situation affects the professional performances of teachers is the objective of this part of the survey.

According to the findings, 24 respondents believe that the salary has, somehow, an effect on their professional performance. The motivational aspect is in direct proportion to the financial remuneration. According to nine respondents, the better the salary, the greater motivation and willingness. One respondent also claims that the salary represents acknowledgement of the work. In contrast, five respondents claim that if the salary does not fulfill teachers' expectations, they have to look for a second source of income which, consequently, leaves teachers with insufficient time to focus on students' learning processes. Likewise, two respondents consider that when the salary does not reflect teachers' expectations, it means that the educational institution does not appreciate teachers' work.

One respondent manifests that a good salary represents investment in didactic materials, which might be seen as a negative situation since the government has to be the ultimate investor of educational success and should not leave this assignment upon teachers. Every company or educational institution is supposed to provide materials so that employees or teachers, in this case, do not have to spend their own salary in learning and teaching processes. On the other hand, it is also true that there are some teachers who prove resourcefulness and unselfishness when investing part of their own salary in their materials only for the sake of the education success. All

in all, this situation can be summarized with Quino's point of view: "why should one lose life to earn a living?"

Concerning the rest of the respondents, 15 teachers believe that financial remuneration does not affect the methodology. According to 5 respondents, calling is foremost: one respondent explains that if the salary had some effect in her methodology, she would not be able to pay for her own materials and, rather, ask the educational institution for it which might take too long; another respondent claims that his methodology is related with his calling even though the salary is not the expected one. For one respondent, the remuneration is not reflected in money but when students get ahead. One respondent asserts that the professional ethics does not allow the salary to influence the methodology.

We found that two respondents claim that the salary does not influence their methodology because they feel at ease with their salary; once more the answer provided by respondents obey to their work conditions and not to what they think.

To sum up this section, it is evident that two positions stand out: The first one consists in conceiving the salary as a source of motivation or lack of it, therefore it influences negatively or positively the methodology; one might say that this is a realistic position, while the second position is related to professional ethics and moral; some of the supporters of this position believe that vocation is more important than money.

9.2 Methodology

The methodology of teachers is the way of putting into practice different pedagogical and theoretical concepts, which are sometimes combined with their teaching and learning experiences, and also different techniques with which the classroom practices are developed.

Different from the concept of method, which is a prescriptive idea of education, methodology involves a decision-making on the part of the teacher.

According to the results, all of the respondents are familiar with the Communicative Approach; 34 respondents also claim to be familiar with Task-based instruction, and 36 respondents affirm to be familiar with project-work. As it is shown, these results indicate that most language teachers in the study are familiar with these three methodological approaches; however, the fact that 8 people affirm to be familiar with CLT and yet not to be familiar with tasks and projects is somewhat contradictory, considering the fact that projects are composed of tasks, and these ones are appropriate to develop Communicative Competence.

It is also interesting that 37 respondents claim to use the procedures of at least one of the methodological approaches afore-mentioned; but two people, despite their familiarity with these procedures, do not take them into account in their methodology. This could mean that being familiar with the principles of these methodological approaches does not guarantee that they are reflected on the methodologies of teachers. In other words, knowing the theory does not imply putting it into practice.

Likewise, these two respondents manifest to know the principles of CLT, but their methodologies are based on a different rationale, namely: “Análisis textual” and “Énfasis en construcción de significados. Desarrollo de competencias y comprensión del contexto”. This second answer is interesting given that it emphasizes on the concepts of “Competence and context” which are also of great importance in CLT; in different terms, the respondent uses tenets of CLT even though he claims not to. The first answer might be due to the influence of the educational institution on the teacher’s methodology since after checking the answers of the respondent, she agrees that mission and vision influence her methodology and, second, the

mission of the institution is intended to foster reflection and critique on students' behalf. Briefly, the educational institution promotes its own methodology.

Now, as it was said at the beginning of this section, the methodology is, *grosso modo*, the combination of different aspects ranging from theoretical issues of language teaching to experience and conceptions of the teacher about language, learning, and teaching. It is interesting to notice that 7 respondents affirm that their methodologies are only based on CLT principles and, 1 respondent on project-work, which would suggest that the methodology is a more limiting concept. However, the remaining 29 respondents affirm that their methodologies are based on at least two methodological approaches or even the three of them. The results show that 14 teachers make use of CLT, tasks, and projects; three respondents use the term eclectic when describing their methodologies, which is also the combination of different methodological approaches. Six respondents make use of CLT and Tasks; three respondents go with CLT and projects, which once more, is particular since projects are considered a type of task and are composed of tasks; finally, 1 respondent states that his methodology makes use of tasks as well as projects which automatically makes his methodology a communicative one.

