

**ENGLISH TEACHERS' BELIEFS AND PRACTICES IN RELATION TO EFL
COMMUNICATIVE COMPETENCE:**

A CASE STUDY

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DEDICATION

This work is dedicated with all my love to my family for their comprehension, patient and unconditional support.

Erika Paola Torregroza Meza

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ABSTRACT

This thesis attempts to analyze the relationships that exist between English teachers' beliefs about the concept of communicative competence and their practices at a state University in de la Guajira, Colombia. I approached this research from a qualitative perspective (Borg, 2006; Cohen et al., 2007; Denzin & Lincoln, 2006; Lee, 2008; Marshall and Rossman, 2011; Moore et al., 2012; Richards & Lockhart, 1994; Riemer, 2012; Robson, 2011; Seliger & Shohamy, 1989).

To access teachers' beliefs, an ethnographic case-study methodology was used. The data for the study included participant classroom observations, semi-structured interview, questionnaire and documents (teacher's lesson plan). A qualitative software program (Atlas.ti 6.0) was used to process data. Data was coded and emerging categories derived to describe the beliefs teachers hold about communicative competence.

This thesis contributes to the general understanding of English teaching and learning. I suggest that by studying the beliefs of the teachers, I am somehow getting an understanding of how their practices are configured as well. The EFL academic community could benefit from approaching teachers' beliefs and their practices.

Key words: teachers' beliefs, communicative competence, teaching practice, ethnographic case study.

CHAPTER 1 INTRODUCTION

Teachers' beliefs have become a major area of interest in EFL teaching these days (Borg, 2006; Gonzalez, 2008). Beliefs have caused much consideration in this area due to the necessity of examining not only what teachers do, but also what they think. Much has been written about what teachers' beliefs are, the importance of researching them, and their implications for teaching and learning. Beliefs are the best indicators of the decisions teachers make about their planning, decision-making, and consequent classroom behaviour, and practice (Woods, 1996).

This implies, as Borg states in Birello (2012), that teaching is much more than behaviour, beneath the behaviour there are the beliefs, and related constructs which influence what teachers do in the classroom. In other words, exploring teachers' beliefs will lead teacher educators, administrators, policy makers and the EFL academic community insights to enrich teacher education designs and teacher development programs as well as learning generating methods that could be implemented in local and national teacher development programs. Studying teachers' beliefs about the communicative competence in regards to their practices will provide significant information to understand their actions, attitudes, and performance during the teaching practice as well as the learners' behaviour.

Focusing on the concept of communicative language teaching, this research first explores teachers' beliefs, as experts in this topic suggest the initial step towards understanding how to influence the process of teaching is to understand the principles and beliefs of those who conduct those processes (Borg, 2006; Woods, 1996). Teachers' beliefs powerfully influence not only their teaching (Richards & Lockhart, 1994), but also what and how students learn

(Kumaravadivelu, 2012). According to this view, the conceptions about communicative competence (CEFR, 2001; Richards and Rodgers, 2001; Richards, 2006; Savignon, 1983; 2002), and the understanding of teachers' beliefs, the construct of beliefs and the distinction between beliefs and knowledge whether these concepts are construed as individual or social, and change for both beliefs and practices (Borg, 2003; Richards, Gallo, & Renandya, 2001; Kumaravadivelu, 2012) are also important in this study.

1.1 Background of the study

My interest in studying teachers' beliefs in the EFL teaching process stems from one experience: it was at a state school in Maicao-La Guajira two years ago. I had the opportunity of observing different English classes, some of them in which teachers were teaching some lessons, using the same materials and copies, even with similar exercises. Then, students from different grades were working and learning the same lessons. It was almost as if the copies and the dictionary instead of being resources for the goal lesson being taught, only constitute the essence of the classroom lesson.

Thinking on the way to improve my performance in my teaching practice according to what I have observed in those different classes, I decided to investigate on the beliefs that underlie teachers' behaviour and thinking in the teaching process. The interest of knowing and recognizing what a teacher thinks or believes about what he/she does is my inquiry. I am intrigued by the beliefs that make them to perform in specific ways when the teaching process is occurring in the classroom setting.

Therefore, the aim of this study is to explore the relation between teachers' beliefs and their classroom practices. In the language education field, little attention has been paid to how teachers teach and how what they learn influences their belief systems, and consequently, their teaching practice. Available research about beliefs seems to suggest the inconsistency between beliefs, and practices rather than the consistent relation of how beliefs work and coexist to support teachers' practices.

Little is also known about whether and how teachers can reflect on their pedagogical beliefs, and they can improve their practices. Even though different theoretical proposals have been made in this regard (Jerez, 2008; Mellati et al, 2013; Richards et al, 2001), there is a scarcity of research which has investigated the relationship between teachers' beliefs about communicative competence and their practices. This study seeks to address this issue in EFL classrooms of a local language institute of Maicao-La Guajira.

1.2 Organization of the thesis

This research paper is organised into seven chapters, each one with an important contribution to understand the relation between beliefs and practices. Chapter one, is the introduction which provides an overview of the study and its purpose. Chapter two, describes the rationale, the objectives, and the context of the study. It describes the current education system of Colombia, with particular reference to the teaching of English as a Foreign Language in higher education.

Chapter three reviews the theoretical framework relevant to the topic of this research study. It deals with literature in the fields of teachers' beliefs, communicative competence and teaching practice.

Chapter four describes the methodological design. It includes an explanation of the qualitative paradigm that guides the research, specifying the design, instruments, and data collection procedures that are adopted. It also describes how the data is analysed and interpreted.

Chapter five, brings the results obtained from each instrument, and discusses the findings with reference to the literature reviewed earlier.

Chapter six, the closing chapter, summarises the major findings of the research and by presenting the assumptions and limitations of the study both at a practical and theoretical level. It also discusses the contribution of the study to current studies of teachers' beliefs and practices. A final section considers a number of ways in which the study can contribute to other research and to specific teacher education projects in the Caribbean region and in other similar contexts in Colombia.

CHAPTER 2 RATIONALE

As a language teacher in the context of public higher education in Colombia, and through my teaching experiences derived from teaching for about six years, I have consolidated my belief that it is a reflective teaching practice that generates awareness of this process and change in the classrooms. Hence, teachers' commitment to their pedagogical practice as well as a permanent professional development emerge as valuable features that can help to improve students, and teachers' educational Colombian realities.

In addition, the significance of this research arises from observing various teachers' classroom settings and experiencing different issues concerning English language teaching and learning. This process involves significant amount of aspects to take into account when planning, instructing, managing, and motivating the classroom. Therefore, the interest to know how and what teachers think or believe influence their practices, and how those practices impact students' achievements, and motivation.

Hence, in the core of this study which is to analyse the relationship between beliefs and practices of EFL teachers in their context of class, there is also a concern in how teachers help their students to develop their competence in English? How they conceive the concept of communicative competence? What kinds of teacher beliefs are prevalent in a communicative classroom setting? And, how those beliefs influence their teaching practice? It seems to me that teachers' beliefs are constructed every day in their teaching, and one initial stage to change is to analyse how they influence teachers' pedagogical practices.

2.1 Locating the current study

Through the years, the Colombian educational system has made enormous changes in its educational policies and programs to increase its education quality and to prepare its citizens as individuals that could participate and interact with others efficiently. Therefore, Colombia government has been working in order to increase the English level of its citizens from primary to higher education through the National Bilingual Program (Programa Nacional de Bilingüismo, 2004-2019). This language policy promotes the mastery of English among all its population based on the Common European Framework of Reference (CEFR), setting as a target for all school students exiting 11 grade a B1 level of proficiency in English, and setting as an exiting target a B2 level of proficiency for university students (MEN, 2006).

The program seeks to improve and strengthen English language teaching and learning at schools and higher education institutions, offering professional development for English teachers. Likewise, earlier attempts has been made by the National Government through different proposal such as Ley General de Educación (1994), Lineamientos Curriculares de Idiomas Extranjeros (1999), and more recently as a part of the bilingual program the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (2006). All these documents created to give teachers and police makers guidelines to develop students' foreign language competences.

To put it another way, it is important to recognise English as a vehicle for increasing competitiveness, promoting human development in all dimensions: economic, cultural, social, among others, and access to different ways of learning in a more equal society. For that reason,

several studies have been conducted in Colombia regarding how to meet this main goal (Guerrero, 2008; Guerrero & Quintero, 2009; Mejía, 2004; Usma, 2009; Wells, 2008); as well as to propose approaches for teacher development and reflection (Cardenas et al, 2010; Fandiño, 2011; Gonzalez, 2007). Similarly, studies about teachers' beliefs have been conducted but, independently from the teacher practices.

2.1.1 The specific research context

The study is developed in the language institute (Escuela de Idiomas-EI) of a state University in Maicao-La Guajira, Colombia. There are some reasons for the choice of context. The first reason is, I work in Maicao and as a municipal language teacher and teacher educator I am in contact with lot of teachers in the city. Beyond this reason, there are other factors that made this state University a relevant place to investigate teachers' beliefs and practices. Escuela de Idiomas is a branch, English teachers are requested to fulfil the expectations of the principal one located in Riohacha.

Nevertheless, in Escuela de Idiomas-Maicao teachers are not trained to improving their methodological skills and there is a scarcity of material and resources for an adequate teaching and learning process. Moreover, students' are not developing their communicative competence evidence in the low scores this University has traditionally obtained in the National state exams (Saber Pro) and the high rate of students' dropout in Escuela de Idiomas.

2.2 Introducing the research design

2.2.1 The focus of research

The focus of this study came from what I have observed during my teaching practice, my development as a teacher educator and my interest in the reflection about the teaching and learning of English as a second language. As I have mentioned earlier Colombia educational system has made big efforts to increase the English level of its citizens through the National Bilingual program (2004-2019) along with the Standards established in 2006.

Based on that national policy and the work of teachers, the academic community, and Colombian researchers about the issue of communicative competence, beliefs, and practices I have come to consider, it is necessary to analyse and understand the relationship between those three areas from an emic perspective in order to generate an in-depth description of them in a specific culture (Lapan et al, 2012). In other words, this project requires to be undertaken from an inside point of view that allows considering beliefs and practices within the teachers' classrooms. A more detailed description underlying this research design is presented in chapter four.

2.2.2 An introduction to the research design

The research will be developed using a qualitative research. The context of this investigation is a state University in La Guajira, Colombia. The purpose is to analyse the teachers' beliefs that are prevalent in its EFL classrooms. An ethnographic case study was conducted; it aimed to observe and describe a particular group in its natural setting (English teachers) and to report

on its activities and values from the inside. It provided me as a researcher understanding of the beliefs that underlie teachers' practices. Observations were used in this study in the EFL classroom setting of Universidad de la Guajira, followed by semi-structured interviews, document analysis and by a survey application during the process that helped me to gain a deeper appreciation of their beliefs and thoughts about the communicative competence.

Consequently, in response to the need for being more coherent with the students current requirements, and to explore possible ways to trigger change in teachers' practices this research sought to examine in-service teachers' beliefs about the concept of communicative competence, and the relationship those beliefs may have with their practices at Escuela de Idiomas (EI) of a state university in La Guajira, Colombia.

2.2.3 Research question and objectives

Bearing in mind the general aim above mentioned, this research is set out to give possible answers to the following question.

2.2.3.1 Research question

What relationships do exist between English teacher beliefs about the concept of communicative competence and their practices at Universidad de la Guajira, Colombia?

2.2.3.2 General Objective

To analyze the relationships that exist between English teachers' beliefs about the concept of communicative competence and their practices at Universidad de la Guajira, Colombia.

2.2.3.3 Specific Objectives

To find possible answers to the research question, this objective has been divided into the following specific objectives:

- To identify the beliefs that English teachers hold about the concept of communicative competence.
- To identify some factors that may shape those beliefs.
- To characterize English teacher's practices.
- To describe to what extent teachers' beliefs match their practices.

2.3 Significance of the study

This study makes a number of contributions to understanding the beliefs and practices of EFL teachers. First, it contributes to raise awareness in terms of beliefs, and the relation with the current teachers' pedagogical practices that occurs in English classrooms. By understanding this relationship the research will give national policy makers, administrators, English teachers and the academic community in general notions to improve teacher education and professional development courses, and training.

Theoretically, it contributes to the appropriation of conceptual frameworks underlying communicative competences, and also will enrich the research studies of teacher cognition in the Colombian context. Methodologically, it offers features of ethnography and case study methodology including an emic perspective of the participants in the study. It provides practical information concerning real issues affecting teachers' teaching practice contributing to a teacher reflection about suitable changes, and interventions they can make. It also yielded the basis for further research in the local context of La Guajira.

CHAPTER 3 THEORETICAL FRAMEWORK

Introduction

In this chapter, there is a revision of concepts that are vital to the discussion of my study. Concepts such as beliefs, teaching practices, and communicative competence are presented and examined in order to provide a framework for the understanding of the relationship between teachers' beliefs and practices in EFL classrooms of a state university in La Guajira-Colombia, and the implications that those concepts may have for my understanding of the context under study.

In other words, I attempt to examine EFL teachers' beliefs about the concept of communicative competence, and explore the relationship of those beliefs in their practices. My contribution to the interpretation of this relationship attempts, to explain my position with regard to beliefs and to practices understood as working definitions that would explain my position as researcher in the study. The review of the literature in this section discusses previously published work from these three areas that are relevant to the present study, and draws on the research of foreign language education.

3.1 Working definition of Communicative competence

In this section, I outline the different views of competence that support the theories that guide the current understanding of what the concept of communicative competence is. Then, models of communicative competence and its four competence areas: linguistic, sociolinguistic, discourse, and strategic are briefly explained.

3.1.1 The view of Competence

“We have to account for the fact that a normal child acquires knowledge of sentences not only as grammatical but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where and in what manner...”

Dell-Hymes (1972)

In the field of general and applied linguistic the term competence is one of the most controversial. In linguistic discourse it has been mostly associated with Chomsky and his distinction between competence (the monolingual speaker-listener’s knowledge of language) and performance (the use of language in real situations). Later, Savignon defined competence in terms of the expression, interpretation, and negotiation of meaning and looks to both psycholinguistic and sociocultural perspectives in second language acquisition (SLA) research to account for its development (1983; 1997; 2002).

Linguistics within this definition (Hymes, 1972; Canale and Swain, 1980; Canale, 1983; Widdowson, 1983) have described communicative competence as a dynamic process rather than static, it is more interpersonal than intrapersonal, and it is relative rather than absolute. It is generally defined by context. In elaborating a definition of competence Bachman (1990) shifted attention to the aspect of language use, in other words, the way how language is used for the purpose of achieving a particular communicative goal in a specific situational context of communication. After some definitions of competence, I will briefly discuss the concept of communicative competence.

3.1.2 Concept of Communicative competence

All of us are social beings and are ready for communicating right from birth. From the first moments after birth, we communicate through smiles, gestures, and talking. We learn to respond and to communicate according to the contexts and situations we are exposed to through our lives. Therefore, communicative processes are relevant in almost all situations.

Communicating seems to be a constant process of expression, and negotiation of meaning in which meaning is never one-sided. Rather, it involves getting the message across from one person to other using different languages and for different purposes. What we say, the words and language we use, shapes our thinking and also our actions. So that, language is used for self-expression, sharing and negotiation of meaning and it is used essentially for communication.

According to this, several positions have been developed on the question of what communicative means, and most importantly, how the concept of Communicative competence should be incorporated into the foreign language curriculum. After decades of attention to grammar competence (Grammar-translation Method, Audiolingualism, Structural- Situational Approach, Functional-Notional syllabus), the Communicative Language Teaching movement (Richards, 2006) appeared as a response to the understanding of the process of change in foreign language teaching and learning with its central theoretical concept “Communicative competence”.

The notion of Communicative competence was introduced by Dell Hymes in 1972 to emphasize that the knowledge of grammatical rules was not sufficient for speaking a language, nor for communicating. Hymes (1972) had reacted to Chomsky’s characterization of the linguistic competence and retaining Chomsky’s distinction between competence and performance. Therefore, Hymes’s proposed the term “communicative competence” to represent the ability to use language in a social context, so the main focus was not language learning but language as social behaviour.

Through the contributions of Canale and Swain in 1980, Canale in 1983, who assumed “communicative competence” as a fusion of an underlying system of knowledge of basic grammatical principles and skill needed to perform communicative functions. They defined “communicative competence” in the context of second language teaching. And, Celce-Murcia et al in 1995, who reflected on the notion of various components of competence: discursive, sociocultural, linguistic, actional, and strategic competences which surround communication to

allow the interpretation, expression and negotiation of meaning. All these definitions go beyond language understanding and emphasize on knowing how to use, and to act with it.

Therefore, when we talk in a foreign language, we are dealing with a competence that an individual has or is trying to develop. Taking the idea of Richards (2006) as basis, communicative competence can be defined as the combination of knowledge and skills that enables someone to communicate in any language. In other words, communicative competence is defined as the ability to use the language properly and correctly to accomplish communication goals. In fact, communicative competence is the essential aim of foreign language teaching and learning because, not only should it provide an understanding of communication, but also should facilitate communication in a variety of contexts and situations using any of the skills for creating and sharing meaning, making one a part of a society.

3.1.3 Models of Communicative competence

Current research on Communicative competence is mostly based on the models of Canale and Swain, Bachman and Palmer and the description of components of communicative language competence in the Common European Framework of Reference (CEFR). (Fang, 2010; Gonzalez, 2008; Mecham, 2012; MEN, 1999; 2006).

- The first model which was proposed by Canale and Swain (1980) had at first three main components: *grammatical, sociolinguistic and strategic* competence. Later, Canale (1983) moved some elements from sociolinguistic competence into the fourth component which he named *discourse* competence. The four areas of communicative competence they identified are briefly outlined below:

1. *Grammatical competence*: enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances (acquisition of pronunciation, vocabulary, word and sentence meaning, construction of grammatical sentences, correct spelling, etc.).
 2. *Sociolinguistic competence*: includes knowledge of rules and conventions which underlie the appropriate comprehension and language use in different sociolinguistic and sociocultural context (understanding of speech act conventions, awareness of norms of stylistic appropriateness, use of a language to signal social relationships, etc.).
 3. *Strategic competence*: enables learners to deal successfully with a lack of competence in one of the field of competence. It is composed of knowledge of verbal and non-verbal communication strategies that are recalled to compensate for breakdowns in communication (paraphrasing, slow speech for rhetorical effect, etc.).
 4. *Discourse competence*: determine ways in which forms (cohesion) and meanings (coherence) are combined to achieve a meaningful unity of spoken or written texts (use of appropriate synonyms, pronouns, repetition, conjunctions, substitution, marking of congruity and continuity, etc.)
- The second model proposed by Bachman (1990) and Bachman and Palmer (1996), is a model of Communicative Language Ability (CLA). The most important characteristic is their language ability which is comprised of two broad areas: *language knowledge* and *strategic competence*. The first, *language knowledge* is composed of *organisational*

knowledge and *pragmatic knowledge*. *Organisational* is composed of abilities engaged in a control over formal language structures, and it is further divided into grammatical and textual competence. Meanwhile, *pragmatic knowledge* refers to abilities for creating and interpreting discourse, and it is divided into functional and sociolinguistic, both *organisational* and *pragmatic* complement each other in achieving communicatively effective language use. The subcomponents of these two areas of knowledge are listed in Figure 1.

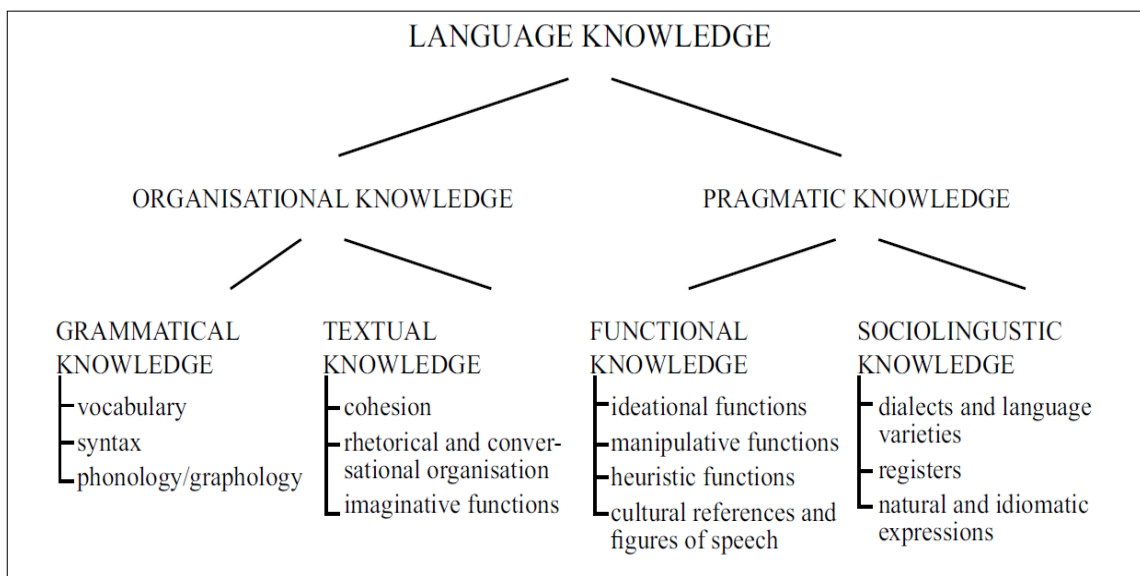


Figure 1. Areas of language knowledge (Source: Bachman and Palmer, 1996:68)

- The third model proposed by the Common European Framework of Reference (CEFR) in 2001 conceives Communicative Competence in terms of knowledge, and skills and know-how. It comprises three basic components: *linguistic*, *sociolinguistic* and *pragmatic* competence.

1. *Linguistic competence*: refers to knowledge of and ability to use language resources to form well-structured messages. This component, relates not only to the range and quality of knowledge of an individual competence but also to cognitive organisation and the way this knowledge is stored and to its accessibility. The subcomponents of linguistic competence are lexical, grammatical, semantic, phonological, orthographic and orthoepic competences.
2. *Pragmatic competence*: is concerned with the functional use of linguistic resources drawing on scenarios or scripts of interactional exchanges. It involves two subcomponents- *discourse* and *functional* competence. A part of both competences is the so-called planning competence which refers to sequencing of messages in accordance with interactional and transactional schemata.
3. *Sociolinguistic competence*: refers to possession of knowledge and skills for appropriate language use in a social context. The following aspects are highlighted in this competence: language elements that mark social relationships, rules of appropriate behaviour, and expressions of peoples' wisdom, differences in register and dialects and stress.

In this research, I adhere to this last model of Communicative competence. The view proposed by CEFR (2001), a model which allows increasing common foreign language performance levels throughout our educational system. According to the CEFR, Communicative language competences “are those which empower a person to act using specifically linguistic means” (p.9). I see communicative competence as the language performed to accomplish communication goals through interaction with the language use and

context. Communicative competence understood as the actions performed by one or more individuals strategically using their own specific competences to achieve a given result.

I agree with CEFR when they explain that, “competent language user should possess not only knowledge about language but also the ability and skill to activate that knowledge in a communicative event” (p.105). In addition, Communication involves the performance of tasks which are not solely language tasks even though they comprise language activities and make demands upon the individual’s communicative competence. To the extent that these tasks are neither routine nor automatic, they need the use of strategies in communicating and learning in social context to give a full of meaning.

3.2 Working definition of Teachers’ Beliefs

In this section, I attempt to tackle my understanding of beliefs from an emic perspective due to its complexity. I will try to reflect on some conceptual aspects of teachers’ beliefs and the construction of what they means for teacher cognition. First, I explain the nature of beliefs and its development. Secondly, I discuss beliefs about language, learning and teaching, as a part of the understanding of the view that supports this study. And third, I highlight the role of prior knowledge and challenging beliefs.

3.2.1 The view of Beliefs

“Understanding teacher conceptualizations of teaching, their beliefs, thinking and decision making can help us better understand the nature of language teacher education, and hence prepare us for our roles as teacher educator”

Freeman and Richards (1996).

Beliefs have been explored by psychologists, sociologists, anthropologists and philosophers in different fields of study such as education and psychology, and yet the construct of beliefs, has eluded a specific definition. Pajares (1992), has defined them as a messy construct that move in disguise and often under alias. Different authors have also labelled them as implicit theories (Clark and Peterson 1986), untested assumptions (Calderhead, 1996), theories for practice (Burns, 1996), and maxims (Richards, 1996), personal pedagogical systems (Borg, 1998), personal theories (Borg, 1998), perceptions (Schulz, 2001), pedagogical principles (Breen et al. 2001) and judgments (Yero, 2002).

Pajares (1992), describes that the confusion with the concept of beliefs revolves around the distinction between belief and knowledge. He distinguishes between knowledge and beliefs by saying that when information is not available, teachers will rely on beliefs to guide them. The educational philosopher John Dewey (1933) also indicates that the construct of beliefs is related to knowledge though is not easy to separate them. According to Woods (1996), we use the term knowledge to refer to things we “know”, conventionally accepted facts.

