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**TEACHERS' CONCEPTIONS OF ENGLISH
LANGUAGE TEACHING AND LEARNING REFLECTED
ON THEIR PRACTICE: A QUALITATIVE STUDY CARRIED OUT
AT ENGLISHLANDS INSTITUTE IN LA PAZ-BOLIVIA**

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EN LINGÜÍSTICA E IDIOMAS - MENCIÓN: LENGUA INGLESA

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ABSTRACT

There are many factors that are involved in English language teaching and learning, be it, English as a second language or foreign language. Among the factors that influence on the successful and efficient language teaching is that of the teacher and his/her methodology. The English teacher plays a significant role in English Language Teaching (ELT) as he/she brings to the classroom context concepts, theories of language teaching, which makes up his/her “methodology.” In consequence the present research focuses on the teacher’s conceptions of ELT and on how they are reflected on practice in the classroom. In addition, the study researches the teacher’s preference to adopt a specific method (s) for the benefit of the L2 learner. The context of the study is the Englishlands institute in La Paz – Bolivia.

One way of studying the relationship between the teacher’s concepts and theories of ELT reflected on practice is through observation and recording in the natural context, “the classroom.” Therefore, this study uses observation and recording to have access to teacher’s concepts and theories of ELT. On the whole, the research is based on the ethnographic research which uses the qualitative paradigm and qualitative techniques for gathering data. In brief, theory is constructed and built from data.

The contents of this study are divided into five chapters. The first chapter is about the preparatory stages of the research such as the research questions, objectives and the justification of the study. The second chapter presents the theoretical foundations that support the study on teacher’s methodology, and the analysis and importance of methods. The third chapter presents the study design which deals with the analysis of data and results; and that is framed into the qualitative-ethnographic research. The fourth chapter is devoted to the interpretation of the results of data; and finally chapter five is committed to conclusions and recommendations

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CHAPTER I INTRODUCTION

English language has become a very important international language because it has provided second language users with the tools which allow them to be engaged in international trades, business, educational areas, and even in leisure activities. For this reason, it is significant for applied linguists to pay special attention to aspects related to teaching and learning a second language such as, course design, teaching methodology, the role of the learner, role of materials and the role of the teacher in the teaching-learning process of a second language. All these aspects, in general, are key factors for the success of the teaching and learning process of the English language.

Teaching methodology and language acquisition, as vital factors for language learning, are understood as the way learners will be taught the target language or how the learner will learn the target language ¹. This field has been ample covered and researched, although there is still a vast area for further study. Research in the area of language acquisition and language teaching methodology have provided from the past to nowadays many methods and approaches that sprung from mainly different psychological trends about learning and teaching not only an L1 but also an L2. Those methods and approaches that were developed as a panacea for the harsh reality of class sessions have influenced greatly in the way learning a second language in class sessions have been carried out until present times.

Some examples of such methods and approaches are: The structural, audio-lingual, communicative, situational- functional, total physical response (TPR), natural approach, as the most significant; besides, there may be more to add or some to take out from this list arguing about the authenticity of methods (Stern, H.H. op. cit., p: 19); but that is not the point; the point is that each method or approach has its own characteristics which may lead to a particular way of developing a course syllabus, activities, goals, evaluation, grammar and topic focusing among others. Also, we have to mention that one method given the philosophical background and objectives can be different so as to become opposite from another or very similar to others; for example, the audio-lingual method and communicative approach point toward different objectives regarding the learners roles,

¹ H.H Stern, "Fundamental Concepts in Language Teaching," 1994, p. 18, 19.

the teachers roles the approach to grammar, and others. In consequence, a teacher may identify himself/herself with one or many of those approaches or methods simultaneously (eclectic), and this makes up his/her behavior regarding the teaching-learning process.

Another factor, although not amply covered in methodology research, is that of the “teacher”² who plays a key role in the inseparable process of teaching and learning of a target language. The teacher necessarily adopts theories or method (s) for taking actions in the teaching-learning process; and along with his personality, conceptions and knowledge, posits a particular behavior which influences greatly on the development of such process. Although teaching practice is conceived to be rather practical than theoretical, due to the differences existing in theory and reality, teaching practice cannot be separated from theory. It is evident that teachers apply a theory or an approach when they teach a second language or this is implicit in what they do in classes³. Theory, as a foundation, is used in curriculum design, writing of text-books, evaluation of material, in the opinions the teacher voices in discussions at professional meetings to the every day life and activities carried out in the classroom.

It has also been demonstrated that the activities and tasks effected in classes by the teacher are rather guided by conceptions, beliefs, assumptions, knowledge, experiences as much from school days to teaching days that lead his/her actions and influences on what the teacher does in his practice⁴. In fact, this theory and practice (henceforth “methodology”) association raises our attention, which becomes a central aspect to be researched in the present study.

English language teaching and learning in our context (La Paz – Bolivia) is not exempt from the point of discussion regarding the connection between theory and actual language methodology applied in the classroom. According to previous research and observations performed in some public schools in La Paz, Bolivia, we were able to find out that traditional education, particularly regarding English language teaching, is still in vogue⁵ ; this means that classes are still teacher-centered; contrary to what is stated by the modern language education in which there is a change of roles and the learner becomes the center of the class. To find out the real factors that influence the

² <http://coe.sdsu.edu/people/jmora/ALMMethods.htm>

³ Woods, Devon 1996; *Teacher Cognition in Language Teaching*, p.192

⁴ Gardner, David and Millar, Lindsay *Establishing self access*. 1999, p: 38-40

⁵ SIMECAL in Zapana, Sonia. “Tesis: La motivación en el aprendizaje del idioma Inglés,” 2000, p. 7

class sessions in our context is a task for further research; however one influencing factor, for sure, is that of the teacher.

The teacher is the one who has the knowledge, experience, ideas, concepts to transfer, and who has to make decisions, take leading actions for courses toward the success of the learners' goals. He/she necessarily grasps theories, conceptions of best ways for teaching and learning. As already mentioned, one component of the teaching-learning process that has not been ample researched is that of the "teacher". The English language teacher and his/ her concepts, beliefs about language learning and teaching, which are certainly, reflected on his/her practice.

Therefore, those two elements the teacher and his/her methodology are factors that influence significantly upon the development and success of class sessions; and the present study focuses on the topic of how such theories (approaches, concepts) and methods that form part of the teacher's conceptions of language teaching and learning are reflected on his/her teaching practice.

1.1 BACKGROUND OF THE PROBLEM

As the purpose of the present research is to inquiry into the state of the connection between teaching and learning the English language in our context, La Paz – Bolivia, it is necessary and obvious to direct our attention toward "specialized institutions" and most popular ones. Some recognized and popular for teaching the English language are "Centro Boliviano Americano (CBA), Englishlands, as well as Linguistics and Languages Department at UMSA which can provide us useful and real information about what exactly takes place in the classroom or about the teaching and learning of the English language.

The English Lands Institute, as the focused institution for the present research, offers different programs for teaching the English language for learners (beginners, intermediate, and advanced). Similarly, they offer training courses for teachers such as, teaching programs, psycholinguistics, and phonetics. Considering these characteristics, one might assume that the institution has good teachers –using good methodology- who can fulfill the expectations of the learners wanting to become fluent and competent in English.

The idea of researching into the topic of teaching methodology used by the teacher in class sessions (practice) was born due to former observations carried out in some public schools, and some private institutes, more specifically, in the Englishlands Institute. Here we could observe teachers in action, in other words, teachers at work. One example that the observation provided was when a teacher after finishing her class was asked: “Which was the teaching methodology you applied in your class? And the teacher answered: “The communicative-eclectic.” The answer seemed to be smart and learned; nonetheless what was observed was something different. In fact, in classes, the teacher used a traditional method, that is, grammar oriented and teacher centered. Almost similar examples were found in other institutions (public schools) that teach English.

Consequently, this thesis focuses on the teachers’ conceptions about teaching and learning the English language which plays a central role in the development and therefore in the success of the teaching and learning process; and how these conceptions are reflected on their practice so as to benefit the learners.

1.2 STATEMENT OF THE PROBLEM

Considering the background of the problem, we state the following research questions:

- **What is the teachers’ most preferred English language teaching approach / method?**
- **Which factors influence the teachers’ preference of an English language teaching approach / method?**
- **How are the teachers’ conceptions of English language teaching and learning reflected on their actual practice?**
- **How do the teachers’ conceptions and procedures of teaching and learning the English language benefit the learner?**

1.3 OBJECTIVES

- To identify the English Language Teaching (ELT) method / approach that Englishlands Institute teachers prefer.
- To analyze the factors that influence on the teachers’ preferred ELT method / approach.

- To evaluate the reflection between the teachers' conceptions of English language teaching and learning and their actual practice.
- To evaluate the extent to which the preferred teaching ELT approach benefits the learner.

1.4 JUSTIFICATION

The present study has a sociological, theoretical, methodological and practical justification.

The sociological justification underlies in the study and analysis of a key element of the teaching and learning process: the “teacher”, in understanding more his/her beliefs ideas, assumptions of language teaching-learning. The obtained results will favor people interested in language education and language learning and teaching. It will favor people interested in knowing whether theory is reflected into reality, how the relationship between them is, and whether there are deviations between them and finally, how this relation benefits the teaching and learning process in local context.

From a theoretical point of view we can allude to the results obtained as a shed of light for future investigations that are to pursue similar issues. The aim of this research is to inquiry into the subjective world of the English language teacher, to know the factors that make him/her take a leading course of action (choose a theory or, method(s)) into reality; and through it, it will be possible to get evidence to make up concepts, statements, basis for postulates which along with former and further research we would be able to form a real theory that may be a fact and then applied. In addition, according to some authors like Korthagen and Kessels (1999) it can be said that there is not much research done on teachers as a central topic; thus this study can be considered as a useful contribution to build theory around the English language teacher in our context.

The methodological justification comes as a result of the pursued objectives. In order to reach the stated objectives, a qualitative research method will be applied because the range of the study inquiries conceptions, beliefs, assumptions and those terms are framed into the subjectivism. Qualitative research also called ethnography, mainly focuses on subjectivism, behavior of people, mainly related with context/culture; and this type of research inquiries deeply a phenomenon; given that it is not paramount to get numerical or statistical results. The qualitative technique (s) applied in

this research will provide the methodological justification because through such inquiry future research, wanting to study a population subjectively, will be enlightened.

Finally, the practical contribution will mainly be concentrated on the obtained results because to know the answers of the research questions; and founded on the scientific research method, we will be able to predict, in a way, the behavior of such key element into the teaching and learning process that becomes the “teacher” in our context. Understanding more the behavior of the teacher, will let us develop some course of actions to take in order to avoid gaps and deviations or on the contrary to foster positive relations existing between theory and practice, to take a course of action into reflective teaching, so as to improve the learning of a second language, and to get the student’s success in the learning of the target language.

1.5 RESEARCH SETTING

The present research is carried out in two branches of Englishlands Institute; one located in the central zone of La Paz city , El Prado Avenue that is considered as the headquarter; and the other branch located on 6 de Marzo Avenue of El Alto city. Considering that the two branches have a teacher staff of about 30 teachers, we take 7 teachers as a sample, 5 belonging to the “central” and 2 belonging to “El Alto”. The research lasting time (data gathering phase) is about six months.

1.6 CONCEPTUAL DEFINITION OF TERMS

For this section we define conceptually some “key terms” that are going to appear in the report of the research; and that set of terms to be defined will be referred and contextualized into the field of “Applied Linguistics.”

One term to define is “**Approach**”; in his book “The practice of language teaching” J. Harmer⁶ defines it as theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings; to put it more simple, a theory or theories of language and language learning that serve as a basis for leading defining activities on practice of language teaching and learning. An approach since it is based on theories

⁶ Harmer, Jeremy An empirical approach to language teaching. 1993, p. 59-63

referred about aspects and issues of language teaching and learning, shows an organized, logically structured way of reflection and thinking.

As the study inquires into the field of applied Linguistics, It is also necessary to define another set of terms such as: method, procedure, and technique that are closely related to Language teaching and learning process and also for the purposes of the investigation.

Method is defined as a practical realization of an approach; a more or less classical formulation suggests that methodology is that which links theory and practice; it is a generalized set of classroom specifications of procedures and techniques for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. However, the concept of method is rather theoretical than practical because in the long run of its applications it demonstrated hard to apply fully or truly due to different circumstances of reality such as the individuality of the teacher, uniqueness of teaching situations, and the ambiguity of methods' postulates; even it would be hard for an impartial observer to recognize the method a teacher says is applying. In spite of that situation, methods still reveal teacher's tendencies, beliefs, and conceptions. Stern, H.H. op. cit., p: 452-453.

Procedure is an ordered sequence of techniques; in other words, first I do this, then this other thing and next that another and so on; and smaller than a procedure is a **technique** that refers to a single specific activity; for instance, "the finger technique" that is used by some teachers who hold up their hands and give each of their five fingers a word.

There is also one crucial point to be clarified fully, since we referred to "**theory.**" It is necessary to explain what a theory is according to the purposes of the investigation. Stern, H.H. op. cit., p: 25-26 defines theory in three senses that are each other related. First in a general sense (T1), Stern refers to theory as a topic or certain practical activities that are unified coherently, but at the same time are divisible into parts; it lets to a systematic way of thinking be analytically and synthetically developed and explained. An even wider definition is suggested by Reid (1965) who calls education theory as a "rag bag" or "large bag" containing all reflection and talk about education including from the psychological, sociological, philosophical aspects to teaching methods,

learner's view, curriculum design and so on. In a second sense (T2) theory is considered or equalized to approaches, methods, philosophies or school of thoughts such as the grammar-translation method, the direct method, the audio-lingual approach. In a third sense (T3) which has a narrower definition; theory is conceptualized as “hypotheses or set of hypotheses that have been verified by observation or experiment” Kneller (1964/ 1971)⁷ or as a “logically connected set of hypotheses whose main function is to explain their subject matter.” These definitions show us that the word theory has not been precisely defined, the same happens with many other terms that are into the field of Applied linguistics; however there are acceptable definitions of terms for different types of research and purposes as long as we provide a clarification and explanation about them. From the given definitions of theory and again, the purposes of the present investigation, we choose the second definition (T2) that equals theory with approach⁸.

The other term to define is **language teaching**. According to Stern, H.H. et al, p: 21, language teaching are the activities which are intended to cause language learning. He also says that if a good theory of language teaching is to develop, it necessarily takes into account concepts of language learning. In a given theory, concepts such as learner or learning may not be made explicit, or they may be misguided, too rigid, too limited, too demanding; or they may fail in other ways to do justice to the learner or the learning process. But it is hardly possible to visualize a language teaching theory which is not also a theory of language learning. Learning as it may be thought can be understood in a narrower or wider way. In a narrower way learning happens through instruction which is done by a teacher in an arranged setting and that basically is a consciously gain of knowledge; and in a wider way learning happens through natural experiential, interaction with the natural context, and it is an unconsciously gain of knowledge Stern, H.H. op. cit., p:19 – 21. In consequence, **language learning**, in accordance to the purposes of the research is defined as learning which has been induced or influenced by some form of deliberately planned social intervention in other words, learning in response to teaching. After that brief explanation, it would not be so practical to speak of teaching and learning together; rather in order to apply linguistics economy and be practical we consider it is enough to mention, in the future, only one of those two terms, teaching or learning; in the reasoning that the other is implied, understood, or contained in the other term..

⁷ Kneller (1964-1971) in H.H. Stern. “Fundamental concepts of language teaching” (1983),p.26

⁸ . H.H. Stern et. al.; Chapter 2. P. 25

The next term, **conceptions**, is defined in the “Merriam Webster Dictionary” (1994) as the power to form or understand ideas or concepts; in other words, there is one side of the multifaceted figure of teaching and learning process that, for example, tells that a teacher knows theoretically and literally what an approach, method, technique and procedure are, because the theory itself or postulates of it explain and describe them; however teachers add to those objective knowledge some proportion of subjectivism usually springing from past teaching experiences. This definition, however fitting with the purposes of the research has to be understood in its more ample sense; to put it simple, the term is well defined denotatively but it also has to be defined, so that to be understood better, “connotatively”; therefore the connotative definition introduces us into the subjective world of the teacher; and in so doing we necessarily relate it intimately with other subjective terms such as beliefs, knowledge and assumptions.

According to Mariam Williams and Robert L. Burden⁹, “**belief**” is a mind state that guides our actions more into real life than the theories itself and that it is kind of difficult to define or evaluate; however some helpful statements can be made about them. The tendency of those beliefs is that they are culturally bounded, and formed early in life, and that they seem to be resistant to change. Beliefs about teaching, for example, seem to be established at a period in which a student gets to college (Weinstein 1984). Beliefs are intimately related to what we think we know but at the same time provide an affective filter which screens, redefines, distorts, or reshapes subsequent thinking and information processing (Nespor 1987). Our beliefs about one particular area are interconnected, and also are related to other central aspects of our personal belief system e.g. our attitudes, values, and our place within it. Due to the difficult in its measurement; we have to infer usually the beliefs of the people from the way they behave rather than from the way they say they believe (Argyris and Schön 1974-1978).”

Richards and Lockhart (1994) suggest that teachers’ beliefs are constructed in the following ways:

- Their own experience as language learners.
- Experience of what works best.
- Established practice
- Personality factors

⁹ *Marian, Williams and Burden, Robert, Psychology for language teachers (1996), p. 56-57*

- Educationally-based or research-based principles.
- Principles derived from an approach or method.

In sum a belief is a proposition that is held by the individual consciously or unconsciously (mental state), It is evaluative in the sense that it is accepted as true by the one holding it, and is therefore impregnated and transferred with emotion; furthermore, it guides to thought and behavior. Beliefs play an important role in life as well as in teaching. They help individuals make sense of the world, influencing in the way new information is perceived; and whether it is accepted or rejected.

Beliefs can be problematic to research; before doing so, it is necessary to distinguish between belief and knowledge. Knowledge, according to Devon Woods, it is divided into two core areas: declarative and procedural or in Leinhardt and Smith definitions' (1985:248) "subject matter knowledge and lesson structure knowledge" which in few words can be summarized as the teacher's schemata for not only knowing things (knowledge of the content to be taught) but for knowing how to do things (knowledge of constructing and conducting lessons, moving through segments and explaining material).

The terms above defined (conception, belief, knowledge, assumptions) have not been well defined even by acknowledged researchers because they have showed difficulties in their interpretations and range of meaning; hence in some cases they overlap with each other becoming to be blurred. In the present research distinctions and clarifications of some subjective terms like belief, knowledge, and assumptions are made in the sense that teacher's conceptions are to be understood in its more ample sense and with flexibility.

1.7. LIMITATIONS OF THE STUDY

Since this research is catalogued as descriptive within the qualitative research, the focusing will be directed only on seven teachers that belong to the Englishlands institute in two branches, one located in the central zone of La Paz city and the other one located on 6 de Marzo Avenue in El Alto city; those seven teachers are to have gained experience of at least five years ahead in the English language teaching arena. In line with the objectives of the research, the aim at first is to observe the general development of routine classes: the context in which they are carried out in general, what the activities are, created atmosphere, timing, roles of the teacher and the learners, materials, the context

setting so as to identify and study the method (s) or procedure (s) of the teachers in practice. Secondly, the observations and the application of instruments such as interviews and questionnaires are applied mainly on the teachers in order to inquiry into their subjective world that made them perform a defined behavior (method) for carrying out class sessions.

This research does not study the students (learners) in depth, though they also play an important role like the teachers in the development of a class session. This research does not focus on factors such as: Motivation, intelligence, learning styles, and so on because these variables list have to see much more with the cognitive factors and personal factors of learners.

CHAPTER II

THEORETICAL FOUNDATIONS

This chapter provides a description of the general current state of the issues of teacher alongside methodology in foreign contexts and in our context. Firstly, in the first section there is an account and a discussion of some important theories related to first language acquisition and second language acquisition, considered from a psychological and linguistic point of view so as to make a comparison between them and to raise awareness about concepts of language learning and teaching. Secondly, there is also a description of some concepts and characteristics of the most popular methodologies from the past until now, applied in teaching the English language as well as descriptions of attempts to disambiguate and value methods in favor of language teaching. Finally, there is an explanation and an argumentation of the roles of the teacher in the application of a specific method from the point of view of sound theories.

2.1 LITERATURE REVIEW

There have been many studies done in Applied Linguistics and in many of its constituent elements; although relatively few focusing on the teacher's subjective world, on conceptions beliefs assumptions, and knowledge (methodology) that teachers bring into teaching and how they are reflected into their practice. In the search of former research done on related topics, relatively little research regarding the issue was found; what is more, the topic resulted relatively new in our context. Studies on methods as such have been done since the last century. One counter contend is of Clark and Peterson (1986) who avow that much research has been done to understand teachers' routine, activities; as much outside as inside the classroom. However they do not refer specifically to the applications of methods in class sessions; what is more, that research is not specific, it is generalized in its explanations. In the Internet, as information source, for example, it has been found out that only within the past decade calls have surfaced for a better understanding of teacher conceptions and their relation to practice (Korthagen and Kessels 1999)¹⁰. Much of the classroom research into the relations between L2 teacher beliefs and practices has been criticized for its continued focus on teacher perceptions of issues such as class size, student's ability, course design and curriculum pressures as a way of identifying factors that may hinder the implementation of

¹⁰ <http://coe.sdsu.edu/people/jmora/ALMMMethods.htm>

various teaching practices, rather than viewing those perceptions as factors in the teachers themselves. One good research done on this issue is of Altrichter, Posch and Smokeh (1993). Those particularized reports provided valuable insights into the lives of teachers and helped to place teacher beliefs on the agenda of language teaching research. By the way, there has been research on that issue but as exploratory research mainly and for another context where, as it is thought, there may be huge differences with our context. All those research were filed into the qualitative research. Another research done on this issue is of Woods, Devon (1996: 192), whose work is about teacher's cognitive practice. Woods states that the subjective world of the teacher is intimately connected with what the teacher does in his/her everyday life; but specifically in his teaching practice. Woods also confirms through the analysis of the verbalizations of the interviewed teachers, that there is a direct relation in what the teacher says (theory) with what the teacher does (practice); and that both seem to converge acceptably. But one crucial thing is that what the teacher says (theory) is not necessarily and specifically neither referred to the application of a specific method or approach in class sessions; nor if the verbalizations come or derive from a specific theory(s). The analyses of those verbalizations refer rather to past experiences of the experienced teachers that somehow created their own conceptions, beliefs, assumptions and knowledge about the teaching process (evolution). It is to say, that those teachers through many years of teaching experience and application of the different methods created their own method.