9.3 Experience as English learner

The methodology of teachers is an ongoing and never-ending process that starts with their own learning experiences. The way teachers teach is likely to be the way they were taught at some point in their learning process. In other words, teachers tend to reproduce teaching models of their previous teachers, which is not always something positive given that the contexts are different and the learners from 10 years ago are not the same learners nowadays. The experience as English learner regarding the methodology is what this section examines.

According to 33 respondents, the experience as English learner influences the methodology of teachers. Most of the respondents think that there is a relationship between English learners and English teachers in the sense that as teachers, they share with the students how their process of English learning was. For their part, five respondents acknowledge that the methodology of their previous teachers influenced theirs; it seems to be that respondents think that what worked for them as English learners will work for their students.

The relationship between language teaching methodology and university was also highlighted (6 respondents). Two respondents even claimed their methodologies to be influenced by courses of language teaching theory and classroom research.

The chart below shows some of the answers

Pregunta #6 ¿Cree usted que su experiencia como aprendiz de inglés, tanto en el colegio como en la universidad, tiene alguna relación con su metodología actual?	
Respuesta	Categoría
Sí - Porque en la universidad estudié la teoría necesaria para posteriormente ponerla en práctica en mi trabajo como docente. La teoría tiene mucho sentido al empezar a laborar y por eso es importante tener el background necesario para ser docente de inglés. Sí - Aprendí tanto de las cosas buenas que pude observar como de las malas. Pero debo	La universidad influyó en su metodología de enseñanza

resaltar que la universidad y en especial la clase de investigación en el aula marcó un cambio significativo para mi puesto que me enseñó a observar detenidamente la eficacia, los resultados, las debilidades y fortalezas de cada una de las alternativas metodológicas que conocemos para así tomar de cada una de ellas los aspectos positivos y aplicarlos a la metodología que hoy en día utilizo.	

One respondent over these 33 respondents claimed that his/her methodology was influenced by high-school experience. Likewise, other five respondents mention that high-school experience was an influence to their methodologies. This suggests that some experiences as high-school student are still representative regardless of the number of years that have passed. Now, high school and college are not the only major influences in the formation of the methodology. According to two respondents, the educational institution they work on also exerts an influence upon their methodologies. This might corroborate the previous insight about educational institutions influencing teachers' methodologies in question one.

On the other hand, the respondents who disagree about the relationship between experience as English learner and methodology based their answers on the following reasons: Students change over time; the approaches used formerly are different; and what influences methodology is the experience as English teacher and not as English learner.

9.4 Experience as English teacher

The experience in English teaching of the respondents goes from 2 years up to 12 years. Needless to say that experience is really an important factor in the process of methodology strengthening. Experience helps teachers to make decisions with confidence concerning teaching strategies or can lead the teacher to make his teaching strategies repetitive or monotonous; in other terms, experience can influence the methodology of the teachers in positive or negative ways.

According to the results, the experience has influenced positively the methodology of the teachers. Some of the reasons are: experience has enriched the lesson plan, group management, and evaluation alternatives; it has also given a better insight of students, and it has improved time management. Besides, 15.4% of the respondents believe that experience has also demonstrated that results do not correspond to invested efforts. This is probably because education is a process that takes time in order to produce expected results, and at times teachers feel frustrated when they do not see fast and favorable results as a product of their dedication.

It is commonly thought that the longer the experience of a teacher, the bigger the dissatisfaction with the results. However, after checking the years of experience of the teachers who believe that results do not correspond to invested effort, it was noticed that the years of experience do not necessarily determine this dissatisfaction since teachers with less than 5 years of experience share the same opinion.

9.5 Professional development after foreign language degree

A common belief about the gap between theory and practice is that once teachers obtain their diplomas of foreign language degree, they do not pursue any subsequent study that allows them to update their theoretical contents of language teaching and practice their English language

skills. Consequently, teachers with experiences of four or more years in language teaching tend to perpetuate teaching practices that end up being inappropriate for the context they are performing currently and weaken their proficiency in English, which results in low input for students. Now, the reasons of this situation might be due to academic assignment of teachers who barely have time to plan the class.

The present study disputed the above assumption given that only four respondents (10.3%) have not pursued yet any professional development study. In contrast, 35 respondents (89.7%) have done a subsequent study after their degrees. 27 respondents have attended conferences and symposia, while 13 teachers have already completed their MA. Short qualification courses and seminars with 15 respondents (42.9%) and 17 respondents (48.6%) respectively are also part of the professional development of the respondents. With less participation, 9 respondents (25.7%) have done a professional development course and 2 (5.7%) respondents have done specializations.