While beliefs refer to an acceptance of a proposition for which there is no conventional knowledge, one that is not demonstrable and for which there is not accepted disagreement. In the same way, Jan Nespors (1987) affirms that while the two constructs are different, and often conflict with each other, beliefs can be considered to be a form of knowledge. This author also claims that while knowledge is conscious and often changes, beliefs may be unconsciously held, are often tacit and resistant to change. Whether a belief is held consciously or unconsciously, it is always accepted as true by the individual. Beliefs are formed early in life as a result of a person's background education and experience (Borg, 2006), and strong beliefs about learning and teaching are well established by the time a student completes education.

Likewise, Kumaravadivelu (2011) expresses "the current understanding is that beliefs are views, propositions and convictions one profoundly holds, consciously or unconsciously, about the truth value of something" (p.60). This author states that mostly of the beliefs are acquired through different means such as personal experiences, educational background, cultural transmission, and so forth. They are clearly subjective, and by nature disposable and disputable.

In addition, Richards & Lockhart (1994) establish that beliefs are built up progressively over time. They argue that beliefs consist of both subjective and objective dimensions, and work as the background of the teachers' decision making and classroom actions. Consequently, they play a decisive role in individuals' thoughts, actions and expressions. By the same token, Frank Pajares (1992) said that beliefs are more influential than knowledge in defining how individuals organize and define situations becoming stronger interpreters of behavior.

Hence, a growing interest has arisen since 1980 (see Borg, 2006 Chapter 1, for a historical review) in teachers beliefs as a contributing factor to the teacher actions and practices. Different studies have demonstrated that beliefs are vital to teachers understanding of pedagogical practices, and how they choose to act in the classroom. Beliefs, however, are just one form of cognition that have been investigated in relation to teaching and teacher education.

According to Calderhead (1996) there are five main areas in which teachers have been found to hold significant beliefs: beliefs about language, about learning, and teaching, subjects or curriculum, and about the self, he notes that these five areas are closely related and may well be interconnected. The structure of teachers' beliefs is by no means uniform or simple. Breen et al. (2001) affirm that beliefs exist in connection to other beliefs and may in fact contradict one another reflecting the complexity of belief systems.

Based on these explanations of beliefs in previous literature, a definition of teachers' beliefs for this study can be established: teachers' beliefs represent a complex, inter-related system of held theories, assumptions and values that the teachers consider to be true, underlying their thoughts and constructs, and which serve as interpretation of new experiences and guiding for teachers' behavior, shaping how they perceive reality and how they act in it, for this reason they become in an important component of teachers' learning and teaching systems. In the following section, I will briefly explain three areas in which teachers have been found to hold significant beliefs.

3.2.2 Beliefs about language

They play an important role in a language teacher and in a course, where the language is both, the means by which the subject matter is taught and the subject matter itself. English teacher's conception of subject matter is quite different from, one in a history or science class. People unconsciously internalize beliefs about what language is and vary from individual to individual. In addition, English teachers have also been influenced by many different theoretical claims about what a language is, what it consist of, and how it works.

For example, arguments have been put forward that language is a single unified entity, that language is a cluster of different entities, types or genres (such as General English). It also has been seen as knowledge (something to be known) but also as abilities (something which can be done), or a combination (Woods, 1996).

3.2.3 Beliefs about language learning

They are related to the assumptions about language. How language is learnt, it is learnt through first consciously "knowing it" and then transferring it to application or it is something we learn through doing or through experience or both. These assumptions also include different factors such as what and how to learn and the relevance of elements as motivation, time, tasks, attention, class dynamic, and so forth.

3.2.4 Beliefs about language teaching

It has to do with the way of teaching. They are related to the role of the teacher and the students, to the organization of the lesson and to issues such as discipline, motivation, and allocation. Beliefs about teaching also guide teacher decisions made about the teaching-learning process, along with selection of specific content (Borg, 1998). Beliefs of English teachers about language teaching have a significant impact on their practice. Now, there is an agreement that language teachers acquire their beliefs about teaching through their life experiences, prior schooling, professional education, and teaching practice (Gabillon, 2012).

Similarly, Borg (2003) expresses that research in teacher beliefs provided evidence of teachers' prior experiences as learners, their pedagogical beliefs and how they influence their teaching experience throughout their life. Teachers' beliefs about teaching and also learning provide insight into many aspects of what happens within the language classroom setting. Therefore, teachers' prior learning contexts also play a central role in modelling their beliefs, and hence their classroom practice. Regarding this notion, the classroom context is a vital scenario that defines teachers' beliefs about learning and teaching, whether explicit or implicit.

As Borg, (2003) suggests "language teachers' classroom practices are shaped by a wide range of interacting factors" (p. 91). Likewise, Flores and Day (2006) emphasize "the strong influence of personal histories and the contextual factors on teacher's beliefs" (p. 226). In addition, Brindley (1989) states that some "teachers think that learning consists of acquiring, organizing principles through encountering experience" (p.39). Moreover, Borg (2006)

expresses that “language teaching, can be seen as a process which is defined by dynamic interactions among, beliefs, context and practice” (p.271). Thus, teachers’ beliefs about what learning is, influence teachers’ view regarding the concept of communicative competence, and in general the whole process of teaching.

On the other hand, Calderhead, 1996 (cited in Borg, 2006) points out that beliefs related to teaching and learning can be classified into two categories by arguing that some teachers view teaching as a *process of knowledge transmission*, while others view it as a process of guiding or as a *process of developing social relationships* in learning. Woods (1996) considers how teachers' beliefs, assumptions and knowledge shape their understanding of teaching and their decisions. Through interviews, teachers' stories and video-recordings of their lessons, Woods contributes to the knowledge of second- language teaching by clarifying how teachers' beliefs, attitudes and experiences influence classroom practices.

3.2.5 Prior knowledge

Teachers’ preconceived notions about the classroom have a significant influence on the language learning, classroom practice and teaching success. (Borg, 2006) Prior knowledge and beliefs play a vital role in development of teacher identity. According to Pintrich (1990), prior knowledge can affect learning in two ways. It may help facilitate learning by providing a basis for understanding and judging the validity of solutions to problems or inhibit learning when providing different views from those being espoused. In the same token, Kagan (1992) expresses that personal teachers’ beliefs can act as *anchors* and enable learning that is

compatible with current knowledge, or beliefs may be *weak* and impede learning when they are inconsistent with knowledge to be learned.

One important aspect of the present study investigates the origin and role of beliefs in teachers' practices either facilitating or limiting teaching-learning process in a local context. Kagan (1992) affirms that personal beliefs work as the filter and foundation of new knowledge. Thus, language teachers perceive their learning about teaching through the filtering role of prior knowledge and beliefs therefore; they have a potentially critical impact on teachers' learning during their formal education.

3.2.6 Challenging Beliefs

The issue of challenging existing beliefs is a frequent one in teacher cognition literature. Belief change arises from the fact that one needs to modify ones' ideas as a result of dealing with new ideas and practices. Pajares (1992), explains that beliefs help individuals to identify with one another and form groups and social systems. People grow comfortable with their beliefs, and these beliefs become their "self" so that individuals come to be identified and understood by the very nature of the beliefs, the habits they own. In other words, it is because of the comfort of established habit that provides consistency and stability in people's lives.

Yero (2002), states that some beliefs may be more resistant to change than others. Similarly, Woods (1996) proposes that the more central the belief and the more tightly interconnected it is with other beliefs; the more difficult it will be to change it. Due to this interrelated network of beliefs, it will be almost impossible for a teacher to change one belief without affecting

others. Therefore, for teachers to move their beliefs to introduce new ones would require them to develop new practices and to abandon well-established and apparently successful practices.

Because of the nature of belief systems, Woods (1996), states that the process of changing beliefs can lead to disorientation and frustration, and therefore change should only be encouraged, not assigned. As a result, before teachers can be expected to change their beliefs, they need to first be made aware of them (Borg, 2006), as beliefs may be held unconsciously. He argues that teachers must keep a continuous process of personal reflection and that it is by becoming aware of their beliefs that they come to understand their own implicit theories and the ways these theories influence their practice.

Therefore, it is very important to clarify the circumstances under which existing beliefs are challenged and changed. Maher Hashweh (2003) categorizes a set of circumstances in order for teachers to carry out changes that require them to re-examine their traditional beliefs and practices. These circumstances are:

- Teachers' prior knowledge, beliefs, dispositions, expectations, and practices should be examined.
- Teacher must be aware of their tacit knowledge, beliefs and practices.
- Teachers must be internally motivated to grow professionally; to develop their ideas and practices. They must see a gap between their ideas and goals and their existing practices.
- Teachers should realize the limitations of prior knowledge, beliefs and practices. This author argues that if these conditions are not met, teachers either carry on struggling with

unresolved conflicts and dilemmas, or they might alter the new ideas in such a way that allows them to keep prior beliefs and practices.

3.3 Working definition of Teachers' Practice

In this section, I aim to understand the definition of practice relating to EFL classrooms. I will try to reflect on some conceptual aspects of teachers' practices and the construction of what it means for language teachers. First, I will present the definition of practice. Secondly, I discuss the concept of teachers' practices, as a part of the understanding of the view that supports this study. Third, I will close this section with a brief review of research of teachers' beliefs and practices in the Colombian context.

3.3.1 The view of Practice

Practice is a set of ideas and actions teachers use to organize what they know and to map out what is possible; they guide individual actions and also are affected by new situations. (Freeman, 1993). Similarly, Richards (2006), expresses *practices* as the actions that teachers perform influenced by the social context they are involved in, and also by the beliefs they hold about the world around them. According these authors, I can understand practice as the actions teachers exhibit in the classroom in an attempt to facilitate a learning environment support by their ideas, values, and beliefs.

3.3.2 Teachers' practices

Globalization has opened up new possibilities and challenges for pedagogic practices in English Language Teaching (Kumaravadivelu, 2012, p. 83). What this means, is that teachers require to adapt their behavior according to the current realities in the classrooms that challenge students' needs, competences, interest and of course, their motivation and language acquisition. Effective teachers' practices provide a sure path that open to a huge transformation of language teaching and learning classrooms.

The importance of reviewing this term is supported by Williams and Burden (1997), when they say that “teachers are active participants in the creation of classroom realities, and they act in the light of their own beliefs, attitudes and perceptions of the relevant teaching situation...we need to be aware of “the unique contribution each individual brings to the learning situation” (Williams & Burden cited in Graham, 2011).

Based on the concept above mentioned, it is important to understand teachers' practices as an important result of the teachers' background, language learning experience, and beliefs formation. While, Borg mentions a number of studies which point the role of context in hindering teachers from implementing practices which are consistent with their beliefs; Richards and Rodgers (2001), highlight that as the teacher gains experience and knowledge he or she will begin to develop an individual approach or personal method of teaching, one that draws on an established approach or method, but that also uniquely reflects the teacher individual beliefs, values and principles.

According to this assumption, teachers' practices cannot be separated from what the teachers think or have with them. Thus, pedagogical practices are always influenced positively or negatively by teachers' beliefs system. As mentioned previously, teachers' beliefs play a significant role in teachers' adoptions or rejections of educational advances and therefore, for their classroom practices.

Freeman, (1993) suggests that teachers operate according to set of beliefs about what constitutes good classroom practice, but some may never have made those beliefs explicit to themselves. As a result, in-service education encourage teachers to reflect on their own professional practice, to make clear to themselves the assumptions that underlie what they do and then to review those assumptions in the light of new perceptions and practices.

The underlying argument is in favor of this thesis which studies the relationship between teachers' beliefs and teachers' practices about the communicative competence in EFL classroom within an educational local context. In doing so, I aim to understand beliefs from the perspective of the participants in their specific classroom setting. In the following section, I will present a brief review of research into teacher beliefs that has been conducted in our national and local educational context.

3. 4 Teachers' Beliefs and Practices in the Colombian context

In terms of research, it has been relatively recently that second language education researchers began to recognize the significance of exploring the cognitive dimensions of teachers' beliefs, attitudes and decisions, and how they may affect the nature of teaching. Borg, (2003) expresses that research on the beliefs of teachers is scarce, and more research is needed

on the nature and impact of beliefs on pre-service and in-service teachers, is still significant. Interest in teachers' beliefs in Colombia (Castellanos, 2013; Galvis, 2012; Gonzalez, 2008; Jerez, 2008; Muñoz et al, 2012; Lorduy, 2008; Lorduy et al, 2009) is recent.

Communicative competence (Gonzalez, 2008) has also received recent attention with researchers interested in practices (Gonzalez, 2007; 2008). Even so, there is little research that specifically investigates teachers' beliefs about communicative competence and how such beliefs influence their classroom practices. This study, therefore, is timely as it investigates what teachers think about the concept of communicative competence and the role played by teachers' practices in EFL classrooms.

CHAPTER 4: METHODOLOGY

Introduction

In this section, I discuss the methodology that is used in this study. I first present important considerations regarding the theoretical foundations of the research paradigm and assumptions of qualitative method of educational research, defending its importance and use within the context of this study. I then proceed to describe the methodology that will be adopted in this research, specifying the overall design, the description of the participants, and the instruments, followed by the processes of data collection, analysis and interpretation, which will be used to answer the research question and reach the objectives, as well as some considerations of my role in the study and how ethical issues will be handled, and the strategies that will be used to increase validity of the research.

4.1 Research Design

“The importance of research is not so much that it supplies definitive answers to questions such as “what is the best way to learn a language?” or “which is the most effective method of L2 teaching? It does not. Rather, research can help us to gain a richer understanding of the many interrelated factors involved in learning. It can help us see how the ways we organize learning environments can promote or inhibit grow”.

Johnson cited in Lee (2008).

This awareness of research provide teachers with new insights into the teaching and learning process within which they can encourage students in an effective learning process, becoming

more effective teachers. In addition, research teachers acquire a better understanding of the environment in which they are involved, contributing to significant classroom research experiences.

Classroom research employs quantitative and qualitative designs, or a combination of both. In order to define the investigative position of this study, it is necessary to highlight some of the differences between quantitative and qualitative research. The difference between the two, as Lee (2008) describes, lies in numbers. Quantitative research is concerned with observing, measuring and controlling numerically analysable information, exerting control over the variables, it is mainly focused on the “why” of a problem.

While, qualitative research involves watching and asking, and aims to describe events and persons in detail, it is more concerned with the “how”. The advantage of qualitative research lies in its attempts to achieve a deeper, holistic understanding of the phenomenon being studied. In contrast, quantitative research attempts to quantify generalizable variables, and measure factors in terms of statistical analysis.

Seliger & Shohamy (1989) divide qualitative research into descriptive and ethnographic research. First, descriptive research begins with predetermined hypotheses. In contrast, ethnographic research takes a holistic approach and usually starts with few preconceived assumptions or ideas about the data. Both descriptive and ethnographic research designs have to do with discovering and describing a phenomenon in naturally occurring settings, without manipulation. I think this is important to my study.

I will be looking at what happens in a natural environment without placing intentional limits on the behaviour or actions of the participants. The participants' beliefs and practices need to be witnessed and recorded in their own environment, so as to see what really happens and not to gain a distorted view of the truth. Descriptive research may be carried out by means of case studies and ethnographic studies, with interviews, surveys and observations found as some of the characteristic methods of data collection.

The current study involves a qualitative method of research. It begins into the descriptive paradigm as it aims to observe and describe systematically and accurately, the characteristics of a pre-conceived phenomenon (teachers' beliefs and practices) in a naturally setting (English language classrooms in Universidad de la Guajira). This is why qualitative research is more prominent in EFL studies as teachers normally observe and then, extract observations and implications from the data collected.

The process that is conducted throughout this research has its basis drawn from the field of Case Study. I have selected this method because it integrates well with the topic under investigation and will allow to take an in-depth exploration and understanding of the situation, when analysing the relationship between teacher beliefs and their practices with regard to the concept of communicative competence. This field of research attempts to find answers in the information supplied from unstructured information. These sources of information can range from surveys, interviews, and lesson video recordings. The approach that I will be harnessing is that of ethnography and case study, which will be discussed in the coming section.

4.1.1 Ethnography and Case study

It is very important for the researcher to understand the research design that is employed as failure to do so will have serious consequences for the whole enquiry (Richards & Lockhart, 1994). This research examines teachers' beliefs in relation to EFL Communicative Competence in a state university of la Guajira. It also sheds light on how teachers' beliefs influence the way teachers teach. To approach this topic, an ethnography methodology is adopted as a mode of inquiry. In this section, I explain some assumptions which underline this methodology.

As mentioned above this study utilizes a combination of ethnography and case study research. Historically ethnography has been defined in ways that focus on both the what and the how. According to Riemer, (2012) ethnography is the systematic study of a particular group or phenomenon. It is naturalistic, ethnographers focus on real people and their everyday activities, they also engaged in extended fieldwork to document beliefs and practices from people's own point of view. Then, the object of ethnography is not the place, but particular phenomena that occurs in the setting itself.

This is what I attempt to do in this research, to engage in the context of a group of English teachers to try to make sense of the way they teach. I will be studying the beliefs and practices they display in that context and why they make them. These personal thoughts and beliefs will be used to look for relevant points that shed light on their practices. The data collection method involved participant observation as a tool to gather the data focused on the teacher's beliefs and practices. By exploring teaching through observation the researcher gains a lot of understanding of the beliefs that underlie teachers' practice.

Detailed teachers' observations are followed by semi-structured interviews. On the basis of the above discussion, ethnography contributes to my study in the following ways:

- It provides me with the opportunity to engage in the particular site of the participants (English teachers) while they are working in their normal setting (Universidad de la Guajira classrooms).
- It enhances my understanding of participants' beliefs and the meanings behind their actions.
- It offers me the flexibility to use different strategies and methods to broaden the understandings of the phenomenon under study (beliefs and practices), data are gathered from a range of sources.
- It allows me focus in a single setting or group of relatively small scale (Escuela de Idiomas Extension Maicao).
- The analysis of the data involves interpretation of the meanings and functions of human actions.

Martyn Hammersley (cited in Denzin & Lincoln, 2006)

Within this ethnographic perspective, in this study is conducted a case study, this methodology specifically focused on the concept of case, the particular example or instance from a class or group, issues and how people interact with components of the phenomenon being studied. The interest in a case study lies on teachers' beliefs, in the context in which beliefs takes place, and how those beliefs influence their practices.

Case study is defined as a strategy of inquiry in which the researcher explores in-depth a program, activity, event, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a period of time (Moore et al., 2012). The researcher aims to understand the beliefs English teachers have about communicative competence in la Escuela de Idiomas of a state university in la Guajira over a period of time.

To sum up, an ethnographic case study offers me as a researcher a means of studying in a sustained manner what beliefs teachers hold about the communicative competence in Universidad de la Guajira, to make sense of these beliefs and how they influence their practices in EFL classrooms. An ethnographic case study allows me to gain insights and meanings that expand my practice, and hopefully the academic community experience in this important field of inquiry, thus helping to advance the field's knowledge base.

4.1.2 Research questions

As I have showed, the existing literature has emphasized the significance of studying the crucial role of communicative competence in determining the success or failure of English language acquisition, and to the connection between beliefs and practices in teaching (Borg, 2003; Borg, 2006; Keys, 2007; Woods, 1996). Therefore, the existing literature is used as a background to inform and direct the research questions of this study.

- How do they conceive the concept of communicative competence?
- What kinds of teachers' beliefs are prevalent in a communicative classroom setting?
- How do those beliefs can be characterised?
- How do those beliefs influence their teaching practice?

4.2 The study

In this section, there is a detailed description of the study: the setting, the participants, the data collection instruments and strategies, as well as some considerations of my role in the study.

4.2.1 The setting.

Marshall and Rossman (2011), propose that for a qualitative research the ideal research site is where "access is possible; there is a high probability that a rich mix of the processes, people, programs, interactions, and structures of interest are present; the researcher is likely to build trusting relations with the participants in the study; and data quality and credibility of the study are reasonably assured" (p.99).

Taking these considerations into account, I decided to conduct this research in la Escuela de Idiomas of a state university of la Guajira, a North Coastal department in Colombia, South America. I chose to do my study in this particular department because I have been working there as an English language teacher both at the secondary school level, and at the university level. The study is specifically conducted in one branch of the University situated in Maicao.

There, Escuela de Idiomas teaches eight levels of English. It serves students of different academic programs such as: Etnoeducación, business administration, social work, international business program, among others. Escuela de Idiomas does not have an own building for receiving their foreign language students neither a language lab. The English materials which are used in this institute are the Interchange series, its classes meet three times a week, and reading and writing courses are offered only for International business program.

4.2.2 Contacting gatekeepers

Cohen et al. (2007) suggest that it is important for the researcher to identify the official and important figures whose permission is needed, and before meeting them that researchers need to clarify issues such as the nature and scope of their research. In this regard the researcher should identify the goals of the research; its practical benefits; the design, methods and procedures to be used to collect data. Once the researchers have clarified these issues, "researchers will be in a strong position to discuss their proposed plans in an informed, open and frank manner the study under investigation and may thereby more readily gain permission, acceptance, and support" (Cohen et al., 2007, p.56).

As far as my study was concerned, in addition to the teachers, the main figure whose permission was needed in order to conduct this study was the coordinator of Escuela de Idiomas Extensión Maicao. I asked him permission to start studying the fieldwork immediately, the aims and the procedures were explained, he welcomed the idea of the research in la Escuela de Idiomas and insisted on the potential of doing such a research. In my discussion with him he raised several comments. These comments are:

- It is vital to talk with the teachers and to establish good rapport with them before embarking on the field work.
- Therefore, it is important to explain the purpose of the research and make them understand that the aim of the research is neither to evaluate their work nor to criticize it.
- Universidad de la Guajira English teachers are not used to being observed and being interviewed.
- There might be some teachers who will be reluctant to participate and collaborate in the study because they may not have the confidence to be observed while they are teaching.

4.2.3 Participants

The participants in this research were five teachers from the previously mentioned state University in Maicao- La Guajira, Colombia. The participants for this case were three males and two females. The researcher decided to select them because they were more accessible in time, also because they were willing to contribute with this study. In the following paragraphs, I describe the participants in detail.

Teachers are in their mid-thirties, they are all experienced EFL teachers. They have homogenous current teaching situations (types of students, types of programs, ages) and relatively heterogenous backgrounds in terms of education, teacher training, and previous language teaching and learning experiences for example: one is a psychologist. As a group, they have a wide variety of previous teaching experiences (children vs. young adults, rigid vs. free curricular guidelines, state vs. private institutions).

According to the language diagnosis done to English teachers in La Guajira by the National Educational authority the level of English of those teachers is B1- B2, which represents they are proficient users of the language. All teachers use an EFL text book in their classes. This book was chosen by the coordination as the one that met their learners needs the best. The book is Interchange published by Cambridge University Press, a foreign publishing house. The blurb states it is a communicative oriented book.

Most of the students have it or make copies of the book and bring them to class. The teachers design worksheets for students to use in the class. They are familiarized with New Communication Technologies (NCT) and sometimes use the computer laboratory the University has to support EFL learning, when it is possible. Classes in this Escuela de Idiomas are held in the mornings, evenings, and at night from 6 to 8 A.M., from 4 to 8 P.M. and from 8 to 10 P.M respectively.

The key criterion for selecting these participants (apart, obviously, from teachers' willingness to participate in the study) was that they had been teaching in the Escuela de Idiomas for at least one year. Initially, I wanted to work with all the teachers of the institute (ten teachers), but given that teachers are not generally accustomed to being observed by researchers or being asked to talk about their teaching, finally, the participants were five teachers and one of those was focalized. The purpose of this focalization was to understand in-depth the beliefs of one of the teachers through the observation of her practices in the classroom as a narrow representation of the five participant teachers of Escuela de Idiomas.

4.3 Data collection strategies

As I have stated previously (See Section 4.1), this study was informed and directed by a qualitative research paradigm. Thus, the data collection methods and the types of data collected for this research study needed to be in accordance with this position. I conceived using participant classroom observation, semi-structured interview, questionnaire, and document data collection as suitable data collection methods for this study. The instruments were focused on five teachers, and I aimed to produce a sufficient amount of data to enable me to extract some interesting interpretations.

The use of a variety of instruments can complement each other and lead to a suitable level of validity in my findings. Since the goal of the qualitative research paradigm is to describe life worlds ‘from the inside out’, from the point of view of the people who participate (Flick et al, 2004), and words not numbers are considered as the primary source of data, (Dörnyei, 2007). In the following paragraphs, I describe them in detail.

4.3.1 Participant observation

Participant classroom observations are characterized by the use of field notes, and audio recording or video as a means of recording data (Borg, 2006), they will help me to identify and determine the beliefs and actions made at different stages of the design, and teaching process. Observation in the study takes two forms: first, observing the class in general and any relevant situation that came up in the classroom; and second, observing the teacher when engaging the students in communicative-based activities. So that, I decided to observe the whole class a group.

As far as possible, I will observe and avoid evaluating. Instead, I will opt for writing notes for myself of any doubts or position. The rationale for choosing this instrument is presented below.