To make clearer Devon's research, one example is provided: A very experienced teacher "B" when asked about his conception of teaching grammar, he answered (eliciting his earlier conceptions and comparing with his current conception) ¹¹:

B... I thought having a degree in linguistics would give me all sorts of insights into teaching, especially having done quite a number of courses in grammar, and what was interesting was discovering that it was really of little practical value, especially teaching grammar, that I had to learn pedagogical grammar right from scratch, right from terminology to how to facilitate the students' understanding of grammar...I think in a very brief time I progressed to the point where I felt that the formal teaching of grammar was of very little value at all...

He brought together the notion about the "formal teaching of grammar" and his concern with particular students' characteristics in particular circumstances:

¹¹ Woods, Devon. "Teacher cognition in language teaching." (1996), p. 205-206

B:...especially because the environment I was teaching in most of the students were immigrants who ...had very little formal education to begin with, so the idea of teaching grammar in a formal way just seemed very inappropriate... intuitively I just felt that the teaching of grammar was somehow a waste of time ... you know I'd seen teachers trying to teach students the difference between the definite and indefinite articles, students who obviously couldn't grasp the concepts they were talking about let alone the language itself, you know it just seemed futile... .

As it was said before, the teacher “B” did not refer necessarily to a specific method for teaching grammar; rather, he referred to his experiences with students and the influences of some external factors; however he mentioned bits of underlying theory.

The research on methods, according to some authors like H. Stern op. cit., has provided a tortuous debate over the last century until now about how to teach better. The expectations were focused on the research done on methods as though there was the solution, what is more, that research generated the name of many familiar methods that are not specific at all; for example: a teacher may say that he employed the direct method or the audiovisual method. Does his conception of the direct method or the audiovisual method correspond to clearly specified characteristics? Does the direct method is applied by one teacher in the same way as the other teacher? Would an impartial observer be able to recognize the method as the one the teacher says he uses? Even the generic term “method” is not unequivocal. Yet, in spite of those circumstances the research on methods have been the main way for explaining and conceptualizing important issues of the teaching and learning process. For example the emphasis on and importance of grammar characterized in translation method. (Stern, H. op. cit., p: 452 - 453).

2.2. THEORIES ABOUT LANGUAGE ACQUISITION

In the book “How Languages are learned,” (Patsy M. Lightbown and Nina Espada. 1994) there is a summary about theories of language acquisition and that it is divided into three main positions: The behaviorist, the innatist, and the interactionist position. Those theories that are formed by consistent evidence mainly focus on how children acquire their first language. In other words, it could be expressed in the next questions: What is language? How individuals acquire a language so that they could use it effectively in life situations? The obvious disciplines to turn for

help in achieving those goals are “linguistics and psychology”: the sciences that investigate respectively the content and the process of language learning¹².

2.2.1. THE BEHAVIORIST THEORY

The psychological behaviorist position exposed by one of its most representative defenders F.N. Skinner (1957) refers to simply imitation and habit formation. Language Acquisition occurs due to routine repetition of words and sentences with different kinds and levels of complexity based on established patterns of structures. From it comes his famous kind of formula:

$$S + R + R = A \text{ (acquisition).}$$

(Stimulus)+ (response) + (reinforcement) = new behavior.

Stimulus is any patterned structure of the language introduced for being taught; and as effect has a response which is the imitation of what the teacher says/performs; finally a reinforcement stage which is equalized to drilling exercises are introduced in order to memorize and grasp the new structure by the automation and mechanization of the student who finally is to acquire the new structure which becomes his/her new behavior.

2.2.2. THE INNATIST THEORY (Cognitive theory)

The cognitive psychology has had a considerable influence on language teaching methodology. Linguistics theorists declared themselves to be frankly “mentalists”, and cognitive psychology became active in studying processes of the mind. Perception, memory, thinking, how memory is encoded and expressed, and how information is processed became areas of major concern.

This theory has its basis on the postulates made by N. Chomsky (1959), as an opposition to behaviorism; although it does not relegate totally to the behaviorist underpinnings such as the reinforcement stage, he claims that the human kind as different from animals possesses a specific part in the brain, also called “language acquisition device, (LAD)” that is designed by nature and

¹² Rivers, Wilga. Communicating naturally in a second language (1983), p. 5

that is purposeful for developing the language; to put it more simple, all humans are able to acquire a language naturally, like parallel as learning to walk or any other function of our body from the first years of living. For Chomsky there is a Universal Grammar (UG) inside the human brain; a kind of device that is activated with the interaction with other people and that the brain in itself originates other sub-structures that spring from the pattern structures of UG. One explanation he gives is that humans create sentences that they never heard or learned but those sentences are formed around pattern structures. However he also mentions about the “critical period” in which people passing the age of twelve or thirteen years may not be able to acquire the language, like a native speaker. Older people would only learn a language and not acquire it because that device may become deactivated gradually losing all its potential for the development of the full elements of a language like “pronunciation.”¹³.

2.2.3. THE INTERACTIONIST THEORY

This theory makes a strong emphasis on the environment; when a baby is saying his/her first words the ones that are closer to her/him, generally the parents, they play an important role on the development of the baby’s language. The baby feels necessities that need to be satisfied, for doing so the baby would stammer some words that are responded by the parents who adjust their language from tuning, higher pitch, varied intonation, frequent repetition, and so on. This adjusted language is also called “caretaker talk or motherese.”

According to Patsy M Lightbown and Nina Espada et. al, those three theories or positions have to be reconciled; and one way of doing so is by analyzing how each of these three theories could explain from its point of view a particular and different side or aspect of the language. For example, the behaviorist view could explain routine aspects of the language such as the vocabulary; while innatist view is more plausible to explain how complex grammar structures are acquired; and finally interactionist view could focus on how children relate meaning and form; and how they interact using the language appropriately.

¹³ An empirical approach to language teaching, p: 232-233

2.3. THEORIES OF SECOND LANGUAGE LEARNING

L2 acquisition can be defined as the way people learn a language other than their mother tongue, inside or outside a classroom. Second Language Acquisition (SLA) is a research field that is in charged of studying how SLA occurs (Rod Ellis 1984: 3-8). Basically, the same theories underlying First language Acquisition, are applied for SLA; the behaviorist, the innatist, and the interactionist. Nevertheless, a point to note is the addition of other theories that come before in a way to explain a second language learning and acquisition, such as Cognitivism, Humanism, and social constructivism, that somehow are considered revolutionaries but at the same time they keep into them some foundations or basic thoughts that are common with the former theories such as: environment interaction, automation (drilling exercises), and mental processes. What is more, it is necessary to consider, especially at the moment of evaluating learners' acquisition that there are many other differences underlying among learners that come up from context, learning style, motivation, age, sex that also influence on the teaching and learning process.

2.3.1. THE COGNITIVIST THEORY

This theory that has commonalties with the innatist position goes up one step further and points out to two important things: automation and restructuring. Psychologists refer to automation as the elements that firstly are well focused by the learner and in the course of time and practice gradually those elements are internalized into a system and then originated automatically; so that to focus on other new and more complex elements of the language until acquisition is completed. However, there are some other elements that can not be explained by simply automation, rather they seem to develop through the interaction of knowledge learners already have. There are certain things that learners finely catch and go on storing into an existing system which at the same time restructures the new elements originating sudden burst of progress or back-sliding when too much, or wrong elements are stored; restructuring also varies from learner to learner¹⁴.

Nevertheless as a new-comer in the SLA field, the cognitive theory can not be put into practice and into classroom yet because it has not been tested empirically well in the field of teaching and learning process. This theory fails in predicting, with consistent evidence, for example, what structures of L1 to L2 are transferred and in what order.

2.3.2. CONSTRUCTIVIST THEORY

Another theory is the creative construction, proposed by Stephen Krashen (1982). That theory is also based on the innatist position about L1 acquisition of N.Chomsky. According to some research aimed at that trend, learners construct internal images of the language to be acquired; those mental pictures are thought to develop in predictable stages until the completion of acquisition of the target language. One interesting aspect of this theory is that learning occurs naturally by just being exposed to the target language and that input occurs in the internal system located in the specific area of the brain designed for language. In other words, learners may not need writing or speaking practice for acquisition, rather they would need listening and reading; and then through mental image processes (nature) acquisition occurs. Speaking and writing are seen as outcomes of such process and; what is more, whenever it is purposeful, only.

In a series of papers and books, Stephen Krashen (1982) gathered an overall theory that is built-up by parts of other research done on different areas to make his creative construction theory. Five hypotheses make-up his monitor model:

1) The acquisition learning hypothesis:

Krashen states that there are two ways for adult language learners to approach to a target language. Learners may “acquire it” or “learn it.” He says that acquisition happens whenever language is produced spontaneously, naturally, unconsciously; whereas learning happens on the other way round; it is consciously produced, artificially, and time taking. Krashen states that acquisition is language that we are engaged in, in meaningful interaction activities that are pretty similar to those utterances picked up by children without paying attention to form but rather to meaning; whereas, learning happens most typically in language classroom, under the monitoring of error correction.

A problem of that hypothesis is to prove empirically whether the acquisition or learning system, in any given utterance, is at work. Those two subjective concepts “acquisition and learning” have been found too difficult to test experimentally.

¹⁴ Lightbown, Patsy and Espada, Nina et. al, 1996 p:25-26

2) *The monitor hypothesis:*

The acquisition system, on one hand, is responsible for fluency and correctness of any speaker's utterance. The learned system on the other hand, acts only as a monitor since it reshapes, polishes, and refines acquired language; so it is like an editor that makes minor changes seeking correctness too. The monitor uses three required conditions: sufficient time, focus on form, and knowledge of the rules. Krashen exemplified it by comparing speaking vs. writing: Speaking is more natural, there may be grammar mistakes, with few chances for correction on what has been said, and little time to think and organize the produced utterance. Whereas writing is more conducive to monitor because, it is well thought, time taking, fewer ungrammatical sentences or grammar errors, kind of artificial, and more organization regarding ideas.

The weakness of this hypothesis is similar to the acquisition and learning hypothesis; it is difficult to collect enough evidence to know whether the monitor feature is at work or not in any given utterance; however still for Krashen, what is produced spontaneously and naturally should be considered as acquired.

3) *The natural order hypothesis:*

This hypothesis states that learners acquire language in predictable stages or sequences; it states that some rules are acquired earlier than others. This natural order is independent from the order in which rules are taught; what is more, it states that the easiest rules to learn are not necessarily the first ones to be acquired. Interestingly, considerable evidence has been collected that shows commonalities among learners passing through similar order or stages towards full acquisition of the target language.

4) *The input hypothesis.-*

Krashen himself accepts that comprehensible input is necessary for acquiring a language; it is to say, that if the learner has success in any communicative act or event either new structure or higher competence (C+1), than current level of the learner, is positively added to his/her knowledge of the language; then comprehension and acquisition may occur. Therefore, to provide comprehensible input (C+1) in the part of the teacher for teaching a second language is crucial.

5) The affective filter hypothesis.-

In later writings Krashen admits that although comprehensible input is the only way for acquisition it is not enough, because the affective filter state of a learner is a necessary requisite too. For Krashen the affective filter is an invisible barrier that prevents the learner from being in accordance or not with the environment which contains comprehensible input. A learner with the affective filter “up” is someone who may be angry, anxious, and unmotivated; in contrast, a learner with the affective filter “down” is someone who is relaxed, motivated, and confident; it refers to a learner with any positive emotional state that diminishes the invisible barrier so as to facilitate acquisition. As a result, affective filter refers to any emotional state that may enhance or diminish the invisible barrier;

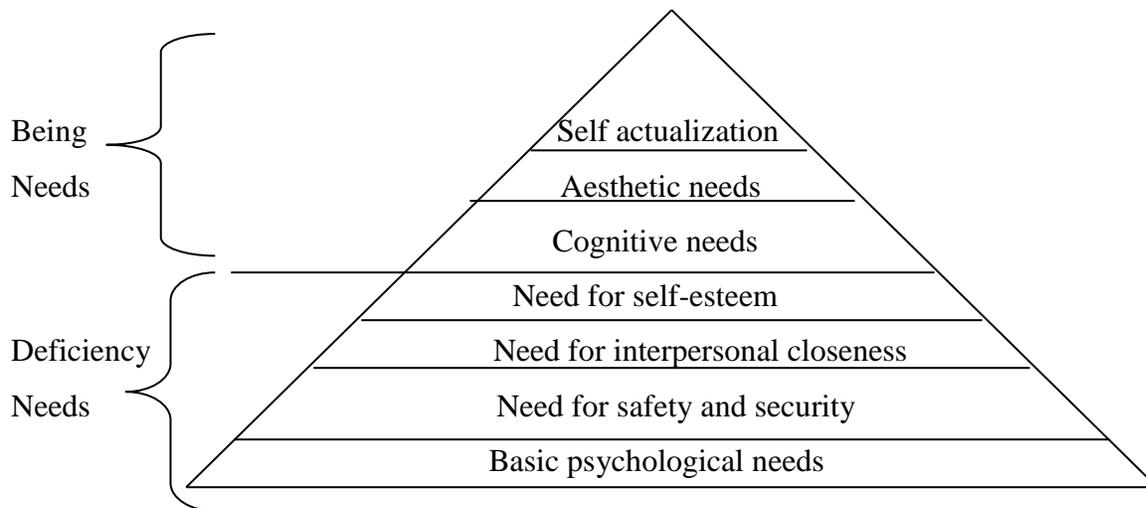
This hypothesis seems to be potentially appealing because through it, it can be possible to explain why certain learners, given the same opportunity, may be successful while others may not in learning the English language. However the failure of the theory is that of proving with enough evidence, the existing differences between learning and acquisition that occurs due to affective factors.

2.3.3. HUMANIST THEORY

The most well known proponent of this psychic viewpoint is Sigmund Freud whose theories about human emotional development have had a powerful influence on the development of clinical psychology and psychiatry across the world.

Humanistic approaches emphasize the importance of the inner world of the learner; and it places the individual’s thoughts, feelings and emotions at the forefront of all human development. In his classic text “Childhood and society” (1963) Erik Erickson explains that psychological development depends on the passing through predetermined maturational stages of the individuals and on the passing through challenges imposed by society at particular times in their lives. Those passing through stages depend on covered needs satisfactorily. If a need is covered satisfactorily then the individual passes on to the next stage with the help of other people around him/her.

One of the most known exponents of this trend is the psychologist Abraham Maslow (1968-1970) who suggests a hierarchy of needs which is usually presented in the form of a pyramid. Maslow agrees for two different categories of needs: deficiency (or maintenance) needs and being (or growth) needs. The first four layers represent deficiency needs. Those needs are directly related to a person's psychological or biological balance, and include such physiological requirements as food, water, sleep, and the absence of pain. Maslow considers that if those needs are not met, or its completion is disrupted in some way, then it would be bad for the person wanting to pass to the next stage because the needs in the former stage are remaining. Therefore, children who are hungry, feel insecure, or are in pain (not covering the basic physiological and psychological needs), for example, would find their lives dominated by those needs and would be unable to concentrate on meeting the next aesthetic needs or being needs stage in general.



Humanism theory seems to be a very good one that apparently explains the development of the human being through the covering satisfactorily first of basic needs or deficiency needs to then scale on to the next stages and fulfill the learning expectancies; however writers such as Frank (1964) Levi (1979) and others wrote about people during the holocaust deprived by deficiency needs and in pain that survived for meeting the being needs.

2.4. BEHAVIORISM THEORY BASED METHODS

In this section is presented some recognized methods in literature regarding methodology that closely derive from scientific and philosophical backgrounds such as the behaviorism and the humanism trends.

From the behaviorist psychological approach one very traditional method springs from is:

The “audio-lingual method” (structuralism)

Audio-lingualism relies heavily on drill exercises to form habit. Substitution exercises are built into those drills so that to shield from making mistakes and errors; and in that way errors and mistakes would be banished.

The structural linguistics whose main representative is L. Bloomfield (1933) in a study done on the Indians' language he realized that the Indians did not know how to represent their language (words, grammar) but they did know how to speak their language; thus as a conclusion he stated that the Indians learned their language through repetition and habit formation. Structuralism refers to the construction of the language into phases or structures such as starting from phonology, morphology, and syntax analogically to the children who learn a language from babbling first words and subsequently receive reinforcement from parents. Moulton (1963) suggested that behaviorism (psychological side) and structuralism (linguistic side) two sides seem to converge very well and provided five characteristics:

- Language is speech, not writing.
- A language is a set of habits.
- A language is what a native speaker say, not what someone thinks they ought to say.
- Languages are different.
- Teach the language not about the language.

The fifth tenet emphasizes more on pedagogical aspect rather than on linguistic aspect; it refers to the need for practice more than for explanation. It is to say, that a language can only be learnt from a native speaker who acts as informant, and who must be closely observed and imitated.

“Presentation, Practice and production (PPP)”

It is a procedure that is a variation of the audio-lingual method. In the procedure the teacher introduces and presents a contextualized language to be taught (specific contextualized grammar structure), which is the main difference from audio-lingual. The students now practice through, for example, choral repetition reproducing syntactically and phonetically accurate sentences (the

students repeat a word, phrase or sentence all together with the teacher conducting; and then individual repetition and cue-response drills). Because the language is contextualized it carries more meaning than a simple substitution drill. Finally the students, using the new language, make sentences on their own, which is referred to as production.

2.5. HUMANISM THEORY BASED METHODS

Community Language learning (CLL)

Community Language Learning is one of the methods that spring from humanism. In this method the students sit in a circle; then it is all up to them what to talk about. The teacher is standing outside the circle just approaching whenever something is not well understood, or when the students need a term translated from L1 to L2, hence the role of the teacher is also as a knower of the language.

One important characteristic is that the encircled group is to develop feelings of cooperation, attitudes towards friends, and organization. For getting that, the students should rather sympathize with each other thus group cohesiveness could be guaranteed. However, if it is not the case, negative feelings could emerge that can be counter productive; and would demand great effort of the teacher to control the situation. One aspect that produces a lot of criticism to this method is precisely that of the teacher who needs to have a good preparation in counseling.

In some CLL lessons students analyze recorded discussions. There is often a period of reflection during which students comment frankly on how they feel about the activity. The idea that the students should reflect upon their own learning experiences is now well accepted.

The communicative approach or communicative language teaching (CLT):

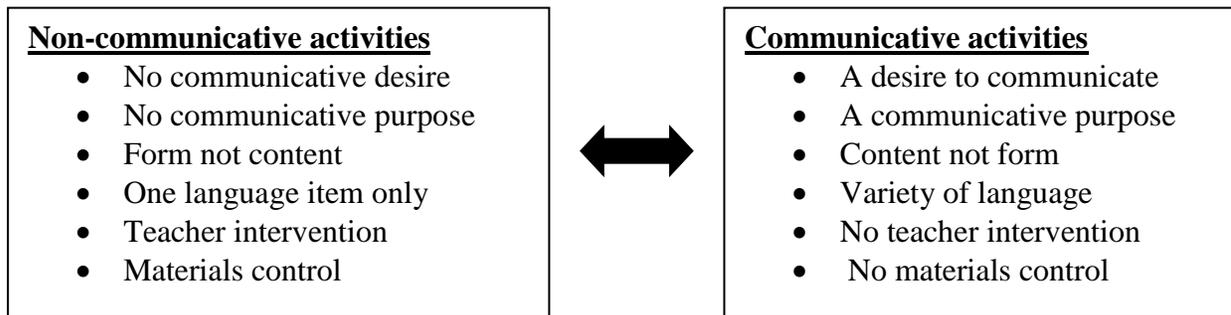
Communicative Language Teaching resulted from a set of beliefs which focused not only on a re-examination of what aspects of language to teach, but also a shift in emphasis on how to teach it. A guiding principle is to train students to use those language forms (grammar and vocabulary) appropriately in a variety of contexts and for a variety of purposes.

Plentiful exposure to language in use and plentiful opportunities to use it are vitally important for a student's development of knowledge and skill. Typically, the activities in CLT

involve students in real or realistic situations where accuracy is not paramount but success in communication. Thus role play becomes a central part in CLT where students simulate situations such as: a scene at an airport, presenting news on TV, writing letters to friends or any other typical situation of every day life. What is the matter in those activities is that students should have a desire to communicate something; they should have a purpose for communicating. They should use a variety of language (focus on content) rather than just one language structure (particular language form).

A traditional activity that enhances the purpose and desire to communicate is the information gap activity; where the purpose is to exchange information in which one student asks questions that the other student (s) posses the answer.

Communicative language Teaching has been attacked from teachers who think it favors to native teachers by demanding a relatively uncontrolled range of language use on part of the students wanting to know everything and different aspects of the language. CLT has been seen, sometimes, as having eroded the explicit teaching of grammar with a consequent loss among students in accuracy in the pursuit of fluency. This approach has a marked contrast with the behaviourism and structuralism in the communicative continuum:



The communicative method is based on pair and group work reducing to the minimum teacher's intervention; what is more, all the activities in CLT are considered offensive to the traditional education.