9.6. Class observation

The selection of the teachers for the observation was done taking into account the years of experience in language teaching. When we observe the results of the survey we can determine the years of experience of each teacher as follows:

Grid 32: Teacher's years of experience

Years of experience	
T1	From 9 to 11 years
T2	From 9 to 11 years
T3	From 5 to 8 years

T4	From 2 to 4 years
T5	From 5 to 8 years
T6	12 or more years
T7	From 9 to 11 years
T8	From 2 to 4 years
T9	From 8 to 11 years[8]

T1 states that she is familiar with CLT, TBI, and Projects; this latter stands out as it is recorded in the survey:

> "En lo posible mis estudiantes hacen uso del idioma extranjero en proyectos dentro y fuera del aula, trabajan autonoma y colaborativamente de acuerdo a sus diferentes necesidades y expectativas."

T1 carried out two activities that cannot be considered as tasks. The first activity consisted on writing on the board vocabulary of food and Ss should say if it was healthy or unhealthy. The second activity consisted on giving suggestions about unhealthy habits. These two activities were intended to reinforce the use of the modal verb "should" which T explained explicitly. These two activities do not reflect exactly the principles of CLT, Tasks, or Projects. However, at this point we cannot describe enough the methodology of the teacher since there are not sufficient elements to do it. On the other hand, the interaction in the class was mainly from teacher to students, and Spanish was used more than English.

In the survey, T2 mentioned that although she is familiar with CLT, Tasks and Projects, her methodology does not follow the tenets of these methodological approaches. However, when the

[8] In grid 32, letters "T" on the left column mean "teacher"

observation was done, two communicative activities were used: A reading comprehension activity and an information-transfer activity. In other words, T2 says that her methodology does not reflect the tenets of CLT but it actually does. The activities observed were also helpful activities for students to write an ode as the outcome of a project. All in all, the activities observed reflect the principles of CLT and also are the process of a project.

As it is shown in grid 27, T3 carried out three different types of tasks in her classes. What is interesting is that she manifested not to be familiar with Task-based learning and yet these are some of the tasks done by her: Order and sorting task, Comparing task, and problem-solving task. It can be said that the methodology of T3 reflects principles that the teacher herself is not aware of.

T4 carried out 5 activities that can be classified as CLT activities. In the survey, the teacher said that she was familiar with all of the three methodological approaches; her methodology is described as follows:

> Principalmente, trato de implementar el enfoque comunicativo en las sesiones de clase. Sin embargo, a veces hago uso de explicaciones de aspectos formales (sin partir de la estructura) y de actividades de repetición por medio de dinámicas. También he utilizado el planteamiento de tareas. Ej: aplicar a una oferta laboral, presentar el reporte de una encuesta, etc.

As it is shown in the grid as well as in the survey, the conception of the teacher about her methodology agrees with the practicalization of it.

Concerning the order and transition among the activities, it is interesting to note that the sequence of activities observed follows the pattern of task-based instruction framework, namely: Pre-task: two lies one truth; while task: role play; and post-task: narrating movies. However, only the activity of narrating movies can be described as a task since it follows the principle of information-gap activity, while the role play exercise was done with the aim of understanding the

simple past tense; this leads to think that a teacher can work with the framework of task-based language teaching and not necessarily performing tasks.

According to the grid 27, T5 carried out 3 activities. These activities were a combination of accuracy and fluency; the idea was to bring some news and make a summary of them, then students had to present the news as in a broadcast. In this sequence of activities, the teacher implemented a transfer-information activity and a role play activity. Both of these activities had a communicative purpose and language use was not predictable. According to the survey, T5 said she used tasks and projects as rationale for her methodology, which was effectively confirmed in both of the two observations. Below in section 9.8, there are some words about the project T5 carried out.

According to the grid 27, T6 carried out more activities than the rest of the teachers. T6 implemented three types of tasks: List, sharing-experience task, and creative tasks. It is interesting that the survey shows that T6 manifests not to be familiar with tasks but in the observation he does two stages of the task-based instruction framework: pre-task and task cycle (especially the report stage), which proves the flexibility of the framework. Most of the activities were done in pairs and groups, which increases interaction among students.

During the observation of the sequence of activities of T7, three activities intended to improve the linguistic competence were recorded. Of course, the fact that this observation was done in a class of grammar is the reason why teacher mainly focused on formal aspects of the language. The sequence of activities followed a pattern known as Presentation-Practice-Production, which is completely opposed to a task-based instruction framework. In the second observation, the sequence of activities followed the pattern of task framework with the difference that the last stage, Language focus, was not done. Once more the flexibility of the framework is evident.

According to the grid 27, T8 implemented a creative task with grammatical activities. The teacher started with a pre-task activity, and then asked students to do a task and report the results; finally, she highlighted some formal aspects of the language in the stage known as language focus. In other words, T8 was the only teacher who based fully her methodology on a task-based instruction framework. In the survey, T8 manifested to use all of the three methodological approaches.