Advantages of participant classroom observation
<ul style="list-style-type: none">• It is the primary technique to collect data in qualitative research (Marshall & Rossman, 2011).• It gives the observer the flexibility in what information is gathered and how it is recorded (Robson, 2011).• It is concerned with understandings of natural settings and the representations of the meanings of the actors within that settings (Marshall & Rossman, 2011).• It allows the researcher to generate questions in relation to specific observed behaviors. These questions can provide the basis of follow-up interviews in which the researcher and the participants discuss the meanings of these behaviors (Robson, 2011).• It provides a rich description of the situation under investigation (Cohen et al., 2007).

Table 1. Summary of advantages of participant classroom observation

4.3.2 Semi-structured interview

Semi-structured interviews (Kvale, 1996) are directed by a set of general topics, and questions which the researcher uses flexibility in encouraging the interviewee to talk about his/her experience. According to Borg (2003), interview is one of the most powerful tools used in attempting to understand people's points of view, beliefs and attitudes (p. 168).

For that reason, with this instrument I attempt to explore teachers' beliefs about their background experiences in language learning and teaching. By asking questions about previous learning experiences, influence of those experiences in their current teaching practice, initial teaching experiences, sources of influence on their development as a teacher, and views of teaching to compare with the others data collection techniques.

Advantages of the semi-structured interview
<ul style="list-style-type: none">• It aims to understand themes of the daily world from the subjects' own perspectives (Kvale, 1996).• It gives the interviewees more freedom of how to express their points of view, because of its structure (Flick et al., 2004).• It enables the researcher to develop a relationship with the participants (Cohen et al., 2007).• They are flexible, and typically based around a set of topics or a loosely defined series of questions allowing respondents to talk in an open-ended way about the topic under discussion regarding the context being studied (Kvale, 1996).

Table 2. Summary of advantages of the semi-structured interview

4.3.3 Questionnaire

The use of a questionnaire (Dörnyei, 2003) allowed me to know the perceptions about the concept of communicative competence and the beliefs about their teaching. They can be used to obtain both qualitative and quantitative data. The questionnaire that will be used for this study targeted both, as it contains close-ended sections, as well as open-ended questions that invited

teachers to describe or comment on an issue in detail. The beliefs' questionnaire that is used for this study is designed to reach two main objectives: firstly, it attempts to identify the beliefs teachers have regarding communicative competence and its role in language teaching and learning. Secondly, it aims to obtain information about teachers' classroom practices regarding the teaching on communicative competences.

Advantages of the Questionnaire
<ul style="list-style-type: none"> • It allows large amounts of data to be collected efficiently, economically, and in a standardized manner • Participants may be honest when giving answers if they know that they would not be identified.
(Dörnyei, 2003)

Table 3. Summary of advantages of the questionnaire.

4.3.4 Document analysis

Document analysis (Robson, 2011) was used to look more about their beliefs of the concept of communicative competence. He defines “documents data collection as any form of data not gathered through interviews or observations. He states that “such data can be used to describe, understand and explain how things function at the sample sites” (p.348). For this study, document data is collected from the teacher to provide further information regarding the actual practice of teaching English; these will include the lesson plan of the instructional unit.

Advantage of document analysis
<ul style="list-style-type: none"> • Document based data inform research by enhancing the credibility of the research findings and interpretations. • Used with other sources of data provide a significant vehicle for data triangulation. (Marshall & Rossman, 2011).

Table 4. Summary of advantages of document data collection

The data that surface in these instruments will be analyzed alongside each other and then, the implications from the data will be coded and analyzed further using an inductive analysis process. This involves multiple reading of the data which is then, highlighted and organized into categories to develop a model or theory about the underlying structure of the processes which are present in the text (Thomas, 2006). For coding the data a qualitative research software program (ATLAS.ti 6) will be used in this study as a tool to aid in the analysis process.

4.4 Data collection analysis

As discussed above, data in this study were collected from different sources: participant classroom observation, semi-structured interviews, questionnaires and document data collection. Classroom observations and interview data were transcribed, questionnaire answers were copied and saved, and documents were scanned. The first step in the process of data collection analysis

was the reading of all transcribed and scanned data to get a global sense of the meaning of the data collected and their validity to help me answer the research question.

4.4.1 Observations

I set out to observe one teacher during a whole unit of instruction. The choice of the teacher was a random selection between the five participants of the study. I asked her to have the lesson plan of the class; this gave me richer information about the processes she goes through and expanded the possibilities of noticing the beliefs she has about a communicative EFL classroom lesson. I observed the teacher interacting with her students in the classroom; I was able to observe a whole process of teaching and learning in general.

I conducted participant observations over a three-week period with the teacher, with the aim to notice everything I could about the behavior, attitudes and beliefs of her. Table 5 provides contextual information about the observations (the number of observations, the date, the length and the number of the students in each observation).

During the observations, I obtained important information about the teacher's practice. The teaching lessons observed were from unit five of the first level Interchange book. The teacher met her group three times a week: Tuesdays, Thursdays and Fridays from 4:30 to 6:30 P.M. To maximize the accuracy of the data collected, and hence the descriptive validity (Robson, 2011) the lessons observed were video-recorded. I also took notes on events that were not easily captured in video.

Once the observation of a class was over, I made the transcription of the lesson's video recording as soon as I could to minimize the risk of forgetting important details of the class (Marshall & Rossman, 2011). Then, the teacher was given a copy of her transcribed lessons and given the opportunity to comment on these (although she did not). In analyzing the observations, I first focused on describing what the teacher did at each stage of the unit: initial, developmental and closing stage. I then identified episodes from the teacher's work which was characteristic of her approach to each section.

The focus during the observation was the same question that initiated this study: what is the relationship between beliefs about communicative competence and teacher's practices in EFL classrooms, so I used a observational protocol with information about the observation (time, date, level) and two columns; in one column, I describe what happened during the class and on the other column, some reflective notes and comments of the class. (See Appendix A)

Observations Background Information			
Observation	Date	Length (minutes)	# Students
1	15-09-2013	120	24
2	17-09-2013	120	22
3	22-09-2013	60	20
4	24-09-2013	120	23
5	25-09-2013	60	22

Table 5. Summary of observations background information

4.4.2 Semi-structured interview

The analysis of the observational data generated a number of questions, issues, and themes which further were discussed during the follow up semi-structured interview. In order to gain access to the beliefs and factors which underlie teacher's practices, I asked the teacher key episodes from her lessons and background information. The interview was audio-recorded and some notes were taken by the interviewer for later transcription and analysis.

The purpose of this interview was to explore in-depth information about the background of the teacher's educational and teaching experience, and to elicit the teacher's view about her approach in general for finding some possible sources of her core beliefs. During the interview, teacher commented on what she was doing, explained the rationale for her actions, and identified the different factors which underlie her classroom practices. The interviews helped me in understanding the perspectives of the teacher instead of relying on my own inferences.

Initially, I intended to do an interview after each classroom observation, but this proved to be difficult because I needed more time to transcribe and to read the transcriptions of the classroom observations. One follow up semi-structured interview was conducted with the teacher. As mentioned above, the focus of interview was to discuss issues, themes and questions generated from the observational data. It was conducted on a day when the teacher was free from teaching duties.

The interview was open-ended in nature aiming at exploring the facts and beliefs participant could have about the events during her EFL class. Possible questions included "what" questions to focus on concrete events in her background education (what do you recall about your

experiences...? What kinds of teaching methods...?), and “how” questions (how and why did you become...?) to elicit teacher’s descriptions, opinions and insights about her own actions (Yin, 2009). The questions using in this interview are adapted from Borg (2006). See appendix B.

4.4.3 Questionnaire

The questionnaire in this study (Appendix C) has three sections, focusing on teachers’ conceptions of what communicative competence is, their perceptions of their teaching practice, teachers’ beliefs in relation to communicative competence and background respondents’ information. The instrument was piloted with a group of English language teachers and its length, wording and organization was revised in line with their feedback.

Questionnaire data was collected from a sample of five English teachers at a public university in la Guajira. The goal was to obtain a perspective on the issues under study and with this goal in mind to approach teachers of this specific context to invite them to participate for the completion of the questionnaire. This was administered by e-mail attachment which would work best in their particular context. Questionnaires, also, often generate superficial answers and do not allow in-depth exploration of particular issues (Borg, 2006; Dörnyei, 2003). In response to these concerns, direct questionnaire items of the type “what are your beliefs/views about communicative competence?” were avoided.

4.4.4 Document analysis

Document analysis also represented another source of evidence for my ethnographic enquiry. During the study the instructional unit lesson plan was collected. The purpose was to complement with as many sources as possible the information gathered through the observations, the interview and the questionnaire.

The lesson plan used by the teacher is that included in the teacher's guide presented by the series book *Interchange*, that lesson plan provided some data to compare to classroom observation data about the type of activities teacher did in the classroom, whether congruent or not between the lesson plan and the final version of it. Now, I explain how the data were coded and categorized.

4.5 Coding the observation, interview and questionnaire data

For this study are used some coding techniques as suggested by Marshall & Rossman (2011). One of these consists of analyzing the interview, observation and questionnaire line-by-line in order to develop a framework for analyzing the qualitative data. With the research questions in mind, I look for comments related to beliefs teachers' hold, influences on those beliefs, and other factors which influenced the way teachers behave in their teaching practices.

Initially data was coded manually. Later, the coding of the observation, interview and questionnaire data was facilitated by the use of a software package called ATLAS.ti 6.0 This software helped me to segment the primary documents (observation, interview and questionnaire) into quotations, for coding those selected document passages. The table 6 summarizes participants, instruments and techniques and relates them to my research objectives.

To analyze the relationships that exist between English teachers' beliefs about communicative competence and their practices at Universidad de la Guajira, Colombia			
Objectives	Participants	Instruments/ Techniques	Purpose
To identify the beliefs that English teachers hold about the concept of communicative competence.	Teachers Researcher	Class observation Interview: semi-structured Survey adapted from Borg, 2006.	To collect descriptions of the procedures and actions developed in the classroom associated with CC.
To identify some factors that may shape those beliefs.	Teachers Researcher	Interview: semi-structured Survey adapted from Borg, 2006.	To elicit verbal and written teachers' responses about beliefs and attitudes.
To characterize English teachers' practices.	Teachers Researcher	Class observation Interview: semi-structured Survey adapted from Borg, 2006.	To collect data from the teachers' practices in the classroom.
To describe to what extent teachers' beliefs match their practices.	Teachers Researcher	Class observation Interview: semi-structured Survey adapted from Borg, 2006. Documentary data: Lesson plan, and worksheets.	To provide descriptions of the teachers' beliefs in relation to their practices. Sample of teacher's planning

Table 6. Summary of objectives and their relation to participants, instruments and techniques

4.6 Enhancing the quality of the research

In this section, I briefly discuss how the qualitative research paradigm views the issue of validity and reliability in doing research. Then, I present the main threats to validity and reliability in qualitative research. I conclude this section by outlining the strategies I used to enhance the quality of this research.

4.6.1 Issues of validity and reliability in qualitative research

The terms validity and reliability were originally introduced within the quantitative research tradition. Cohen et al. (2007) describes validity as basically concerned with "a demonstration that a particular instrument in fact measures what it purports to measure" (p.150). Along the same lines, Dörnyei (2007) states that reliability is the "the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances" (p.50).

According to Robson (2011), qualitative research is often criticized for lacking the standard means for establishing validity and reliability. In this research, the terms validity and reliability are regarded as ways of enhancing the quality and credibility of the study.

4.6.2 Strategies of enhancing the quality of the research

In order to ensure validity and reliability, I proceed to describe the strategies I employed to enhance the quality of this research:

- To reduce the impact of the researcher on the setting and participants, the teacher was observed over a period of three weeks. Nevertheless, the researcher in a qualitative

research is a key instrument in the research process (Robson, 2011), and therefore their presence will have an influence on the setting and the participants under investigation.

- Data were collected using different methods (participant observations follow up semi-structured interview, questionnaire, and document data collection). Observations provided the basis for follow up semi-structured interview. The interview allowed me to understand the data from the teachers' perspectives instead of depending on my own understandings. As well as, the questionnaire and the document analysis which provided me with a wide analysis of the phenomena under study.
- To enhance validity the observed lessons were video-recorded, using a camera recording.
- I have provided an account of the design and conduct of the study, and the rationale behind it. The information in this study allows readers to understand what I did.

4.7 Ethical considerations

An important aspect to take into account in any type of educational research is concern with Ethics (Robson, 2011). Ethical aspects may stem from the kinds of problems explored by the researcher and the methods applied to gain reliable and valid information. This implies that each procedure in the study could be a source of ethical difficulty. Lichtman, (2013) define ethics in research as s “a set of moral principles, rules, or standards governing a person or profession. (p.54).

According to this author the major principles of ethical conduct include:

- The researcher should do no harm.
- Privacy and anonymity of the participants must be protected.

- Confidentiality of information must be maintained.
- Informed consent of participants needs to be obtained.
- Data must be interpreted honestly.
- Inappropriate behavior must be avoided.

According to Cohen et al. (2007), the conceptualization of informed consent implies four components: (a) competence has to do with the ability to make informed decisions, (b) voluntarism implies that the participants have the choice to take part or not in the research, (c) full information entails that consent is fully informed, and contains general idea of the aims and procedures of the research and (d) comprehension implies that the participants fully understand the nature of the research including the research risks. I verbally and written provided the participants in this research with the following information:

- I explained the aim of the research and the procedures that will be used for data collection. (Specifying that the purpose of the investigation is not to evaluate their teaching practices).
- I indicated that participation is voluntary and that they are free to withdraw from the research at any time.
- I offered to answer any questions concerning the procedures of data collection.
- I guaranteed participants anonymity of their identities.

As I researched, I understand that the privacy of participants must be protected, even after receiving their permission to participate in the research. Their names kept confidential. Furthermore, I assure that the questionnaires and observations of the participants are used for the

exclusive purpose of the study. Appendix E shows the consent form I used with the teachers in the study.

4.8 My role as an observer

The degree to which the researcher immerses themselves in the setting depends on the context of the study, the research questions, and the theoretical position of the researcher (Cohen et al., 2007). During the observations, my role was what Robson (2011) calls the observer-as-participant. According to Robson, “this is someone who takes no part in the activity, but his status as a researcher is known to the participants” (p. 324). My purpose was to observe the events of the classroom setting and the beliefs teachers hold as they unfold in their natural setting (EFL classrooms).

4.8.1 Fieldwork challenges

In this section, I provide a detailed description of the challenges and problems I encountered during the process of the field work.

- Teachers are not used to being asked about what they are doing in their classes and neither being observed.
- Timetables were not synchronized. This delayed the process of approaching and identifying participant teachers in the study.
- Teachers are not always able to commit themselves to the requirements of the investigation. For example, in one opportunity I was supposed to do an observation in one of the teacher’s classes. I arrived to the university on time and met with her who

told me that today she wouldn't be teaching because he wants to go to Riohacha to a medical appointment.

In summary, I can say that a research sometimes requires the researcher to take decisions that are not considered during the preliminary stages of the research. Those decisions might not be known until the researcher has actually been to the context under study. Although, I thought that it would be easy to do the fieldwork since I am familiar with the context of the research, it proves that even for the teachers who are familiar with the research context there are certain problems and challenges that have to be faced.

4.9 Assumptions and Limitations

The literature presented so far about beliefs and practices has several implications for this research. First, it is noticeable that English National Policies represent a significant change in principles of language teaching and learning in our country. This educational revolution required teachers to adopt and to implement new practices and roles and new assumptions regarding the process of language and teaching in the classrooms.

This study does not pretend to control teacher practices as regard to communicative competence neither to point out if it matches or not to what they think or believe. The study aims to understand the relationships that exist between teachers' beliefs and practices. If teachers are aware of what they think and do, they are probably open to reflect and willing to try new practices, change can occur in the classrooms.

In addition, this research does not attempt to supervise teachers' labor at Escuela de Idiomas in Universidad de La Guajira. For that reason, teachers' participation is safeguarded by total anonymity and confidentiality. Participants were asked to sign a consent letter in order to accept their voluntary participation in this research project. The value of teacher collaborations, and peer support in this investigation needs to be acknowledged and emphasized.

Summary

In this chapter, I presented a detailed description of the mode of inquiry adopted for this study, the basis for choosing it, the process of fieldwork, the procedures involved in the data collection and analysis, and the strategies used to enhance the quality of this study. The research used different techniques in order to arrive at insightful conclusions. I am looking forward to use this study as a reference for understanding my teaching practice and enriching myself as a language teacher. I now proceed to present the results and findings of this study in the chapter which follows.

CHAPTER 5 RESULTS AND FINDINGS

Introduction

Based on the research methodology and instruments explained in the previous chapter, this section explores the participants' beliefs and practices related to the concept of communicative competence in EFL classrooms. As shown in chapter three, there has not been broad research concerning the relationships between beliefs and practices in our local context, educators need comprehensive insights into how their beliefs about communicative competence support their actions in the classroom as well as impact the students' motivation and achievement.

The present study attempts to answer one main research question: what relationships exist between English teachers' beliefs about the concept of communicative competence and practice? It also attempts to answer a set of secondary research questions related to the factors that may shape those beliefs and practices. I addressed the study to English teachers of a local higher institution in la Guajira. I explained to them the nature of my study and, I requested their participation in it. There were ten teachers of la Escuela de Idiomas but only five of them voluntarily accepted to participate in the study.

In this section the results from this study are presented in two ways. The first one analysing source by source with their respective data entries, to create a representation of the local context I am trying to understand and analyse, the representation will be drawn in this chapter. The second, using subheadings that will hopefully reflect some of the principles of teachers' beliefs and practices: previous learning experiences, actual teaching approach or method, meaning of communicative competence, and difficulties in teaching it.

Therefore, the findings are presented in this chapter in emergent themes that relate to the research questions of the study and are derived from the teachers' answers. The discussion of the qualitative data was organized in terms of the research objectives, shorter descriptions of which are as follows:

- a) Identifying the current beliefs
- b) Exploring the factors that shape those beliefs
- c) Characterizing teachers practices
- d) Examining beliefs and practices.

In coherence with the ethnographic case study supporting this research, the results are presented in the following way: first, data from the five teachers' questionnaire it is presented. In the same line, the observation of a complete instructional unit, the semi-structured interview and the documents data collection of one teacher as representation of the whole local context of participants under study. Second, data are presented using principles of teachers' beliefs and practices as the organizing headings, with the aim of looking at, associating and presenting data from different perspectives.

Examples that show recurrent themes from the questionnaire, the participant observations, the semi-structured interview and the document data collection are also presented to help understanding those themes or categories. To make them more manageable they were analysed through coding in order to make sense of the beliefs and practices teachers hold in that specific context. (See Appendix E List of codes).

5.1 Results from Instruments

This section starts with an analysis based on the questionnaire applied to the five teachers who were involved in this specific context. As mentioned in the previous chapter, this questionnaire was divided into three sections which cover the main topics of interest of this study: Teachers' educational background (prior knowledge and experiences), actual teaching practice (reactions or responses and recurring behaviours), and teachers' beliefs (concepts and assumptions about communicative competence).

5.1.1 Teachers' questionnaire analysis

This analysis provides a broad overview of responses from the teachers' survey undertaken in September and October 2013. In this questionnaire, a total of 87 codes were created, 80 quotes are related to these 87 codes: 8 actual approach/method, 8 beliefs about communicative competence, 6 perception about previous experiences, 6 perception about students, 5 beliefs about teaching. The quotes that followed by frequency ranges from 1 to 5 quotes coded with other functions (See Appendix E Questionnaire list of codes).

Below, I continue with the presentation of the data highlighting emergent patterns to draw a view of teachers' beliefs related with their practices.

5.1.1.1 Who were the respondents?

The following information provides a snapshot of teachers who completed the survey. Those who responded were primarily:

-Teachers' genre: Male 60% Female 40%

-Teachers' age: ranged between 30-39

-Teachers' experience: 60% of respondents have more than 5 years' teaching experience. 40% said they have been teaching from 3 to 5 years

-Teachers' highest qualification: 80% of respondents have completed a bachelor's. 20% said they have completed Post-Diploma's

As we can observe, the participants of this survey were adult experienced teachers who have completed a bachelor of arts. And, only one of them has finished a post-diploma course. None have taken a master degree.

5.1.1.2 Teachers' educational background

This part of the questionnaire is based on what teachers said about their *own language learning experiences*. The question aimed to invite the teachers to describe those experiences. It was an open-ended question so as to leave it up to the teachers to highlight what they felt were the most important characteristics of their educational background.

I found out that most of the teachers seem to feel comfortable with their background experiences at learning English. In other words, they seem to regard language learning as a positive contributor to their professional knowledge and language teaching. Some examples are shown below:

"I consider it was a positive experience".

“The experiences have been mostly positive”.

“It had been a grateful experience, for me”.

Teachers also seem to believe that they are mainly influenced by the way they were taught.

“That was a very important and positive experience because I could learn and develop the competences in the L2 and teaching English as a foreign language”.

They also give the idea that grammar was clearly top of the list of method used, and for nearly half of these teachers, autonomous learning was the medium for acquiring the language.

“The English I studied was quite poor and stuffed with boring grammar rules”.

“I learnt by myself, my teachers always taught me how to translate and repeat dialogues”.

“Mostly it was an autonomous learning”.

5.1.1.3 Teaching practice

In order to determine factors that influence teachers' method or approach, they were asked to describe important issues to help them personally in deciding how to teach English. Some of the teachers assume they do not use a specific method or approach of teaching. Examples of responses are shown below:

“I don't stick exclusively to a method or approach in English Teaching”. “Actually, I do not define a method of teaching”.

Hence, useful approaches listed for the teachers include communicative approach, learner-centred, TPR, and audio-lingual approach.

“The method I usually use is the communicative one”.

“We must to know different methods and choose from them the one that pedagogically can help us in the teaching process, communicative approach, total physical response, etc.” (Sic)

They also look themselves as integral teachers.

“I try to be an integral teacher for my students”.

In addition, most of them show they use oral activities such as dialogues and presentations for the students to practice the language, and speaking is clearly top of the list of effective four skills, followed closely by listening to be taught.

“I involve oral activities such as dialogues, presentations and tasks where students can participate and interact with their peers using the language”.

“My method also includes songs and role plays where they can practice listening and writing”.

“I focus on the development of speaking and listening”.

On the other hand, some others affirm they include the four skills in an instructional unit.

“I try to involve the four skills in a whole lesson plan”.

“In my classes, I make sure my students have a process where they can develop the four skills: reading, writing, listening and speaking”.

What is also notable about teachers’ recollections of their approaches or methods is that teachers appeared to take mainly into account aspects such as students’ needs and interests giving the students an active role in their learning process.

“I think, we don’t have to talk about any particular method because that depend on different aspects: age of the group, level, attitude, etc.”

“The students take an active role in the classes”.

Teachers give the impression that their teaching careers first began adhering mainly to teacher-centred, explanation methods of grammar and the strict use of a book and it has changed in some way since they first began teaching.

“During my first stage teaching, I used what I now name a naive and unstructured communicative approach”.

“At the beginning of my teaching experiences, I consider myself a more traditionally one. Now, I include all my students’ needs to be proficient in English”.

“Learning was made based on texts guide many years”.

Teachers also talk about changing their approach in order to make themselves more communicative and learner-centred.

“Now, we have the opportunity of using a dynamic resources for the creation of meaning”.

“My approach every day takes something different from the context where I am involved in”.

Some teachers did provide more detail about the kind of changes they had made. For example:

“I communicated all the time through the target language and supported everything needed for them to do it as well (used tons of body language and spoke slowly) but I didn’t pay enough attention in planning situations and measuring how much practicing the students needed. The results were disappointing so, I had to preview support activities for them to practice more”.

The following part of this section is made up of 9 closed-ended questions about the teachers’ teaching practice, it required teachers to rate themselves and their teaching practice with the following results:

A. Difficulties in teaching

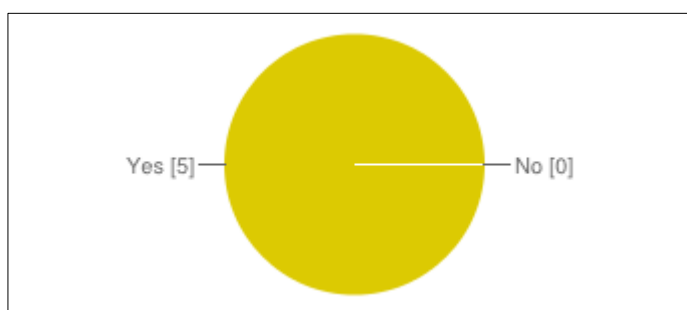


Figure 2. Answer to question # 4

100% of respondents rated they have not experienced any difficulty in teaching based on the communicative competence.

B. Approach to teaching

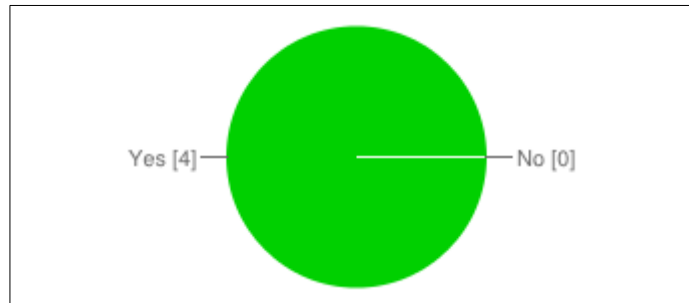


Figure 3. Answer to question # 5

100% of respondents rated they have changed their approach or method over the years.