Suggestopaedia:

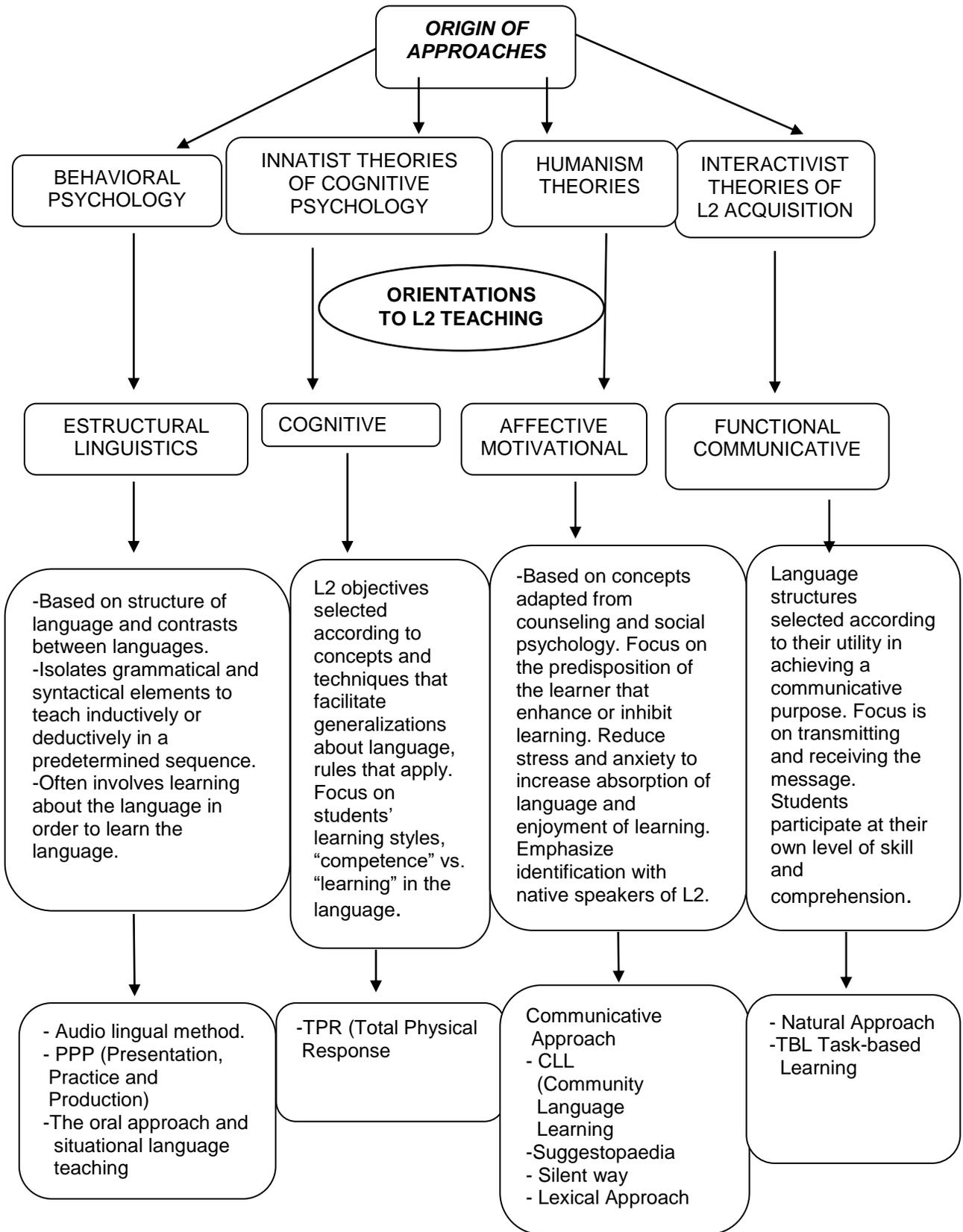
The method that was developed by George Lozanov points out to the diminishing of the affective filter by ensuring that the students feel comfortable, confident and relaxed. This learners' comfort is caused mainly by the arrangement of the atmosphere of the classroom. Lozanov attempts

to release the hidden potential of the mind by getting students to learn in a state of deep relaxation bordering on hypnosis.

A suggestopaedic lesson has three main parts: the oral review section, presentation and discussion of a new dialogue material and its native language equivalent. Finally like in a concert session, students listen to relaxing music (slow movements from the Baroque period at about sixty beats per minute) while the teacher reads the new dialogue material in a way that synchronizes with the taped music. Lowering the affective filter has become widely accepted as an important part of all teaching; the use of music though could be made in a variety of ways.

A synthesis of the psychological trends that methods spring from is provided in the figure 2-1. It is important to note that the resultant methods are not necessarily tied with servility to just one psychological trend, rather the methods may contain some or different parts or some features of the theories which postulates ranges them; but most methods mainly are based on one theory.

***Figure 2-1 Based on: Jill Kerper Mora, Ed.D.
San Diego State University coe.sdsu.edu/people/jmora/L2MethodsMMdl**



2.6. THE BREAK WITH THE METHOD CONCEPT

During the sixties and seventies there is a change of direction in language teaching, breaking away from the concept of method centrality. The controversial issue of methods debate about their value in language teaching has caused much research. Even in the empirical area, comparison and testing of methods were carried out in order to know the reality of language teaching as is the case of the Pennsylvania project (Scherer – Wertheimer, 1964) or the Swedish GUME project (Chastain). Consequently, many attempts to understand better the variety offered in methods and then grouping them into teacher's guides that were also considered as curriculum for courses were made and developed by experienced theorist and language teaching practitioners such as Brooks (1964), Chastain (1976), Finocchiaro and Bonomo (1977), Grittner (1977), Hornsey (1975), Lado (1964), and Rivers (1981). Each of these guide developers, each in his/her time, was influenced by contemporary factors like social, historical, and educational. Similarly, there were other factors springing from the language per se like reasons, aims, and objectives for including the teaching of languages in the school curricula. Moreover there were other guide developers who divided language teaching in terms of skills: Reading, writing, speaking and listening or in terms of language elements or contents such as phonology, grammar, vocabulary, literature, and culture; still other divided language teaching into stages like: beginners, intermediate, and advanced. Frequently, the chapters of the guides focused on the application of materials, equipment, and technical aids such as visual and audiovisual media as well as the role of the teacher.

Nevertheless, due to lack of rigidity and systematic on the philosophical and scientific basis of the guides, they are best treated as personal language teaching theories of experienced and sophisticated theorists and practitioners. The value of these guides lies in the fact that they attempt to offer a comprehensive and coherent interpretation of all aspects that the writer of a guide regards as important in language teaching; however, in spite of all these considerations and innovations about language teaching, the centrality of method issue, to overcome that rigidity, narrowness and imbalances resulting from conceptualizing language teaching purely or mainly through the concept of method, has not been called into question by most of the guides.

2.6.1 METHODS ANALYSIS AND METHODICS

From that research on methods value, two systems are remarkable: Mackey's system (1965) called as "methods analysis" and Halliday, McIntosh, and Strevens' system (1964) called as

“methodics. These systems are theoretical models of the processes of bringing the second language to learners and of helping them to learn the second language.

On one side, the basic concepts of Mackey’s model are *selection, gradation, presentation, and repetition*. While on the other side, Halliday, McIntosh, and Stevens’ refer to *limitation* phase as the initial concept subsuming under it the *restriction sub-phase; then gradation or grading* phase; *staging and sequencing* phase, and *presentation* phase.

Selection and limitation, the initial phases in both systems, describe the important task phase whereby guide developers choose linguistic elements emphasizing on some elements more than others according to the criteria and contextual teaching situations. For example Mackey regards that frequency of linguistic items is not the only criterion to apply; range, availability, coverage, and learn-ability should also be considered.

Gradation is considered in methods analysis as the order in which linguistic or psycholinguistic items follow each other; whereas methodics takes it as the arrangement of language items in line with the requirements of particular courses.

Presentation in Mackey’s model is divided in two aspects: the presentation of textual materials and the presentation of the teacher. Halliday, McIntosh, and Stevens mean by presentation as the kernel of the teaching process, the confrontation of the pupil with the items being taught.

The final phase in both schemes deals with testing. Halliday, McIntosh, and Stevens affirm that the teacher must know how far his teaching is effective; that is to say, to what extent learning is taking place among his pupils. In Mackey’s model, a testing stage is not directly included because the purpose of measurement is rather an evaluation of materials and procedure.

Without being deliberately curriculum developments, the two schemes roughly explain, represent attempts to provide the framework for comprehensive approaches to language teaching; they also clearly distinguish concepts of teaching from concepts of learning. The disappointment of these schemes is that they neither have been considered seriously in language education theory nor in curriculum development to implement in schools; what is more they have not been proved or tested sufficient empirically.

The following tabulation summarizes the two interpretations of language teaching.

Method and teaching analysis

Methodics

(Mackey 1965)		(Halliday, McIntosh, and Stevens 1964)	
(Method analysis)			restriction
1. Selection		1. Limitation	selection
2. Gradation	grouping	2. Grading	staging
	Sequencing		sequencing
3a. Presentation	3c. (teaching analysis)	3. Presentation	initial teaching
			repeated teaching
3b. Repetition	Syllabus		↙ ↘
	Learner and		reinforcement
	teacher planning		remedial
	techniques		teaching
4a. Measurement of method	4b. Measurement of learning: testing	4. Testing	

A comparison of methods analysis and methodics.

2.6.2. CONCEPTUAL ANALYSIS OF METHODS

There were other attempts to value the significance of methods by analyzing them systematically. One of these was made by Bosco and Di Pietro (1970). Their analysis was analogical with the distinctive-feature analysis applied in phonology which characterizes speech sounds by the absence or presence of a limited number of features.

Bosco and Di Pietro identified among the most common instructional strategies eleven distinctive features, divided into eight psychological and three linguistic ones. The psychological features are: Functional versus non-functional, central versus non-central, affective versus non-affective, nomothetic versus non-nomothetic, idiographic versus non idiographic, molar versus non-molar, cyclic versus non-cyclic, divergent versus non-divergent; and the three linguistic features are: general versus non-general, systematic versus non-systematic, unified versus non-unified.

In the following tabulation (fig. 2-2) is shown the analysis of three methods made by Bosco and Di Pietro. The analyzed methods through inventory of features are: The grammar-translation (GT), direct method (DT), and audio-lingual methods (AL).

From this analysis it can be said that the grammar-translation method is central (The method psychologically directs to central cognitive processes), nomothetic (The language rules are explicitly brought into focus), and general (The method analyses the second language as an example of universal features); while direct method is functional (The method's goal is communication), affective (The method stresses the affective domain), and molar (The method presents language predominantly as an inventory of separate molecules); and the audio-lingual method is functional , nomothetic, and systematic (The method suggests an ordered system of linguistic analysis). None of these methods are explicitly idiographic (i.e., encouraging personal expression), or explicitly cyclic (The method periodically returns to points of learning). Nor do any of them aim at building up the language into a unified structure.

<i>Psychological features</i>	<i>Strategies</i>		
	<i>GT</i>	<i>DM</i>	<i>AL</i>
1. Functional	-	+	+
2. Central	+	-	-
3. Affective	-	+	-
4. Nomothetic	+	-	+
5. Idiographic	-	-	-
6. Molar	-	+	-
7. Cyclic	-	-	-
8. Divergent	-	-	+
 <i>Linguistic features</i>			
1. General	+	-	-
2. Systematic	-	-	+
3. Unified	-	-	-

Key: + indicates the presence of the feature
 - indicates the absence of the feature

Fig. 2-2 Bosco and Di Pietro's feature analysis of language teaching methods

Similarly, Krashen and Seliger (1975) made another feature analysis that identified eight features some of which overlap with Bosco and Di Pietro's list: + discrete point, + deductive, + explicit, sequence, performance channel, exercise type, extent of control, feedback.

As a conclusion, the research on methodology value exposed in this section have been attempts to break with the preoccupation with single aspects of the method debate and it clearly establishes different phases in language teaching to consider besides methods application; it is to say, that language teaching is taken from a different view not as a single undifferentiated methodological description, rather these attempts suggest a more differentiated and more empirical

sustained view of language teaching which can be consistently and comprehensively applied to the great variety of situations in which second language teaching occurs. (Stern, H.H. op. cit., p: 477 - 494).

2.7. THREE APPROACHES TO METHOD

Stephen Krashen¹⁵ explains about three approaches focusing on methods development that are: Theory of second language acquisition, applied linguistics research, and ideas and intuitions from experience.

The first approach refers to the study of second language acquisition as part of “theoretical linguistics.” Second language acquisition can be studied without regard to practical applications as it is the case with pure scientific research. One characteristic of pure scientific research is that it aims at discovering and understanding the nature, context, environment that surrounds us without any other consideration about applications or solutions of problems; in addition, in pure scientific research hypotheses testing are central. The hypotheses that are outcomes of observations, brilliant insights, or dreams are to pass the test for accounting new data and have to be able to predict new data; if new data produces significant alterations and changes in the hypotheses postulates then, they are abandoned. It is noticeable in this way of testing hypotheses, that nothing is never really proven it is just that new supporting data is added but it is not enough for considering something as proved specially in the scientific arena.

Opposite to the first approach, the second approach is referred to applied linguistics research that is aimed at solving mainly practical, real problems that confront society: For example, if the objective is to decide on which method to apply for using at schools, then methods are studied and compared, for example, the audio-lingual method vs. grammar translation method. The experiment may consist of teaching group A using audio-lingual method and teaching group B using grammar translation method. The results of the experiment will tell which method is better. There may be many other experiments to be carried out at attempting to answer questions such as: Will instruction in a second language make children more intelligent? (or less intelligent?), should children begin to read in their first language or English?

¹⁵ D Krashen Stephen. “Principles and Practice in Second language Acquisition.” (1983). P 3-7

The third approach is closely related to practice putting aside experimentation. It refers to experienced teachers and students of foreign languages who share their ideas, techniques, and insights at meetings, mini-conferences, TESOL column newsletter that are organized by Language teaching organizations to which access is not easy; in addition, empirical support, for example, for techniques is neither expected nor presented; it is enough evidence the word of the teacher for a new idea to be tried out at least in different classes.

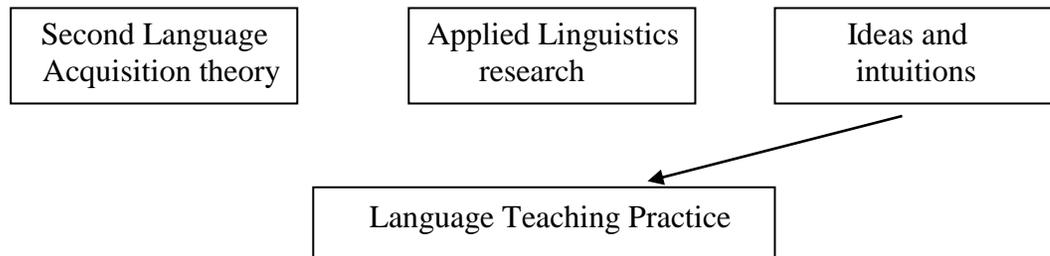


Fig. 2-3 Actual relationships between theories, applied linguistics research, ideas and intuitions, and language teaching practice.

The figure 2-3 shows the actual state of theory and practice. Krashen et, al. states that many researchers are no longer involved in language teaching and language acquisition, and they do not interact with teachers. Researchers of best methods are often too little concerned with the underlying theory; they are almost divorced with interaction between theory and applied research.

There are good reasons for lack of interaction such as the failure to supply relevant input combined with the insistence on the part of theoreticians that their insights were the only legitimate determinant of teacher behavior and material construction. In other words teachers have gone straight from theory (ideas and intuitions) to practice, in the past, and it simply has not worked.

As a result from these theoreticians failures mainly, practitioners have appealed mostly to their own intuitions and ideas; in other words, what teachers do actually is no longer based on theoretical or applied research; what is more, materials and any textbooks on methodology, are based primarily on what seems to work in the classroom and only rarely on a theory.

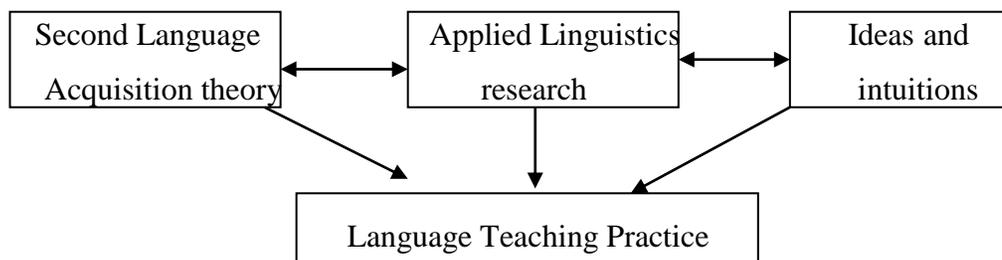


Figure 2-4. Ideal relationship between theory, applied linguistics research, ideas and intuitions, and language teaching practice.

According to Krashen, the three approaches should influence and help each other, as seen in figure 2-4. It is logical, that researchers would be interested in the results of applied research since experiments can provide useful and counter evidence for theories of second language acquisition; similarly, it is logical too that applied linguistics researchers should pay attention to theoretical research since a successful theory should give researchers deeper insight into the results of their experimentations and studies. In addition, it is expected not only practitioners be interested in the results of research; but also interested in the opinions of both language teachers and students.

Finally, Krashen makes noticeable the fact that new methods are mainly based on ideas and intuitions that practitioners affirm to be more effective in the acquisition of a second language. For example in workshops and mini-conferences it is not longer seen presentations on fine points of grammar, or on types of substitution drill. Ideas that “work” are ideas about role playing, using the newspaper as a teaching aid, socio-drama; moreover newer methodology has a primary goal, the lowering of students anxiety.

2.8. WHAT IS A TEACHER?

According to Harmer, J 1991: 56 about this issue he poses the next questions, firstly: is teaching about the transmission of knowledge from teacher to student, or is it creating conditions in which, somehow, students learn for themselves? Or colloquially exposing: If we observe a class session development where would we expect to see the teacher - standing at the front controlling affairs, or moving around the classroom quietly helping the students only when needed?

Teachers may use many metaphors to describe what they do. Sometimes they may say they are like actors because “they are on stage,” other think they are like orchestral conductors directing

the conversations and setting the pace and tone. However in recent years, under the influence of humanistic and communicative theories, great emphasis has been put on “learner-centered teaching. In this learner-centered teaching framework it is the students’ needs, learning experiences, and their responses which should drive the syllabus and be the heart of a course; and not an imposed list. In other words, the measure of a good lesson is the students’ activity taking place, not the performance of the teacher. One writer suggests that teachers in such framework need special qualities including maturity, intuition, educational skills (to develop students’ awareness of language and learning), an openness to students’ input, and a greater tolerance of uncertainty. Those qualities are in marked contrast with traditional teachers.

However not all methodologist feel comfortable with that learner-centeredness position. It could be like reducing the role of the teacher to the simply knowledge giver (Robert O’ Neill 1991).Methodologists may say that in some educational traditions, students and teachers find learner-centered classrooms quite difficult to come to terms with, demonstrating incoherence; and on the contrary rather defending the old-fashioned teacher-fronting. For them it seems to work, it has always worked, and many students feel more comfortable with it.

Despite of it all, it also seems that there will be many occasions when the teacher will want to be at the front of the class to motivate, instruct or explain something to the whole class; but there will be also many activities where teachers will encourage students to solve their own problems on their own or in pairs or groups, and there will be activities which will bring enormous beneficial effects in the dynamics and atmosphere of the classroom. Therefore, a teacher will depend on the behavior he/she has to adopt according with the feelings about teaching and what they feel more comfortable with, the routine activities he does, the activities of students they feel more involved in, and knowing who the students are and how they feel about the activities they are asked to do.

2.8.1. THE ROLES OF THE TEACHER

There are many roles that a teacher has to adopt or perform in the teaching and learning process such as: Controller, organizer, assessor, prompter, participant, resource, tutor, observer, performer, aid teacher, modeler, provider of comprehensible input. Harmer, J. op. cit., 235 –254 makes a description of the different roles in the following:

Teacher as **(a) controller** is in fact a role that is common in most educational systems; in such a role the teacher is considered the center of the class, because he organizes activities, gives commands, instructions, and most of the time he intervenes in the activities guiding to students in order to restore discipline, and class guidance. However this view of the teacher can be considered as dictatorial since the teacher can take this role beyond his attributions.

As **(b) organizer**, the teacher will take up on one of the most important roles because he has to organize activities that are to fulfill the requirements of a class session otherwise chaos can ensue. These activities are organized for students to work in groups or in pairs by giving to them clear instructions, and guidance. A graphical summarize of the role as organizer can be done as follows:

Engage → Instruct (demonstrate) → Initiate → Organize feed-back

The engagement stage is about to get the students be involved in the lesson and it can be done by attracting their attention by telling them the purposes of the activities and insinuating them that they will have an enjoyable moment. At the stage of telling instructions the teacher will need to adjust the level of language so that to be clearer and organize logically the whole lesson; sometimes it could be necessary to use the mother tongue to do so. Demonstrations with the aid of one student can be much better because it will ensure the students' grasp of what they are supposed to do.

Then it will be the time for initiating the activity; and it will be a good idea to give the Ss the necessary amount of time for doing one activity. Lastly, the teacher will stop the activity due to some signs appearing in the classroom like for example: the students start to get bored, or because there is some chatting due to some students that already finished the activity. In the feed-back stage the teacher has to evaluate whether the students need for homework or oral responses, so that to go over some important aspects of the taught lesson.

The role of **(c) assessor** is about giving a grading to students in the sense that they need to know and it is important telling them, whether they are doing well or not in their learning of the target language. Students need to know what their grade is or what grade they belong to. It is done mainly by correcting and offering feedback; and by telling them what the teacher expects from them, and what the teacher is looking for, and what success looks like; whether the teacher wants more accuracy than fluency; or the expression of ideas rather than punctuation in writing, and so on.

Fairness is an important issue at this point, because students want to be evaluated like the rest, and receive equal criticism or acknowledgement for poor or good performance. Otherwise unhappiness can seize of them.

(d) Prompter is a role in which the teacher has to help students not to loose the track of an activity by any reason. Loosing the track can happen due to the English spoken by the teacher and lack of much vocabulary knowledge in part of the students. However, Students may be lost for many other reasons and instead of holding back and letting them work things out by themselves it is better to nudge them forward in a discreet and supportive way.

In such situations, it can be better to encourage students work creatively rather than have them hang on every teacher's word. Therefore, occasionally offering words or phrases, or suggesting students say something, or giving ideas of how to start a paragraph or come next in a paragraph on what the students are writing could be described as prompting; however prompting has to be done in a sensitive and encouraging way, above all with discretion. If being adamant the risk of taking initiative away from the students, and not providing the right amount of encouragement can obstruct the class session.

One nice role that the teacher may want to adopt is of **(e) participant**. A traditional picture of a teacher during students' discussions, role play or group work is of someone "standing back" from an activity, letting the students go on with it and only intervening later to offer feedback and/or correct mistakes. However there may be times when the teacher could want to join in an activity, not as a teacher, but also as participant like the students. Participating in such a way could enliven things from inside instead of always from outside. It could be enjoyable for the students; but the danger is that the teacher can easily dominate the proceedings, because most of the time the teacher is perceived as commander and students tend to listen to the teacher with greater attention than to partners. It may take great skill and sensitivity not to fall into that figure.

There may be some occasions in which the students may be doing some activities and in which they may not need the teacher for anything but still as a **(f) resource**. The students may need some kind of help such as the meaning of a word or phrase whenever they are doing a piece of writing, or some other information for a preparation of a presentation to the class; in such cases the teacher couldn't necessarily tell the prompt answers but to encourage students to look for it by

themselves by using resource material like dictionaries or the internet so that to become independent not much teacher dependent.