Finally, T9 carried out 5 activities in which the strengthening of reading is the main characteristic since the course is about reading academic texts in English. The teacher also implements an information-transfer activity and then complements with a report activity. In this sense, CLT and Tasks are reflected in the activities.

As it is shown in chart 8, the activities can be done with different groupings, that is: individual, pairs, and groups. 18 activities were done individually, 12 activities were done in pairs and 12 activities were done in groups. More activities were done in pairs and groups than individually, which can be interpreted as a significant interaction in the activities done by the teachers. CLT, Tasks and projects favors interaction as an important characteristic that leads to English learning. In turn, the observations allowed identifying another type of grouping which was classified as “whole-class activity”. This grouping was seen in the sequence of activities of T3 and T6. Another interesting aspect is that one activity can start individually and finishes in pairs; this is especially when the activities are following the stage of Task cycle in TBI. Individual activities can turn into pair activities when students are asked to share the information and report the results.

One of the differences between tasks and general activities lies on the outcome of the activities. Normally, activities have some linguistic outcome while tasks have some non-linguistic outcomes. The observation allowed to understand that all of the outcomes have a

linguistic trait, but it depends on the teacher to give feedback about meaning rather than form; the grid 29 shows that teachers prefer to evaluate their students' performance in terms of linguistic issues over outcome appropriateness. According to the chart 9, 23 activities had linguistic outcomes, while 24 activities produced non-linguistic results, this could mean that there is a balance between accuracy activities and fluency activities.

9.7 Methodologies comparison

As it is shown in grid 32, T4 and T8 have from 2 to 4 years of experience in language teaching; in contrast, T1, T2 and T7 have from 9 to 11 years of experience. As for T6 she/he has 12 years of experience or more. In this part, the methodologies of these teachers will be compared.

9.7.1 Tasks-based Language Teaching

In terms of tasks-based language teaching, T4, T8, T6 and T7 made use of the task-based instruction framework. While T6 and T7 carried out the stage of pre-task and task-cycle but overlooked the stage of language focus, T4 and T8 carried out the whole framework for one of their sequences of activities. In this sense, one might think that teachers with less experience tend to implement very precisely the theory, whereas T6 and T7, with more years of experience, adopt and adapt the framework at their ease.

For her part, although T2 manifested to be familiar with all of the three methodological approaches, she claimed not to use none of these in her methodology which was influenced by "Análisis textual" instead; along the observation, nonetheless, she implemented two activities of CLT and her classes are part of a project of which outcome is to write an ode. In other words, T2 consciously affirmed that the tenets of these methodological principles are not used in her methodology, but some activities recorded in the observation actually reflect these principles.

Equally interesting is the fact that although T1 manifested in the survey to be familiar with all of the three methodological approaches, her activities did not reflect the tenets of these; actually her sequence of activities was classified in a Presentation-Practice-and Production model that traditionally focus on language form.

To sum up, there is an expected result for teachers 4, 8, and 7 who stated to be familiar and implement the tenets of CLT, Tasks, and Projects, and actually their classroom activities corresponded this. In contrast, although T1 manifested to implement the principles of these methodological approaches, her classroom practices did not reflect this implementation. For his part, T6 said he was familiar with CLT and projects, and yet his classroom practices revealed that he makes use of the tasks framework and the different types of tasks. Finally, T2 said she did not use any of the tenets of these methodological approaches and yet her classroom practices revealed the opposite.

9.7.2 Projects

Three tasks belonging to projects were observed. Legutke and Thomas (1993, in Lípová, 2008) and Haines (1989) describe projects according to their purpose. T2 is doing a project where students have to produce a piece of writing; in this sense, T2 and her students are developing a production project. What is interesting is that along the process, students will be in touch with different texts written by English native speakers, thus the project is also considered a text-project. For her part, T5 and her students developed a project which involved the contact with texts written by English native speakers, therefore, this is a text-project; but the outcome of the project is to perform a dialogue about a fortune teller; in this sense, the project can also be classified as a performance and organizational project. Finally, T9 and his students developed a text-project where the product was to make a presentation about some events in students' lives.

Once more the project of T9 is classified as a text-project, as well as a performance and organizational project.

9.8. Previous work in the area and the present research

Just like the regional previous works in the area, the present research highlights that practice overrules theory. In the previous works, results showed that teachers' methodology is influenced more by the context where teachers work on than by conceptual groundings. The present research, similarly, highlights that contextual factors like class size, availability of didactic material, financial remuneration and academic load influence teachers' methodologies.

There is, however, a couple of differences between the present research and the research conducted by Faustino, C. and Hernandez, F. (2006); the differences lie in the predominance of the activities done by the participants in both of the researches. Whereas the previous work concludes with the assertion that complementary skills, like grammar, are emphasized more than communicative skills, in the present research different communicative activities, as well as diverse types of tasks, were of great importance.