C. Sources of influence for changing their teaching

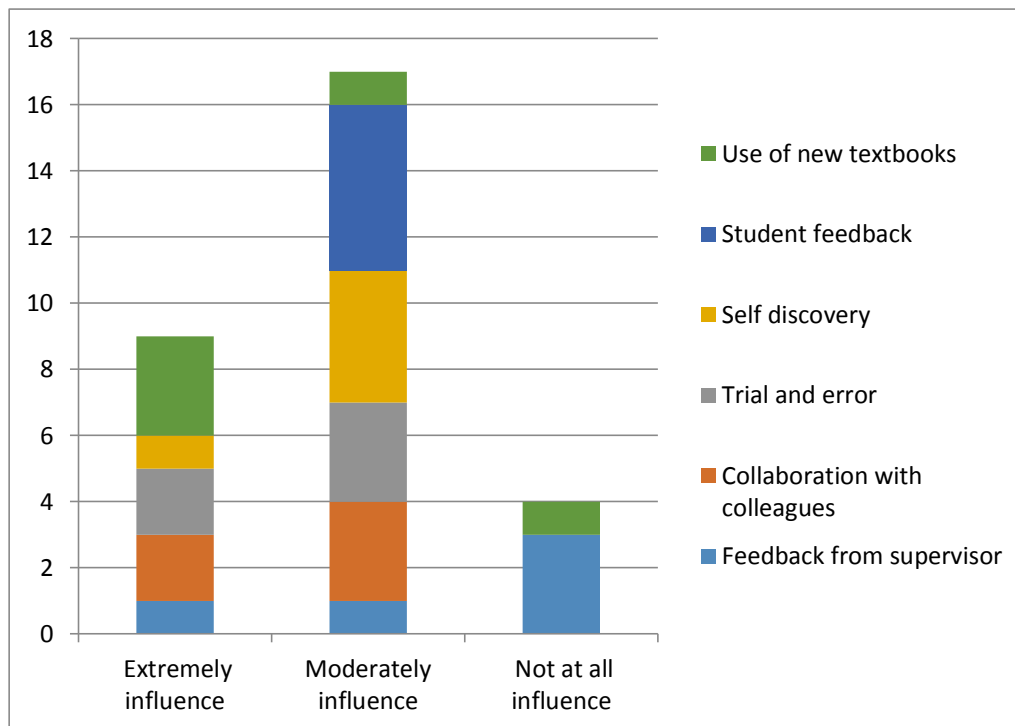


Figure 4: Answer to question # 6

The respondents expressed they have been extremely influenced by the use of new textbooks; moderately influenced by students feedback; and they have not received at all influenced by the feedback from supervisors.

D. Aspects that have stopped changing

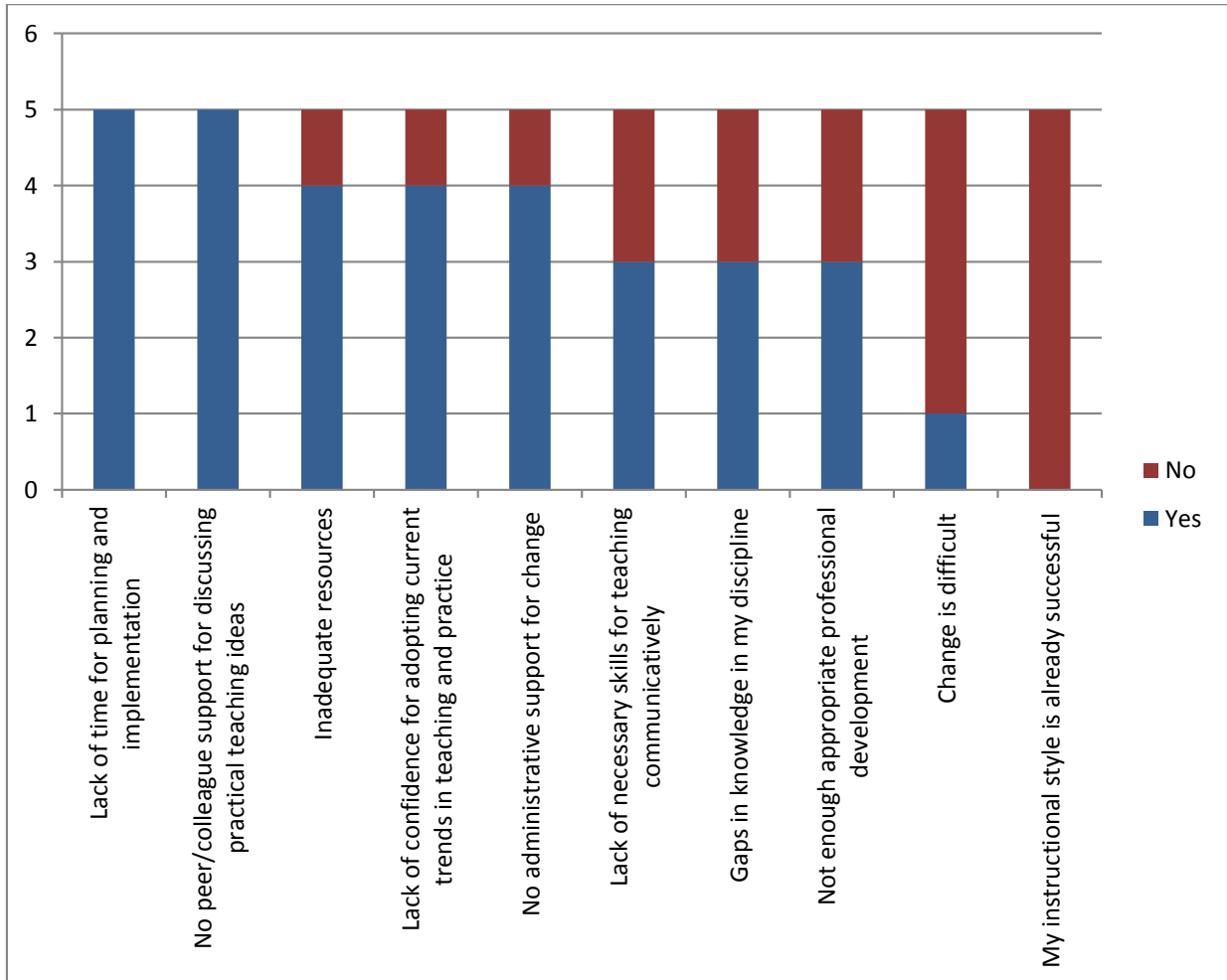


Figure 5: Answer to question # 7

100% of the respondents rated that there is not peer/ colleague support for discussing practical teaching ideas and there is lack of time for planning.

E. Feelings about teaching

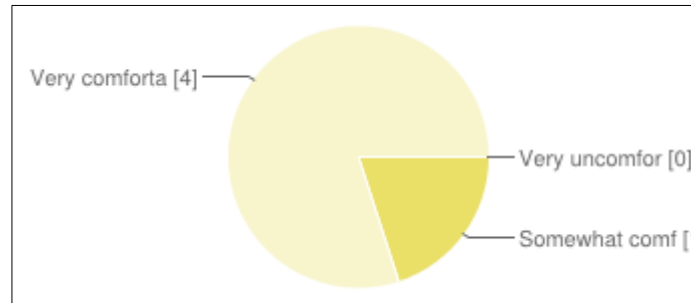


Figure 6: Answer to question # 8

80% of respondents feel comfortable when teaching English.

F. Use of instructional strategies

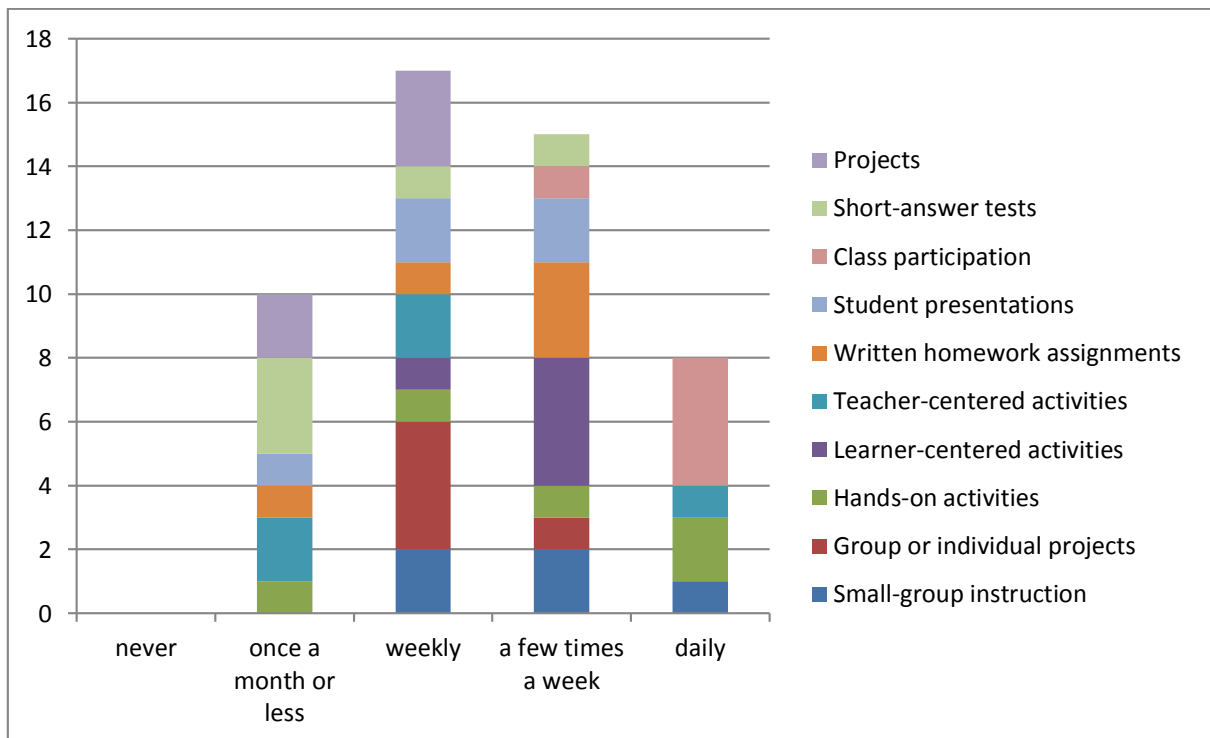


Figure 7: Answer to question # 10

The respondents expressed they use class participation daily in their classrooms; they use learner-centered activities a few times a week, they use group or individual projects weekly, and they give short answers tests once a month or less.

G. Frequency of activities in class

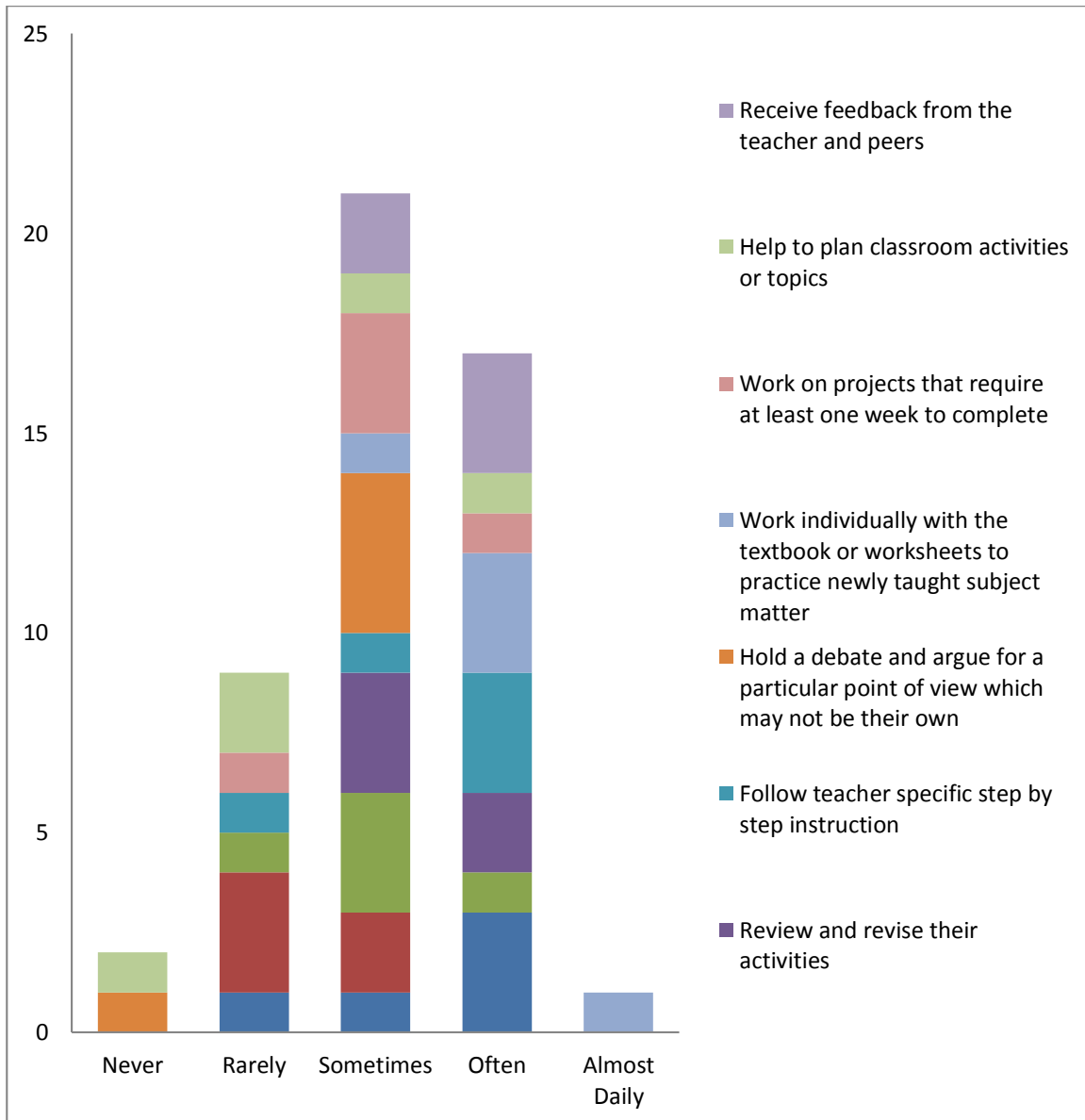


Figure 8: Answer to question # 11

The respondents expressed they set individual work for the students to complete activities in the textbook or worksheets to practice newly taught contents almost daily; the students often follow teacher specific step by step instruction; and sometimes they hold a debate and argue for a particular point of view; they rarely work on projects that require at least one week to complete.

H. Use of specific material

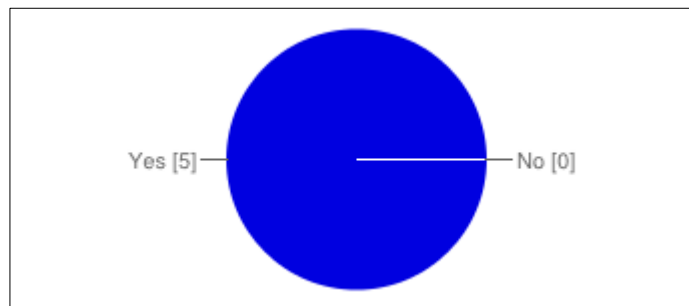


Figure 9: Answer to question # 12

100% of participants expressed they use published material for teaching English.

I. Important factors when designing an activity

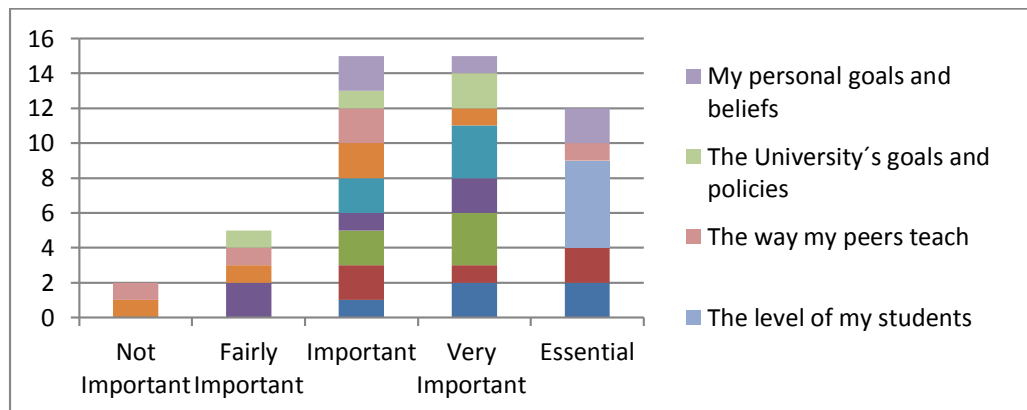


Figure 10: Answer to question # 13

The respondents considered the level of the students essential when designing and planning an activity; they consider very important to include, in this designing and planning step, what they think will work or not, their personal goals, and what they have learned from teacher training.

5.1.1.4 Teachers' Beliefs

In this section of the questionnaire teachers were presented with 13 statements about their perceptions of how and why they use communicative competence in their classrooms. Teachers were required to rate each statement on a given five point scale, ranging from Strongly Agree (SA) to Strongly Disagree (SD).

Now, simple summaries of all responses are listed here:

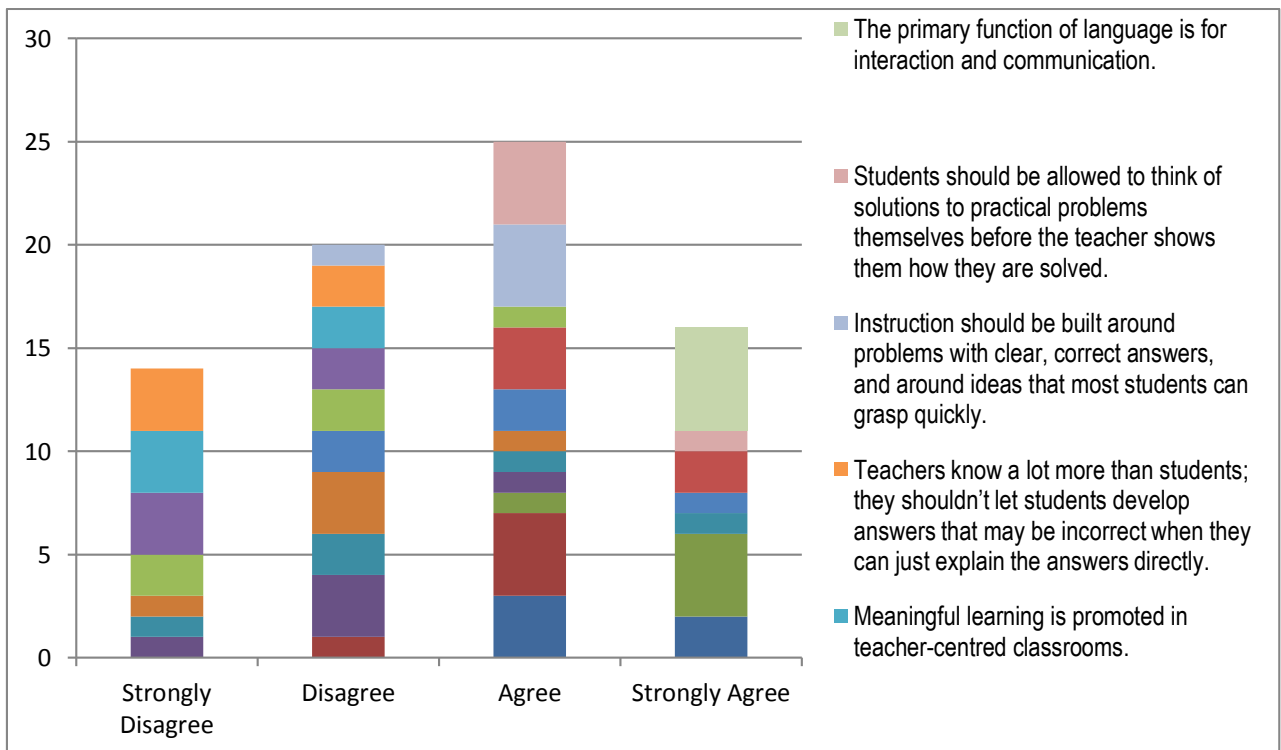


Figure 11: Answer to question # 14

- More than half of teachers agreed that the most important thing is to let students experiment with the language (spoken and written). They learn the language by using it and need to be given many opportunities to do so.
- Teachers strongly agreed that it is better when the teacher – not the student – decides what activities are to be done.
- The participants strongly agree that their role as a teacher is to facilitate students' own inquiry
- More than half of teachers agreed that students learn best by finding solutions to problems on their own.
- Nearly half of teachers felt that a quiet classroom is generally needed for effective learning.
- There were more respondents that did not agree students learn best when they are first presented with a clear explanation of grammar rules.
- A large majority of teachers strongly agreed that accuracy develops naturally. Teachers should not worry too much about students producing perfect structures right away. It is best for teachers not to overcorrect.
- There were more respondents that agreed that language is best learned interactively, in a social environment. In an ideal class, students work together a lot.
- Teachers strongly disagreed that class time should mostly be spent focusing on language structures. Meaning can be added later on, once students can express themselves.

- More than half of teachers strongly disagreed that student motivation does not matter. Students will learn regardless of their motivation.
- There were more respondents that strongly disagreed that meaningful learning is promoted in teacher-centred classrooms.
- The participants strongly disagreed that teachers know a lot more than students; they shouldn't let students develop answers that may be incorrect when they can just explain the answers directly.
- Teachers strongly agreed that instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly.
- Teachers agreed they would like students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.
- All the respondents strongly agreed that the primary function of language is for interaction and communication.

5.1.1.5 Meaning of Communicative Competence

With regard to the communicative competence teachers responded to 3 open-ended questions. The aim of those questions was to gain understanding of the meaning teachers hold about communicative competence. In terms of meaning, teachers seem to believe communicative competence to be a tool that enables effective communication. Some quotes are shown.

“Communicative competence addresses the effective use of all individual's resources to have contact with his/her environment and get feedback from it”.

“Communicative competence means the real possibility of communicating effectively in a language”.

“It means the ability to share with others feelings, needs and desires using the ways that everyone has and can express it”.

I noticed that the concept of communicative competence giving meaning to language was also described.

“In my opinion, communicative means that students can transfer meaning to others and they understand it in the second language”.

Teachers’ responses reflect their descriptions of what communicative competence meant to them, with the recurrence of the idea that communicative competence is fundamental to language learning. Examples of this include:

“Communicative competence validates language learning as far as this is the core goal of language”.

“It is the path that we must follow for the student to perform satisfactorily in a foreign language”.

“I consider, the role of communicative competence in language teaching is very significant because it allows that teacher and learners exchange more opportunities to generate knowledge of the language in use”.

“It provides students with the necessary social and academic skills, promoting productivity and achievement”.

More than half of the teachers admit they had experienced difficulties in teaching based on the communicative competence at some point in their teaching career. Their descriptions of the difficulties are shown below:

“Students do not like the idea of speak in English. Some of them get overwhelmed with urgency and anxiety, to the point of losing the motivation of learning it”.

“Students do not want to speak in class. Sometimes, they don’t want to work with others because they feel ashamed when they make a mistake”.

The most common difficulty that teachers face in the classrooms, according to the responses in the questionnaire, is students’ lack of confidence. One teacher explained his understanding of why students found speaking in class difficult.

“Students (that in my classes are mainly grownups raised and educated under grammar approaches) expect higher frequency rates of Spanish use in classes”.

Teachers also explain that despite repetitive exercises, students do not seem to grasp the basic concepts of English and are not able to understand even the simplest rules and topics. These teachers identify that even though students are able to complete grammar exercises, when it comes to application, it is very difficult for them to understand and remember the rules taught.

“Sometimes, the students are not qualify or had some difficulties to understand the topics, which affect the teaching”. (Sic)

“Because it is difficult for students to relate the theory they need to know about grammar and put that in context, apply it to everyday life”.

At the end of the questionnaire, the teachers were asked to answer the question “how comfortable do you feel teaching English?” they completed this section, pointing out the importance of teaching English as the opportunity to communicate and express what they want.

“Teaching is an opportunity for me to express and interact”.

“I love teaching English”.

And some teachers communicate the notion of being open to new ideas.

“I feel comfortable, but I would like to do my best using new methods and approaches”.

“We need to continue improving every day because teaching and learning is a process that never ends”.

In the following section is presented a discussion of the results emerging from the questionnaire, pointing out the more noticeable one after categorizing the collected data.

5.1.1.6 Discussion

This previous section presented some themes emerging from the first instrument I used to collect data from the participants of the context under investigation. A questionnaire about beliefs and practices with the separation of the information into the main topics of interest of this study (teaching practice, teachers' beliefs and communicative competence) tried to give a quick glance at what teachers wrote, to categorize the most common or frequent comments and answers that were identified while analysing these data. The separation I made into subheadings of the analysis was meant to better detect and illustrate the most prominent themes from this instrument.