No teacher knows everything about the language, so it can be considered as an act of courage to say I do not know the answer right now, but tomorrow I will tell you. It does not mean that the teacher has to refuse to give the answer all the time taking the risk of losing confidence on teacher on part of the students. Thus it is paramount being helpful and available but not to spoon-feed the students.

There will be other times in which the teacher will have to offer help as **(g) tutor**. Some times the students may be working on larger projects such as a debate for a talk or essays in those cases the teacher can go round to the class and stay briefly with a particular group or individual. Care needs to be taken in the sense that the given help has to be for everyone in as much as possible otherwise students might feel aggrieved.

It is essential for the teacher to take from time to time this role for the purposes of creating a deeper relationship with the learners who will feel supported and helped; nevertheless, teachers will need to make sure that they do not intrude too much or too little.

The teacher as **(h) observer** is the role that is adopted when, especially, there will be communicative activities so as to give students useful group and individual feedback. This role can be necessary to adopt in the sense that the teacher will need to evaluate what is going on, on the development of a class session such as: materials, activities, students' performance, either as a whole class or individual, to have columns not only for what students get wrong but also what they do right, to observe what are the effects of the teacher's actions, and to built action research cycle where the teacher will pose questions about what is done during class sessions so as to look for answers.

When observing, the teacher should be careful not to be too intrusive; above all, the teacher should avoid drawing attention to himself since doing so may distract students from their activities; it is necessary for the teacher to be able to work and observe simultaneously; listening, watching, and observing so that he can create the best relationship between the teacher and the students.

2.8.2. TEACHING METHODS AND TEACHER AND LEARNER ROLES

METHOD	TEACHER ROLES	LEARNER ROLES
Situational Language Teaching	Context setter Error corrector	Imitator Memorizer
Audio-Lingualism	Language modeler Drill leader	Pattern Practicer Accuracy Enthusiast
Communicative Language Teaching	Needs Analyst Task Designer	Improviser Negotiator
Total Physical Response	Commander Action Monitor	Order Taker Performer
Community Language Learning	Counselor Paraphraser	Collaborator Whole Person
The Natural Approach	Actor Props User	Guesser Immerser
Suggestopedia	Auto-hypnotist Authority Figure	Relaxer True Believer

Source: <http://coe.sdsu.edu/people/jmora/ALMMMethods.htm>

As it is seen in the chart above there are many other roles that the teacher can adopt and perform; but specifically in relation with the actions the teacher will be doing in the application of a specific method; whereas the roles explained in section 2.7.1 formerly are referred to the action of the teachers in any class session, maybe in general, leaving apart the application of a specific method.

CHAPTER III

STUDY DESIGN

This chapter describes and explains the characteristics of the research. Likewise, it describes the data gathering instruments and the process of the research itself which first starts with an explanation of the research context, procedure of the research, characteristics of the sample and data gathering instruments. Similarly, it deals with the description of the process of data organization and analysis that converge into the realistic or mixed design used in ethnographic research. All this section is developed under the framework of qualitative research characteristics.

3.1 RESEARCH METHODOLOGY

The study design of the present research is catalogued within **qualitative-ethnographic research** (non-experimental descriptive). The purpose of the research is limited to observation; in consequence it does not manipulate any variable. In other words, we, as researchers, are going to limit ourselves to “observe, describe and understand” the reality, that is, describe and understand variables such as “teacher’s conceptions reflected in actual teaching in the classroom”. Also, some other aspects that are much related to language teaching, like factors influencing the chosen methodology are considered.

The instruments that are applied (further explained in the next section) are: observation (through observation sheets), interviews (verbal recordings) and questionnaires; all instruments are structured and developed under the requirements of scientific research.

This study is fundamentally **qualitative- ethnographic**¹⁶ since the study in essence intends to describe and understand what takes place in the classroom regarding the teaching methodology the teachers uses to teach the language; said in more practical words *the teacher’s conception of language teaching reflected in his her methodology*.

It is worth mentioning that the present research takes into account Stenhouse’s typology of research methods for classroom (1983), in which a case study is classified into four sub-types¹⁷:

¹⁶ Sampieri, H. Metodología de la investigación. 2007. p: 523-719

¹⁷ Nunan, David, Research Methods in Language Learning, 1993 p: 77-78.

TYPE	DESCRIPTION
- Neo-ethnographic	- The in-depth investigation of a single case by a participant observer.
- Evaluative	- An investigation carried out in order to evaluate policy or practice.
- Multi-site	- A study carried out by several researchers on more than one site.
- Action	- An investigation carried out by a classroom practitioner in his or her professional context.

From the classification above, we can match and call this study with the name of the second type which is “Evaluative” in the sense that the research studies in depth a group of cases, or a case study formed by a group of teachers; seven for instance, with the purpose to attain and achieve the established objectives.

In qualitative- ethnographic research, generalization is not paramount; however, it lets us know, through a deep observation and an evaluation of a group of teachers’ beliefs, how they are related with the practice in the teaching and learning process; and also through observation and evaluation go on forming a kind of theory which can be supported by further research under similar circumstances and with similar parameters. The implicit general purpose of the research is to describe and comprehend the current state of the teacher alongside methodology in our context.

The next section describes the context where the research takes place.

3.2 DESCRIPTION OF THE RESEARCH CONTEXT

The Englishlands Institute, as the chosen institution for carrying out the research, has three branches in Bolivia; one located in the department of Santa Cruz and two located in the department of La Paz in the central zone of La Paz city, and the other branch located in the central zone of El Alto city too. The main objective of the institution, according to the main director, is to provide quality of students that will look after themselves in the different activities they will be doing in the future related to the English language. In order to achieve that objective they encourage the students about their capacities for learning the English language making them feel self confident and secure; thus, they emphasize more on the speaking abilities especially for beginners leaving grammar aside; because they realize that in that way students may be encouraged to continue until reaching the

advanced levels where they themselves may realize that they need more qualified teachers and with good knowledge of the language; and grammar is inserted on that.

From the statements of the director it could be inferred that any person can be enrolled in the institution no matter what kind of background he/ she may have, be it social or economical. However, during the first two weeks they detect some background of the students for example, if the students are from a single parent family or if the student has economical problems; in those cases they would help them a little more than the others and, for example, they would make some discounts on tuition and material like the text-books. The people attending classes are from children to adults; but mainly young and teenagers.

Regarding the text-book they are working with, the principal of the Institute states that they are using three types of books: “True Colors” for basic courses, “World View” for intermediate courses, and “North Star” for advanced levels. The principal expressed his satisfaction with the text books and explained that the “true colors” book, for example, has more grammar exercises thus it is good for reinforcing and making students practice what they learnt. The other book “world view” has more integrating skills which is more or less a combination of skills practicing and grammar; finally, the “North Star” text-book that has more activities related to mainly societal topics development and that are good for enhancing vocabulary and speaking fluency of the Ss.

The main building or the central branch known by its people as “downtown” is located on El Prado Avenue, there are twelve classrooms labeled with the names of the states and cities of the United States of America such as Arizona, New Jersey, Manhattan, Miami, Fremont, Queens, and so on. Since the offices of the two main managers are located in the downtown branch it is regarded as headquarter because all the decisions and administration policies, rules and regulations come from downtown; ruling the two branches.

The other branch of the Englishlands is located in the most crowded zone of El Alto city which is called “La Ceja”, on “6 de Marzo” Avenue; the infrastructure of that branch is located on a second floor of a particular building above a gallery; on the third floor there is a restaurant. That branch counts with eight classrooms also labeled, as in the central branch, with the names of the cities and states of USA; different from the downtown branch there is a laboratory for the students.

In most of the downtown classrooms there is a TV set installed and a DVD player set in a furniture for video session activities. There are also individual desks facing the board ordered in rows that are wooden made; most of the classrooms have enough space to rearrange the chairs so that students can form groups, or sit in a circle with the whole class as in Community Language Learning (CLL), for example.

The classrooms of El alto branch are not as big as in the central branch; they are quite acceptable for holding 10 students as much; but sometimes some courses count with more which in a way feels uncomfortable. The classrooms are rectangular in shape with dimensions of 3 by 4 and a half meters, more or less, so it makes difficult to rearrange the desks for different activities; that maybe a reason whereby teachers of that branch and specially the ones under research always taught in a traditional class arrangement. All the classrooms have a synthetic board and individual desks distributed alongside the walls in a way to leave a kind of corridor between the desks with just enough space for the teacher to walk around it; some of the individual desks are wooden made and others metal made; the walls and the ceilings are painted in mustard color combined with white, and there are some didactical pictures hanged on the walls written in English which topics are about grammar; each classroom has a small window facing the corridor.

Similar to downtown branch, teachers also have to bring their own CD players for class sessions; but differently, in the way that classrooms do not have a TV set and DVD player; then teachers have to make a reservation in advance for the only existent mobile equipment for using in a specific classroom and schedule.

3.3. PROCEDURE OF THE RESEARCH

As it is stated and suggested by researchers in Sampieri, H. op. cit., “Metodología de la Investigación” about procedures and techniques related to qualitative research, firstly, we started by asking for permission from the two main administrators of the institution; then we talked with the selected teachers taken as sample and explained them the whole research in general. All people who intervened in the research accepted to collaborate with the research. For gathering data we applied five research instruments: the questionnaire for teachers, Interview for teachers, questionnaire for students, tape recording of classes, and observation. This collecting data phase lasted for about six months (ethnographic research). Secondly, the mentioned instruments were developed in order to

answer the research questions and accomplish the required objectives. Those instruments were fundamentally developed on the basis of the revision of the literature regarding central issues of the research, and that were being modified according to the circumstances that came up in the long run of the research. Following we proceeded with the organization of gathered data and the analysis phase through the application of the codification and categorization procedures. From those analyses we obtained results that fulfilled the objectives of the research and also other parallel findings.

3.4. SAMPLE SELECTION AND CHARACTERISTICS

Given that the present study is descriptive and has the qualitative approach characteristics, the sample is comprised by the teachers of English language that belong to the Englishlands institute (two branches). Seven teachers make up the sample. The sample is chosen according to some characteristics and circumstances of the research (qualitative), the objectives, and according to the stated problem. This kind of sample is characteristic of “ethnography”, that at the same time is inside of qualitative research. The purpose of the qualitative-ethnographic research is to make a deep investigation of a given phenomenon taking to the subjects of the investigation into their natural environment.

At the beginning it seemed ideal to study teachers with good amount of years of experience, (5 years ahead) but it was not possible because when the research was started, the academic assistant was asked to provide the name of teachers with more experience and she did so; but she did not mention the amount of teacher’s experience. All seven teachers (participants) accepted to become part of the research to be carried out; however once we interviewed them it was found out that most of them had less than five years of teaching experience. This type of sample selection is called “experts- sample” (muestra de expertos) in Sampieri’s words (2007, p: 566). This is a type of sample springing from no probabilistic sample, and that is applied mainly by qualitative research. It is about to choose people in order to study deeply a phenomenon concerning to a specific area, in this case, teaching English language area, thus it was necessary to choose people qualified or expert in that area.

The characteristics of each of the seven teachers (participants or informants of the research) are described in the chart 3-1 below and are divided into levels. As it can be observed each teacher (participant) has a code, instead of using his/her name, in order to keep their identity safe. In the same way, it is necessary to clarify that in order to make the whole analyses more dynamic from now on some initials are used instead of some words as abbreviations; for example:

T = means Teacher

Ts = means Teachers

Ss = means students

S = means student

ELT = means English Language Teaching

Chart 3-1 Description of some personal characteristics of participants

Participants' characteristics (Basic level)	DMR	IRE	MRZ
Teaching experience	2 years at Englishlands and 1 year at another place	2 years and a half	8 years of teaching experience not only at Englishlands.
Professional degree	Proficiency in the English Language	Superior Technician given by the Englishlands.	Superior Technician degree obtained at Centro Boliviano Americano (CBA).
Training ELT (English Language Teaching) courses	Attendance on many seminars that lasted 2 weeks each. The seminars were theoretical and practical.	Attendance on teaching training program given at Englishlands that lasted 6 months	Attendance on teaching training program given at Englishlands that lasted 8 months.
Teaching characteristics	Cognitivism: T likes her Ss think, use their cognitive impressions.	Often interrupted and busy. One of the most loyal T to the textbook.	At the beginning T taught empirically; currently T developed fun and nice activities but mainly focused on grammar and vocabulary.
Personality characteristics / behavior	T considers herself as counselor and helping person.	Stressed and busy. (T also works as an administrative).	Kind of stressed and tired.
Thoughts about the textbook	The textbook needs to be modified according to your group of students.	All the textbook are basically the same (T seemed to follow the textbook loyally).	The textbook helps develop my creativity.

Participants' characteristics (Intermediate level)	WYL	ALP
Teaching experience	6 years of teaching experience	6 years of teaching experience
Professional degree	Graduated from Linguistics and	Superior Technician degree

	Languages department at UMSA.	obtained at Centro Boliviano Americano (CBA).
Training ELT (English Language Teaching) courses	Courses related to ELT subjects and contained in the curricula of the career.	Attendance on many ELT courses as well as seminars.
Teaching characteristics	T focuses on structural aspects mainly. T Likes to work with Ss even after classes.	T agrees with the content of the textbook. Kind of holistic teacher.
Personality characteristics / Behavior	Reserved and quiet; kind of a serious person.	Average person, seems to be neither so simple nor complex. Responsible and relaxed person.
Thoughts about the textbook	The entire textbooks are basically the same specially regarding grammar features there are changes on the topics only.	The textbook needs contextualization and that some activities are useless; however the text-book has so many topics and so many activities to do that time is not enough to cover all and to think about adding other extra activities.

Participants' characteristics (Advanced level)	AMR	MJL
Teaching experience	5 years of teaching experience	4 years of teaching experience
Professional degree	Graduated from Linguistics and Languages department at UMSA.	“Superior Technician” obtained at Englishlands.
Training ELT (English Language Teaching) courses	Courses related to ELT subjects and contained in the curricula of the career.	Attendance on 7 ELT courses that lasted 2 months each. Currently T is studying Sciences education at a private University.
Teaching characteristics	T of methodology. T found out that practice is more important than theory.	T thrusts on the book. T considers important to domine the textbook methodology so that it is not necessary to prepare a lesson plan.
Personality characteristics / Behavior	T considers himself as motivator.	Kind of argumentative, grumbling T.

<p>Thoughts about the textbook</p>	<p>To dominate the textbook's method so that to apply it well is also a challenge. Experience is very important for doing so.</p>	<p>The textbook applies my method; however I change and contextualize some activities.</p>
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3.5. DESCRIPTION OF DATA GATHERING INSTRUMENTS

This section aims to describe the research instruments used to gather data as it is required by qualitative research.

3.5.1. QUESTIONNAIRE FOR TEACHERS

The questionnaire for teachers is divided into three sections: the first section is directed to gather information about teachers' background, length of time of teaching experience, their training in English Language Teaching (ELT), and training certificates in general. The second section is intended to find out the teachers' methodology and the activities they prefer and like, also the activities they regularly apply in classes regarding the skills, most important elements of the language as well as supplementary materials use. Another important element the instrument aims to find out is the factors that make teachers choose or adopt a specific methodology. Finally, the third section contains filtering questions that aims to consolidate or detect any deviation in the answers provided by the informants. (See the instrument in the appendix section A).

3.5.2. INTERVIEW TO TEACHERS

The interview is another instrument used in order to gather more information for the research. The interviews are semi-structured and are based on the literature review and circumstances of the research (questionnaire missed data). Those interviews are applied once; but there are other kind of informal interviews that are also recorded, and as suggested by qualitative researchers, we started by asking general questions like:

GENERAL QUESTIONS

What is the method you apply in your class?

Do you apply a specific method for a specific level?

When you teach, what are your objectives?

For achieving those objectives, how do you organize your lessons?

From your way of teaching, what do you think are the benefits for your students?

SPECIFIC QUESTIONS

What made you or influenced you to choose that method?

What kind of material do you apply most of the time?

Which skill is more important for you and for your students to develop more?

What do you think about the text- book you are working with?

What are the benefits for their learners regarding specific skills and elements of the language?

As already mentioned, this type of interview is semi-structured because questions are planned; however there are questions intended to find out more about teaching personal teaching styles like:

When you teach what do you consider are your strengths or weaknesses?

What did you do in ELT courses? ; provide an example.

What do you think about modern methodology?

The interview develops according to the circumstances of the interview (context), interviewee; and also the research. (See the transcription of the interview in the appendix section B).

3.5.3. QUESTIONNAIRE FOR STUDENTS

The objective of the questionnaire is to find out students point of view regarding Teachers' activities in class sessions that build up Ts' methodology. The questionnaire contains seven questions: six for ranking and one for giving an opinion. For the ranking questions Ss have to rank or put in descending order using the numbers from 4 to 1 according to their own criteria of importance about the elements, skills, activities, materials, and elements of the language that commonly their teacher did and used. Ranking is considered as a way of describing class sessions developed by their teachers during the length of the course; therefore discovering teacher's real method. The seventh and last question is an open question of opinion whose purpose is to find out

teacher's methodology through inquiring on the most liked and enjoying activities done by the teacher in class sessions.

We consider necessary at this point, however, to comment that questionnaire was piloted once in order to make some clarifications, particularly regarding the instructions and questions.

3.5.4. OBSERVATION AND RECORDING

The last but very important instrument is the scientific observation. Scientific observation is actually a pre-established observation sheet; this is developed in the reasoning to cover to most of the activities teachers do in classes regarding the purposes of the research, and as stated formerly, also based on the revision of the theoretical framework and circumstances of the research. Those observation sheets were applied in a range from 4 to 6 observed classes per each teacher reaching at an average of 35 observed classes in total. The observation sheet is divided into two core sections or charts. In the first main chart, the activities done on class sessions, taking as guides or parameters the skills and or other elements of the language such as vocabulary, grammar, phrasal verbs, functions, and others are to be registered. Also in that section there is "timing" so as to register the length of time of a specific activity; another row of squares are intended to register the Teacher's role and Ss' role in order to identify the common roles of the participants or actors of the class sessions. The second chart is more detailed. That section focuses more on the application of materials, class arrangement, language focus (grammar structure); and finally, a considerable space is left for registering the personal impressions and interpretations of the researcher/observer himself as recommended by qualitative research. Besides the described sections, demographic questions for obtaining general information of the teacher as of the context setting are added. Appendixes A and B show the observation sheet.

Everything that is observed is also recorded on a tape recording. The purpose of the recoding is to record teachers in action. More importantly its objective is to back up the data obtained by the interview and the observation regarding the way of teaching (their practice in actual classroom). (Appendix B displays the transcription).

3.6. DATA ORGANIZATION (DATA ANALYSIS)

Once the information is gathered, the data is organized by separating the information in a file for each informant (teacher) and then by the level of the teachers. Keeping in mind that this research has qualitative characteristics, the data is organized by finding first of all **units of analysis** and then assigning them into **codes** to finally structure emerging **categories**; all of it is done through the **codification** process.

3.6.1 CODIFICATION

Codification is a process that consists of constantly comparing defined units of analysis and finding among them commonalities or differences so that to form emerging categories (**categorization**) which in an ascending process can build up first categories, then themes, after hypothesis and finally form theory. **The units of analysis** are segments of the gathered data that carry on meanings expressed by the participants that are useful for the purposes of the research and the objectives. If the units of analyses show commonalities they are classified into one single category; on the contrary if the units of analyses show differences they are classified into different categories. There is also the possibility to have one unit of analysis that can be classified into more than just one category. The following figure 3.1 displays the codification process.

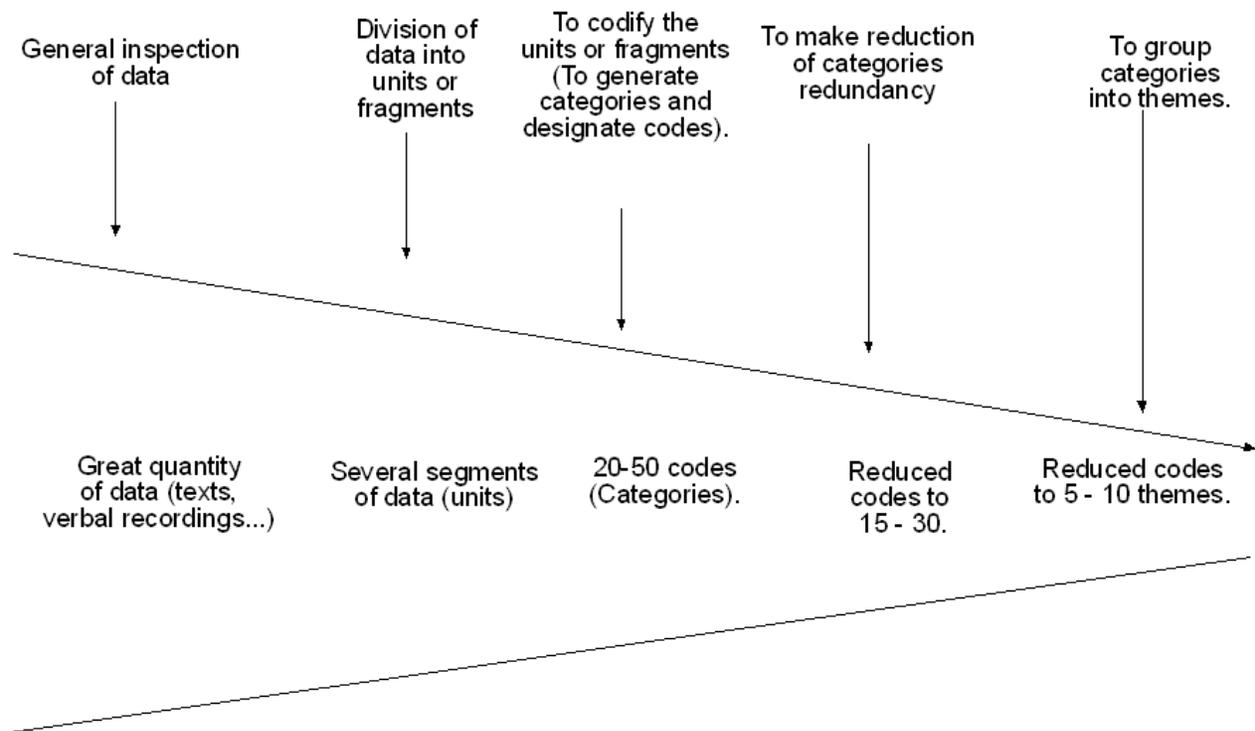


Figure 3.1 Reduction of codes through complete codification process.
Sampieri, H. et. al. 2007. P:653

3. 6. 2. THE REALISTIC OR MIXED DESIGN

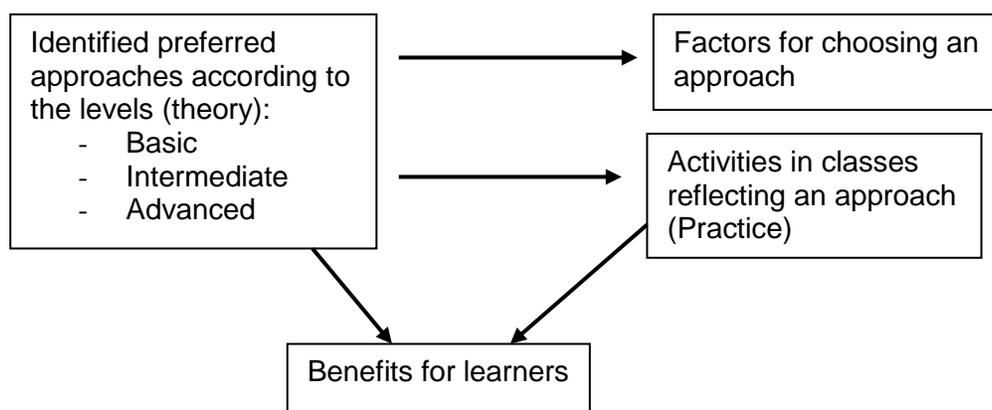
The “**realistic or mixed design**” which purpose is to describe, analyze and understand meanings, concepts, and practices of cultures, communities, and groups is a specific type of design framed into **ethnography** research; having as a main characteristic that the researcher becomes part of the routine life of participants to do so. Realistic or mixed design accepts as much quantitative as qualitative data as well as pre- established categories or it is possible also to find new categories. In that effect, in this research a diagram containing the pre-established categories that at the same time show causal and interaction relationships among other categories is used in order to organize and classify the units of analyses (Sampieri, H. op. cit., 2007: 686-705).