Similarly, while all of the previous works in the area corroborate a significant lack of command in English language on the part of the teachers, this research found that teachers who were observed during their didactic sequences ran their classes mainly in English.

It is important to recall that observed teachers held an experience ranging from 2 to 12 years and, thus, their English proficiency does not show major difficulties; contrary to the profile of the participants of the research provided by Safaie, E., Safaie, N., and Safaie, A. (2014) in which results showed that more years of experience led to a more noticeable decline in content and pedagogical-content knowledge of teachers.

Concerning the teachers' methodological orientation, the majority of the participants in the research of Chavez, O. and Hernandez, F. (2013) asserted that they identified themselves as eclectic teachers, while nearly all of the participants of the present study joined a communicative perspective, except for two participants who stated to base their methodologies on an eclectic perspective, and one teacher who mentioned to base his methodology on tasks and eclectic perspective as well (chart 4)

10. Conclusions

The following conclusions are written at the light of the general and specific objectives. Likewise, with the aim of answering the research problem question, at the end of this section it is provided a hypothesis that was built throughout the inductive analysis of this study.

10.1 Description of a newly-graduated teacher's methodology

Thanks to the survey and the in-person observation, an idea of the methodology of a newly graduated teacher from Univalle was done. It was observed that two teachers holding from 2 to 4 years of experience implemented a task-based instruction framework. Both of them used group work and, therefore, the interaction in their classrooms was larger than that coming from individual activities. Both of the teachers manifested to be familiar with the principles of the three methodological approaches and to implement them. In other words, at the theoretical level teachers are updated with Language Teaching Theory.

Now, T8 manifests that the methodology is up to the teacher even though the objectives are established by institutional documents, while T4 believes that there is an influence of institutional guidelines in her methodology. The disagreement between these two teachers is totally understandable given that T8 is in charge of a general English course at Universidad del Valle that provides teachers with freedom teaching, whereas T4 is in charge of a course called English reading of academic texts, which naturally limits the didactic material and therefore the methodology of T8.

10.2 Description of a ten year experienced teacher's methodology

The methodology of the teachers with 10 or more years of experience was based on task-based language teaching, CLT and projects. T6 and T7 organized their activities according to the task-based instruction framework, (Willis, 1996); although they adapted the two initial stages: pre-task and task cycle; the third stage was overlooked. It is interesting that T6 states in the survey that he is familiar with CLT and projects but not with tasks; however he was the teacher who implemented more tasks in his classroom practices: list, sharing experience task, and creative tasks. For her part, T2 stated in the survey that although she was familiar with all of the three methodological approaches, her methodology was based on a different approach called "text analysis"; this approach makes use of reading strategies, but teacher also implements CLT activities in her classroom practices, a transfer-information activity can be one example. In contrast, T1 said she was familiar with all of the three methodological approaches and yet her sequence of activities was classified in a p-p-p model in which the focus was on formal aspects of language and production of totally predictable language.

In other words, not always the information recorded in the survey corresponded to the practice observed; some teachers say they implement these updated methodologies in their classroom practices, but observation was not a proof of this practicalization. At the same, there are teachers who manifested not to implement some language teaching methodologies in their classroom practices and, however, throughout the observation it was observed some activities reflecting the tenets of these language teaching updatings.

As a conclusion, it can be said that some teachers in this group consciously assert that their methodologies do not reflect some principles of CLT; nevertheless they perform activities intended to develop communicative competence. It seems that the methodology is not only the

reflection of conscious decisions subject to be described but also spontaneous choices intended to fulfil goals in the classroom, following Kumaravadivelu's Particularity parameter (2012). Of course, describing one's methodology is not a simple question; the answer is not always sufficient to corroborate actions in the classroom, either by lack of familiarity with metalanguage or just by forgetfulness.

10.3 Methodology and English language learning process in high-school and college

According to the findings, 33 respondents believe that their experiences as learners in high-school or college have an influence on their methodologies. The most outstanding justification for this was that teachers share with their students how their processes of language learning was. They also admit that the methodologies of their previous teachers influenced theirs; it looks like teachers believe that what worked for them as former language students, will work for their students. Between college and high-school, the former influenced methodologies much more than the latter.

10.4 Methodology and educational context

10.4.1 Mission and vision

The context where an English teacher works undoubtedly represents a significant influence upon the methodology of the teacher. Some of the influencing factors were tackled in this study. The mission and vision of the institutions where teachers work do not determine the methodology of the teachers, firstly because the methodology is not explained in these concepts that are general guidelines; methodology is more likely to be described in documents such lesson plans and area planning. And secondly, because, among the participants of this study, the methodology is mainly a decision of the teacher. Now, this does not mean that some educational institutions do

not demand some particularities in the way teachers run their classroom activities, the fact that some educational institutions with a religious background demand their teachers to make a prayer at the beginning of the lesson can be one example of the influence of the institution upon teacher's methodology. In this sense, a detailed study about the influence between educational institution and teacher's methodology would be of great importance.