In terms of beliefs, teachers appeared to have two sets of perceptions about communicative competence. On the one hand, teachers feel comfortable with their background learning experiences at learning English. Most of them seemed to believe in themselves as language learners and distinguish the communicative approach.

They seemed to recognize and accept they do not adopt one approach principle, they enjoy their teaching and benefit from the context they are involved in, but more importantly they believe they applied different strategies based on the communicative competence to face the demands of their students' language learning.

Based on the results, it appeared that it is better when the teacher – not the student decides what activities are to be done. This finding seems to confirm teachers focus on a teacher-centred approach rather than on a learner –centred one. This may have been another reason for teachers' difficulty to motivate students in class as often and as well as they wanted or tried to do.

Another interesting finding was the fact that most of the teachers admit they had experienced difficulties in teaching based on the communicative competence at some point in their teaching career. But, they affirm they include the four skills when teaching any instructional unit.

In addition, teachers' answers suggest that their teaching careers first began adhering mainly to teacher-centred, explanation methods of grammar and the strictly use of a book and it has changed in some way since they first began teaching. Now, the main findings arising from this survey data can be summarized as follows:

- Language learning is seen as a positive contributor to their professional knowledge and language teaching.
- Teachers are mainly influenced by the way they were taught.
- They look themselves as integral teachers.
- Teachers say that oral activities such as dialogues and presentations for the students to practice the language, and speaking are top of the list when teaching, followed closely by listening to be taught.
- They say in an instructional unit the four skills are included.
- Teachers report that students' needs and interests play an active role in the learning process.
- Teachers have changed their teaching approaches in order to make themselves more communicative and learner-centred.
- The use of new textbooks have influenced teachers' change.
- Class participation is their number one instructional action in the classroom.

- When designing and planning an activity teachers think it will work based on their personal goal and beliefs.
- The role of the teacher is to facilitate students' own inquiry.
- They think language is best learned interactively, in a social environment. In an ideal class, students work together a lot.
- The primary function of language is interaction and communication.

In the following section, the analysis of the participant observation data is presented.

5.1.2 Participant observation analysis

This section discusses themes that came out from the observations I made during three weeks when a whole instructional unit was taught. Due to the nature of my study, participant observation was a powerful way to provide data relevant to my research questions. The case refers to one teacher of the context under study, as described in the participants section in chapter 4, there are 10 teachers in la Escuela de Idiomas but only five take part of the study and one participates of classroom observation.

The teacher mentioned in this case is in her thirties and holds a BA in education with emphasis in foreign language teaching from the state university of Barranquilla-Atlántico. She has been a teacher for about 5 years in private and state schools in Maicao and has been working in this state University since 2010.

She has participated in a teacher training course from the National Government (Cascade program). She does not follow any syllabus at Escuela de Idiomas and uses the Interchange text

book from Cambridge University Press in her classes. The book was chosen by the coordination in Riohacha as the one that met their students' needs the best.

The blurb of this book states it is a communicatively oriented one. Some of the students have the book and some others make copies and bring them to class, because it is difficult for them to find it in the main branch located in Riohacha. In addition, the teacher designs worksheets for students to use in the class.

In this section, I present some quantitative data as they were abstracted from the full classroom observation transcription. And, for purposes of clarity and organization, I decided that the focus of the observation was in general "the teacher" since I paid attention to the techniques she used, her management procedures and her instructional practices based on the communicative competence. But, in particular, the focus of the observations was on the teacher: the way she worked and the way she taught developing on her students communicative competences.

Therefore, participant observation in this study took two forms: the first, observing the class in general and any relevant situations that came up in the classroom; and second, observing the teacher when instructing students in communicative-based activities. As far as possible, I observed and avoided evaluating the teacher performance. Instead, I opted for taking notes of my questions or positions.

In the case, a total of 87 codes were created, 225 quotes are related to the 87 codes: 41 related to students' answers to the teacher, 31 teacher's questions to the students, 18 to teacher-centred instruction, 15 to teacher's explanation of structures, 13 to students asking for explanation. The

quotes that followed by frequency ranges from 1 to 9 quotes coded with other functions (See Appendix E Questionnaire list of codes).

In the following sections, I present quotes from the classroom setting which I have organized into initial stages of the lesson (introduction and presentation) developmental stages of the lesson (various practice activities) and closing stages.

5.1.2.1 Initial stages of the lesson

The classes generally begin with greetings and are then followed by some introduction and presentation routines. They aim to set the tone of the starting class and getting students into the disposition of the English class. More details and an example of the initial stage is presented below:

5.1.2.2 Introduction and presentation routines

Introduction routines are brief explanations of the lesson and its practical use or goal. In these participant observations, they are made of greetings which students responded to almost mechanically. Now, some examples of introduction routines are presented below.

(1)

T: Hello class, how are you?

S: Fine, thank you! And you?

T: Very well, thank you. Today, we are going to start unit. Which unit continues?

S: Unit n°5

Patterns of introduction of the class routines are similar in each lesson.

(2)

T: Hello class, how are you?

S: Excellent, thank you and you?

T: Very good, thank you. Today we continue with the unit # 5.

The topic of the lesson and its goal is based on grammatical structures rather than language functions.

(3)

T: In this unit we are going to work with the present continuous form and the time, we are going to learn a verb list. Open your books! Unit 5.

Introduction and presentation routines seem not to play an important role in configuring the introduction of new information, checking the learners' comprehension of new material, and modelling the tasks that the learners will do in the practice stage (Richards, 2006).

5.1.2.3 Developmental stages of the class.

After, introduction and presentation routines the teacher proposes a limited variety of activities to develop the topic or content of the class based on communicative competences. The activities she proposed have been categorized according to their apparent purpose. More details and examples of the developmental stage are presented below:

A. Presenting and practicing grammatical structures activities.

In the extracts selected, the teacher is only presenting grammatical structures through controlled practice. Exchanging with the students who mechanically answer her questions. Students are exposed to very control oriented activities. The developing of linguistic competence is low in the following extract.

(4)

T: What time is it? (Teacher draws a clock on the board)

S: One twenty

T: One twenty. Ok. But, using an expression. Using a time expression how can you read that? ¿Utilizando una expresión de tiempo como la podríamos leer?

S: It is one twenty.

T. O.K. But using a time expression. O.k. ¿Cómo la leerian? Dicen los compañeros: it's one using a time expression (Teacher shows the board). Look at here! A quarter...

S: It's twenty past one

T: O.K. It's twenty past one or it's twenty after one. Verdad! Quiere decir que el past o el after son una expresión....

S: De tiempo

T: Que pueden utilizar cuando no sea simplemente un cuarto, o cuando sean solo quince minutos si no que el past o el after lo utilizo solo. Now, what time is it?

S: It's twelve to one

T: Faltan doce para la una or you can say: It's twelve forty- eight. Recordemos la hora tal cual esta: doce y cuarenta y ocho. En este caso utilizamos la expresión to. It's twelve to one. Now, Luzmaria please?

S: It's half past six.

T: It's half past six. Saith! Where is Saith? How can you read this?

S: Half past six.

T: Or six thirty. Si lo leemos tal cual es seis y treinta. Now, what time is it?

S: It's five fifty-five

T: It's five fifty five, Dayana said. O.k. Using a time expression?

S: It's five to five.

T: O.K. remember you use A.M in the morning and P.M at night. Tenemos el dia! A day is made of twenty four hours. You say morning after, morning you say noon despues?

S: Afternoon

T: Afternoon, evening, night, midnight. Con cada uno de estos espacios de tiempo utilizamos las preposiciones de manera diferente. You say: in the morning, at noon, in the afternoon, in the evening, at night and at midnight. Utilizamos la preposicion IN y la preposicion AT.

In this extract, the teacher asked specific questions about the topic, and during these activities students did not interact with their peers.

(5)

T: Today we continue with the unit # 5. We continue on Exercise 3: part A (PAGE 31)

T: What time is it?

S: It's six fifty.

T: Or it's ten to seven Ok. The third clock?

S: It's a quarter to night or it's eight forty-five.

T: Now, what time is it? It's five past eleven or it's eleven past five. Now, the fifth clock?

Maria Alejandra! Open your book on thirty one! Where are your copies? What time is it?

T: A quarter past three, or a quarter after three. Or three fifteen. Now, the last clock what time is it? Jesus, what time is it?

S: It's a half past four

T: Or?

S: Four thirty!

T: O.K. Now, Listen and watch the picture on page thirty one. (Teacher plays the conversation).

T: What time is it?

S: It's twelve.

T: Is it midnight or noon? What time is it? It's twelve o'clock at noon. Well done! Now, we are going to do exercise B. One is going to give the time in different ways. Example: It's nine o'clock in the evening. It's nine P.M. No vamos a escuchar el CD!

T: What time is it? 12:00: It's twelve P.M. It's noon. Vamos a usar diferentes formas de decir la hora. Ahí tenemos ciertos tiempos, tenemos ocho diferentes las vamos a decir usando las dos formas. Que vamos a utilizar ya sea mañana, tarde, mediodía, noche o vamos a utilizar A.M or P.M. ¿Me hice entender? This exercise, for example: decimos es la una y veinte o veinte despues de la una.

S: Ah, ya!

T: Son las nueve de la noche. Son las nueve P.M.

T: It's twelve o'clock at night. It's....

S: It's midnight.

T: Now, Ruthmaria. It's three in the afternoon.

S: It's three P.M.

T: Now, the other. It's three A.M. What time is it?

S: It's three o'clock in the morning.

T: Now, It's six P.M. What time is it?

S: It's six o'clock in the afternoon.

T: Recuerden las expresiones de tiempo en la clase pasada hablamos de morning, noon, afternoon, evening night, midnight.

S: Es necesario colocar las expresiones de tiempo?

T: Se puede colocar A.M or P.M o decir las expresiones de tiempo. What time is it? It's six o'clock or it's six P.M.

T: It's noon. It's midnight. Recordemos los adjetivos late: tarde, early: temprano. Ok. Do you have any question? Are you sure? No???

S: No, questions!

Grammatical routines seem to play an important role in the teacher's lessons. The presentation and practice of grammar in most of the lesson stages create a teacher-centeredness classroom.

A. Eliciting students' answers

Eliciting students' answers was a strategy the teacher used in few of her lessons to provide students' opportunities to interact more with her in a less controlled practice. Here, the extract illustrates it.

(6)

T: What is the conversation about? It's about time. Debby and John are talking. Where is she, where is Debbie?

S: She is in your house.

T: In my house? How do you say that? Where is Debbie? Listen the conversation again!

T: Where is Debbie and where is John?

S: John is in Australia.

T: And, where is Debby?

S: She is in Los Angeles.

T: Now, what time is it in Australia?

S: It's ten P.M.

T: It's ten P.M, at night. Now, what time is it in Los Angeles?

S: It's four o'clock.

T: It's four o'clock A.M. It's four o'clock in the morning! Well done! Now, you are going to do an exercise. The exercise is on page thirty three. Vamos a hacer el ejercicio de la página treinta tres.

S: Awww, página?

In this extract, the teacher elicited students' answers to realise if the students were listening or understanding what she was saying or explaining.

(7)

T: What's the conversation about? What's happening? What is Steve doing?

S: He's cooking!

T: He's cooking pizza! And what time is it?

S: It's two o'clock A.M.

T: It's two o'clock in the morning. Is it early or late?

S: It's early.

I also can notice that during this kind of activity students were more willing to participate and answer the teacher's questions in a more relaxed way.

(8)

T: Ok. Now, in the present continuous tense we also do an activity, the activity is related to something that is happening in the classroom. Yo voy a escoger a un compañero que va representar la acción.

S: ¿Quién sale entonces?

Teacher shows a piece of paper to the student.

Student performs the action in front of his classmates.

S: He is dancing!

S: He is singing!

S: Cooking!

T: What is he doing?

S: He is cooking!

T: What is she doing?

S: She is trapeando.

T: How do you say that?

S: Trapear!

T: She is mopping. Now, what is she doing?

S: She is writing

T: What is she doing?

S: She is reading!

T: What are they doing?

S: They are conversation.

T: What are they doing?

S: They are having a conversation

T: Listen, what are we doing?

S: Sleeping!

B. Management of the class.

In setting activities and giving instructions, in checking for understanding of instructions or in other different classroom situations, the teacher controls them with the tone of her voice and with her body language. I could notice students lost the sequence of the lesson easily while they are talking with their peers, handling their cell phones or just sitting down without saying anything.

Here, one extract to illustrate it.

(9)

T: It's four o'clock A.M. It's four o'clock in the morning! Well done! Now, you are going to do an exercise. The exercise is on page thirty -three. Vamos a hacer el ejercicio de la página treinta tres.

T: Dayana!

S: Dijeron Alexander. Pregúntele a él! Para Alexander, mándelo a leer!

T: What's Celia wearing? Look at the picture, Alexander!

S: Te están preguntando por Celia, ¿que está usando?

T: Look at the picture, Alexander!

S: ¿Que lleva puesto?

T: What are you wearing?

S: Eh, Jeans, t-shirt.

T: So, what's Celia wearing?

S: Earrings white.

T: White earrings.

T: Please listen to Jhoiner. Edgar! Listen to Jhoiner because you are talking!

S: Silent, please! Shhhhhh....

T: What's Michael wearing? ¿Chicos que pasa? Hay solo dos libros en este salón de clases.

S: Hay tres!

In this extract, the teacher appeared to be more concerned about what was being explained rather than what was being learnt. Teacher's controlled instruction is the most predominant in her lessons.

(10)

T: In unit number five we are going to do a reading comprehension. Please, everybody read this chart. And, later you are going to role play the chart. Vamos a leer el chart y luego vamos a dramatizar lo que sucede aquí, lo que dice.

Present continuos son acciones que se dan en el momento preciso que estamos hablando, al momento específico al que nos estamos refiriendo. Es decir que si ahí estamos llevando a cabo una conversación las personas están hablando de lo que están haciendo. Tienen que hacer lo que diga ahí, ustedes van haciendo todo al pie de la letra ustedes van hablando lo que están haciendo. ¿Está claro lo que vamos a hacer? If you have any question you can ask me?

S: En grupos, teacher?

T: Parejas! Parejas!

C. Interacting with others.

There are few instances in the class in which there is peers to peers interaction. Interaction in this case is part of the practice stage of the class initiated by the teacher controlled practice in which students model a role play guide by a previous reading in their books. (See extract 11, below).

(11)

-Hello Dayana.

-How are you, Maria?

-Fine, thank you and you?

-Fine! What are you doing?

-I am studying, and you?

-I'm running in the park. Where is your sister?

-Melissa is in the house reading, and I am in the university studying English.

(Students finish the role play. Teacher asks to the rest of the class)

T: Where is she studying?

S. In the university.

T: With whom is she studying? Is she studying at home?

S: Yes, yes. With your friends.

T: With my friends? Or, with her friends! Don't forget the use of the adjectives. Ojo con el uso de los adjetivos. My class, her class, his class, our class. Ojo con eso!

T: Who is going to continue?

In the following extract, from the expression on the students' faces and their performance in the role play is noticed that peer activities motivate them to use more the language in the classroom.

(12)

-How are you?

-I am excellent!

- What are you doing?

-I am studying International business

-Oh, that is the best!

-And what are you doing?

-I am going to the gym.

-Very good!

5.1.2.4 Closing stage of the lesson.

The closing routines of the lesson are short and typically realized by closing expressions. The students start observing their watches and asking for permission to go to their classes according to their different schedules, then the teacher responds by initiating leave taking, followed by students' verbal response. The following extract illustrates it.

(13)

T: Ok. Guys you did excellent today. Remember next time be prepare for the quiz of Unit 5. See you next class have a nice weekend!

S: Bye.

T: Please, make copies of the book. Don't forget that! Good bye.

In the following extract, it is possible to observe that at the closing stage the teacher does not give the students feedback from the class or any explanation to better understand the lesson.

(14)

T: Each one should bring the correspondent English book. La próxima clase todos deben venir con su libro! ¿Me estas escuchando Edgar? OK. Thank you, class is over... bye. See you.

S: Bye!

The results from the case are presented in the next section.

5.1.2.5 Discussion

Based on my observations and knowledge of the stages of a lesson, I could notice that in the teachers' class development there is a lack of warming up at the initial stage of the lesson. Schema activation or other transitional activity or a brief explanation of the lesson and its practical use or purpose will help the students to recognize the goal of the class and its importance for learning it.

In terms of the participation, students reported behaviour in the class seemed to be related to the type of instruction they received. In other words, in a classroom in which communication and interaction must be emphasized, students should meet a range of situations and experiences in the class that help them to use the language to communicate rather than to repeat.

In the developmental stages of the class, as I observed and identified in the lesson, were the specific actions done by the teacher to make the students comprehend and learn the topic or content of the lesson. Most of the time, I observed that the activities were teacher-centred rather than learner-centred making learning more static, and less communicative.

That is to say, the teacher seemed to use the activities and exercises as tools to accomplish the goals of instructional unit, not necessarily the language communicative objectives. As they are used in this case, only the knowledge part and not the skills part of the competence is addressed. Activities developed in class seem to foster the linguistic competence and the other components of communicative competence: pragmatic and sociolinguistic seem to be neglected.

During group activities there were different reactions of interest, and participation when the students performed the role play. The students show it when pair work were proposed in the lesson

normally guided by the teacher. They made part of groups, they shared ideas about their dialogue, they asked to the teacher some vocabulary pronunciation and they performed their dialogues using their personal objects such as cell phones, laptops, books, among others. I noticed that the students tended to show more apprehension when the tasks or exercises required a more spontaneous use of the language with which they seemed to feel they were fully proficient at.

The activities in closing stages, as I observed were not planned taking into account the correspondent time of the lesson. They did not evidence a backup activity or a summary of what the students learnt or what the teacher did in the classroom. In that stage, the teacher usually gave recommendations for next class, and the closings were generally abrupt.

Now, the main findings arising from this participant observations data can be summarized as follows:

- Preference for grammar structures, and listening over speaking, writing or reading.
- The classroom a place to mainly do textbook exercises and offer explanations.
- Scarcity of activities in which the students interact with their peers or teacher employed the language in real contexts.
- Importance of completing of exercises, but not to put things into practice
- Avoidance of class participation and preference to remain quiet.

In this section, I have presented data from the teacher's classroom observation to illustrate the activities and sequences participants in this classes engaged in oriented activities, and most importantly instances of communicative competences that are deployed in the course of the teacher classroom. I will continue with data from the semi-structure interview.

5.1.3 Semi-structured interview analysis

This section provides a description of the participant beliefs and attitudes, toward EFL learning and teaching process and her views on the relationship with her practices. This description is limited to the participant beliefs about learning and teaching based on her responses to some questions and statements that explicitly addressed this issue in a semi structured interview. I divided this interview in two sections.

The first section will address her background in language learning and teaching, and the second will address her view about the role that communicative competence plays in language teaching. Finally, there will be a conclusion based on this instrument data. For coding the data, a total of 87 codes were created, 50 quotes are related to these 87 codes: 4 related to the perception about the students, 4 perception about the language, 4 about the teacher's skill, 3 perception about the methodology. The quotes that followed by frequency ranges from 1 to 2 quotes coded with other functions (See Appendix E Questionnaire list of codes).

In the following sections, I present quotes from the interview which I have organized into background education, development as a teacher and current teaching practice.

5.1.3.1 Background education

The teacher seems to recognize that her previous experiences as a language learner and the teachers she had were a determining factor of her actual teaching in particular, to her approach orientation and use of strategies as part of her methodology.

“I think it's inevitable that we imitate our teachers when teaching our students today”.

“I remember, I liked to do many activities focused on TPR based on the characteristics of the class. Basically, I used: tape recorder, cassettes, posters...”

This belief the teacher has probably reflects the traditional teacher-centered classroom, in which it is assumed that it is the teacher’s job to make students understand simple grammatical structures.

“The main emphasis of my lessons was on the grammatical aspect because I thought it was the most suitable”.

5.1.3.2 Development as a teacher

She definitely believes students’ attitudes play an important role in the development of the lesson; especially, the existence of certain attributes and behaviours that language students should have.

“Students will learn to use the language better if they were more persistent and practice more with their peers and me. They want to speak in Spanish most of the time. Some are really interested in the process. And some are just not interested. You need to be ready to handle both of them”.

“I think they come here expecting similarity between their high school classes and university process. There are no differences between them, I feel”.

The teacher seems to be concerned with certain aspects of language learning and teaching. The teacher explicitly addresses to the use of grammar as the whole of the learning process in the classroom. This may be an interesting factor to consider and explore because it seems to me that

there can be a link between the beliefs about the learners, what language learning entails and the attitudes towards teaching.

“My initial experiences promote the use of traditional method of teaching based on grammar, repetition, memory...”

Concerning one of the classes observed, something really interesting is the fact that the teacher seems to be worried or concerned about the learning process as such.

“Now, I think that the class didn’t allow us to give a more appropriate use of language in order to get meaningful communication”.

5.1.3.3 Current teaching practice

Based on the teacher answer to the question: think about the lessons you have taught or have planned for this week: how often has communicative competence been your focus?; the teacher seems to focus more on the explanation of the structures and the vocabulary rather than on fostering the development the communicative competence, in which the students need to learn to see English as a vehicle for communication and expression and not just as a subject to be studied and evaluated.

“Well, I think it has been my focus in part of the unit because most of the time I have to explain vocabulary and structures first in order to let them to work freely and in pair or groups”.

To the question: can you describe to me a good communicative lesson that you have previously taught? The teacher expressed that her practice is guiding by what she feel right for the students

rather to be guiding for a unique method or approach, she prepares different kind of lessons in order to achieve the proposed communicative oriented goals.

“I want to say, it is my instinct and common sense that guides my teaching, rather than anything else. I do different kinds of lessons. For example: I first present the structure and vocabulary to the class, explaining how it works and any necessary word associated with it. Then, I move on to getting my students to do some activities which would allow them to practice the structure and the vocabulary. Once the students are confident with using the structure and the word bank, I set up pair or group activities which allow them to produce the language easily in the classroom. I tell them you have got to think in English. Thinking in English is very important for communicate easily”.

In this extract, we can observe that the teacher based her lesson plans on the explanation of the grammar point before moving to the practice. For the teacher is important that the students grasp an idea or learnt a new structure before they can work freely on using it in context.

In the following section, the discussion of the results will take place.

5.1.3.4 Discussion

This previous section discussed some themes emerging from the instrument I used to collect data: a semi-structured interview about the beliefs a teacher hold of her prior experiences as learner and teacher, and the role that communicative competence plays in the instructional unit she implemented.

In terms of beliefs, the teacher seems to recognize the influence that her teachers and prior background experiences provided her. She is conscious that her practice has been modelled primarily by the exposure to the grammar approach and the use of different strategies such as repetition and memorization. In the same line, teacher centeredness appeared to have a profound influence on her teaching behaviour and, ultimately in her students learning outcomes.

The teacher appears to have two sets of perceptions about language teaching. First, a set of beliefs which made her see or perceive herself as an integral teacher that implements different strategies for fostering the development of communicative competences in her students. And, second a set of beliefs that made her fail to put those strategies and actions into practice.

In regards to beliefs about communicative competence, the teacher tends to first explain structures and vocabulary so students at a later stage produce the language freely but it seems that this way of organizing teaching scenarios does not really help them to develop their communicative competences in English. On the contrary, the low exposure to different kind of activities for increasing their competences, the teacher-centred focus the class rather than on the students, the emphasis on completing the exercises and understanding the language structures, than on paying attention on producing the language for meaningful communication seem to be limiting students' development of the competence.

Now, the main findings arising from this semi-structured interview data can be summarized as follows:

- The teacher's practice has been modelled primarily by the exposure to grammar methods and the use of different strategies such as repetition and memorization.

- Teacher centeredness appeared to be a central role on her teaching behaviour.
- She focuses on completing the exercises and understanding the language structures, more than producing the language for communication.

5.1.4 Document analysis

In order to complement with as many sources as possible the information gathered through questionnaire, participant observations and semi-structured interview. An important document was collected during the study: the lesson plan of the instructional unit which support what the teacher does in her teaching.

The lesson plan used in the whole instructional unit was not designed by the teacher. She supported her classroom practice with the lesson plan provided by the *Interchange* teacher's book. This unit is organized into the four skills: reading, listening, speaking and writing, in addition to vocabulary and pronunciation. The lesson plan also combines the topic, the functions and the grammar in the complete unit.

Each unit of the book is divided into sections and each one has its communicative purpose: the snapshot always introduces the unit topic with real world information, the word bank presents the new vocabulary, the conversation introduces the grammar, the pronunciation exercises help with the sound of the words; the four skills are designed to be worked in pairs or groups (See Appendix K. Teacher's lesson plan).

Having as reference this information of the lesson plan, I can say that there is no evidence of the implementation of a communicative- oriented lesson plan in her teaching as it was described

earlier. The teacher focuses more on the grammar instruction rather than in the rest of the activities proposed in that lesson plan to improve students' language learning based on the communicative competence. For more information (See Appendix G observation transcription).