3.6.3. PRE-ESTABLISHED DIAGRAM

This section summarizes all the process whereby the searched results are found and classified as it is framed into realistic or mixed design. Hence, a pre-established diagram containing pre-

established categories/themes is made up in order to use it as a guide for the category classification (categorization).¹⁸

Pre-established diagram for categorization



As it is observed in the above diagram; we first of all divided participants’ data into levels: basic, intermediate, and advanced; then identified the Ts’ preferred approaches; that identification was called “theory.” After that, a description and an explanation of Ts’ activities (practice) whether it matched with theory or not are given; and at the end we describe the benefits for the learners. The theme, factors for choosing a specific method, is put aside because this theme is not intimately related as the other three themes; it is related secondarily.

3.6.4 UNITS OF ANALYSIS

The units of analysis (meaningful segments) in this research are each action the teachers (participants) do and make their Ss do in their classrooms that resemble any characteristic, procedure or distinctive of methods known in literature. In order to make it easier the classification of activities they were labeled by colors as it is exemplified in the chart 3 - 2.

Chart 3-2 Sample of activities classified into language items and labeled by colors

Sample activity	Activity classification / Color
“Teacher (T) explained the differences between plural nouns and singular nouns and the variations or exception cases.”	(The action can be classified into grammar explanation; orange color).

¹⁸ Seliger, Herbert and Shohamy, Elana “Second Language Research Methods.” 2001 p: 207-208).

“T made students (Ss) watch a video which was developed through a booklet. They listened to it once.”	(The action can be classified into listening activity; yellow color).
“T asks Ss to write on their notebooks a conclusion, so that they can resume about all that was discussed.”	(The action can be classified into the writing activity; red color).
“T asked Ss some personal questions about their weekend and Ss answered them with difficulties.”	(The action can be classified into the speaking activity; brown color).
“Ss read the article of the book “idea viruses.” “	(The action can be classified into the reading activity; green color).
“T explained the meaning of some vocabulary and also contextualized his explanation.”	(The action can be classified into vocabulary activity; purple color).
“T wrote some vocabulary on the board and asked Ss to provide the concepts of them.”	(The action can be classified into integrating because vocabulary and speaking were involved: purple and brown colors).
“T made Ss work in groups, so there were two groups.”	(The action can be classified into classroom arrangement, setting; red color dot).

3.7. CATEGORIZATION

This section describes each category classification and it provides a sample of the responses the teachers give. For practical reasons the description is carried informant by informant; abbreviations for the teachers’ names are used in order to keep their identity. Additionally each informant has a number and an initial letter. For example: 1a) Teacher DMR, 2a) teacher IRE, and so on.

The samples provided for each category are only some units of analyses that exemplify and build up the categories; for more samples of each category see Annex B.

CATEGORY ONE: TEACHER’S PREFERRED APPROACH	
<i>Participant</i>	<i>Sample answer</i>
<i>1a) Teacher DMR preferred</i>	Question: How do you think (believe) a student learns better; through...? // Why? Answer: grammar structures and drilling exercises; communication mainly

<p><u>approach:</u></p>	<p>without paying much attention to grammar mistakes; games, song, role play, solving problems. // I believe all methods can be applied but you've got to choose the correct one for each level or class.</p>
<p><u>2a) Teacher IRE preferred approach:</u></p>	<p>Question: How do you think (believe) a student learns better; through...? // Why? Answer: grammar structures and drilling exercises; and games, songs, role-play, solving problems. // because they analyze it and can understand it. Question: Which method / approach do you apply for teaching? // Why? Answer: Structural or audio-lingual // I think is a very good and effective way to learn just like I did.</p>
<p><u>3a) Teacher MRZ preferred approach:</u></p>	<p>Question: How do you think (believe) a student learns better; through...? // Why? Answer: grammar structures and drilling exercises; specific topics and natural situations; games, songs, role-play, solving problems. // during a period of time, there were classes no good enough for Ss; that's why it's really essential to change the learning. Question: Which method / approach do you apply for teaching? // Why? Answer: Structural or audio-lingual, topic based, Natural approach // because all those methods I apply in my classes; they help me to encourage them in classes.</p>
<p><u>4a) Teacher WYL preferred approach:</u></p>	<p>Question: How do you think (believe) a student learns better; through...? // Why? Answer: grammar structures and drilling exercises; specific topics and natural situations; games, songs, role-play, solving problems. // because Ss need to understand how grammar works in English to apply it on real situations. Question: Which method / approach do you apply for teaching? // Why? Answer: Eclectic // all the methods are used in some way 'cause there are different types of Ss in each class.</p>
<p><u>5a) Teacher ALP preferred approach:</u></p>	<p>Question: How do you think (believe) a student learns better; through...? // Why? Answer: grammar structures and drilling exercises; specific topics and natural situations; communication mainly, without paying much attention to grammar mistakes. // grammar and communication go hand-in-hand Ss should be able to use the language in real life. Question: Which method / approach do you apply for teaching? // Why? Answer: Eclectic // Although I apply the topic-based method, sometimes you need to adapt your method to your particular Ss.</p>

<p><u>6a) Teacher</u> <u>AMR</u> <u>preferred</u> <u>approach:</u></p>	<p>Question: How do you think (believe) a student learns better; through...? // Why? Answer: Communication mainly, without paying much attention to grammar mistakes; specific topics and natural situations; games, songs, role-play, solving problems. //because language teaching should consider notional-functional communication. Question: Which method / approach do you apply for teaching? // Why? Answer: Communicative and Natural approach // because Ss' goals are to communicate.</p>
<p><u>7a) Teacher</u> <u>MJL</u> <u>preferred</u> <u>approach:</u></p>	<p>Question: How do you think (believe) a student learns better; through...? // Why? Answer: Communication mainly, without paying much attention to grammar mistakes; specific topics and natural situations; games, songs, role-play, solving problems. // 'cause when I was studying I learnt better through the techniques that I circled above, and then I applied them in my classes and they gave good results. Question: Which method / approach do you apply for teaching? // Why? Answer: Communicative, notional-functional, and Natural approach // I always try to get my Ss speak about any topic; they have to be able to express their ideas about anything.</p>

CATEGORY TWO: TEACHER'S CONCEPTIONS OF ELT REFLECTED ON PRACTICE	
<u>Participant</u>	<u>Sample answer</u>
<p><u>1b)</u> <u>Teacher</u> <u>DMR</u> <u>approach</u> <u>reflected in</u> <u>practice:</u></p>	<p>Question: ¿Cómo describirías las clases de tu profesor? Answer: La comunicación es importante usando solo el inglés, hay juegos y otras actividades, seguimos las actividades del libro. (<i>Source: Questionnaire for Ss</i>). “T wrote on the board some conceptual maps related to grammar, Syntax organization of a sentence then, T explained how questions were formed and their structure.” (<i>Source: class observation</i>).</p>
<p><u>2b)</u> <u>Teacher</u> <u>IRE</u> <u>approach</u> <u>reflected in</u> <u>practice:</u></p>	<p>Question: ¿Cómo describirías las clases de tu profesor? Answer: La comunicación es importante usando solo el inglés, tienes que dominar las reglas del inglés, seguimos las actividades del libro. (<i>Source: Questionnaire for Ss</i>). “T asked SS to pay attention and not to do anything else because T was about to explain the core of the grammar and class: “comparative, superlative of adjectives.” (<i>Source: class observation</i>).</p>
<p><u>3b)</u> <u>Teacher</u> <u>MRZ</u> <u>approach</u> <u>reflected</u> <u>into</u> <u>practice:</u></p>	<p>Question: ¿Cómo describirías las clases de tu profesor? Answer: La comunicación es importante usando solo el inglés, hay muchos juegos de creatividad u otras actividades que trae el profesor a las clases, y seguimos las actividades del libro. (<i>Source: Question. for Ss</i>) “T gave Ss some flash cards containing some conversations. Ss had to practice the conversations. Ss were concerned about being asked to perform; so they were memorizing the conversation.” (<i>Source: class observation</i>).</p>

<p>4b) <u>Teacher</u> <u>WYL</u> <u>approach</u> <u>reflected</u> <u>into</u> <u>practice:</u></p>	<p>Question: ¿Cómo describirías las clases de tu profesor? Answer: La comunicación es importante usando solo el inglés; es importante dominar las reglas del idioma mediante ejercicios de repetición y de memoria; seguimos las actividades del libro. (<i>Source: Question. for Ss</i>)</p> <p>- T made Ss practice the conversation written on the board which lasted a lot. - T wrote on board some common commands used in everyday classes... and modeled each of them. (<i>Source: class observation</i>).</p>
<p>5b) <u>Teacher</u> <u>ALP</u> <u>approach</u> <u>reflected</u> <u>into</u> <u>practice:</u></p>	<p>Question: 6.- ¿Cómo describirías las clases de tu profesor? Answer: La comunicación es importante usando solo el inglés; es importante dominar las reglas del idioma mediante ejercicios de repetición y de memoria; seguimos las actividades del libro. (<i>Source: Question. for Ss</i>)</p> <p>- T provides an adjective “word” and elicits from each S a sentence or a situation in which the adjective is used (<i>Source: Class observation</i>).</p>
<p>6b) <u>Teacher</u> <u>AMR</u> <u>approach</u> <u>reflected</u> <u>into</u> <u>practice:</u></p>	<p>Question: ¿Cómo describirías las clases de tu profesor? Answer: La comunicación es importante usando solo el inglés; hay mucho contacto con el idioma Inglés a través de videos, charlas, debates, etc.; es importante dominar las reglas del idioma mediante ejercicios de repetición y de memoria. (<i>Source: Questionnaire for Ss</i>)</p> <p>- Ss provided their own opinions and feelings about different topics they discussed about, and teacher didn’t interrupt them. -Ss formed groups in circles; and secretaries had to report the group’s opinion. (<i>Source: observation</i>)</p>
<p>7b) <u>Teacher</u> <u>MJL</u> <u>approach</u> <u>reflected</u> <u>into</u> <u>practice:</u></p>	<p>Question: ¿Cómo describirías las clases de tu profesor? Answer: La comunicación es importante usando solo el inglés; es importante dominar las reglas del idioma; hay mucho contacto con el idioma Inglés a través de videos, charlas, debates, etc. (<i>Source: Question. for Ss</i>)</p> <p>- T comments about seasonal clothing and asks Ss to comment about native way of dressing (he contextualized the topic). - T explains some phrasal verbs in the board talking about his family relationship, and contextualizing his explanation.</p>

CATEGORY THREE: TEACHER’S APPROACH AND BENEFITS FOR LEARNERS

Participant	Sample answer
<p>1c) <u>Benefits</u> <u>for learners</u> <u>from T DMR</u> <u>preferred</u> <u>approach:</u></p>	<p>Interviewer: ...so in which elements of the language, which skills do you think your Ss improve? DMR: Well in basic courses we have a lot of vocabulary which is new for them. Grammar, basic structures are very important so I try to focus on that and obviously the pronunciation and the conversation...but I don’t focus so much on that, because It’s too much to require for them, you know... a perfect</p>

	<p>pronunciation, don't have grammar any mistakes when you speak, but I try to explain them so that they can understand where the sentences comes from, how to do it, how to form it...,and I see the results in my Ss of higher courses they are doing it very well because they understand grammar structures and they don't need further explanations...</p>
<p><u>2c) Benefits for learners from T IRE's methodology:</u></p>	<p>Interviewer: From the method you applied in your courses and the activities you did for your Ss how do you think your Ss benefit from what you do in classes? IRE: Well I think they benefit...because you know...when I'm having classes I like teaching and I like my Ss totally understand, especially the grammar part so they don't have mistakes; they don't have problems when they speak especially; so the benefits I think they never forget the grammar structures in different tenses. Interviewer: Oh yes... so they develop grammar? IRE: Especially grammar, yes because in my opinion that's the most important part in order to continue with the other skills...</p>
<p><u>3c) Benefits for learners from T MRZ's approach:</u></p>	<p>Interviewer: How can you think your learners benefit from the way you teach...? MRZ: Well as I noticed all these years...I...in my personal experience I realized that my Ss benefit specially in the part of writing...ah...improving their vocabulary and then also start talking without any kind of problems that's why in this point I have to encourage is to improve the vocabulary because...I work together the part of writing with speaking; as they write good they will speak good, that's the point. (<i>Source: interview for T</i>).</p>
<p><u>4c) Benefits for learners from T WYL's approach:</u></p>	<p>Interviewer: How can you think your learners benefit from the way you teach them English? WYL: Well...how are they benefited? Interviewer: In which skills do they develop, on which elements of the language they improve...and so on? WYL: I think mostly vocabulary; I also focus on pronunciation, really...I focus on pronunciation so I think that most of them, talking about my Ss...get this...especially if you mean talking about high levels...or intermediate levels in which Ss have pronunciation problems and I focus on those issues...grammar of course too...but also vocabulary I think It's essential. (<i>Source: interview for T</i>).</p>
<p><u>5c) Benefits for learners from T ALP's approach:</u></p>	<p>Interviewer: What are the benefits, for example related to elements of the language skills and so on? ALP: I didn't catch the question... again? Interviewer: for example we have 4 skills...and elements. Structure, syntax, idioms, functions...so in what way do you think your Ss benefit from your teaching related to those elements? ALP: Right! Everything is connected I can...well...I have always told you this, right? Whenever you teach, focus on a situation, grammar whatever it is...you connect everything indirectly, for example... (<i>Explains his activities in class</i>). Interviewer: So you don't emphasize?</p>

	<p>ALP: Obviously we focus on a topic, for example we have sometimes a reading...right...a reading; we are based on the reading but there are other skills that are also included, right? That's why the SS can see that they are not only reading they have to discuss what they have read, they are speaking at the same time, they are listening... (Source: Interview for teachers).</p>
<p>6c) Benefits for learners from T AMR's approach:</p>	<p>Interviewer: I would like to know, what are the benefits for your learners, from the way you teach them?</p> <p>AMR: I think that in most case they communicate they use L2 in order to communicate as I told you they are involved with language so they can communicate; that's good for them so I think that benefits mainly is that they can speak O.K.? And at the same time they have a good listening and I realized that in most cases they like to participate a lot because they feel comfortable...let's say, with all the situations that I give them and the opportunities that they have, to use the language. (Source: Interview for teachers).</p>
<p>7c) Benefits for learners from T MJL's approach:</p>	<p>Interviewer...so what do you think your Ss benefit from your method or your activities you apply in classes?</p> <p>MJL: I guess they are benefited with the fact that they...they as I told you I use realia right? ...real conversations, more conversations so at the end they are gonna benefited that they are able to speak anything they want because we...since I focus more on the speaking part or as a speaking skill, right? So at the end they are able to speak...not that excellent but they are...they speak pretty well so they can communicate.</p> <p>Interviewer: ...what about grammar, for example?</p> <p>MJL: Well... they... as you know they learn in an inductive way, right? And at the end I show them with a kind of formula in a grammar formula so you see...they know at the same time grammar but what I want them is to speak more. (Source: Interview for teachers).</p>

CATEGORY FOUR: FACTORS FOR SELECTING AN ELT APPROACH	
<i>Participant</i>	<i>Sample answer</i>
<p>1d) Teacher DMR factors for choosing an approach:</p>	<p>Question: What factors made/influenced you choose a method?</p> <p>Answer:</p> <ul style="list-style-type: none"> - The needs of the Ss (emphasizing of some skills more than others) - The gained experience as a teacher.
<p>2d) Teacher IRE factors for choosing an approach:</p>	<p>Question: What factors made/influenced you choose a method?</p> <p>Answer:</p> <ul style="list-style-type: none"> - The needs of the Ss (emphasizing of some skills more than others) - The past learning experiences as an English language learner.
<p>3d) Teacher MRZ factors for choosing an approach:</p>	<p>Question: What factors made/influenced you choose a method?</p> <p>Answer:</p> <ul style="list-style-type: none"> - The needs of the Ss (emphasizing of some skills more than others) - The past learning experiences as an English language learner. - The good gained experience as teacher.

<u>4d) Teacher WYL factors for choosing an approach:</u>	Question: What factors made/influenced you choose a method? Answer: - The needs of the Ss (emphasizing of some skills more than others) - The past learning experiences as an English language learner. - The good gained experience as teacher.
<u>5d) Teacher ALP factors for choosing an approach:</u>	Question: What factors made/influenced you choose a method? Answer: - The good gained experience as a teacher.
<u>6d) Teacher AMR factors for choosing an approach:</u>	Question: What factors made/influenced you choose a method? Answer: - The good gained experience as teacher. - The needs of the Ss. - The policy of the institution.
<u>7d) Teacher MJL factors for choosing an approach:</u>	Question: What factors made/influenced you choose a method? Answer: - The good gained experience as teacher. - The needs of the Ss. - The past learning experiences as English language learner.

3.8. RESULTS OF THE CATEGORIZATION PROCESS

According to the results of the comparison of units of analysis - actions teachers do in their class sessions- done in the categorization within codification process, the following sub-categories and categories emerged; and that answered to the stated objectives and research questions as they are shown in the forward charts 3-3, 3-4, 3-5, and 3-6. The codification process is exemplified in the charts explaining how the units of analysis (extracted from data gathered by all the instruments) were categorized by only using some samples; for more samples see in the appendix section B.

The chart 3-3 clearly shows the preferences of the teachers for the application of a determined approach or method in each level according to the emerging categories. The preferred approaches are: structural approaches for basic levels and communicative approaches for advanced levels and there is kind of mix of those approaches for intermediate levels.

The results in the forward chart 3-4 show the emerging categories that come from the teachers activities in class sessions, in practice that are mainly two even though they are divided into levels. The emerging categories are structural approaches and communicative approaches. Those

approaches, of course, are resembled by just some isolated appearing characteristics of methods and procedures grouped as families: For example the structural approach family is composed by Audio-lingual, aural-situational, presentation, practice, and production (PPP), inductive methods; or the communicative approach family composed by the communicative method, natural method, direct method, total physical response (TPR).

Although it is observed that the practice shows the application of both approaches communicative and structural in all levels, later on the results will show that there is a tendency toward one of these approaches specifically focused in each level.

In the forward chart 3-5 it is observed the other sub-categories and categories obtained that make up the benefits for learners. The emerging categories are the competence development in basic levels and performance development in advanced levels; with a kind of a balanced application of communicative and structural approaches in intermediate levels.

The factors for choosing a way of teaching shown in chart 3-6 are formed by the categories: personal factors and context of the teaching factors. It is worth mentioning that the category factors for choosing a method or approach is not that closely related as the other three categories are. That is the reason for placing it to the end.