10.4.2 Class size

An influential factor on lesson plan and development of the class is the number of students per classrooms. According to the results, 59 % of the respondents believe that class size limits more the development of the class than the planning of it. Respondents said that class size limits the development of the class since teachers have to pay attention more to class management, and participation opportunities, feedback and personalized attention are reduced. As a consequence, the whole process of language teaching may become unsuccessful. On the other hand, determining when a class size is too large or too small is a major undertaking given that it is related with the experience of teachers. Once teachers get used to a larger number of students or only a few per classroom, they will tend to generalize that their contexts conditions are appropriate. For some teachers, 30 students is good for the classroom, some others believe 20 is the appropriate number, some others will judge that a class of 10 students is too small, etc. Now, it is interesting to notice that although the principles of CLT, Tasks, and projects foster interaction and group work in the classroom, in such conditions the process of language learning slows down.

Concerning the availability of didactic materials, the results of this study showed that there is an inversely proportional relationship between materials and creativity; the more availability of didactic materials, the less need to create them. This happens especially, but not exclusively, with

those teachers who have a privileged context. Similarly, 16 respondents believe that the availability of didactic materials does not limit class planning or its development since they can create material or look for it on the Internet. Four respondents, on the other hand, stated that they have to pay for their own didactic materials; at the same, teachers manifested that sometimes it is not possible to carry out some new activities because of the lack of materials.

10.4.3 Academic assignment

Undoubtedly, the process of education does not only consists of class time; activities and processes such as evaluation, diagnoses, planning, meetings, etc. are inherent parts of the job. The most significant result in this part states that the more academic assignment, the less time to plan. From the sample of 39 respondents, 32 respondents believe the academic assignment conditions the planning and development of the class.

10.4.4 Salary

The remuneration has a direct relationship with teachers attitude, among 24 respondents who believe there is a relationship between salary and planning and development of the class, 9 respondents think that the better the salary, the greater the motivation and willingness to do a good job. The second stand is opposite to the previous one; 5 teachers from the remaining 15 respondents believe that the salary does not influence their teaching because, for them, vocation and responsibility are very important.

10.5 Hypothesis

The research problem of this study inquiries about the gap between theory and practice in language teaching. More specifically, it inquiries about the reasons why, in many cases, teachers' efforts do not seem to produce the expected results in spite of having updated methodologies that

fit our context better. This study allowed me to have a better insight about language teaching education and Univalle language teachers' methodologies. Due to the inductive nature of this study, a hypothesis was built from the analysis of gathered data. All teachers claim to be familiar with the tenets of CLT, and nearly all of the teachers are familiar with tasks and projects, therefore one cannot assume that teachers lack of language teaching groundings. The major concern, however, lies on the educational context. The reasons why teachers' methodologies fail are because there are too many students per classrooms, a high number of teachers must fund their didactic materials, the academic assignment reduces the time to plan lessons thoroughly, and finally, the salary can discourage teachers' efforts to do things properly. In other words, teachers' methodologies might fail not because teachers do not have consistent language teaching groundings, but because the context where teachers perform entails huge difficulties that hinder the implementation of proper updated methodologies.

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12. Appendices

12.1 Survey

Universidad del Valle
Escuela de Ciencias del Lenguaje
Licenciatura en Lenguas Extranjeras
Encuesta descriptiva de las metodologías de los profesores egresados del programa de lenguas extranjeras de la Universidad del Valle #01
Septiembre de 2015

Apreciado profesor:

La siguiente encuesta se lleva a cabo en el marco del Proyecto descriptivo del desarrollo profesional de los docentes egresados del Programa de Lenguas Extranjeras de Univalle. Con el propósito de conservar su privacidad y facilitar su libertad de expresión, los nombres de los encuestados se tratarán con códigos numéricos y la información recogida será de carácter confidencial. Esto facilitará que usted responda de manera veraz, libre y sin restricciones. Agradecemos, de antemano, el diligenciamiento completo de la encuesta, al igual que, su contribución con la participación en la misma. Les solicitamos su dirección electrónica con el fin de establecer contacto posterior de ser necesario.