5.2 Data triangulation

It has been shown so far that this study managed to collect and analyse some data, which helped me to provide some descriptions of the beliefs teachers hold along with their practices, and reliable answers to the research questions. It is difficult to separate the processes of the data collection and analysis since they interrelate and explanations, and hypotheses emerge as data is analysed.

Therefore, I understood data analysis as a dynamic process, in which I engaged in making sense of the data both by identifying characteristics of the teachers' beliefs and by drawing out explanations in attempt to understand the implication of those beliefs in their practices.

Even so, I tried to I used different methods in order to gain a less subjective picture than I could have obtained by relying on a single data gathering technique. Triangulation, then, helped me be more confident that my analyses were not simply the result of using a particular method since similar outcomes were obtained and supported by the data gathered from four different data collection techniques (questionnaire, participant observations, semi-structured interview and document data analysis) and by different participants (five teachers, one focalized teacher and me).

5.3 Findings

I report the results of teachers' beliefs and their practices from an ethnography perspective. I accessed the way those beliefs function through the answers of the teachers emerging in the questionnaire or in the interview. Classes as a whole gave information about what happens during the teaching of lessons: opening, development and closing of the class, showing the sequence that is used by the teacher in her practice.

Data from the focalized teacher was collected from participant observation, semi- structured interview, and from the lesson plans she used in her teaching. In this study the selected teacher will somehow represent the beliefs and practices of other teachers at Escuela de Idiomas. From these data, I could get another angle of the beliefs teachers hold about communicative competence and the relationship with their practices.

The insights reported here into language teachers' beliefs and practices regarding communicative competence are a valuable addition to the literature. As argued earlier, despite the lot of research over some 30 years (Richards, 2006), research on communicative competence has paid limited attention to the sense teachers make, theoretically and in practice, of this concept. Yet, without such insights, there is still a lack for understanding how teachers think, believe and do (Borg, 2003) and, where necessary, encourage them to make their beliefs a more central aspect to take into account in their teaching practice. Now, I will present the findings of the research.

5.3.1 Teachers' beliefs about communicative competence

From the teachers' answers to the questionnaire and interview it is important to mention that teachers' beliefs represented a consistent system where some of them had a central role. These stated beliefs were seen to influence others less strongly (Borg cited in Birello, 2012). One stated belief that almost all teachers shared was that communicative competence was not only necessary but that it should form an important part of a language syllabus. The participants expressed it in the questionnaire answers; communicative competence was regarded by the teachers as the way to acquire the language to use it for communication and as a core goal for English language.

However, the observed teacher did not appear to make a connection between her teaching and students' subsequent ability to use that language in communication. Teachers, as reported in the questionnaire, held several mismatched beliefs about language learning and the role communicative competence played in the process; besides, few teachers appeared to be aware of these inconsistencies between their beliefs and their practices. For example, the teacher I observed struggled to balance her belief that the teacher must not be the center of the class, and her view that controlled instruction is the only way students understand the language better. There was some evidence that such contradictory beliefs existed as a result of beliefs derived from different sources, such as previous language learning experiences and current language teaching experiences (Borg 2006; Woods, 1996).

5.3.2 Factors that influence the formation of teachers' beliefs

Teachers' prior experiences of language learning appear to play a significant role in the formation of beliefs. (Borg, 2003; Woods, 1996). Teachers recounted incidents involving experimentation with new techniques and approaches which have led them to change their beliefs. And it seems that beliefs derived from learning and from teaching experiences can coexist, even when these beliefs do not correlate (Richards & Lockhart, 1994), as exemplified in the teacher I observed, who described how she had learnt English in an EFL environment with no attention to communicative competences. So, she on the one hand, she felt that communicative competence was not necessary in that moment, and on the other hand, and drawing on her own teaching experiences, she felt that focusing on communicative competences was important.

5.3.3 The practice of teaching based on communicative competences

Communicative competence was reported to take up a significant amount of class time (a whole instructional unit), validating teachers' reports of similar practices in the questionnaire data. In the lessons observed in la Escuela de Idiomas the teacher drew attention to grammar and teacher-centred in her teaching in some way. Grammar teaching involved a routinized pattern of rule explanation followed by practice exercises. It seems that the teacher's teaching decisions were strongly motivated by her beliefs about what needed to be taught, rather than what the students really lacked or enjoyed learning. In the observed lessons, the teacher was seen to provide explicit grammar instruction even when she did not believe that it would be successful or effective in promoting learning or communicative competence development (Borg, 1998; Kumaradivelu, 2012)

5.3.4 The relationship between teachers' beliefs and practices

Observation of the classroom practice provided evidence regarding the complexity of the relation between teachers' beliefs and practices (Borg, 2003; Richards, Gallo, & Renandya, 2001; Kumaravadivelu, 2012). Several inconsistencies between beliefs and practices were identified, relating mostly to how communicative competence should be realized in practice.

In most instances, although teachers projected themselves as “communicative” teachers who believed in teaching through student-centred methods of instruction and in communicative approaches to teaching, their practices, were mainly teacher-centred and grammar-focused, with little opportunity for students to use the language meaningfully and work in pairs or groups.

Below are presented the findings that emerged in this section:

1. The teachers recognize and understand the notion of communicative competence and its benefits to use in an EFL classroom.
2. Teachers' definitions of communicative competence reflected those prevalent in the literature. There was coincidence here with the notions of communicative competence identified by Richards (2006) in the questionnaire specifically with the teachers who reported using the communicative approach in their classrooms, although differences regards the observed teacher's practices in the study were also evident. For example, her observed lessons did not support the beliefs of communicative competence she hold with her current practice.

3. Students' needs and interests emerged in teachers' questionnaire responses as crucial in a communicative oriented class. They commented on the role those aspects play in the design, instruction and assessment of communicative lesson plan and their practice.
4. There was a significant gap between the extent to which teachers felt that language is best learned interactively (in a social environment, in an ideal class in which students work a lot together), and teachers' beliefs about the feasibility of doing so, particularly in relation to planning, instructing and assessment of language learning in practice. Such a gap between beliefs and practice confirms insights from other studies of EFL teachers' beliefs about communicative competence (Gonzalez, 2008).
5. Similarly, there was a significant gap between the extent to which teachers felt it was desirable to facilitate students' own inquiry to develop a range of abilities in the language use and their beliefs about the feasibility of doing so.
6. The teachers had diverging views about the extent to which their approach has changed in order to make themselves more communicative and learner-centeredness; such views were underpinned by different conceptions of what counted as evidence of learner-centeredness. Teachers associated communicative competence and learner-centeredness with performing role plays for learning, irrespective of whether learners engaged with these or not.
7. The majority of the teachers believed that they designed language lessons based on the tenets of communicative competences. The descriptions of how they did so highlighted a scarcity of pedagogical strategies and the one mentioned or used were mostly teachers' controlled practice.

8. The teachers highlighted different factors which limited the extent to which they felt they were able to promote communicative competence. These factors mainly related to learners and the institution, though learner-related factors were those most widely cited by the teachers. Again, there are parallels here with the findings of Woods (1996) where teachers felt that learners did not understand the importance of developing interest for the language, lacked the skills to learn autonomously, and were not accustomed to being asked to take responsibility for their learning.

Overall, then, what emerges here is a picture of a group of experienced English language teachers who are, in theory, ready towards a communicatively approach and familiar with key concepts commonly used in defining it. In relation to their teaching practice, though, these teachers are much less positive about the extent to which communicative competences can be productively promoted in their classrooms settings. Very few opportunities exist for learners to exercise their competences, it was felt, both within and outside the classroom; moreover, there was a general sense that the students lacked the capacity and willingness to take advantage of these few opportunities at hand.

Teachers also believe that they are influenced by a full grammar approach in which memorization and repetition were the central focus. Nonetheless, the majority of the teachers felt that they did, to some extent, promote communicative competences in their lessons. It is clear, though, the practices adopted in doing so varied significantly as did their beliefs about what constituted evidence of developing of competence among the students they worked with.

SUMMARY

This chapter described and explained the main findings detected after analysing the collected data. It started with a brief description of the context under study, then, it moved to the analysis of the data of the four instruments. So, based on an initial questionnaire, and on the participant observations, a semi-structure interview and document analysis of one of the teachers, it provided a report about the participants' beliefs and practices in EFL classrooms. Next, it discussed how the findings were identified. The next chapter will describe the answers to the research questions guiding the study, and will offer some major conclusions from the data and the actions taken and suggest further research on emerging areas.

CHAPTER 6 CONCLUSION

Introduction

This chapter, the final one, begins with a brief review of the research questions. Following the research questions, a brief description of the major findings will be presented. These findings relate to beliefs, practices and communicative competence. Next, some implications and recommendations will be discussed. After that, I will address its main limitations, and I will make some suggestions and recommendations for future research about teachers' beliefs and practices and its relationship with the communicative competence. The chapter ends with a personal reflection about the research process.

6.1 Research questions conclusions

Teachers revealed the complexity of believing and practicing communicative competence in their teaching. Nonetheless, the analysis of the data allowed me to answer the inquiries posed in this research. First of all, here are some of the conclusions related to my first sub-question: How do teachers conceive the concept of communicative competence? It was observed that teachers define what communicative competence is. They state that communicative competence can be seen as a mean that provides the real possibility of using communication effectively in a language.

They also believe or think there is mean in which students can transfer meaning to others and they understand it in the second language. Although, they do not define it as, a competence that is realized in the integration of elements such as lexis, grammar, functional aspects and instantiated through students' performance in four language skills as well.

In relation to the second sub-question, what kind of teacher beliefs are prevalent in a communicative classroom setting? The following conclusions can be drawn: Teaching practices show that the observed teacher recognized the concept of communicative competence but she acted based on the beliefs originated from her prior learning experiences. The teacher expressed she considered students' needs, although she did seem not plan or do things in the classroom keeping in mind what her students prefer.

Likewise, participants think that communicative competence development depends on student' engagement, good attitude and autonomy towards learning. The teacher asserted that the development of communicative competence implies thinking about the students as well as the way they participate in the classroom.

In relation to my third sub-question: How do those beliefs can be characterised? The following conclusion emerged, the teacher's practice was a result of her previous learning experiences. Beliefs seemed to have a more profound influence on the teacher's behaviours and on her teaching outcomes, since I could observe and determine that the observed teacher, oriented her practice to grammar instruction although she recognized the role that communicative competence plays in language teaching and learning. I consider those beliefs the teacher has can be characterised as core beliefs about language learning which frame her teaching practice to a teacher-dominated classroom mostly based on their own language learning experiences at school and university.

The following conclusions are related to the fourth sub-question: How do those beliefs influence their teaching practice? As I observed and noted in the above chapter, there was an apparent inconsistency between what the teacher said, what she wanted to do and what she really did in

class, particularly with the development of the communicative competences of their students. According to the British Council (2012), contradictions emerge as a normal transitions in the process of professional change where the teacher has to confront their beliefs, ideas and also their dilemmas to move across the different stages (from starting or newly-qualified to specialist teacher) exiting in the Continuing Professional Development Framework-CPD.

The main findings from this study show that participants' beliefs can be powerful in enhancing language teaching and learning when addressed by teachers and when they are aware of them. However, the observed teacher experienced contradictions on what she believes with what she actually does. The above insights must, of course, be interpreted with reference to the particular methodological and contextual features of this study; thus, they emerged from an analysis of her teaching which was declared to be based on the tenets of communicative competence.

These situations also suggest directions for further studies; how to bridge the contradictions could be an interesting area for further research. During this study, I conducted a questionnaire, classroom observations, semi-structured interview as well as document analysis which yielded interesting data. Equally important, the participants were helpful and receptive, which helped me thoroughly explore their beliefs and their practices.

6.2 Major Findings

The discussion so far has focused on the aspects more predominant between the beliefs and practices of the English teachers of Universidad de La Guajira. However, and this is the key point here, the above analysis also indicates that while teachers' practices did often not reflect their stated beliefs about language teaching, these practices were consistent with their beliefs about

learning. There is evidenced here that teachers' practices reflected their prior learning experiences. They evidently exerted a more powerful influence on the teachers' practices based on teacher-centeredness and grammar orientation than their beliefs based on communicative competences.

These understandings of the relationship between these two phenomena stated beliefs (language experiences) and peripheral beliefs (concept of communicative competence) need to be taken into account for further beliefs research as suggested by Borg (2006), further research is thus required for us to understand not just what language teachers have cognitions about, but how the different elements in teachers' cognitive systems interact and which of these elements, for example, are core and which are peripheral. (p. 272)

Briefly, the main findings of the study are summarized below.

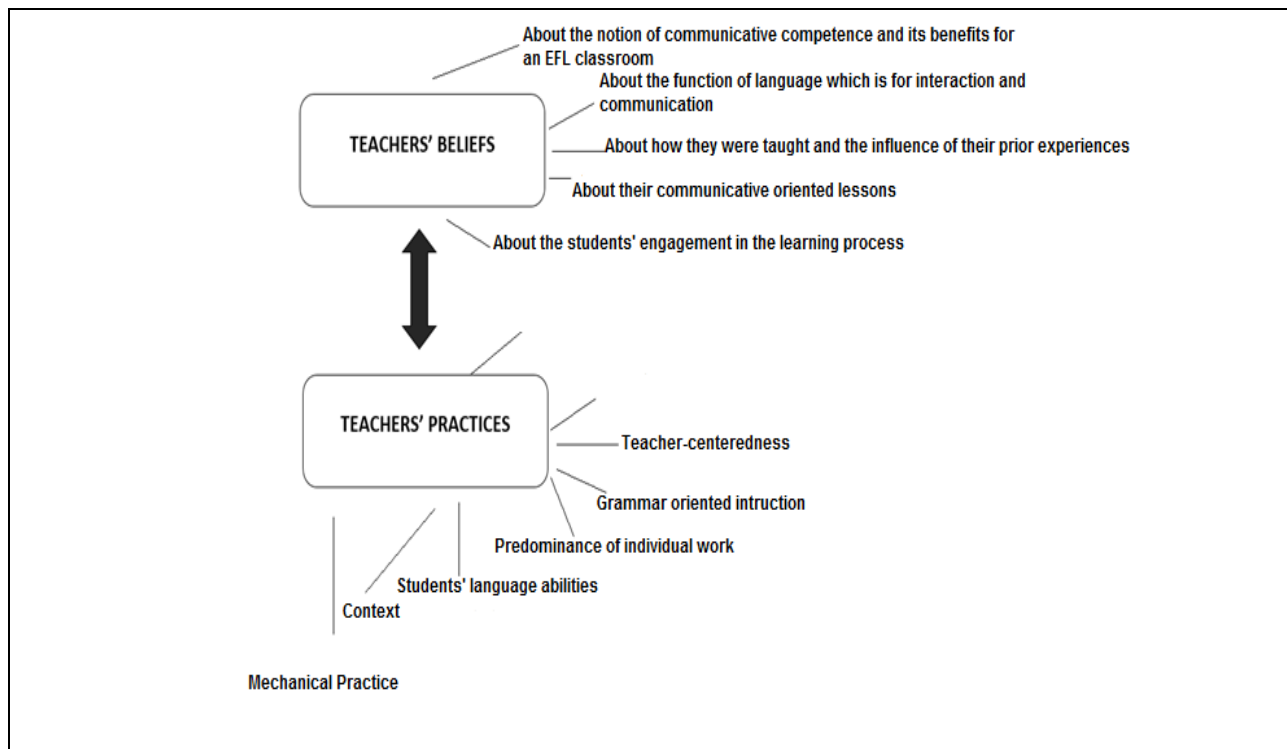


Figure 12: Understanding of teachers' beliefs and practices

6.3 Implications of the study

The findings of this study have some implications for both research methodology and teacher education. I consider that it is not enough for language teacher education research to identify incongruences or inconsistencies, between teachers' beliefs and practices; rather attempts need to be made to explore and understand the underlying reasons behind such those differences.

The research findings presented here can provide interesting data for professional development designers to better guide teachers through the reflection process. In the following section, I describe the pedagogical and methodological implications.

6.3.1 Pedagogical Implications

One pedagogical implication has to do with the teaching practice. First of all, from this study it is possible to see how teachers' decisions in the class present a purpose and a basis which comes not only from their beliefs but also from the experience they have had. In many cases, this experience shapes the way teachers act in the classroom.

Based on this, it is necessary to see the teaching practice as the complex process it is. Not only that but more importantly, to see English teachers as individuals who have to face many situations such as lack of teacher training or no enough teacher development programs according to what the specific context demands to help them bridge the gaps between their beliefs and their practices and to eventually help them support better the development of students' communicative competence.

The second issue has to do with the awareness teachers must have when taking the responsibility of teaching a foreign language in Colombia. This awareness is related to the relationship between what I think and what I do, in other words, the relationship between their beliefs and their practices. In this study, I saw how teachers faced problems when putting some concepts or beliefs into practice in the classroom.

Then, I asked myself: it is just relating my beliefs to my practice or do I need to be updated in terms of education. I think that teachers have plenty of literature that can help them become updated in terms of teaching and also learning, but they should also have ample opportunities to question their practices that those opportunities could perhaps help them minimize the inconsistencies between their beliefs and their practices.

And, the third issue has to do with the involvement of in-service teachers in professional development programmes for supporting the learning while teaching, their learning in practice. If teachers are to develop and improve their practices so as to improve student learning, it is important to start modifying their attitude to change and to encourage them to take responsibility for their own development through reflection and learning.

Professional development programmes are also important because through these teachers may approach new ideas and strategies to use in the classroom and given the possibilities to confront them with their practices.

6.3.2 Methodological implications

Methodologically, Borg (2006), suggests that studies which employ qualitative strategies such as interviews, observation and document data collection to explore language teachers' beliefs and practices will be more productive in giving understanding of the complex relationships between these phenomena. This study indicates that a concern for such matters is a productive way of extending research for the teacher education field.

This study also suggests that teacher education programmes should consider ways in which teachers can be encouraged to explore their beliefs, and their current practices to link them. I suggest learning communities for example among teacher educators and teachers, to explore through reflection teachers' practices and the beliefs they have. This may be particularly true when such reflective analyses create awareness in teachers of the relative ways in which their beliefs shape their pedagogical practice.

6.4 Limitations

This study utilized a questionnaire to survey teachers' beliefs so as to obtain data from ten participants. However, it is possible that teachers may have interpreted questions differently from what was intended, and may have unintentionally provided inaccurate responses.

It will be recalled from the methodology chapter that I faced a number of difficulties in obtaining access to the participants, at the very beginning they were ten teachers, but some of them withdrew from the study due to concerns over the nature of classroom observation. Such attitude prevented me from obtaining a representative selection of participants for the research.

Although one phase of the study targeted the whole population of English teachers in Escuela de Idiomas, the main focus of the study focused on one teacher from this population. Due to this, and the fact that it was based in a particular local context, I can only make modest statements about the generalizability of my findings to the five teachers and context.

Nonetheless, the triangulation and description of the data enhance the validity of the analysis that was carried out, and make it possible for others to judge to what extent the findings may be applicable to their own local contexts. Now, the way forward for further research is going to be shared.

6.5 Suggestions and recommendations for future research

Having identified the main findings of this research study, and illustrated its educational implications, I now proceed to propose some suggestions for further research.

Given the fact that this study has presented insights into the nature of teachers' beliefs, I would suggest that more research of this kind will provide insights about both core and peripheral beliefs. Further qualitative study of the teachers' beliefs and practices will be valuable to build on the insights about teaching, learning and language mentioned in this study.

Throughout this study teachers referred to students as having an impact on how they teach. It should be noted that this study did not focus on students. Therefore teachers' comments about students reflect the teachers' perceptions. Further research is needed to examine students' perceptions of the teachers' practices. For example, if the language setting expects the students to

make free talking in English a regular activity, to participate in classroom activities, and to work in pairs, then it is important to understand what students think about these expectations.

Finally, this study pointed to a relationship between teachers' beliefs and their practices about communicative competence. However, further empirical research is needed to examine the relationship between teachers' beliefs and students' classroom achievement in developing communicative competences and practices.

6.6 Personal reflection

To conclude, here a brief reflections on how this study has contributed to my own development. This study helped me develop research skills and ideas that I would not otherwise have mastered. I review the conventions of academic writing, and how to illustrate my ideas to a specific audience. I also learned what data is in qualitative research, how to collect data, analyse and make sense from it.

This gives me the confidence to carry out further qualitative research needed in English language teaching in my city and my country. I have also learned that doing educational research is not a straightforward process and that even for the researcher who may think that he or she is familiar with the research context, there are certain difficulties and challenges that have to be encountered during the process.

My reading in the literature of teachers' beliefs and communicative competence made me more aware of what teachers in general need for teaching and particularly for English language teachers in La Guajira. It made me appreciate the difficulties and complexities teachers face when they are

required to implement approaches and methods of language teaching and somehow why approaches do not move from books to classrooms.

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APPENDIX

Appendix A: Observation Guide

CLASSROOM OBSERVATION GUIDE	
Teacher: ----- Date: -----	
Time: ----- Level: -----	
Teacher and students activities	Comments
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-

Appendix B: Semi-structured interview

Section 1: Education

What do you recall about your experiences of learning English at school?

What approaches were used?

Did you study English at school? What do you recall about these lessons?

What kinds of methods were used?

Do you recall whether you enjoyed such lessons or not?

What role did the study of language play?

Do you feel that your own education as a student has had any influence on the way you teach today?

Section 2: Entry into the Profession and Development as a Teacher

How and why did you become an EFL teacher?

What recollections do you have about your earliest teaching experiences?

Were these particularly positive or negative?

What kinds of teaching methods and materials did you use?

Tell me about your initial education experiences?

Did they promote a particular way of teaching?

Did they encourage participants to approach communicative competence in any particular way?

What have the greatest influences on your development as a teacher been?

Section 3: The University

Does the university you work for promote any particular style of teaching?

Are there any restrictions on the kinds of materials you use or on the content and organization of your lessons?

Do students come here expecting a particular type of language course?

Adapted from Borg, 2006.

Appendix C: Questionnaire

25/1/13

English Language Teachers' Beliefs about Communicative Competence

Editar este formulario

English Language Teachers' Beliefs about Communicative Competence

This questionnaire is part of a study about English Teachers' beliefs and practices, and your perception about the role of communicative competence in ELT. Your participation is very important. To ensure confidentiality, you will be assigned a pseudonym so that your identity will not be revealed at any time during the study. Please complete this questionnaire with honesty, and thoughtful responses. Completion of the questionnaire should take approximately 20 minutes. Thank you.

*Obligatorio

Section A: Personal and Professional Background Information.

Please answer the following questions about yourself.

1. Genre *

- Male
- Female

2. Age *

- Under 25
- 25-29
- 30-39
- 40-49

3. Years of experience as an English language teacher (Tick one) *

- 1-2

https://docs.google.com/forms/d/1z1u2QWk3eo_rR1H0xCu7-IRfYR2taq38L_yNw/edit

1/13

- 3-5
 6-10
 11-15
 15+

4. Years of experience as an English teacher at this current University (Tick one) *

- 1-2
 3-5
 6-10
 11-15
 15+

5. At Escuela de Idiomas, which level do you teach most hours on? *

English (level 1, 2 and 3)	<input type="radio"/>
English (level 4, 5 and 6)	<input type="radio"/>
International Business Program	<input type="radio"/>
Other	<input type="radio"/>

If other, which one?

6. Number of semesters teaching at current grade level

7. What other courses have you taught in the last two years? *

Please include grade level.

8. Highest qualification (Tick one): *

- Bachelor's
- Post-Diploma's
- Master's

9. Please describe your own English learning experiences *

(e.g. where and how did you learn English; was it a positive or a negative experience, etc).

Section B: Teaching practice

Please, answer the questions below about your current job and in answering you should consider your experience and practice as a language teacher.

1. How do you define the approach or method you teach or have taught in your English classes? *

2. Please describe what the word communicative competence means to you. *

*3. In your opinion, what is the role of communicative competence in language learning and teaching? **

4. a. Have you ever experienced any difficulties in teaching communicatively?

- Yes
 No

b. If yes, please describe them briefly.

5. a. Over the years, has your approach or method to teaching English changed at all?

- Yes
 No

b. If yes, explain how.

6. If your teaching approach or method has changed in any way, which of the following sources have influenced that? *

1= Extremely influence; 2= Moderately influence; 3= Not at all influence

1 2 3

Feedback from supervisor

*

1 2 3

Collaboration with colleagues

*

1 2 3

Trial and error

*

1 2 3

Self discovery

*

1 2 3

Student feedback

*

1 2 3

Use of new textbooks

Other (please specify) *

7. Do any of the following aspects have stopped you from changing your teaching practice? *

Please tick yes or no.