Level	Units of analysis (examples)	Sub-categories	Categories	1 st Theme/ Objective
BASIC	<ul style="list-style-type: none"> - I teach grammar mainly (structural approach) - Inductive method...it focuses on grammar - Eclectic: a mixture of methods - Grammar structures: because they analyze it and can understand it. 	<ul style="list-style-type: none"> -Grammar explanation -Written exercises -cueing, drilling exercises -Vocabulary - games 	Structural approaches	Preferred approach
INTER MEDIA TE	<ul style="list-style-type: none"> - Eclectic, because we have different type of Ss. - Communicative and natural approach. "language should be connected with real life." - Grammar and communication go hand-in-hand. Ss should be able to use language in real life. 	<ul style="list-style-type: none"> - Group discussion - Pair and group activities - Exercises using the learnt grammar. -Vocabulary 	Eclectic approach (a combination of structural and communicative approaches)	
ADVAN CED	<ul style="list-style-type: none"> - Direct method and also something of the others. - Communicative method, natural approach. "Real life in which context is meaningful." - I apply communicative methods: because Ss' goals are to communicate. 	<ul style="list-style-type: none"> - Conversations -Video listening -Vocabulary -Debates and expositions - group and pair work 	Communicative approaches	

Chart 3-3 Categorization of units of analysis according to the 1st pre-established objective

Level	Units of analysis (Examples)	Sub-categories (isolated characteristics of methods/approaches)	Categories	2 nd .Theme / objective
Basic	<p>-T asked Ss not to do anything because he was about to explain grammar structure. (Comparative and superlative of adjectives).</p> <p>-T elicits answers from the textbook and corrects error of answers. (Pronunciation, grammar).</p> <p>-T made Ss differentiate between “three and tree” by drilling pronunciation.</p>	<p>-Drilling exercises</p> <p>-Grammar explanation</p> <p>-T’s elicitation for answers and responses</p> <p>-Correction of mistakes of speaking, pronunciation, grammar.</p> <p>-Don’t care for Ss comfort.</p> <p>-T followed the textbook’s activities. (All levels)</p>	Structural approaches	-Preferred approach reflected on practice
	<p>-T explained numbers in context and in real situation. Ex: “Name objects that form a dozen or twelve.”</p> <p>-Ss gave the phone numbers of at least three closest friends.</p> <p>-T. gives a brief comment about mothers’ day and asks each S what they do on that day.</p>	<p>-Meaningful activities</p> <p>-Asking personal questions.</p> <p>-Contextualized explanation.</p> <p>-Caring for Ss comfort.</p> <p>-Class arrangement, circles group.</p> <p>-giving opinions.</p>	Communicative approaches	
Inter mediate	<p>-T explained frequency adverbs on the board.</p> <p>-Ss prepare a conversation on their own and focusing on frequency adverbs.</p> <p>-T makes Ss repeat the pronunciation of some adjectives.</p>	<p>-Grammar explanation</p> <p>-Ss practice conversations.</p> <p>-Pronunciation drillings and corrections.</p> <p>-T’s elicitation to Ss participation as cueing.</p>	Structural approaches	

	<ul style="list-style-type: none"> -T gave Ss a task to write a recipe about any meal they knew. -T made Ss make a circle and as a group describe a picture that a partner showed. - Ss presented their expositions which lasted 5 min. each. 	<ul style="list-style-type: none"> -T provides, models, examples in context. -Real situation conversations. -Ss give opinions -Meaningful activities. 	Communicative approaches	
Advanced	<ul style="list-style-type: none"> -T reviewed about passive voice and structure -T writes on the board any kind of mistakes detected by Ss themselves from oral participation of each S. and then T corrects them. -T explains comments about phrasal verbs and some expressions. 	<ul style="list-style-type: none"> -T. elicits Ss participation as cueing. -T. clarifies some grammar aspects and Ss check grammar mistakes by themselves. 	Structural approaches	Preferred approach reflected in practice
	<ul style="list-style-type: none"> -T. asked Ss to give opinions based on what they prepared; T does not correct pronunciation mistakes or any other. -Ss give each their own version of what they just listened. 	<ul style="list-style-type: none"> -Ss give opinions, reports, speeches; and express their feelings. -T asks personal questions to Ss. -T explains, comments, and contextualizes especially words for vocabulary. .T. omits mistakes from pronunciation, grammar, speaking. -Ss watch videos. 	Communicative approaches	

Chart 3-4 Categorization of units of analysis according to the 2nd pre-established objective.

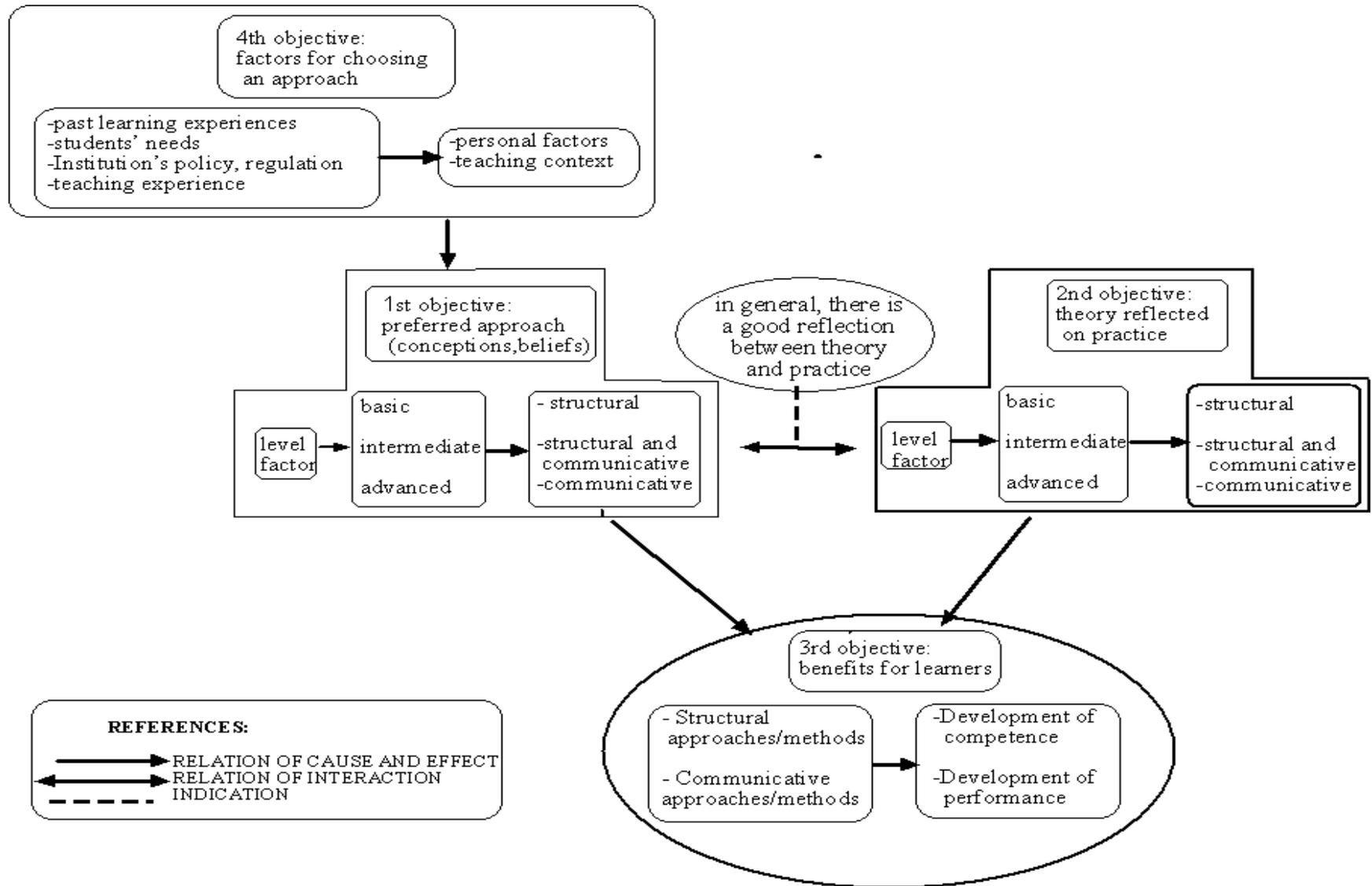
Level	Units of analysis Examples	Sub-categories (isolated characteristics of methods/approaches)	Categories	3 rd Theme / objective
Basic	<p>-Well in basic courses we have a lot of vocabulary which is new for them; grammar basic structures are very important so I try to focus on that and obviously the pronunciation and conversation...</p> <p>-...I have to encourage is to improve the vocabulary because...I work together the part of writing with speaking; as they write good they will speak good that's the point.</p>	<p>-Grammar structure development -development of writing and reading skills . -Vocabulary development. (in all levels).</p>	<p>-Grammar Knowledge (competence development)</p>	<p>- Benefits for learners.</p>
Inter mediate	<p>-I think mostly vocabulary I also focus on pronunciation really...grammar of course too... but also vocabulary , I think It's essential.</p> <p>-Everything is connected I can...well I have always told you this right? Wherever you teach, focus on a section grammar, whatever it is... you connect everything indirectly...</p>	<p>-Holistic development (4 skills) in a way of making a balance. -Conversations focused on specific taught grammar structure.</p>	<p>-A balanced development of skills and elements of the language</p>	
Advanced	<p>-I think that in most cases they communicate, they use L2 in order to communicate as I told you they are involved with language they actually use the target language...</p> <p>- I guess they are benefited with the fact that they...they as I told you I use realia right? Real conversations, more conversations...since I focus more on speaking part or as a speaking skill right? So at the end they are able to speak...</p>	<p>-Development of speaking and listening skills. -Activities focused on communicative events.</p>	<p>-Development of Performance</p>	

Chart 3-5 Categorization of units of analysis according to the 3rd pre-established objective.

Level	Units of analysis Examples	Sub-categories	Categories	4 th Theme / Objective
All levels	<p>-I choose that method since the first week that I start working... I consider the most important is to have passions... as you said before...I had these problems at the CBA and T didn't give much rules.</p> <p>-Yeah... as an institution they chose the method not the method but the book they did that because in most institutions still apply old methods... we have to look for Ss' needs objectives...</p>	<ul style="list-style-type: none"> - Ss' needs and circumstances (level of the course) -Institution policy. (the application of a determined text-book) - Past learning experiences as a student / learner. - Teacher's experience. 	<ul style="list-style-type: none"> -Personal factors -Context of the teaching 	<p>Factors for choosing a method</p>

Chart 3-6 Categorization of units of analysis according to the 4th pre-established objective

Figure 3.2 SUMMARY OF THE RESULTS OF THE CATEGORIZATION PROCESS USING A PRE-ESTABLISHED DIAGRAM



3.9. DATA ANALYSIS SUMMARY BY EACH PARTICIPANT

In this section it is intended to summarize the answers (units of analysis) provided by each participant in the codification process that built up the four pre-established categories. Similarly it is intended to make a comparison between what was called theory (verbal expressions of the participants) with practice (real actions / activities) of participants in real class sessions so as to find deviations.

DATA ANALYSIS SUMMARY CHART 1 - T DMR

THEORY

<u>Preferred approach:</u> - Eclectic; T likes variety	<u>Reflection into practice:</u> - Common activities: Grammar vocabulary and speaking, Ss' talk, writing tasks, games. -T wants Ss use their brain, sensations, and impressions.	<u>Benefits for learners:</u> -In basic level Ss improve vocabulary, and grammar; then practice conversations.
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PRACTICE

<u>Preferred approach:</u> - Structural and communicative approaches. - Tendency toward Cognitivism and Structural (T doesn't know, applies them unconsciously).	<u>Reflection into practice:</u> - Emphasized activities through group-work, games, songs. - Ss practiced grammar structure. - Category: Ss describe classes as communicative in a direct contact with English and through the following of the text-book activities. - T's role: Explainer, elicitor, controller	<u>Benefits for learners:</u> - Ss practice listening, speaking, and reading. - Ss develop grammar knowledge. - Ss' role in basic was of listeners, answerers, doers.
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According to the comparison of the summarizing charts between theory and practice T DMR matched what she said she did in classes in general with what she actually did according to the collected data as well as the benefits for the learners. However one important thing to notice is that T DMR also focused mainly on grammar and a little on the communicative approach.

Referring to the students' role, it is a way to confirm that T DMR applied structural methods because Ss were listening to, a considerable amount of time, T's explanation or comments; then they answered some questions or exercises like: "Peter... answer number three..." and the S did it. And the role of doers because Ss did the activities T ordered to do or

were in the textbook. Ex: T dictated some numbers and some “plural and singular” nouns; and then asked Ss to go to the board to write the right answer.

Deviation: Despite of the correspondent reflection showed in general between verbal expressions and practice there is a deviation: T said that she applied eclectic method for all levels; however she focused more on grammar, the variations she added were some other sort of meaningful activities like kinesthetic games but mainly focusing on grammar. Thus; it is possible to say that she did not apply a variety of methods; she applied structural approach though with meaningful exercises.

DATA ANALYSIS SUMMARY CHART 2 - T IRE

THEORY

<p><u>Preferred approach:</u> -Structural. -T focuses mainly on grammar structure.</p>	<p><u>Reflection into practice:</u> - Common activities are grammar, written exercises, video listening, group discussion, conversations. - T applies real situations and other activities but songs.</p>	<p><u>Benefits for learners:</u> - Important skills for T. Speaking, writing, reading, and listening. (Ss should practice) - T wants Ss know grammar very well and increase vocabulary.</p>
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PRACTICE

<p><u>Preferred approach:</u> -T applied mainly structural audio-lingual method. But with spots of communicative. -T also applied the oral situational method.</p>	<p><u>Reflection into practice:</u> -Emphasized elements are: speaking, grammar and writing. -Ss communicate ideas, opinions, and feelings, through group-work, expositions, and debates. -There is a good amount of grammar explanation. -Class arrangement was mainly traditional. T's role: Controller, elicitor, explainer.</p>	<p><u>Benefits for learners:</u> - Ss' important elements are: Speaking, listening, reading, writing. - Ss learn grammar. - Ss practice speaking, reading, and vocabulary, plus listening. - Ss' role was more of answerers, listeners, and doers.</p>
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The analysis of the comparison of the summarizing data shows also a good reflection between what the teacher thought and said about the way he taught (beliefs) and the way he taught in classes (practice) like in the former case; however not in relation necessarily with the structural method; because as it can be seen in the charts above, there were also noticeable speaking and communicative activities.

Deviation: Teacher IRE is quite contrary to the former teacher because he did not only apply structural approach as he affirmed, but also other approaches like communicative, and oral situational; what is more, T seems to contradict himself when he refers to speaking and listening

skills as the most important ones since he mainly considers himself as structuralist; thus he applied an eclectic approach but emphasizing on grammar structure.

DATA ANALYSIS SUMMARY CHART 3 - T MRZ

THEORY

<u>Preferred approach:</u> - Structural, topic based natural approach. (Marked on Questionnaire) - Inductive method. It focuses on grammar structure (T does not know more characteristics).	<u>Reflection into practice:</u> Elements in a lesson: - Grammar explanation, writing exercises, reading, speaking, vocabulary, pronunciation, functions. Activities for Ss: - Ss' talk, written exercises, group discussion, Ss' drilling.	<u>Benefits for learners:</u> - T's importance of skills. - Listening, speaking, reading, and writing. - Ss practice speaking through improvement first of writing and vocabulary.
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PRACTICE

<u>Preferred approach:</u> -T applies structural and communicative method	<u>Reflection into practice:</u> -Ss say that there are a lot of activities like songs, games, solving problems, etc. - T follows the book activities (traditionally). - Vocabulary and grammar are increased and practiced. Also writing and reading activities. - Common activities: Speaking and integrating. - Class arrangement: traditional. - T elicits, asks Ss answers, opinions about some sensitive topics. -T's role: Elicitor, explainer, controller.	<u>Benefits for learners:</u> -Ss practice speaking and listening by following the text-book. - Ss learn grammar and vocabulary. -Ss' role: doers, answerers, drillers.
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From the data analysis of T MRZ, it can be inferred that almost the same results were obtained as the former participants because what she said about activities she did in classes and how they could benefit learners were proven; in other words, her beliefs were reflected in practice almost plainly.

Deviation: T MRZ stated that she applied the inductive method (structural) mainly; however she also applied deductive methods like the natural approach. T MRZ also considered herself as structuralist however, she emphasizes the importance of speaking and listening skills before the other skills.

Another observation is that the participant in theory meant to cover from the structural aspects of language to communicative; it is to say all aspects of language; however it can be said that she mainly focused on some characteristics of a given approach and missed others.

DATA ANALYSIS SUMMARY CHART 4 - T WYL

THEORY

Preferred approach:
- Eclectic; emphasizing on grammar and communicative methods.

Reflection into practice:
- Important elements: grammar explanation, vocabulary, teacher's talk, group discussion, listening practice, group activities.

Benefits for learners:
- Ss should express communicate ideas clearly, and have a good knowledge of grammar.

PRACTICE

Preferred approach:
- T applied communicative and structural methods mainly; then TPR and Situational.

Reflection into practice:
- T followed the text-book activities.
Common activities: speaking, grammar and integrating through debates, expositions, group work, etc.
- T asks, elicits Ss' answers and opinions.
- There are drilling exercises, cueing.
- T contextualizes exercises and topics.
- T's role: Explainer, controller, elicitor.

Benefits for learners:
- Ss learn grammar and vocabulary mainly, then conversations, reading and writing.
- Ss' role: answerers, doers, listeners.

From the analysis of the summarizing charts we can observe that there seems to be correspondence between theory and practice; however there are more structural activities applied than communicative ones and especially observing closely to the Ss' role in which they performed as in the former participant like in a non-communicative class.

Deviation: Although there is a good reflection between T's theory and practice T WYL still focuses, considering the intermediate level he teaches, on grammar more than on communicative as it can be observed, especially in the benefits for the learners. Another important aspect is that in classes he applied the Total Physical Response (TPR) but he did not know that he was doing so; probably he remembered that method from somewhere else in the past. Like many other teachers under research, he did not remember the theoretical basis of methods because related subjects were studied long time ago.

DATA ANALYSIS SUMMARY CHART 5 - T ALP

THEORY

<u>Preferred approach:</u> - Eclectic (focuses on communicative; but also applies structural)	<u>Reflection into practice:</u> -Elements: Grammar explanation, vocabulary. -Activities: Ss' talk, group discussion. To make Ss have covered the most of text-book through contextualization, variation of topics, activities such as songs, games, and video session.	<u>Benefits for learners:</u> -Ss cover the four skills through the application of the text-book. (Holistic development) -In intermediate Ss practice grammar and advanced Ss practiced more conversations related to real life.
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PRACTICE

<u>Preferred approach:</u> -Communicative and structural methods. -T follows the text-book methodology.	<u>Reflection into practice:</u> -Elements / skills: grammar, functions, speaking, listening, vocabulary increase. - Activities: group work, expositions, drilling exercises, video session, speaking, integrating activities. - Ss follow the text-book exercises (traditionally); Ss compare then give responses to T. - T's role: elicitor, controller, explainer.	<u>Benefits for learners:</u> - Ss developed: Speaking, reading and writing. - Ss did the exercises of the text-book. - Ss' role: answerers, listeners, doers.
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From the summarizing analysis of T ALP it can be inferred that he also got a good reflection of his theory (verbal expressions) with his practice in general. Thus what he said he did in classes he demonstrated it in practice.

Deviation: T ALP said that his students had to cover all the skills and elements of the language in a way of being holistic; be them covered directly or indirectly; but in a closer analysis of the Ss' role we can observe that ALP did the same activities as the former teacher what is more; he performed more structural approaches.

DATA ANALYSIS SUMMARY CHART 6 - T AMR

THEORY

<u>Preferred method:</u> -Communicative/ Natural approach (real life in which context is meaningful).	<u>Reflection into practice:</u> Elements: functions, situations (topics) Activities: group discussions, debates, Ss' talk, video listening, games, writing tasks. - Classes should be very active and motivating.	<u>Benefits for learners:</u> - Ss communicate better (improvement of speaking and listening). - Speaking and listening are primary; reading and writing are secondary.
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PRACTICE

<p><u>Preferred method:</u> - Communicative method with oral situational approach.</p>	<p><u>Reflection into practice:</u> - Elements: Speaking, grammar, and vocabulary. - Activities: T developed more speaking activities plus integrated ones (Speaking, vocabulary: writing and speaking: listening, writing). - Class arrangement: mainly circle, group work, traditional. - Materials: Textbook, videos, CD player, handouts. - T's role: Elicitor, controller, aid.</p>	<p><u>Benefits for learners:</u> - Ss developed mainly speaking and vocabulary (there was more opportunity and time to do so). - Ss participated in giving opinions, expressing feelings and ideas. - Ss developed listening writing and reading as secondary. - Ss' role: Opinion giver, asker, answerer.</p>
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From the summarizing charts we can conclude that there is a plain reflection, more than the former participants, of what the teacher said he did in classes with what he really did in classes. Teacher AMR does not seem to have a deviation however the communicative approach wasn't fully developed as the teacher himself claimed at the interviews.

DEVIATION: Since he did not utilize much extra material like graphs, charts, realia, at least in the observed classes, T AMR did not develop fully the method. Another point is that T's role was more or less the same as the former teachers from lower levels only one role changed that was of being aid.

DATA ANALYSIS SUMMARY CHART 7 - T MJL

THEORY

<p><u>Preferred approach:</u> - Direct method (T relates to natural approach) and also something of the others.</p>	<p><u>Reflection into practice:</u> - Elements: Grammar, vocabulary, pronunciation. - Activities: Ss' talk, group discussion, written exercises; T tries to change, vary the activities of the text- book. - T modifies his speed of speaking, gesturing, body language according to the level.</p>	<p><u>Benefits for learners:</u> - T wants his Ss speak well and read, first.</p>
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PRACTICE

<p><u>Preferred approach:</u> - T applies the communicative method plus structuralism and situational.</p>	<p><u>Reflection into practice:</u> - Elements: Speaking, vocabulary, grammar. - Activities: Group work, expositions debates and text-book activities. - Class arrangement: mainly traditional. - T's role: Explainer, elicitor, modeler.</p>	<p><u>Benefits for learners:</u> - Ss developed speaking and listening and speaking in a similar amount, almost parallel. - Ss did the exercises of the text-book. - Ss' role: Doer, answerer, and listener.</p>
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From the analysis of the summarizing charts it can be observed that there is correspondence between what T MJL said he did in classes with what he actually did although some elements are different but not in an important way.

DEVIATION: Teacher MJL, as in the former participant, did not develop well enough the natural method (direct); what is more, T still applied structural approaches according to the analysis of the activities, materials, T's role, Ss' role and class arrangement.

It is important to notice at this point that the analysis of gathered data for basic and intermediate levels was more difficult than for advanced level because there were activities and language items focusing that were much mingled and made it hard to recognize which approach, method or procedure the teacher was certainly applying in a given class session. For example, in advanced levels most of the activities were focused on speaking and listening; activities like debates, expositions, giving opinions and so on that plainly resemble the communicative approach. Consequently; it was kind of easy to recognize the approach teacher was applying in a given class session. While in basic levels there were more mixed and varied language items focusing and activities for example, grammar focusing, vocabulary, reading, speaking, writing, listening and the like; and related to activities, there were pair work, group work, individual, grammar exercises, giving opinions, and so on. To put it simpler in basic and intermediate levels there were a mix of structural approaches and communicative approaches that made it difficult to recognize the characteristics of a specific approach or method that was being applied by the teacher; only through the analysis of data and through the codification process it was possible to identify a specific pattern of teaching of the participants that resembled characteristics and some features of methods/approaches; but not the fairly application of methods/approaches per se.

CHAPTER IV

INTERPRETATION: CONSTRUCTING MEANING

One characteristic of qualitative research is that it is possible to go beyond results in order to grasp what the informants want to say originally; what the meanings of their answers are and understand them so as to grasp the reality. In so doing, it is a task to interpret the obtained general results for each objective of the research. Therefore, this section contains the general results interpreted and explained objective by objective as well as deviations found in the comparison made between theory and practice. Similarly, from the gathered data and according to the **realistic or mixed design** (qualitative-ethnographic research range) it was possible to obtain other numerical results (statistical results) that were also obtained with the purpose of reinforcing the main results. Finally, the validity and reliability requisites for a scientific research are provided.