Fecha: _____
Código encuestado: _____
Nombre de la institución: _____
Correo electrónico: _____

Marque con X la respuesta que mejor describe a su caso y elabore su respuesta

I. Limitaciones institucionales

1. ¿Cree usted que la misión y la visión de la institución educativa en la que labora actualmente determinan su metodología de enseñanza? Sí___ No___
   ¿Por qué?_____
   _____
   _____

2. ¿Cree usted que el número de estudiantes por aula limita sus posibilidades de planeación de clase y desarrollo de las mismas? Sí___ No___
   ¿Por qué?_____
   _____
   _____

3. ¿Considera usted que la disponibilidad de materiales didácticos en su institución condiciona su planeación y desarrollo de clase? Sí___ No___
   ¿Por qué?_____
   _____
   _____

4. ¿Considera usted que la carga laboral (horas de trabajo asignadas) condiciona su planeación y desarrollo de clase? Sí___ No___
   ¿Por qué?_____

   _____

   _____

5. ¿Considera usted que su remuneración económica tiene algún efecto en su desempeño profesional? Sí___ No___
   ¿Por qué?_____
   _____
   _____

II.Metodologías (enfoque comunicativo y pedagogía post-método)

6. ¿Está usted familiarizado con los siguientes enfoques metodológicos?

- Enfoque comunicativo (communicative approach) Sí___ No___
- Aprendizaje por tareas (task-based learning) Sí___ No___
- Pedagogía por proyectos (Project-work) Sí___ No___

7. ¿Utiliza usted alguno de los principios y procedimientos de las metodologías antes mencionadas en su trabajo? Sí___ No___
   ¿Cuál(es)?_____
   _____

En caso de que su anterior respuesta sea negativa, responda la siguiente pregunta.

8. ¿Se basa en algún método de enseñanza de inglés para planear su clase? Sí___ No___ ¿Cuál?_____

III. Experiencia en el aprendizaje de inglés (colegio y universidad)

9. ¿Cree usted que su experiencia como aprendiz de inglés, tanto en el colegio como en la universidad, tiene alguna relación con su metodología actual?
   Sí___ No___

¿Por qué?_____
_____
_____

Marque con X las opciones que mejor describen a su caso

IV. Tiempo de experiencia en la enseñanza del inglés

10. Indique su tiempo de experiencia en la enseñanza del inglés
    - De 0 a 1 año ___
    - De 2 a 4 años___
    - De 5 a 8 años___
    - De 9 a 11 años___
    - 12 o más años___

11. ¿Cómo ha afectado su experiencia en la enseñanza de inglés su metodología actual?

    - Ha enriquecido su planeación ___
    - Ha mejorado su manejo del tiempo ___
    - Ha enriquecido sus alternativas de evaluación ___
    - Le ha dado un mejor conocimiento de sus estudiantes ___
    - Ha mejorado su manejo de grupo ___
    - Ha descuidado su planeación ___
    - Ha relajado su manejo del tiempo ___
    - Le ha mostrado que no hay necesidad de esforzarse tanto ___
    - Le ha mostrado que los resultados no son acordes al esfuerzo invertido ___
    - Otras___ ¿cuáles?_____

V.**Formación académica después de la licenciatura**

12. ¿Ha realizado usted algún estudio relacionado con la enseñanza de lenguas posterior a su pregrado? Sí___ No___

    Si su respuesta anterior fue positiva, marque las opciones que se ajustan a su caso

    - Conferencias, congresos, simposios___
    - Seminario___
    - Curso corto___
    - Programa de desarrollo profesional___
    - Diplomado___
    - Especialización___
    - Maestría___
    - Otro___ ¿cuál?_____

12.2.Rubric for task - sample

Relationship between Task-based teaching and the methodology of

Univalle in-service teachers

Teacher: T1
Observation: 01
Educational Institution: Colegio República de Israel 8th grade
Date: May 4, 2017
Hour: 8:50 – 9:45 am

Tasks			
Type of tasks	Listing	Ordering and sorting	Comparing
Problem solving	Sharing personal experience	Creative task	Other activity **1.2.**
Comments: T writes on the board vocabulary of food and students must say if it is healthy or unhealthy Ss must give suggestions about healthy and unhealthy habits			
Grouping	Individual **X**	Pairs	Groups
Comments:			
Setting	Inside the classroom **X**	Outside the classroom	
Comments:			
Outcome	Linguistic outcome **2**	Non-linguistic outcome **1**	No outcome
Comments:			
Feedback	About Ss' attitude _____ About linguistic issues __**2.**____ About outcome appropriateness __**1.2.**____ No feedback _____ Other _____		
Comments:			
Approximate interaction %	T – Ss 90 %	Ss – T 10%	Ss – Ss % 0
Comments:			
Teaching Format	P-P-P **X**	Pre – While – Post	Other
Comments: Explanation of what healthy is, then determine whether some food is healthy or not, and mention an action or fruit that is healthy			

12.3 Rubric for project - sample

Relationship between Project-based work and the methodology of Univalle in-service teachers

Teacher: T2
Observation: 01
Educational Institution: Colegio Jefferson
Date: May 12th, 2017
Hour: 10:30 – 12:30