	Yes	No
Lack of time for planning and implementation	<input type="radio"/>	<input type="radio"/>
Lack of necessary skills for teaching communicatively	<input type="radio"/>	<input type="radio"/>
No peer/colleague support for discussing practical teaching ideas	<input type="radio"/>	<input type="radio"/>
My instructional style is already successful	<input type="radio"/>	<input type="radio"/>
Lack of confidence for adopting current trends in teaching and practice	<input type="radio"/>	<input type="radio"/>
Gaps in knowledge in my discipline	<input type="radio"/>	<input type="radio"/>
Not enough appropriate professional development	<input type="radio"/>	<input type="radio"/>
Inadequate resources (e.g. equipment, software, funds)	<input type="radio"/>	<input type="radio"/>
No administrative support for change	<input type="radio"/>	<input type="radio"/>
Change is difficult	<input type="radio"/>	<input type="radio"/>

Other please describe:

- Very uncomfortable
 Somewhat comfortable
 Very comfortable

b. Please explain why? *

9. To what extent do you currently use the following instructional strategies and methods in your classroom? *

1 = never; 2 = once a month or less; 3 = weekly; 4 = a few times a week; 5 = daily

	1	2	3	4	5
Small-group instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group or individual projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learner-centered activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher-centered activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. To what extent do you use the following assessment activities with your students? *

1 = never; 2 = once a month or less; 3 = weekly; 4 = a few times a week; 5 = daily

	1	2	3	4	5
Written homework assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short-answer tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please select how often your students do the following types of activities in your classes. *

	Never	Rarely	Sometimes	Often	Almost Daily
Work in small groups based upon their abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn problem solving strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate and reflect upon their own work and others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review and revise their activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow teacher specific step by step instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold a debate and argue for a particular point of view which may not be their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work individually with the textbook or worksheets to practice newly taught subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on projects that require at least one week to complete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help to plan classroom activities or topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive feedback from the teacher and peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12.a. Do you use any specific material? *

- Yes
- No

b. Please describe it (e.g. published, home-made, or authentic)

Help to plan
classroom
activities or
topics.

Receive
feedback from
the teacher and
peers.

12.a. Do you use any specific material? *

Yes

No

b. Please describe it (e.g. published, home-made, or authentic) *

*

13. In deciding how to teach and the type of activities you use, rate how important each of the following factors are important for you. *

1 = Not Important 2 = Fairly Important 3 = Important 4 = Very Important 5 = Essential

1 2 3 4 5

a. What I learned from teacher training

*

1 2 3 4 5

b. The interests of my students

*

1 2 3 4 5

c. Current trends in the field

*

1 2 3 4 5

d. The availability of materials

*

1 2 3 4 5

e. Whether I think it will work

*

1 2 3 4 5

f. What feels right at the moment

*

1 2 3 4 5

g. The level of my students

*

1 2 3 4 5

h. The way my peers teach

*

1 2 3 4 5

i. The University's goals and policies

*

1 2 3 4 5

j. My personal goals and beliefs

Section C: Teacher's Beliefs

Please give your opinion about the statements below. They are concerning about your personal beliefs on teaching and learning.

1. Please indicate how much you disagree or agree with each

*of the following statements. **

Mark one choice in each row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The most important thing is to let students experiment with the language (spoken and written). They learn the language by using it and need to be given many opportunities to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is better when the teacher – not the student – decides what activities are to be done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My role as a teacher is to facilitate students' own inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students learn best by finding solutions to problems on their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A quiet classroom is generally needed for effective learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students learn best when they are first presented with a clear explanation of grammar rules. Then, they can apply the rules and use them freely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy develops naturally. We should not worry too much about students producing perfect structures right away. It is best for teachers not to overcorrect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language is best learned interactively, in a social environment. In an	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ideal class, students work together a lot.

Class time should mostly be spent focusing on language structures. Meaning can be added later on, once students can express themselves.

Student motivation does not matter. They will learn regardless of their motivation.

Meaningful learning is promoted in teacher-centred classrooms.

Teachers know a lot more than students; they shouldn't let students develop answers that may be incorrect when they can just explain the answers directly.

Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly.

Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.

The primary function of language is for interaction and communication.

Enviar

Nunca envíes contraseñas a través de Formularios de Google.

Appendix D: Teachers' questionnaire answers

Open questions: FROM SECTION A

9. Please describe your own English learning experiences.

Teacher A. My own experience in learning English has been a process, I started with some levels in a high school and enter college to study BA in Foreign Languages, there was a bit difficult because I was simultaneously learning two languages, English and French, so it was a bit complex because it was inevitable that a language mix with another, however I had many hours a week and the university offered me many tools to make it progress each semester. Mostly it was an autonomous learning.

Teacher B. I started studying English quite late, precisely at the age of 14 in my high school class. The English I studied was quite poor and stuffed with boring grammar rules. At the end of my high school I wasn't even able to deal with simple things in English, not to mention understanding movies, and songs. Then, I decided to become a teacher and started my career at Universidad Del Atlántico and became good at it. I think! I consider it was a positive experience. During the high school, I learnt by myself, my teachers always taught me how to translate and repeat dialogues. In that moment, it was very frustrating but now I can say I really like it.

Teacher C. I have acquired my English skills basically from three main sources: American High School (Colegio Americano de Barranquilla), CCCA, Instituto de Idiomas Universidad Del Norte. The experiences have been mostly positive (interactive and seizable).

Teacher D. I study modern languages at Atlántico University, Barranquilla. That was a very important and positive experience because I could learn and develop the competences in the L2 and teaching English as a foreign language. I have worked teaching English at high school and university with high and low levels. It has been an excellent experience because it has allowed me to grow up personal and professionally.

Teacher E. I learned to teach English in the Atlantic University, I had been English teacher for 3 years in Maicao on High School and from the last year began to work in the Guajira University. The contact with young people, who have the motivation to learn and feeling the English like a great opportunity for their lives, it had been a grateful experience, for me.

FROM SECTION B

1. How do you define the approach or method you teach or have taught in your English classes?

Teacher A. I try to be an integral teacher for my students. I try that they learn doing an important goal in the practice of the pronunciation of the words and the use of common sentences and expressions, useful for their lives.

Teacher B. The method I usually use is the communicative one. In my classes, I involve oral activities such as dialogues, presentations and tasks where students can participate and interact with their peers using the language. My method also includes songs and role plays where they can practice listening and writing. I try to involve the four skills in a whole lesson plan. The students take an active role in the classes. I also include students' interests in the lesson plans I prepare, but

sometimes it is difficult to include all suggestions. I feel over the years, I have changed the way I teach.

Teacher C. Actually I do not define a method of teaching, but in my classes I make sure my students have a process where they can develop the four skills, reading, writing, listening and speaking. The intensity depends on the skill level at which students are, but mostly I focus on the development of speaking and listening.

Teacher D. I think, we don't have to talk about any particular method because that depend on different aspects: age of the group, level, attitude, etc. We must to know different methods and choose from them the one that pedagogically can help us in the teaching process, communicative approach, total physical response, etc.

Teacher E. I don't stick exclusively to a method or approach in English Teaching. I value some fundamentals from audio-lingual approach and try to foster interaction, self-expression and context acknowledgement.

2. Please describe what the word communicative competence means to you.

Teacher A. Communicative competence means the real possibility of communicating effectively in a language.

Teacher B. It means the ability to share with others feelings, needs and desires using the ways that everyone has and can express it.

Teacher C. In my opinion, communicative means that students can transfer meaning to others and they understand it in the second language.

Teacher D. Communicative competence addresses the effective use of all individual's resources to have contact with his/her environment and get feedback from it.

Teacher E. Communicative competence in English language is the set of pragmatic and sociolinguistic competence, the student should be able to know about the language grammar and apply in a given context.

3. In your opinion, what is the role of communicative competence in language learning and teaching?

Teacher A. Communicative competence validates Language learning as far as this is the core goal of language.

Teacher B. It is the path that we must follow for the student to perform satisfactorily in a foreign language.

Teacher C. I consider, the role is very significant because it allows that teacher and learners exchange more opportunities to generate knowledge of the language in use.

Teacher D. Communicative language learning and teaching provides students with the necessary social and academic skills, promoting productivity and achievement.

Teacher E. It is an important role because from it depends that you can express what do you like or want in the life.

4. a. Have you ever experienced any difficulties in teaching communicatively?

Teacher A. Students (that in my classes are mainly grownups raised and educated under grammar approaches) expect higher frequency rates of Spanish use in classes.

Teacher B. Students do not like the idea of speak in English. Some of them get overwhelmed with urgency and anxiety, to the point of losing the motivation of learning it.

Teacher C. Students don't want to speak in class. Sometimes, they don't want to work with others because they feel ashamed when they make a mistake.

Teacher D. Sometimes, the students are not qualify or had some difficulties to understand the topics, which affect the teaching.

Teacher E. Because it is difficult for students to relate the theory they need to know about grammar and put that in context, apply it to everyday life.

5. a. Over the years, has your approach or method to teaching English changed at all?

If yes, explain how.

Teacher A. Today students and teachers have the technological tools that allow us to access information quickly, efficient and modern way. Above, learning was made based on texts guide many years. Now students if they wish can have virtual conversations with native speakers.

Teacher B. During my first stage teaching I used what I now name a naive and unstructured communicative approach. I communicated all the time through the target language and supported

everything needed for them to do it as well (used tons of body language and spoke slowly) but I didn't pay enough attention in planning situations and measuring how much practicing the students needed. The results were disappointing so I had to preview support activities for them to practice more.

Teacher C. Now, we have the opportunity of using a dynamic resources for the creation of meaning such as ICT.

Teacher D. My approach every day takes something different from the context where I am involved in. At the beginning of my teaching experiences, I consider myself a more traditionally one. Now, I include all my students' needs to be proficient in English.

Teacher E. Did not answer.

8. a. *How comfortable do you feel teaching English?*

b. *Please explain why?*

Teacher A. I love teaching English

Teacher B. Teaching is an opportunity for me to express and interact.

Teacher C. We need to continue improving every day because teaching and learning is a process that never ends.

Teacher D. I feel comfortable, but I would like to do my best using new methods and approaches.

Teacher E. Because is very important.

Appendix E: Teachers' data (List of codes)

PRIMARY DOCS					
CODES	8	9	10	Totals	

1. Actual approach/meth		1	0	8	9
2. Appraisal		0	3	0	3
3. Attitude toward Lang		3	0	0	3
4. Autonomous learning		0	0	2	2
5. Beliefs about commun		0	0	8	8
6. Beliefs about Langua		0	0	1	1
7. Beliefs about learni		0	0	1	1
8. Beliefs about teachi		2	0	5	7
9. Board use		0	7	0	7
10. Classroom enviroment		1	1	0	2
11. Classroom organizati		0	1	0	1
12. Closing of the class		0	2	0	2
13. Code switching		0	3	0	3
14. Controlled practice		1	2	0	3
15. Educational Backgrou		2	0	0	2
16. English status		0	0	2	2
17. Error correction		0	3	0	3
18. Evidence of Ss atten		0	1	0	1
19. Evidence of students		0	2	0	2
20. Example of vocabular		0	2	0	2
21. Follow-on activities		0	6	0	6
22. Four skills		0	0	2	2
23. Free practice		2	0	0	2
24. Group activities		1	0	0	1
25. Include new teaching		0	0	1	1
26. Influence of the act		1	0	1	2
27. Language use		1	0	0	1
28. learning by doing		0	0	1	1
29. Lesson goal		0	1	0	1
30. Lesson plan structur		3	0	0	3
31. Material used		2	0	0	2
32. Method/approach acco		0	0	2	2
33. Methodology based on		3	0	3	6
34. New approaches for t		0	0	3	3
35. Opening of the clas		0	3	0	3
36. Perception about Lan		3	0	0	3
37. Perception about pre		0	0	6	6
38. Perception about the		4	0	1	5
39. Perception about the		4	0	6	10
40. Perception about the		1	0	0	1
41. Previous Mehodology		2	0	3	5
42. Previous teaching ex		0	0	1	1

43.	Role of Communicativ	2	0	5	7
44.	Role of the students	0	0	1	1
45.	Sources for Teaching	1	0	0	1
46.	Students' answer	0	41	0	41
47.	Students' attending	0	1	0	1
48.	Students' attention	0	2	0	2
49.	Students' behaviour	0	3	0	3
50.	Students' code switc	0	1	0	1
51.	Students' interactio	0	4	0	4
52.	Students' participat	0	6	0	6
53.	Students' performing	0	1	0	1
54.	Students' reminder	0	1	0	1
55.	Students' understand	0	2	0	2
56.	Students questioning	0	13	0	13
57.	Teacher's answer	0	9	0	9
58.	teacher's attitude	1	0	0	1
59.	Teacher's constraint	1	0	0	1
60.	Teacher's explanatio	0	15	0	15
61.	Teacher's instructio	0	18	0	18
62.	Teacher's Methodolog	1	0	0	1
63.	Teacher's perception	1	0	0	1
64.	Teacher's procedure	0	4	0	4
65.	Teacher's verificati	0	7	0	7
66.	Teacher and students	0	1	0	1
67.	Teacher asking	0	31	0	31
68.	Teacher asking about	0	2	0	2
69.	Teacher awarness of	0	1	0	1
70.	Teacher developping	0	0	1	1
71.	Teacher eliciting an	0	9	0	9
72.	Teacher explaining e	1	8	0	9
73.	Teacher giving the a	0	1	0	1
74.	Teacher takes into a	1	0	2	3
75.	Teacher worried abou	0	1	0	1
76.	Teacher's ability	4	0	1	5
77.	Teachers' annoucemen	0	1	0	1
78.	Teachers' awarness o	0	1	0	1
79.	Teachers' change	0	0	1	1
80.	Teachers' experience	0	0	1	1
81.	Teachers' learning e	0	0	5	5
82.	Teachers' personal g	0	0	1	1
83.	Teachers' previous a	0	0	1	1
84.	Teachers' skill focu	0	0	1	1
85.	Teaching English sta	0	0	2	2
86.	Translation	0	4	0	4
87.	Use of communicative	0	0	1	1

Totals		50	225	80	355

Appendix F: Consent letter

Consent Letter to Colleagues

Maicao, Junio 03, 2013

Dear Colleague,

Thank you so much for your support and help in the development of my research project about the English Teachers' Beliefs and Practices in relation to EFL Communicative Competence. The purpose of the study is to investigate what is the relationship between beliefs and practices that teachers hold about the communicative competence. There will be no risks of any kind involved for you in participating in this research except for the time spent on giving me your answers for collecting the data with my research tools (interview, questionnaire and observations).

In return to your generous support and help in doing this research project, it will be my honour to include you in the acknowledgements section of my research paper. I will also share with you the results and findings of my study, which will provide some insights for teachers' beliefs and practices reflection of our institution. This research paper will be available once the data is collected and analysed, probably in July 2014.

Please let me know if you have any questions or any concerns. Again, my most sincere appreciation to your time and assistance.

Best wishes,

Erika Paola Torregroza Meza

Master's degree Candidate

Universidad del Norte

Appendix G: Observation transcription

Classroom observation 2013

First level- Unit #5

September 15, 2013

T: Hello class, how are you?

S: Fine, thank you and you?

T: Very well, thank you. Today we are going to start unit. Which unit continues?

S: Unit n°5

T: Right. This unit calls: what are you doing?

Students are sitting down and organizing themselves in the classroom. (Classroom noise)

T: In this unit we are going to work with the present continuous form and the time, we are going to learn a verb list. Open your books! Unit 5. Listen the following conversation: what time is it there?

S: Pagina?

T: Page 30. Listen please!

Conversation: ---- Page 30 Interchange: What time is it there?

T: What did you understand?

S: Australia,. John, ten P.M., Hello...

T: It's ten P.M. Voy a explicar la hora. What time is it?

T writes on the board the explanation of the time.

T: we use, the time expression *It is* for the time. For example: It's four. We use past and to for expressing the time, too. A quarter and a half. What time is it?

T draws a clock on the board

S: One twenty

T: One twenty. Ok. But, using an expression. Using a time expression how can you read that?
¿Utilizando una expresión de tiempo como la podríamos leer?

S: It is one twenty.

T: o.k. But using a time expression. O.k. ¿Cómo la leerían? Dicen los compañeros: it's one using a time expression

Teacher show the board.

T: Look at here! A quarter...

S: it's twenty past one

T: O.K. It's twenty past one or it's twenty after one. Verdad! Quiere decir que el past o el after son una expresión....

S: de tiempo

T: que pueden utilizar cuando no sea simplemente un cuarto, o cuando sean solo quince minutos si no que el past o el after lo utilizo solo. Now, what time is it?

S: It's twelve to one

T: Faltan doce para la una or you can say It's twelve forty eight. Recordemos la hora tal cual esta: doce y cuarenta y ocho. En este caso utilizamos la expresión to. It's twelve to one. Now, Luzmaria please?

S: It's half past six.

T: It's half past six. Saith! where is Saith? How can you read this?

S: Half past six.

T: or six thirty. Si lo leemos tal cual es seis y treinta. Now, what time is it?

S: It's five fifty- five

T: It's five fifty five, Dayana said. O.k. Using a time expression?

S: It's five to five.

T: o.k. remember you use A.M in the morning and P.M at night. Tenemos el dia! A day is made of twenty four hours. You say morning, after morning you say noon despues?

S: afternoon

T: Afternoon, evening, night, midnight. Con cada uno de estos espacios de tiempo utilizamos las preposiciones de manera diferente. You say: in the morning, at noon, in the afternoon, in the evening, at night and at midnight. Utilizamos la preposicion IN y la preposicion AT.

S: Qué significan?

T: Ambas significan EN.

S: Y el AT solo para noon y night?

T: Sí.

S: Miss. ¿Y la última?

T: Midnight: medianoche. Pay attention you are going to listen carefully taking into account the time. Vamos a prestarle atención al tiempo que mencionan en esta conversación.

Teacher turns on the CD player.

Conversation: ---- Page 30 Interchange: What time is it there?

T: What is the conversation about? It´s about time. Debby and John are talking. Where is she, where is Debbie?

S: She is in your house.

T. In my house? How do you say that? Where is Debbie? Listen the conversation again!

T: Where is Debbie and where is John?

S. John is in Australia.

T: And where is Debby?

S: She is in Los Angeles.

T: Now, what time is it in Australia?

S: It´s ten P.M.

T: It's ten P.M, at night. Now, what time is it in Los Angeles?

S: It's four o'clock.

T: It's four o'clock A.M. It's four o'clock in the morning! Well done! Now, you are going to do an exercise. The exercise is on page thirty three. Vamos a hacer el ejercicio de la página treinta tres.

T: Dayana!

S: Dijeron Alexander. Pregúntele a él! Para Alexander, mándelo a leer!

T: what's Celia wearing? Look at the picture!

S: Te están preguntando por Celia, ¿que está usando?

T: Look at the picture!

S: ¿Que lleva puesto?

T: What are you wearing?

S: eh, Jeans, t-shirt.

T: So, what's Celia wearing?

S: earrings white.

T: white earrings.

T: Please listen to Jhoiner. Edgar, listen to Jhoiner because you are talking!

S: Silent, please! Shhhhhh....

T: What's Michael wearing? Chicos hay dos libros en este salón de clases.

S: Hay tres.

T: Each one should bring the correspondent English book. La próxima clase todos deben venir con su libro! ¿Me estas escuchando Edgar? OK. Thank you . Class is over... bye. See you.

S: Bye!

Classroom observation 2013

First level- Unit #5

September 17, 2013

T: Hello class, how are you?

S: Excellent, thank you and you?

T: Very good, thank you. Today we continue with the unit # 5. We continue on Exercise 3: part A (PAGE 31)

T: What time is it?

S: It's six fifty.

T: Or it's ten to seven Ok. The third clock?

S: It's a quarter to night or it's eight forty-five.

T: Now, what time is it? it's five past eleven or it's eleven past five. Now, the fifth clock?

Maria Alejandra? Open your book on thirty one? Where are your copies? What time is it?

T: A quarter past three, or a

quarter after three. Or three fifteen. Now, the last clock what time is it? Jesus, what time is it?

S: It's a half past four

T: or?

S: Four thirty!

T: O.k. Now, Listen and watch the picture on page thirty one.

Teacher plays the conversation.

Exercise 3: part B (PAGE 31)

T: What time is it?

S: It's twelve.

T: Is it midnight or noon? What time is it? It's twelve o'clock at noon. Well done! Now, we are going to do exercise B. One is going to give the time in different ways. Example: It's nine o'clock in the evening. It's nine P.M. No vamos a escuchar del CD!

T: What time is it? 12:00: It's twelve P.M. It's noon. Vamos a usar diferentes formas de decir la hora. Ahí tenemos ciertos tiempos, tenemos ocho diferentes las vamos a decir usando las dos formas. Que vamos a utilizar ya sea mañana, tarde, mediodía, noche o vamos a utilizar A.M or P.M. ¿Me hice entender? This exercise, for example: decimos es la una y veinte o veinte despues de la una.

S: Ah, ya!

T: Son las nueve de la noche. Son las nueve P.M.

T: It's twelve o'clock at night. It's....

S: It's midnight.

T: Now, Ruthmaria. It's three in the afternoon.

S: It's three P.M.

T: Now, the other. It's three A.M. What time is it?

S: It's three o'clock in the morning.

T: Now, It's six P.M. What time is it?

S: It's six o'clock in the afternoon.

T: Recuerde las expresiones de tiempo en la clase pasada hablamos de morning, noon, afternoon, evening night, midnight.

S: Es necesario colocar las expresiones de tiempo?

T: se puede colocar A.M or P.M o decir las expresiones de tiempo. What time is it? It's six o'clock or it's six P.M.

T: It's noon. It's midnight. Recordemos los adjetivos late: tarde, early: temprano. Ok. Do you have any question? Are you sure? No???

S: No questions!

T: Ok. Ya pueden sacar las copias del libro. La coordinadora dijo que podían. Now, we are going to listen.

Listening. It's four P.M. in Vancouver. (PAGE 32)

T: Listen the conversation and you are going to write the correct time according to the city. Listen again.

Teacher plays the conversation.

T: What time is it in London?

S: It's nine A.M. It's nine in the morning.

T: what time is it in Sao Paulo?

S: It's nine P.M. It's nine in the evening.

T: Well, close the books and listen this conversation. Please, close!

Conversation: I am really hungry! (PAGE 32)

T: What's the conversation about? What's happening? What is Steve doing?

S: He's cooking!

T: He's cooking pizza! And what time is it?

S: It's two o'clock A.M.

T: It's two o'clock in the morning. Is it early or late?

S. it's early.

T: Ok. Now, in the present continuous tense we also do an activity, the activity is related to something that is happening in the classroom. Yo voy a escoger a un compañero que va representar la acción.

S: ¿Quién sale entonces?

Teacher shows a piece of paper to the student.

Student performs the action in front of his classmates.

S: He is dancing!

S: He is singing!

S: cooking!

T: What is he doing?

S: He is cooking!

T: What is she doing?

S: She is trapeando.

T: How do you say that?

S: Trapear!

T: She is mopping. Now, what is she doing?

S: She is writing

T: What is she doing?

S: She is reading!

T: What are they doing?

S: They are conversation.

T: What are they doing?

S: They are having a conversation

T: Listen, what are we doing?

S: Sleeping!

T: In unit number five we are going to do a reading comprehension. Please, everybody read this chart. And later you are going to role play the chart. Vamos a leer el chart y luego vamos a dramatizar lo que sucede aquí, lo que dice. Present continuous son acciones que se dan en el momento preciso que estamos hablando, al momento específico al que nos estamos refiriendo. Es decir que si ahí estamos llevando a cabo una conversación las personas están hablando de lo que

están haciendo. Tienen que hacer lo que diga ahí, ustedes van haciendo todo al pie de la letra ustedes van hablando lo que están haciendo. ¿Está claro lo que vamos a hacer? If you have any question you can ask me?

S: En grupos, teacher?

T:Parejas!

S: Role play (1)

-Hi, Dayana.

-Hi, Mileidis. How are you?

(Laughing)

Role play (2)

-Hello Dayana.

-How are you Maria?

-Fine thank you and you?

-Fine! What are you doing?

-I am studying and you?

-I'm running in the park. Where is your sister?

-Melissa is in the house reading and I am in the university studying English.

T: Where is she studying?

S. In the university.

T: With whom is she studying? Is she studying at home?

S: Yes, yes. With your friends.

T: With my friends? Or with her friends. Don't forget the use of the adjectives. Ojo con el uso de los adjetivos. My class, her class, his class, our class. Ojo con eso!

T: Who is going to continue?

S: Role play (3)

- Hello Mary! How are you doing?

- I'm fine thank you! What are you doing?

-I am studying for Maths. What are you doing?

-I am chatting on my laptop

-Ok. And how is your family?

-They are fine! My father is working in the office, my mother is going shopping and my brother is playing soccer.

-ok. Bye!

S: Role play (4)

-Hello Brenda!

-Hello Guys!

-What are you doing?

-I am listening to music. And you?

-I am speaking with Ana in the class.

Role play (5)

-Hi!

-Hello!

-How are you?

-I am excellent!

- What are you doing?

-I am studying International business

-Oh, that is the best!

-And what are you doing?

-I am going to the gym.

-Very good!

T: Ok. Guys you did excellent today. Remember next time be prepare for the quiz of Unit 5.
See you next class have a nice weekend!

S: Bye.

T: Please, make copies of the book. Don't forget that! Good bye.