4.1. PRINCIPAL RESULTS

In this section it is intended to provide the answers for the research questions so as to show the achievement of the stated objectives. In that effect, the principal results are provided from all the data analysis phase.

Objective 1:

To identify the English Language Teaching (ELT) approach that language teachers prefer.

Basic level:

- The focusing mainly on structural approaches with some amount of communicative.

Intermediate level:

- A mixing of communicative and structural approaches (a kind of balance due to the increasing of discussing activities, speaking, and variety of topics provided by text-book).

Advanced level:

-Communicative approaches (natural approach; in order to develop more the speaking and listening skills).

Therefore, according to the analysis of the results and in an attempt to summarize the most applied approaches in the institution (Englishlands) the next classification follows:

Chart 4.1. Summary of the most common applied approaches in the Englishlands institute.

Approach	Based methods on the approach	Characteristics of the application	Sample
Communicative	<ul style="list-style-type: none"> - Natural approach - Community language Learning (CLL). - Total Physical response (TPR). - Communicative method. (Some participants referred communicative as the direct method). 	<ul style="list-style-type: none"> - This approach was clearly and preferably applied in advanced level though it was performed only through some isolated characteristics and procedures 	<ul style="list-style-type: none"> - “T made Ss sit in a circle and asked Ss share some of their addictions.” - “T asked Ss to give opinions of what they prepared to report the class; T does not correct pronunciation mistakes or any other.”
Structural	<ul style="list-style-type: none"> - Audio-lingual. - Oral situational. - Presentation Practice and Production procedure (PPP). (Participants named this approach also as “inductive.”) 	<ul style="list-style-type: none"> - This approach was mainly applied in basic levels. - This approach refers to grammar structure focusing in contrast with communicative approach. 	<ul style="list-style-type: none"> - “T introduced the grammar structure Ss were to study on that day and also as a kind of warm up.” - “T explained and wrote conceptual maps on the board about the whole grammar structure of simple present tense.”

Objective 2:

To evaluate the reflection between the teachers’ conceptions of English language teaching and learning and their actual practice.

The results show clearly a moderately relation between the activities participants said they did in class sessions or during the length of a course and the practice of them, in general; *but not in relation to a specific method neither in relation to a specific class or lesson plan.* For example, Teacher X said that for the level he was teaching, in general he emphasized on speeches, debates, made his Ss watch more videos, listening activities, and he tried to use realia. As it was observed during the already mentioned period in the research field, the teacher X materialized what he said but not resembling it as a truth method (s); what he did was rather the resemblance of an approach. The same happened with the other participants. This fact reinforces what Woods, Devon op. cit., 1996:184-194 stated about theory reflected in practice. Woods stated that theory and practice seem to converge acceptably but not in relation to the application of a specific method. (See theoretical framework section).

Objective 3:

To evaluate the extent to which the preferred teaching ELT approach benefits the learner.

As it was found out through the analysis, if the teacher applies methods that are framed into structural approaches such as audio-lingual or oral approach and situational language teaching the learner is benefited in those elements like knowledge of grammar as well as in the development of skills like reading and basic writing first more than speaking and listening. Or on the contrary if the teacher applies methods framed into the communicative approach, learners would improve speaking and listening primarily more than reading and writing. Thus logically, communicative methods would improve communication, aural, or output skills like the speaking, listening and writing composition: To put it more simple, the Ss develop “performance”; if their learning is based rather on communicative approaches; whereas if the learning is based on structural approaches, learners improve grammar structure knowledge or “competence” (Chomsky, 1965) which teachers of that level considered very important to develop grammar structure basis firstly.

Another point to consider is that Ss had to follow almost loyally the text-book activities for strong reasons: The students’ expectation to complete all the activities of the textbook because they spent money for buying original textbooks that was also compulsory; and because of the institution’s policy. Also it is very noticeable the given importance to the textbook by teachers in general. In consequence, according to the results it is possible to state the fact that it is the textbook which really provides the method; therefore it is also responsible significantly, for the learners’ benefits. The teacher basically makes some arrangements, emphasis, omissions, and variations to the textbook activities.

Objective 4:

To analyze the factors which influence the teachers’ preferred ELT approach.

- Ss’ needs and circumstances (level of the course).
- Institution policy. (The compulsory application of a determined text-book)
- Past learning experiences as a student / learner.
- Teacher’s experience.

In the results obtained from the analysis, four main factors, above listed, were found that influence on the adoption of a defined way of teaching; those factors, except one, provide more evidence in favor of the classification list made by Richards and Lockhart op. cit.,. The different factor is the “Institution Policy (the compulsory application of a determined textbook).” According to some informants, the main goal of the institution (Englishlands) is that learners communicate in real life successfully; in consequence the decisions about some elements of the teaching context and goals depend on the policies of the institution. In conclusion, two categories for factors that influence in the teacher’s preferred approach were found: *personal factors and context of the teaching*.

4.1.1. DEVIATIONS BETWEEN THEORY AND PRACTICE

About the deviation results that outcome from the analysis and comparison between theory and practice of each participant, the next results are presented:

- At the moment of providing answers to the questions springing from the research instruments (Questionnaire for teachers and the interview) the participants seemed to cover all the aspects of language teaching say, from structural to communicative aspects. However, in accordance to the analysis of the results, participants rather emphasized on some elements and missed others. It is to say that their desire was to bit off more than one can chew.
- There were some contradictions especially in participants of basic levels because they said they applied mainly structural or inductive approaches however they also applied communicative approaches, or in the other way round. This fact is reflected in the given importance to some elements more than others; for example structuralists emphasized more on speaking and writing and not on reading and writing as it should be.
- In intermediate levels Ts said that classes were more communicative (they were supposed to be) but it was not true because classes still seemed as in basic levels there was only a little change.
- For advanced levels Ts said that they applied communicative approaches and they did so but they did not develop them fully because they did not apply a variety of materials for instance,

they applied more the traditional materials as in the former levels, what is more there was still some structural approaches on that level.

4.2. OTHER FINDINGS OF THE RESEARCH

This section explains and supports in a more ample and detailed manner the obtained principal results. The secondary results are separated into levels and statistical information is used.

4.2.1. PARALLEL EMERGING CATEGORIES

In the analysis of the units of analysis it was also possible to find other parallel emerging categories, and made it possible to apply on them numbers and percentages. It is worth mentioning that the counting process became easier because of the colors labeled on each activity. Those parallel emerging categories were: *“four skills, elements of the language, integrating skills and other”* as they are structured and can be observed in the following: (Chart 4 - 3)

Chart 4.3. Structure of activities that make up the analogical emerging parallel categories

Category one: four skills	
<p>Reading:</p> <ul style="list-style-type: none"> - Reading the instructions of the text book. - Reading homework, reports. 	<p>Writing:</p> <ul style="list-style-type: none"> - Homework - Exercise of the text book. - Go to the board. - Games
<p>Speaking:</p> <ul style="list-style-type: none"> - Expositions. - Pair, group conversations. - Pronunciation (correction focusing, drilling) - Debates, giving opinions. - Compare answers - Reporting, answering. - Songs. 	<p>Listening:</p> <ul style="list-style-type: none"> - Songs. - Watch video - Listening conversations from Cd. player.

Category two: Elements of the language		
Grammar: - Grammar explanation. - Grammar exercises (handouts). - Drillings	Vocabulary: - Vocabulary in context. - New vocabulary. - Phrasal verbs. - idioms	Pronunciation: - Drilling. -Correcting mistakes.

Category three: Integrating activities: (most common skills)	
- Grammar and speaking - Vocabulary and speaking - Listening and speaking.	- Reading and speaking. - Listening and writing.

Category four: Other	
- Giving instructions - Giving and checking homework - Arranging the setting - Modeling, explaining.	- Asking for understanding / comprehension - Giving recommendations, commenting - Preparing material

4.2.2. STATISTICAL FINDINGS OF THE RESEARCH

In the analysis of the results, it was possible to apply some numerical results to show other aspects of the informants' results and also as in a way to reinforce the principal results. It is important to point out that in order to make the codification for the parallel statistical findings a pre-established diagram was not applied but “**grounded theory**” which is about to compare constantly the units of analysis and the designation into categories emerge per se from the data and not through pre-classification. (H. Sampieri et, al).

According to the results, in basic level there is more focusing on grammar structure and vocabulary although the speaking and listening skills are almost developed in an equal amount; but we can say that writing and reading skills are a little more developed. The most common activities are grammar explanation, games, songs, expositions, drilling exercises, pair work, cueing, writing tasks, flash cards games (besides the video session and CD player for listening).

Ts' role are of elicitor, explainer, controller and the Ss' role are of answerers, listeners, and doers. (See appendix B for more information)

Chart 4.2 Percentage of the three most common elements developed in class sessions

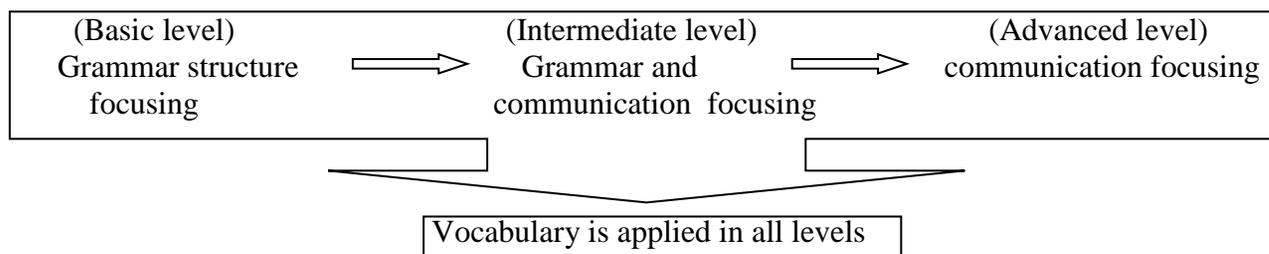
Level	T's role	%	Ss' role	%	Material	%	Class Arrangement	%
Basic	Elicitor	36	Answerer	26	Board	36	Traditional	56
	Explainer	27	Listener	20	Textbook	20	Circle	20
	Controller	20	Doer	19	CD player	8	Pair work	10
	Total	83	Total	65	Total	64	Total	86
Intermediate	Elicitor	25	Doer	39	Textbook	41	Traditional	53
	Explainer	21	Answerer	26	Board	37	Pair work	38
	Controller	24	Listener	19	CD player	10		
	Total	70	Total	84	Total	88	Total	91
Advanced	Elicitor	37	Opinion giver	28	Board	42	Traditional	60
	Explainer	24	Listener	16	Textbook	29	Circle	25
	Aid	13	Answerer	14	Video	9		
	Total	74	Total	58	Total	80	Total	85

Clearly by examining the results shown in chart 4.2, rough percentages, the three most developed elements in class sessions take about more than the half; in some cases reaching almost the total only elements developed in class sessions. For example, the most common roles of both teachers and students in all levels are: Explainers, controllers, elicitors; and listeners, answerers, and doers respectively. From these results obtained through the analysis of all data gathered, we could realize that classes were developed in a kind of mechanical pattern because teachers as “**explainers**” explained lessons, grammar, made comments, and vocabulary explanations mainly, thus the Ss were kind of passive “**listeners**” as a default effect. Ts as “**elicitors**” elicited from Ss responses and participation so the Ss were “**answerers**” of the exercises given as much from the textbook as from the teacher; and finally the Ts as “**controllers**” controlled, directed, and organized mainly the activities developed in classes like games, songs, pair work, drilling exercises, video sessions, cueing thus Ss performed the role of “**doers**” because they obeyed, did, performed the activities of the class sessions.

In intermediate level there is a development of speaking and listening skills parallel to grammar and vocabulary elements, as in a way to balance; although classes tended to be structural. The most common activities were group work, pair works, and songs, expositions (besides the video session and CD player for listening).

According to the roles of the teachers and students it does not change in any way; thus, it is possible to infer that in intermediate levels teachers still continue with the same patterns of classes development with the difference that games, drilling, writing and reading activities are reduced a little whereas other activities like pair work, group work, expositions are increased consequently creating a more communicative environment and giving more chances the Ss to speak.

In advanced level there is more development of speaking and listening skills (vocabulary) as primary and reading and writing as secondary skills (grammar). It is seen forward in the skills development and integrating skills chart; therefore the figure turns upside down compared with basic level. The most developed activities are debates, expositions, writing tasks, and group work (besides the video session and CD player for listening). (*Description connected with summary charts on appendix C*)



In the arrowed diagram a summary of the approaches applied mainly by teachers in each level is shown. The grammar structure focusing refers to the structural approach family such as: Audio-lingual, oral situational, and inductive. Whereas on the counter part of the arrow, it refers to the communicative approach family such as: Communicative method, Natural method (direct method). In the intermediate level there is a balance between two sides thus the approaches and methods applied are: Audio lingual, oral situational, communicative, and Total Physical Response (TPR). Vocabulary is developed in all levels with almost no variation in amount of emphasis.

In the parallel categorization process, a counting of the activities (units of analysis) in class sessions is done. The units of analysis that build up the already mentioned four parallel categories are shown in the chart (4-3) above. There are also numerical results in order to describe better the whole analysis of the activities teachers did and that were collected by the

research instruments during the whole time of research process because through numerical description is possible to show some generalizations about the results.

SKILLS	Number of activities	Percentage %
Listening	25	4.71
Writing	22	4.15
Reading	15	2.83
Speaking	154	29.05
Total	216	40.75
ELEMENTS OF THE LANGUAGE		
Vocabulary	24	4.52
Grammar	72	13.58
Pronunciation	13	2.45
Total	109	20.56
INTEGRATING SKILLS	104	19.62
OTHER	101	19.05
	205	38.67
TOTAL	530	100 %

Chart of all the activities done by the seven teachers (chart 4 - 4).

In the chart 4-4 are displayed the amount of activities referred to skills that in total sum the 40.75% of the total activities; thus skills development takes about the half of the activities performed by teachers in their class sessions. At the same time, it can be observed that the speaking skill is far more developed than the other skills; and on the contrary, the reading skill is the less developed skill.

Regarding to Elements of the language, we found out that three noticeable are more developed: Vocabulary, grammar, and pronunciation; from there we can observe that grammar is the most developed one; and in contrast pronunciation is developed a little. It is necessary to say that there are other elements like functions, idioms but they are not developed significantly.

In relation to integrating skills and other categories, their units of analysis are developed in a similar amount that added together make the 38.67 % which represents a significant development of those elements in the teaching process

Chart of Skills developed in each level (Chart 4 - 5).

Skills Level	Speaking	Listening	Writing	Reading	Integrating skills
Basic	32	5	5	3	23
Intermediate	43	6	3	4	21
Advanced	38	5	6	3	24

In a more detailed description about skills we can observe in chart 4.5 that the speaking skill is the most developed one in all levels, whereas reading seems to be the least developed one; however reading is developed in an equal amount as the other skills like listening and writing.

From these numerical analyses, it is possible to infer that even though there were differences in the focusing in each level like structural approaches for basic level and communicative approaches in advanced level; *the speaking skill was the most developed one in all levels which shows a favorable tendency toward the application of communicative approaches.*

Chart of integrating skills developed in each level (Chart 4 - 6).

Integrating skills Level	Gram.- Spkg	Spkg.- Voc.	Lstng.- Spkng.	Wrtg.- Spkg.	Wrtg.- Lstng.
Basic	10	1	3	2	3
Intermediate	6	6	2	0	1
Advanced	1	5	3	7	2

Despite of the apparent regular distribution of developed skills in chart 4 - 5; in chart 4 - 6 we can observe that integrating skills reveal how grammar is emphasized for basic levels and diminished in the other levels (shadowed squares). Grammar and speaking as integrating activity category is formed by units of analysis as in the examples:

- *“T asks questions to Ss (elicits) about meal and wanted Ss use the grammar on the board for responses.”*
- *“T gave Ss a task; to write four sentences using the taught grammar.”*

In the forward chart 4-7 we can observe some common elements and other activities/characteristics of the developed class sessions and they are split into levels. The chart is

provided in order to make a clearer description of the most common activities observed during the research and to intend to provide patterns of activities Ts did in those levels.

As it is observed in all levels the roles of the teachers and of the students do not seem to change significantly thus we can realize that those roles are outcomes of the application of the textbook method.

About the grammar in relation to timing, it is possible to observe that in basic level, grammar focusing took more time than the others, from 8 minutes to 1 hour; whereas the short activities took from 2 min. to 5 min. and focused more on doing the exercises of the textbook such as answering questions. In intermediate level, timing related to activities show a kind of balance between focusing on grammar and communicative activities converging in output production like conversations and writing compositions. However, in advanced levels we can observe that longest activities take from 13 min. to 40 min. and focusing in speaking activities. These activities related to timing and focused elements support the findings about the applied approaches in each level.

Another supporting fact about findings is in relation to class arrangement. As it is observed the traditional class arrangement is the commonest in all levels besides of circle and pair work appearing in advanced levels more often. Traditional arrangement is closely related with structural approaches; whereas circle and pair work may be closer related to communicative. The material use is also common in all levels; then we can observe that teachers used textbook, CD player, and board most of the time. From this fact it is also possible to infer that the real guide in class sessions was the textbook.

Level	Ts' role	Ss' role	Grammar focus	Timing -Short -Long	Short activities	Long activities	Class arrangement	Material Usage
BASIC	-Elicitor, controller, and explainer	-Listener, answer giver, and doer	-Vocabulary -Simple present tense. -Comparative of adjectives	2 -5 Min. 8 min. to 1 hour	-Asking, answering Questions from textbook, CD player, and T. -T comments, review (grammar).	-Grammar explanation. -Games. -Ss provide examples by using the taught grammar	-Traditional -circle	-Board -Text book -Cd player
INTERMEDIATE	-Elicitor, controller, and explainer.	- Listener, answer giver, and doer	-Vocabulary - Present perfect	2-5 Min. 6 min. to 1 hour.	-Ss do the exercises of the textbook. -Grammar review (as clarification).	-Tasks activities like writing letters, Practicing conversations. -Grammar exercises and review	-Traditional -Pair-work	-Board -Text book -Cd player
ADVANCED	-Explainer, elicitor, and controller.	- Opinion giver, listener, and answer giver.	-Vocabulary -Passive voice	3 – 5 Min. 13 min. to 40 min.	-Ss provided answers to questions of the textbook and CD player.	-Ss provide opinions, reports from group discussion first.	-Traditional -Circle	-Text Book -Board -Video

Chart 4 .7. The most common other activities and elements developed in class sessions and in different levels

4.3. RELIABILITY AND VALIDITY OF THE RESEARCH

In relation to reliability and validity we adopted and followed the counteracting processes that go against factors that may invalidate the findings or outcomes of the research and that also were suggested by Sampieri, Hernández 2007. In so doing, we reduced to the minimum the complexes or biases in part of the researcher, as well as to cope with the more number of possible cases that reached to seven cases and that were under study within the period of reasonable six months that meant an average of 35 observed classes that lasted one hour and a half each in the three turns: Morning, afternoon, and evening. An exhaustive description is also made of the different elements that compose the research like: context setting, description of sample, research instruments, data gathering phase, characteristics of the research, units of analysis, and emerging categories (codification) and results.

As in the collecting data phase as in the analysis data phase we were objective and exhaustive as possible; in addition different instruments were applied so as to make a “triangulation” of data in order to be more supportive with the findings framed into the research objectives; and then to structure and to explain the pre-established diagram springing from the four objectives; as it is displayed in the next chart 4- 8.

Objectives Instruments	Obj.1 Preferred approach	Obj.2 Theory reflected into practice	Obj.3 Benefits for learners	Obj.4 Factors for choosing a method
Questionnaire for teachers.	✓	⊙	⊙	✓
Interview for teachers.	✓	⊙	⊙	✓
Questionnaire for students.		✓	✓	
Observation	✓	✓		
Class session recording	✓	✓	✓	

Chart 4 - 8. (- The tick off represents possibility and focusing for collecting specific data
- The oval represents possibility but not focusing for collecting specific data)

The chart 4 - 8 above shows how the instruments were used in order to get a desired and specific data according to the pre-established objectives; as a result we obtained two kinds of data: abstract or subjective data and objective data.

On one side, the subjective data was collected necessarily by the questionnaire for Ts and Interview for Ts (shadowed squares with a tick off) in the sense that the information required for obj. 1 and obj. 4 for instance, is in the mind of the informants; although they verbalized some activities that somehow made up their practice (obj. 2) and benefits for learners (Obj. 3) (shadowed squares with an oval); but they still were subjective, not fact.

On the other side, the objective data is the Ts' practice or activities (obj. 2) they actually performed in class sessions (factual data); as well as the benefits for the learners (obj. 3) and preferred approach (obj. 4). The factual data was collected by means of the questionnaire for Ss, observation, and class session recording instruments (non-shadowed squares with a tick off). The objective data was possible to be written down and recorded; thus it was data that was outside the teacher, fact data, relatively as proof for subjective data.

It is important to explain the reason for making the summarizing charts for each informant at the end of their participation (answers of the informants to the stated objectives section); and as it is observed; there is a chart division between theory (subjective) and practice (objective) in a way to compare them so that to find out whether there is reflection or deviation (s).

In relation to validity it can be said that data was collected from the natural development of classes (classroom) because we stayed in the research field, as already mentioned, for about almost six months that became more or less 35 observed classes that lasted one and a half hour each Also it is important to mention that we did not affect or we influenced in minimum levels the classes' development. Besides we applied the other research instruments in other moments as well as in formal and in informal interviews, and friendly extra comments about the topic. Thus, it can be affirmed that Ts became confident and were studied in their natural context though not from the very beginning; and Ss did not seem to care about our presence in any moment because we were direct non-participant observers that sat up on one back corner of the classroom.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After that all the components and phases that build up this research were completed, a final phase that is the conclusions and recommendations follows. This chapter is devoted to the statement of thoughts based on logical reasoning that at the same time are based on the analysis and results of the study. These reasoning thoughts converge into emerging hypotheses as it is the purpose of qualitative-ethnographic research

To begin with this section it is necessary to remark that after all the objectives were achieved, as it is presented in the former chapter, the presentation and explanation of the most salient conclusions come next. Equally, some hypotheses that emerged from the results of data analysis and from the study in general, are presented and explained. Finally some recommendations for counteracting methods development constraints are provided.