Project-based work				
Type of project				
Legutke and Thomas (1993)	Encounter project	Text project **X**		CCP
Simon Haines (1989)	Information and research	Survey project	Performance and organizational	Production project **X**
	Comments: **Together with T, SS analize a tale in terms of literary issues like: beginning of the story, phenomena, physical and personality qualities. They also listen to the audiobook of the tale. Ss fill up a rubric of reading comprehension.**			
Characteristics	Research	Interdisciplinary nature **X**	Autonomy **X**	
	Cooperative work **X**	Creativity **X**		
	Comments:			
Length	Long-termed **X**	Medium-termed	Short-termed	
	Comments: **Ss spent a term preparing a project**			
Product	**Writing an ode**			
	Comments:			

12.4 Constant Comparative Method - Sample

Pregunta #1: ¿Cree usted que la misión y la visión de la institución educativa en la que labora actualmente determinan su metodología de enseñanza? ¿Por qué?	
Respuestas negativas	
Respuestas sin combinación	Análisis de respuestas sin combinación
No - Por que definen de manera muy amplia el horizonte institucional.	La misión y la visión son generales
No - Porque no está especificada una metodología determinada a nivel institucional	La institución no determina la metodología
No - Porque mi enfoque es teórico práctico y donde laboro se enfoca hacia la práctica; el hacer más que el saber. No - Permiten cierta libertad en la enseñanza No - Cada institución en la que trabajo tiene una misión y visión distinta. Aunque me acojo a los parámetros generales que ellas me dan, conservo gran autonomía al momento de aplicar mi metodología de enseñanza. No - Cada institución tiene sus propios objetivos y de acuerdo a ellos elaboran programas, definen contenidos, etcétera. Sin embargo, como docente yo me siento en libertad de escoger la metodología con la que quiero alcanzar dichos objetivos.	La metodología depende del profesor
No - Trabajo en una institución regida por el programa de Bachillerato Internacional de Cambridge; lo anterior indica que la metodología de enseñanza que debo emplear está dado por dicho programa y no por la visión y misión del colegio. No - En su misión y visión* no especifican como tal la metodología que usamos, pero en sus políticas está usar cierto método (enfoque comunicativo) entonces esto condiciona todo lo que hacemos.	La metodología depende de otros documentos como plan de área, programas, etc

***Visión**: Al 2017, prevalecer como la primera opción para la enseñanza del idioma inglés y fortalecer la cobertura y el posicionamiento de los demás servicios relacionados con la cultura Colombo-Americana. **Misión**: Contribuir al desarrollo de la comunidad a través de servicios relacionados con el idioma inglés y el intercambio cultural	
No - No necesariamente aunque todos apuntamos a alcanzar las metas propuestas.	Sin clasificación
No - por el contrario. invitan a hacer una educación más integrada	La misión y la visión hacen una educación más integrada
Respuestas combinadas	Análisis de respuestas combinadas
No - Considero que la misión y visión de la escuela son muy generales, la metodología es más dependiente de aspectos como el plan de área, las preferencias del docente y lo que se considera como necesidades del estudiante.	La misión y la visión son generales La metodología depende de otros documentos como plan de área, programas, etc La metodología depende del profesor La metodología depende de las necesidades de los estudiantes
No - Porque dentro de su programa se presenta el enfoque comunicativo como base, sin embargo yo me considero una licenciada que hace uso de los diferentes approaches y tecnicas según las necesidades que se generan dentro de las clases	Sin clasificación La metodología depende de las necesidades de los estudiantes
No - Yo no diría que determinan mi metodología de enseñanza pues cada docente va adoptando, creando y/o modificando sus métodos de enseñanza desde que empieza su formación docente y a lo largo de toda su vida profesional. No obstante, considero que la metodología de cada docente debe tener en cuenta la misión y la visión de la institución educativa donde labora pues estas y otros lineamientos (PEP, PEI, plan de curso...) son los que guían el proceso para alcanzar los logros propuestos. En mi caso mi metodología va dirigida a contribuir en la formación de futuros docentes de lengua extranjera que respondan a las necesidades de las comunidades actuales.	Sin clasificación La metodología depende del profesor Sin clasificación
No - La misión y visión de la institución direccionan de manera clara la metodología que estamos implementando actualmente. Tanto la	La misión y la visión direccionan Sin clasificación

visión como la misión indican que seremos los primero en enseñanza a nivel regional para lo cual estar a la vanguardia se ha vuelto un requerimiento en el que como parte del equipo académico de la institución logro estar en contacto y búsqueda constante de innovación tanto en mis clases como en el entrenamiento para docentes del cual participo en su elaboración y ejecución.	

Categorías del análisis de respuestas
La institución no determina la metodología
La misión y la visión son generales
La metodología depende de otros documentos como plan de área, programas, etc
La metodología depende del profesor
La metodología depende de las necesidades de los estudiantes
La misión y la visión hacen una educación más integrada
La misión y la visión direccionan
Sin clasificación