Appendix H: Sample Observation Notes

CLASSROOM OBSERVATION GUIDE 1	
Teacher: -----SARA----- Date: -----15-09-2013-----	
Time: -----4:30 P.M----- Level: ----First-----	
Teacher and students activities	Comments
<p>- T enters class. She says Hello! And writes on board:</p> <p style="text-align: center;">PRESENT CONTINUOUS TENSE-WHAT ARE YOU DOING?</p> <p>- She asked S, "What are you doing?"</p> <p>-Ss laugh and say hi teacher.</p> <p>- T writes 2nd sentence on the board</p> <p style="text-align: center;">I AM RUNNING IN THE PARK</p> <p>- T explains examples from board</p> <p>- T writes a list of verbs on board</p> <p>One student is standing at the window, looking down at the cafeteria. Another student appears to be sending a text message on his cell phone. Very few students from the first and second row are actually attending the class, and taking notes. A group of five students are talking and laughing back of class.</p> <p>- T continues explaining the structure</p> <p>- T explains the time structure</p> <p>-Ss ask for explanation about the time T ask the time</p> <p>Ss answer T Yes, Very good T ask again Ss answer T: Yes, well done T walks round class.</p>	<p>-</p> <p>-</p> <p>- Voice can hardly be heard at back of class, where I am sitting.</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-T notices the students and continues giving her class.</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-T fails to recognize that the answer given was no correct, and continues on.</p>

5 What are you doing?

1 **SNAPSHOT**

▶ Listen and practice.



Source: Time Service Department, U.S. Naval Observatory

Which cities are in the same time zones?
Which cities are in your time zone?

2 **CONVERSATION** What time is it there?

▶ Listen and practice.

Debbie: Hello?
John: Hi, Debbie. This is John.
I'm calling from Australia.
Debbie: Australia?
John: I'm at a conference in Sydney.
Remember?
Debbie: Oh, right. What time is it there?
John: It's 10:00 P.M. And it's four o'clock
there in Los Angeles. Right?
Debbie: Yes -- four o'clock in the morning!
John: 4:00 A.M.? Oh, I'm really sorry.
Debbie: That's OK. I'm awake ... now.



3 GRAMMAR FOCUS

What time is it? ▶

 It's one o'clock.	 It's one-oh-five. It's five after one.	 It's one-fifteen. It's a quarter after one.
 It's one thirty.	 It's one-forty. It's twenty to two.	 It's one forty-five. It's a quarter to two.

A Pair work Look at these clocks. What time is it?



A: What time is it?
 B: It's twenty after two. OR It's two-twenty.

Is it A.M. or P.M.? ▶

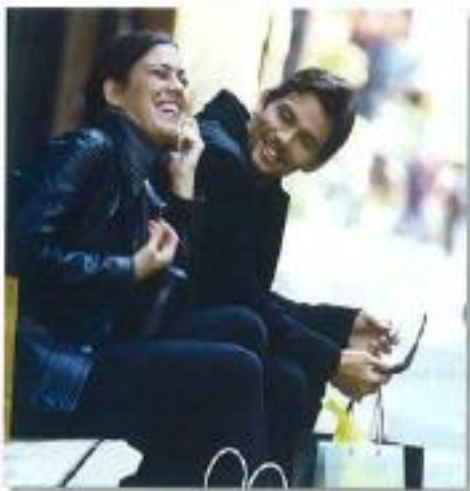
 It's seven (o'clock) in the morning. It's 7:00 A.M.	 It's twelve (o'clock). It's 12:00 P.M. It's noon.	 It's four (o'clock) in the afternoon. It's 4:00 P.M.
 It's seven (o'clock) in the evening. It's 7:00 P.M.	 It's ten (o'clock) at night. It's 10:00 P.M.	 It's twelve (o'clock) at night. It's 12:00 A.M. It's midnight.

B Pair work Say each time a different way.

- | | |
|---|--------------------|
| 1. It's nine o'clock in the evening. "It's 9:00 P.M." | 5. It's 3:00 A.M. |
| 2. It's eight o'clock in the morning. | 6. It's 6:00 P.M. |
| 3. It's twelve o'clock at night. | 7. It's 4:00 P.M. |
| 4. It's three in the afternoon. | 8. It's 12:00 P.M. |

What are you doing? • 31

4 LISTENING *It's 4:00 p.m. in Vancouver.*



Tracy and Eric are calling friends in different parts of the world. Listen. What time is it in these cities?

City	Time
Vancouver	4:00 P.M.
Bangkok
Tokyo
São Paulo

5 CONVERSATION *I'm really hungry!*

Listen and practice.

Steve: Hi, Mom.
 Mom: What are you doing, Steve?
 Steve: I'm cooking.
 Mom: Why are you cooking now?
 It's two o'clock in the morning!
 Steve: Well, I'm *really* hungry!
 Mom: What are you making?
 Steve: Pizza.
 Mom: Mmm, pizza. Now I'm getting hungry. Let's eat!



6 PRONUNCIATION *Rising and falling intonation*

A Listen and practice. Notice the intonation of the yes/no and Wh-questions.

Is she getting up? What's she doing?
 Are they sleeping? What are they doing?

B Listen to the questions. Draw a rising arrow (↗) for rising intonation and a falling arrow (↘) for falling intonation.

1. 2. 3. 4. 5. 6.

7 GRAMMAR FOCUS Present continuous Wh-questions



Los Angeles 4:00 A.M.

What's Victoria doing?
She's sleeping right now.



Mexico City 6:00 A.M.

What's Marcos doing?
It's 6:00 A.M., so he's getting up.



New York City 7:00 A.M.

What are Sue and Tom doing?
They're having breakfast.



Brasilia 9:00 A.M.

What's Célia doing?
She's going to work.



London 12:00 noon

What are James and Anne doing?
It's noon, so they're having lunch.



Moscow 3:00 P.M.

What's Andrei doing?
He's working.



Bangkok 7:00 P.M.

What's Permaak doing?
He's eating dinner right now.



Tokyo 9:00 P.M.

What's Hiroshi doing?
He's watching television.



Your city 00:00

What are you doing?
It's ... so I'm ...

A Pair work Ask and answer the questions about the pictures.

- Who's sleeping now?
- Who's having breakfast?
- Where's Andrei working?
- Where's Hiroshi watching television?
- What's Célia wearing?
- What's Marcos wearing?
- Why is Marcos getting up?
- Why are James and Anne having lunch?

B Group work Write five more questions about the pictures. Then ask and answer your questions in groups.

spelling

sleep → sleeping
get → getting (+ 8)
have → having (+ 4)

8 WORD POWER Activities

A Listen and practice. "He's playing tennis."



play tennis



ride a bike



run



swim



take a walk



dance



drive



go to the movies



shop



read



study



watch television

B Group work Ask and answer questions about the pictures in part A.

A: Is he playing soccer?

B: No, he's not.

C: What's he doing?

A: He's playing tennis.

C Group work Act out the verbs and guess the actions.

A: (*acting out dancing*)

C: Are you dancing?

B: Are you swimming?

A: Yes, I am.

A: No, I'm not.

9 LISTENING Mary's activities

A What's Mary doing? Listen to the sounds and number the actions from 1 to 8.

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> dancing | <input type="checkbox"/> eating dinner | <input type="checkbox"/> riding a bike | <input type="checkbox"/> swimming |
| <input checked="" type="checkbox"/> driving | <input type="checkbox"/> playing tennis | <input type="checkbox"/> shopping | <input type="checkbox"/> watching television |

B Pair work Listen again. Ask and answer questions about each sound.

A: What's Mary doing right now?

B: She's driving.

10 INTERCHANGE 5 What's wrong with this picture?

What's wrong with this picture? Go to Interchange 5.



Friends Across a Continent

Skim the conversation. Write the name of the correct person under each picture.

Meg Martin and Kathy O'Brien chat online almost every day. Meg is an exchange student from the U.S. She is studying in Mexico. Kathy is in the U.S.

megm: Hi, there!
kathyo: Hi, Meg!
megm: What are you doing?
kathyo: I'm sitting on my bed with my laptop computer. I'm doing my homework.
megm: What are you working on?
kathyo: I'm writing an essay for Spanish class. : ^)
megm: Can you chat?
kathyo: For a minute. Where are you?
megm: I'm in an Internet café with my friend Carmen. I'm having coffee and she's reading a magazine. How is your family?
kathyo: They're all fine! My father's working outside. He's mowing the lawn. My mother is out shopping.
megm: Where's your brother?
kathyo: John's not home. He's playing soccer in the park. Oh, wait. My mother is home. She's calling me. I have to go!
megm: OK! Bye!
kathyo: Bye! :)



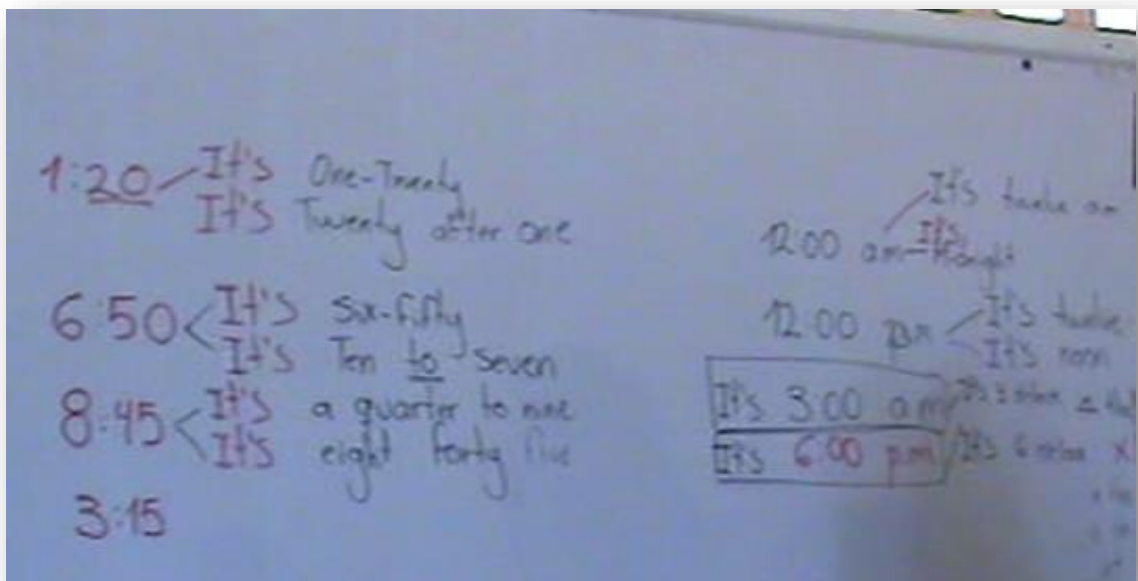
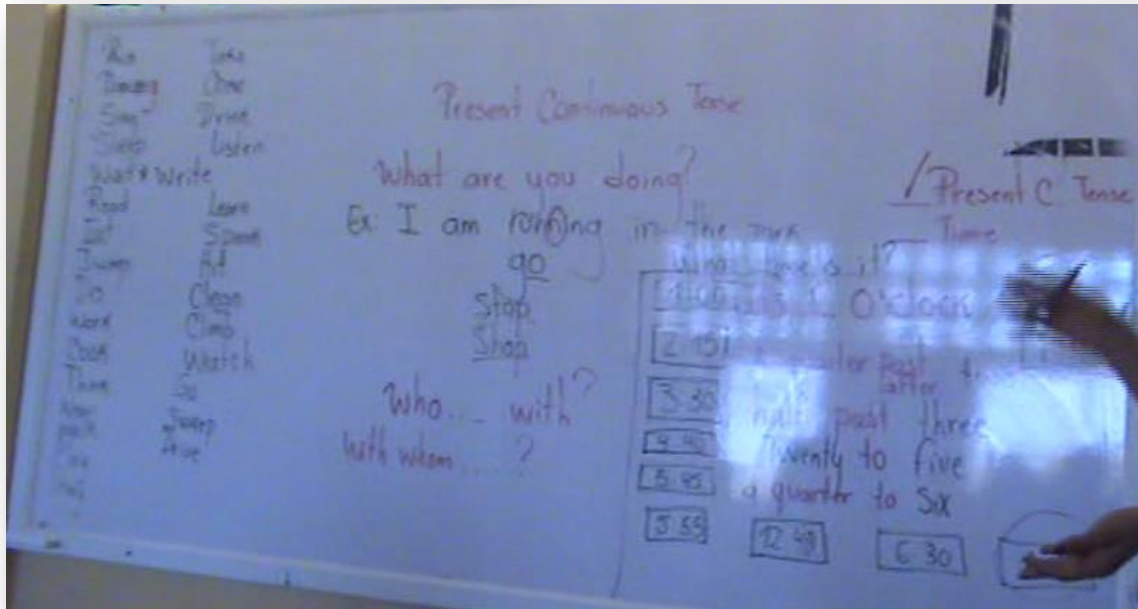
A Read the conversation. Then answer these questions.

Who is . . . ?	
1. writing an essay
2. having coffee
3. reading a magazine
4. working outside
5. shopping
6. playing soccer

B Pair work Imagine you are having an online chat. Where are you? Who are you chatting with? Write a short conversation.

What are you doing? • 35

Appendix J: Sample of teacher's notes on the board



Appendix K: Sample of teacher's lesson plan (Interchange Book)

What are you doing?

Cycle 1, Exercises 1–4

In Unit 5, students discuss the time and daily activities. In Cycle 1, they talk about cities and time zones using time expressions. In Cycle 2, they discuss people's activities using the present continuous.

1 SNAPSHOT

Learning objective: talk about cities and international time zones

▶ [CD 1, Track 47]

- Focus Ss' attention on the maps. Then play the audio program. Ss listen and repeat.
- Ask the first question. Elicit answers from the class.

Tip To give slower Ss a chance to answer questions, don't ask the first Ss who raise their hands for the answers. Instead, give Ss time to think and wait until more Ss raise their hands.

- Ask the second question. Elicit answers from the class.

- Option:** Bring atlases, world maps, or globes to class. Ss use them to answer the questions. Go over the pronunciation of additional cities as needed.
- Option:** Focus Ss' attention on the map. Ask: "Where are these cities?" Ss list the country for each city in pairs or small groups. Then elicit the answers. Ss get one point for each correct answer. (Answers: Vancouver, Canada; Los Angeles, the U.S.; Mexico City, Mexico; Lima, Peru; Montreal, Canada; New York City, the U.S.; San Juan, Puerto Rico; Brasilia, Brazil; São Paulo, Brazil; London, England/the U.K.; Cape Town, South Africa; Warsaw, Poland; Moscow, Russia; Riyadh, Saudi Arabia; Seoul, Korea; Bangkok, Thailand; Tokyo, Japan; Sydney, Australia)

2 CONVERSATION

Learning objectives: practice a conversation between two people in different time zones; see clock times and times of day in context

▶ [CD 1, Track 48]

- Books closed. Write these focus questions on the board:
 - Where is John?
 - Where is Debbie?
- Play the audio program. Ss listen for the answers. Then elicit the answers from the class. (Answers: 1. Sydney 2. Los Angeles)
- Ask Ss to find Sydney and Los Angeles on the map in the Snapshot.
- Books open. Focus Ss' attention on the picture. Set the scene. John is at a conference in Sydney, Australia. Debbie is at home in Los Angeles, California. She is sleeping. John is calling Debbie.
- Write these focus questions on the board:
 - Is it 10:00 P.M. in Sydney?
 - Is it 4:00 A.M. in Los Angeles?Then play the audio program again. Ss listen for the answers. Elicit the answers. (Answers: 1. Yes 2. No)

- Elicit the meaning of any new vocabulary. Encourage Ss to guess.

Vocabulary

conference: a large meeting, especially for work

Right?: Is this correct?

awake: not sleeping

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.
- Option:** Ask one or two pairs to role-play the conversation for the class.

- For a new way to practice this conversation, try the **Onion Ring** technique on page T-151.

3 GRAMMAR FOCUS

Learning objectives: ask and answer questions using time expressions; practice giving the times of day

What time is it?

▶ (CD 1, Track 49)

- Focus Ss' attention on the pictures. Play the audio program. Ss listen and read silently.
- Point out that *o'clock* is for exact hours only, not hours + minutes. Point out the uses of *after* and *to*. Explain that *five after one* means five minutes after one, and *a quarter after one* means fifteen minutes after one.
- Play the audio program again. Ss listen and repeat.
- Option:** Draw more clocks on the board with different times. Ask: "What time is it?" and elicit the answers. Elicit different ways of saying each time when possible.

A Pair work

- Explain the task and model the example conversation with a S.
- Ss complete the task in pairs. Go around the class and encourage Ss to answer in different ways when possible.
- Elicit answers from the class.

TIP To encourage quiet Ss to speak more loudly, don't walk closer to them and repeat their answers. Instead, move away from the Ss slowly and encourage them to speak louder so everyone can hear.

Answers

- It's twenty (minutes) after two./It's two-twenty.
 - It's ten (minutes) to seven./It's six-fifty.
 - It's a quarter to nine./It's eight forty-five.
 - It's five (minutes) after eleven./It's eleven-oh-five.
 - It's three-fifteen./It's a quarter after three.
 - It's four-thirty.
- Option:** Ask Ss to draw ten clock faces on a piece of paper and number them. Then read a list of ten different times aloud (e.g., 3:10, 6:30, 12:15, 4:40, 1:05, 2:25, 5:35, 11:50, 8:20, 5:30). Ss draw the times on the clock faces. Then ask different Ss to draw the clocks on the board. Go over the answers as a class.

▶ For more practice with times, play **Concentration** on page T-144. Ss match cards with times (e.g., 4:00) and cards with clock faces.

Is it A.M. or P.M.?



- Focus Ss' attention on the pictures. Point out that the place is the same, but the time of day is different.
- Play the audio program. Ss listen and read silently.
- Point out that *noon* is 12:00 P.M. and *midnight* is 12:00 A.M. Then explain these guidelines for using the time expressions:
 - in the morning = 1:00 A.M. to noon
 - in the afternoon = noon to about 5:00 P.M.
 - in the evening = about 5:00 P.M. to about 9:00 P.M.
 - at night = about 7:00 P.M. to after midnight
- Tell Ss that *afternoon* has stress on the last syllable (**afternoon**), but *morning* and *evening* have stress on the first syllable (**morning**, **evening**).
- Play the audio program again. Ss listen and repeat.

B Pair work

- Explain the task and model the example with a S:
S: It's nine o'clock in the evening.
T: It's 9:00 P.M.
- Ss complete the task in pairs. Then they change roles. Go around the class and check Ss' use of time expressions.
- Option:** Ss underline the time expressions in the Conversation on page 30. Then elicit the answers. (Answers: 10:00 P.M., four o'clock, four o'clock in the morning, 4:00 A.M.)

TIP To raise Ss' awareness of a grammar structure's meaning and use, connect the Grammar Focus to the previous Conversation.

▶ For more practice with A.M. and P.M., play **Run For It!** on page T-148. Put signs with A.M. and P.M. on the walls and read out sentences with different time expressions.

4 LISTENING

Learning objective: develop skills in listening for specific areas

▶ [CD 1, Track 50]

- Explain the task and set the scene. Tracy and Eric are calling friends in different cities around the world.
- Play the audio program once or twice. So listen and complete the chart.

Audio script

Tracy: What time is it now?
Eric: It's four o'clock.
Tracy: OK. It's 4 P.M. here in Vancouver, so it's 7 A.M. in Bangkok. I'm calling Permark.
Eric: At 7 A.M.? Permark is sleeping!
Tracy: You're right. What time is it in Tokyo?
Eric: It's 9 A.M.
Tracy: Great. I'm calling Mariko. She's not sleeping at 9 A.M.
Eric: Wait a minute. Mariko is in São Paulo this week. Remember?
Tracy: Oh, right. Well, I have her phone number in São Paulo.
Eric: Oh, . . . what time is it there?
Tracy: Oh . . . it's nine o'clock in the evening. Hmm . . . nine o'clock. Mariko is probably watching television.

Eric: So are you calling her?
Tracy: Yeah. We have to tell someone we're getting married!

Answer chart

City	Time
Vancouver	4:00 P.M.
Bangkok	7:00 A.M.
Tokyo	9:00 A.M.
São Paulo	9:00 P.M.

- So compare their answers in pairs. Elicit the answers and write the correct answers on the board.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1-4 on pages 25-26	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1-4 on page 8	Listening, Pronunciation, Speaking, and Grammar

Cycle 2, Exercises 1-11

5 CONVERSATION

Learning objectives: practice a conversation between a boy and his mother; see present continuous *Wh*-questions in context

▶ [CD 1, Track 51]

- Books closed. Ask these focus questions: "What time is it? What is Steve doing?"
- Play the audio program. So listen for the answers. Then elicit the answers from the class. (Answers: 2:00 A.M., cooking)

- Books open. Focus So' attention on the picture and elicit vocabulary.
- Play the audio program again. So listen and read silently. Elicit or explain the meaning of *laundry*, *cooking*, and *pizza*.
- Play the audio program again. So listen and repeat. Then they practice the conversation in pairs.

6 PRONUNCIATION

Learning objective: notice *carry* and *family* intonation of *yes/no* and *Wh*-questions

A ▶ [CD 1, Track 52]

- Explain the task and focus So' attention on the answers. Point out that *yes/no* questions have rising intonation and *Wh*-questions have falling intonation.
- Play the audio program. So listen and read silently. Then play the audio program again. So listen and repeat.

B ▶

- Play the first question on the audio program. Use the example to model the task.

- Play the audio program once or twice. So complete the task individually. Then ask different So to write the answers on the board.

Audio script

1. Are you wearing a coat? 4. Is it midnight?
2. What are you doing now? & What color is his T-shirt?
3. What time is it? 6. Are you from Thailand?

- Play the audio program again to check answers.

Answers

1. Yes. 2. Yes. 3. Yes. 4. No. 5. Yes. 6. No.

What are you doing? • T-32

7 GRAMMAR FOCUS

Learning objectives: ask and answer present continuous Wh-questions; use the conjunction *so*

▶ [CD 1, Track 53]

- Focus Ss' attention on the pictures and the labels. Point out that when it is 4:00 A.M. in Los Angeles, it is 6:00 A.M. in Mexico City.
- Ask Ss about the times in different cities. For example:
T: What time is it in New York City?
Ss: It's 7:00 A.M.

Present continuous Wh-questions

- Play the audio program for the questions and answers. Ss listen and read silently.
- Elicit or explain the pattern for present continuous Wh-questions:
Wh-word + *be* + subject + verb + *-ing*?

TIP To help Ss remember how to form a new structure, write it on the board using different colors for important features. For example:
What's Victoria doing?
She's sleeping.

- **Option:** Ss underline the present continuous Wh-questions in the Conversation on page 32. Then elicit the answers. (Answers: What are you doing, Steve? Why are you cooking now? What are you making?)
- Elicit or explain the meaning of *so*. Read the statement about Marcos: "It's 6:00 A.M., so he's getting up." Ask, "Why is Marcos getting up?" Elicit the answer. (Answer: It's 6:00 a.m.)
- Play the audio program for the questions and answers again. Ss listen and repeat.
- For the last picture, ask Ss: "What time is it? What are you doing now?" Elicit Ss' answers. (Possible answers: I'm studying English. I'm talking.)
- **Option:** Ss imagine it is a different time of the day. Ask: "What time is it? What are you doing?" Elicit answers with *so*. For example:
T: What are you doing, John?
S: It's 5:00, so I'm cooking dinner.

A Pair work

- Explain the task and model the first two questions with different Ss.
- Ss complete the task in pairs. Go around the class and help Ss with grammar as needed.
- Ask different pairs to ask and answer the questions. If Ss make any errors, encourage them to try to correct them.

ANSWERS

1. Victoria is sleeping now.
2. Sue and Tom are having breakfast.
3. He's working in Moscow.
4. He's watching television in Tokyo.
5. She's wearing a suit and high heels.
6. He's wearing pajamas.
7. It's 6:00 A.M.
8. It's noon./It's 12:00 P.M.

B Group work

- Focus Ss' attention on the *spelling box*. Play the audio program for the *spelling box*. Ss listen and read silently.
- Explain these spelling rules for present continuous verbs:
 1. For most verbs, add *-ing* to the base form (e.g., *sleeping*).
 2. If the base form ends with a vowel + a consonant, double the final consonant and add *-ing* (e.g., *getting*).
 3. If the base form ends with a silent *e*, drop the *e* and add *-ing* (e.g., *having*).
- Explain the first part of the task. Write *who*, *what*, *where*, and *why* on the board, and elicit example questions for each Wh-word. Point out that Ss should use each Wh-word at least once.
- Ss work individually. Go around the class and help with grammar and spelling as needed.
- Explain the second part of the task. Then Ss ask and answer their questions in small groups.

TIP To deal with common errors in a visual way, write the target feature on a card. For example, if your Ss forget the *-ing* ending when practicing the present continuous, write *-ing* on a card. When a S forgets to use the *-ing* ending, show the card silently.

- **Option:** Elicit questions from each group. They ask different groups their questions.
- For more practice asking and answering present continuous Wh-questions, play *Hot Potato* on page T-147.