5.1. CONCLUSIONS

In the 1st objective, there is an ambiguity that creates a confusion of terms. In the definition of terms section (Chapter 2) we defined terms such as **approach, method, procedure, and technique**; and specifically, we conceptualized “approach” as the theories or beliefs about teaching and learning an L2; and that “methods” were the practical realizations of them. Conversely, in relation to the research, the participants performed approaches rather than methods because methods are considered to be formed by organized set of procedures, techniques, and activities. In that sense participants performed only isolated, more or less organized procedures, techniques, and activities that were based mainly on the textbook and that did not resemble a true method. Consequently, in the context of the research (at least in the context of participants), it is necessary to expand or fuse the meaning of method with approach in the reasoning that approach was considered method by the participants. Therefore, if a teacher is asked again the question: Which method did you apply in your class? And he/she may answer “communicative-eclectic” then, it is possible to infer that it is not so truth because in the first instance teacher is referring to an approach not to a method per se and; secondly, to consider other factors like level, class arrangement, material and so on to evaluate the truth. This evaluation can be done from the fact that most of the participants did not know about scientific and theoretical basis of methods and approaches, theories of learning a second language, and applied linguistics terminology concepts. What

is more, the failure of application of a method confirms the postulates made by Krashen, S op. cit., 1983: 2-6 that methods as such are rather theoretical than practical. Consequently how come (L2) teachers, specially the ones under research, can apply plainly a method, at least the ones in the literature? In spite of that, participants performed and materialized their approaches framed into their own intuitions of better learning and teaching training that became more and more organized alongside their gained experience; and which they called “method.”

Besides of all the explanation and description about approaches and methods implication in the research setting, there were other constraints that also impeded methods/approaches application; some of them are:

1. – The knowledge of the characteristics and criteria of a specific method: As already stated in the found results and former hypotheses, all the teachers under study, but few, knew very little or nothing in some cases, about underlying theory or theoretical basis of methods. Some of the teachers could not give even a name to their own applying method (s) or activities they did in classes; and when they provided a name to their method they could not explain the characteristics of it; it was even worse for theoretical basis of methods. Therefore, most of the participants were not appropriately informed or they did not have the knowledge about scientific methodology and philosophical background.

This situation can be due to the minimum importance given to theory and the high importance given to practice. As in words of a teacher under research he concluded: *“it may be good to know theory but at the moment of entering to a class you forget theory... and all that you have at hand is your own experience of what is appropriate for a course and what can solve an unexpected situation. Thus what you really need is tricks, procedures, activities, and material to carry out a class session...”* In spite of those statements we think that still those tricks, activities and so on mentioned by the teacher are to be based on scientific basis of English language teaching.

2. – The level of the course: If the teaching course is basic level, the teacher is more disposed to focus on methods that may come from structural approaches like the audio lingual, oral situational, inductive methods as well as the vocabulary development; leaving in a second place speaking and listening; thus writing and reading can be developed more; to put it more simple, there is a development of competence. On the contrary if the teacher is in charge of teaching advanced levels he/she is more disposed to focus on communicative approaches in the reasoning to develop the active skills that are

speaking and listening besides foster more vocabulary knowledge; leaving aside, not totally, grammar; in other words advanced learners develop more performance (N. Chomsky. op. cit.). In intermediate levels there is a kind of balance between two sides.

In conclusion, participants were strongly biased by their own intuitions as to the extent to create a kind of barrier to apply necessarily the communicative or structural approaches/methods; what is more, not clearly in their classes; to put it more simple, teachers believed that basic courses needed more grammar focusing whereas advanced courses needed more speaking skill focusing.

This belief or vision on language teaching seems to be inflexible and constraining and it goes in contrast with modern methodology which states that naturalistic and more tolerant teaching is better.

3. – The infrastructure: As it was described the context setting, some classrooms specially the ones in El Alto branch, were not big enough for neither holding different class arrangements like circle, group works, nor for providing space for kinesthetic activities or games. In consequence, it was necessary to keep the desks in their places otherwise chaos may ensue. This classrooms' lack of space became a noticeable constraint for the application of methods.

4. - The textbook: According to the director and some teachers the textbooks were chosen in order to fulfill the goals of the institution; in consequence, it was a must to get them and utilize them in the correct way; what is more, students are asked to buy original ones; hence, students' expectation is also to complete all the activities contained in it. Another very important point about the textbook use is that most of the participants followed it even faithfully though they neglected that situation. Consequently, we can state first of all, that the teachers followed the textbook, as confirmed by the examples given in the responses especially by the students themselves and the observation and even some response of participants themselves. Therefore, it is logic to conclude that the method is provided by the textbooks for all levels actually; in other words, we will have to study the textbooks to know what are the methods applied for the teaching of the English language in the institution in fact. Teachers seem to only vary, omit, change, emphasize, reinforce some activities of the textbook due to the lack of relevance, time, or not appropriate for students (not contextualized). However, according to the numerical results specifically, the speaking skill was the most developed one in general which make us conclude that the textbooks are certainly slanted toward communicative approaches focusing. More to the point, some

teachers say that to domain the textbook is also a challenge; or as it could be interpreted: the more a teacher knows the textbook the more efficiently the teacher applies the textbook's method.

5. - Teaching resources (material): The results regarding deviations and material use in part of the teacher consistently show that although few teachers applied almost entirely a method one failure was that of material use. The results also show that most of the teachers used only the textbook, CD player, and video. For instance, one teacher complained about the lack of materials for improving the English language teaching. She said that she would like to have material for even each student like the "scrabble" game and flash cards; but she considered it hard to be real. She also said that if she would make material on her own it would be enough for only one class as much; what is more she considered that making own material was time consuming and hard. This lack of material fact may be a constraint in the real application of a method (s); for example one characteristic of the communicative and natural approaches, as opposites to traditional education, is the application of realia which means variety of materials like flash cards, puppets, pictures, and even computers (regarding technology). Therefore, in spite of negative opinions about making own material, we consider that it is necessary to at least try to produce own material because the results of such effort can bring good satisfactions.

4.3. EMERGING HYPOTHESES

Another characteristic of qualitative-ethnographic research is to conclude generally, with the formation of emerging hypotheses that are based on the analysis and interpretation of the results. Therefore, we can establish the next emerging hypotheses:

H1: "Teachers' beliefs about teaching and learning the English as a second language are convincingly reflected on their practice ; but in relation to what they say (verbal expressions) they do it in general in the length of a course; and not in relation to a specific method per se."

During the whole time of data collecting phase and analysis phase, it was found out that there seemed to be a reasonable reflection between what the teachers informed / reported about the activities they did in their class sessions during the length of a course in general and on the materialization of them. As a result it was a temptation to affirm that Ts' theory matched practice; however not in relation to a specific method as such. In other words, those isolated activities, focusing on elements, procedures, and characteristics of methods that teachers performed do not make up a real method, but rather an

approach. Teachers executed a mixture, may be organized, and spontaneous way of particular teachings that they called method. In that case it is possible to affirm that teachers created some patterns of activities, tricks for carrying out class sessions that became more organized, stronger, independent, better at the same time they gained more experience.

H2: “The more a teacher knows the underlying theories, characteristics, purposes and criteria of a given method/approach the more efficiently the given method/approach will be applied.”

The former hypothesis H1 already referred to the not application of specific method (s) per se in the part of the teachers under research, because it was found out that most of them did not know about methods like its characteristics, criteria, philosophical and scientific basis; and according to some teachers, may be due to the lack of importance given to theory and the primary importance given to practice or other factors like students’ needs; thus it was not possible to identify a clear application of a method as such from all the practice done by all the participants; we could observe only some isolated procedures, techniques, and characteristics of methods. However, there were few teachers who almost fulfilled the requirements of a true method because they knew quite well the characteristics and criteria of communicative method for instance, and they almost applied it fully as it is the case in advanced levels.

H3: “The level of the course influences strongly (more than the other factors) on the selection and the application of a specific approach hence a method.”

According to the results obtained through the data analysis we could realize that the level of the course is the main factor influencing in the choosing of a specific approach be it from structural to communicative environments because in the informants’ words they acknowledged that structural approaches were very necessary to apply in basic levels because they believed that Ss had to understand the rules of the language first and then play with them (exercise) so as to produce the language correctly. Whereas, the communicative method was also necessary to apply in advanced levels in order to foster Ss’ speaking fluency mainly.

H4: “The complete and efficient application of a method as such may need the similar conditions of an experiment.”

In the long run of the research it was possible to observe many advantages and disadvantages called constraints for the application of a method (s) per se that come from infrastructure, learners, materials, and even moods and feelings present in unexpected teaching situations. In addition, this hypothesis comes up more from personal evaluation and experience that a planned activity based on a method or methods may fail, if the conditions for its application and development are not controlled as in an experiment; for example, if a group work activity (based on communicative method) is planned for a specific class session and two or three students do not attend classes on that day, that unexpected situation may attempt against the activity success.

5.2. RECOMMENDATIONS

One important aspect to notice at this point is that in contrast with the research in general; this study cannot be yet applied for generalization because as it has been exposed it is simply a case study; therefore further research is needed regarding teaching in our context. For example, in conformity to the results, there is a fairly reflection of theory in relation to practice (general activities done in the length of a course); however, the present study did not focus on more specific elements like daily lesson plans, objectives for each daily class session, schedule; in other words, the study does not focus on more specific elements and activities that build up every day classes; the study is rather a general view to the teaching alongside methodology , and that need further research.

Similarly, in the constraints for the application of a method, above section, there were uncovered some events that impeded the application of a method (s) in consequence some recommendations that can counteract those impediments are provided:

1) Teachers' knowledge about theory on approach/methods :

According to the results, again, most of the participants do not know theoretical support of methods and rather claim that it is necessary not to focus too much on theory but preferably on practice; and we believe that it is not so truth. What is more, it can be concluded that the found out deviations performed by participants in relation to theory reflected in practice come up mainly due to the lack of knowledge of theoretical basis of methodology. It is better by any teacher to be more informed about methodology in a way to look and find new alternatives and possibilities to improve teaching or at least to consider teaching from different perspectives; more important, in the sense to strengthen and define

clearly a specific way of teaching; and not be unsure, weaken, and ambiguous. That knowledge should take into account the interaction among areas that are: Second language acquisition theory, applied linguistics research, and ideas and intuitions of teachers as recommended by Krashen. op.cit.

2) To be aware of modern methods:

New methods are related with the humanistic side and technology. According to Krashen, S op. cit., 1983: 7, the conclusions of international English language teaching meetings are that activities like role playing, using the newspaper as a teaching aid, socio-drama; gap activity, seem to work best in class sessions; moreover newer methodology has a primary goal the lowering of students anxiety.

In relation to the results of the study, teachers (participants) in a way continued with the traditional patterns of teaching because for example, they did not really consider the humanistic side of learners in class sessions in consequence not lowering the affective filter and even not looking for students' comfort. Regarding technology there are appearing new ways of teaching through internet for example that it is not applied yet in much of the institutions due to lack of resources; however we consider that not only institutions but teachers should take into account seriously the technology as the current method and tool for teaching.

3) Teacher responsibility for carrying out class sessions:

In the analysis of the three teachers responsible of teaching basic levels: DMR, IRE, MRZ, we could confirm that they had in common the application mainly of structural approaches because according to them it was really necessary to focus on grammar structure of the language as well as in the vocabulary and pronunciation. However, in spite of their commonalities about the focusing on elements such as grammar and vocabulary they presented, obviously, individual differences. On one side for example is: Teacher DMR who is slanted toward "cognitivism" because she wants her Ss think, reason for as much learning as doing the exercises, and as she herself stated:

"Well, I like most of my Ss to play, to get fun because in basic courses It's really relevant for the Ss to remember with games so I think It's better for them because...It's impressive, It's something you don't forget; when you do things most of the time you remember more than the way you see or listen..."

On the other side, is placed Teacher IRE who more or less did the same activities like exercises, not so much games, drilling, video sessions; but his teaching seemed more mechanical; for example, the

exercises for Ss were more for reinforcement not for fun or other objective. Thus, it was observed that his teaching caused Ss to get boredom. In the side of T MRZ her teaching can be placed in the middle not so critical or active neither so mechanical. In consequence it is a way to conclude that teachers' psychology is to be worked on more, in the sense that it is not a crucial thing to apply a specific perfect method; the point is that no matter what method a teacher applies it does not make the teacher; the teacher is the one who makes a method; to put it more simple, it is the teacher who is the main responsible for a course success; though this demands a lot of effort and knowledge.

4) Teaching experience.

The amount of working time as teachers, has given participants a kind of skill for handling different situations in the harsh world of class sessions and that influenced them in the actions to take about, of course. In relation to experience, it is pertinent to refer to what some teachers thought about it and making lesson plans. Those teachers thought that it was not really necessary to prepare a lesson plan after the content of the text-book has been almost memorized and dominated. For example, Teacher AMR's opinion in relation to experience:

"... experience...experience is very important when you want to omit or add something from the book ...when you are new you follow rules... because you follow step by step what the book says ... book centered teacher I'd say...."

Therefore, experience is a very necessary requirement for becoming stronger, independent, and more organized in the development of a defined pattern of way of teaching.

5) The conscious raising of learners' needs:

All the interviewed students agreed on speaking and listening (performance development) as primary skills; and writing and reading (competence development) as secondary skills to be developed; even the director himself coincided with that situation; and according with the results, speaking skill was the most developed in all levels, thus the institution's goal, learners learn how to communicate, seems to be reached. However contradictorily, most of the teachers themselves, guided by their intuitions, knew that lower level courses needed more grammar structure than speaking and listening development in those levels, whereas that situation turned up side down in advanced levels. This particular vision of teachers about students' needs surpassed the stated students' needs at the moment of

teaching a level. To put it simpler, it was actually the teachers who determined the students' needs, may be partially, in a specific level; and not the students.

In conclusion it can be a good idea to after all listen to students and cover their needs leaving aside any other particular vision that may not be bad at all, but is connected with traditional teaching. This issue can be much related with the humanistic and newer methodology which contemplates to seek the students comfort and lowering the anxiety.

6) About text-books:

According with results, most of the time the participants literally followed the textbook's activities and as a consequence the common roles they performed were of: explainer, elicitor, and controller; and the roles of their students were that of listeners, doers, answerers which somehow reflects a mechanical and traditional teaching. Thus teachers should try to change that figure and try not to be textbook centered; what is more, get more other roles for as much students as for themselves.

As a final point, it is very important to notice about the remarkable importance given to the textbook and that it is placing aside the importance of the teacher as stated in the long run of the research. This situation makes us think about questions like: Is the textbook the real teacher or the real method provider? Is the teacher loosing importance in the teaching and learning process, due to the textbook? If so, what can the teacher do in order to recover his/her importance in the teaching and learning process? What is the amount of loss for the lack of knowledge about methodology? These and other questions need to be answered in further research.

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APPENDIX "A" RESEARCH INSTRUMENTS

TEACHER'S CLASS DEVELOPMENT OBSERVATION SHEET

TEACHER'S CODE:

PLACE:

DATE:

LEVEL:

CLASSROOM:

SCHEDULE:

STARTING/ ENDING TIME:

SKILLS / ELEMENTS	ACTIVITIES FOR DEVELOPING SKILLS AND ELEMENTS			TIMING	TEACHER'S ROLE	Ss' ROLE
MATERIALS	GRAMMAR FOCUS	Ss' ARRANG./ and TOPIC	COMMENTS OF THE OBSERVER			
1)						
2)						
3)						
4)						

7) Which activities do you emphasize for your students?

- a) Grammar explanation b) brief teacher's talk c) students' talk d) translation
e) group discussion f) written exercises g) video-listening h) Solving problems
i) writing tasks j) games k) other _____

8) Which material do you use most for your lessons?

- a) Only the board b) flashcards c) realia (puppets) d) handouts e) pictures
f) Video player g) tape recorder / CD player h) Other _____

9) What are your thoughts about the text-book you have to work with?

- a) I agree with the contents of the units, because it reflects my way of teaching?
b) It takes away my creativity and my own way of working (method).
c) All the text-books are the same basically, only there are changes in form.
d) The text-book is very important because it has been carefully developed; and it is a must to follow its methodology.
e) It emphasizes only on some aspects of the language and deemphasizes others that are also important
f) Other _____

Why did you choose that belief (explain)? _____

10) What factors made/influenced you choose a method?

- a) Your past learning experiences as an English language learner.
b) The needs of the students (emphasizing of some skills more than the others).
c) The rules of the institution you work on (policy rules, educational rules, etc.)
d) Your good gained experience as a teacher (observations done while working).
e) another _____

11) How do you evaluate your students' achievement (content of the units)?

- a) Through tasks b) through expositions c) through written tests
d) through oral exams e) other _____

12) How do you evaluate your students' knowledge of the language?

- a) Through conversations b) through presentations c) through oral tests
d) through tasks e) Through translation f) through participation
g) Other _____

III.- Rank the elements in the order of importance (1 the most important...2 important..., 3 not so important....and so on)

13) Which skill is more important?

___ Listening ___ Speaking ___ Reading ___ Writing

14) What elements are important to include in your lessons?

___ listening ___ speaking ___ grammar explanation ___ Brief teacher's talk ___ students' talk
___ translation ___ reading ___ group discussion ___ written exercises ___ video-listening ___ solving problems
___ writing tasks ___ games.

FECHA: _____ EDAD _____ NIVEL _____ HORARIO _____

INSTRUCCIONES

I.- Enumera de acuerdo a un orden descendente de importancia. Ejemplo: 1º puesto..., 2º puesto..., 3º puesto..., hasta 4º, ... (sin repetir dos veces un mismo número) Y también contesta donde lo consideres necesario en la opción "otro".

1) ¿En qué elementos trabaja más o enfatiza tu profesor?

- a) Lectura _____
- b) Escritura _____
- c) Hablar _____
- d) Escuchar _____
- e) Gramática _____
- f) Vocabulario _____
- g) otro _____

2) ¿Qué materiales utiliza el profesor para la enseñanza del idioma?

- a) Textos _____
- b) CD player _____
- c) videos _____
- d) cuadros _____
- e) Títeres _____
- f) hojas extra de resumen o ejercicios _____
- g) otro _____

3) ¿Qué actividades, para la enseñanza del idioma Inglés, realiza tu profesor?

- a) juegos _____
- b) exposiciones _____
- c) trabajos de grupo _____
- d) canciones _____
- e) debates _____
- f) otro _____

4) ¿Qué importancia tiene estos elementos de producción del lenguaje, para ti?

- a) Lectura _____
- b) Escritura _____
- c) Hablar _____
- d) Escuchar _____

5) ¿Cómo te beneficia más el método o forma de enseñar de tu profesor?

- a) ___ Puedes comunicarte con más fluidez utilizando el Idioma Inglés. (speaking)
- b) ___ Escribes cartas, mensajes, historias, párrafos con menos dificultad. (writing)
- c) ___ Puedes leer con más precisión y entendimiento y tienes más vocabulario. (reading)
- d) ___ Entiendes con mayor nitidez las conversaciones en Inglés (listening)
- e) ___ Haz practicado más la gramática del Idioma Inglés.
- f) Otro _____

6) ¿Cómo describirías las clases de tu profesor de Inglés?

- a) ___ Es muy importante la comunicación dentro el curso usando solo el idioma Inglés
- b) ___ Tienes que dominar las reglas del idioma Inglés mediante ejercicios de repetición y de memoria
- c) ___ Hay muchos juegos de creatividad u otras actividades que trae el profesor a las clases como adivinanzas, solución de problemas, canciones, etc.
- d) ___ Hay mucho contacto con el idioma Inglés a través de videos, canciones, charlas, debates, etc.
- e) ___ Seguimos al libro al pie de la letra, y hay algunas actividades extras.
- f) ___ Principalmente hacemos muchas actividades como investigar, exposiciones, exámenes sorpresa, actuaciones, etc.
- g) ___ otro _____

7) ¿Qué es lo que te gusta más respecto de la enseñanza de tu profesor (opinión)?

APPENDIX "B"

TRANSCRIPTION OF GATHERED DATA

INTERVIEW TRANSCRIPTION (data on DVD format)

Note: the abbreviations used in the interview transcription are:

Intvwr: = interviewer

DMR, IRE, MRZ, WYL, ALP, AMR, MJL = codes given to participants in order to keep safe their identity.

PARTICIPANT: DMR

DATE: 24th, Sept, 08 and 10th, Nov, 08.

*Intvwr: **What do you think is the method you're applying in your classes?***

DMR: Well, actually I think It's a "mixture of methods"...because if I only use one method...It depends on what I'm going to teach today. For example if I need to teach grammar today I will need to use the board, explanation, and maybe written exercises; but if I want to review the part I would probably use some games or maybe some class activities, group works... It depends...

*Intvwr: **When you teach, what is your objective?***

DMR: well my first objective is the Ss to know what I'm teaching, to learn, to understand all of it...In basic courses is very difficult because I speak English they don't understand what you're saying ; but in those courses I think I would vary I'd concentrate on simple grammar and in vocabulary. In advanced courses my objective is different...they already know grammar and I have to make them practice, have them speak maybe more pronunciation fluency; on the language depends on the level... but my second objective is the Ss to have fun, feel relaxed to feel also comfortable with language because most of them are a little bit afraid of learning a new language.

*Intvwr: **In order to achieve that objective, how do you organize your lessons, or what are the activities you mainly focus on?***

DMR: Well...umm...for example...then if today I'm going to teach Do, Does auxiliaries, I have to plan how to teach...of course I'm going to use the board because they have to see the grammar structure; I'm going to use written exercises because they need to focus but I will also use some visual help but It's not like with (noise)... or cards...I'm going to use the Ss to understand the correct position of words in sentences..

*Intvwr. **How do you think your learners benefit from your methodology?***

DMR: Well...I like most of my Ss to play, to get fun because in basic courses it's really relevant for the Ss to remember with games so I think It's better for them because um... It's impressive, it's something you don't forget when you do things most of the time you remember more than you see or listen so I think this method is better for basic levels...

*Intvwr: **...so in which elements of the language, which skills do you think your Ss improve?***

DMR: Well in basic courses we have a lot of vocabulary which is new for them. Grammar basic structures are very important so I try to focus on that and obviously the pronunciation and the conversation...but I don't focus so much on that, because It's too hard to require for them, you know... a perfect pronunciation, don't have grammar any mistakes when you speak, but I try to explain them so that they can understand where the sentences comes from, how to do it, how to form it...,and I see the results in my Ss of higher courses they are doing it very well because they understand grammar structures and they don't need further explanations.

*Intvwr: **...so you see results in long-term time, what about results in short-term time? how do you know that your learners are getting benefited from what you've said?***

DMR: Obviously from the exercises of the book because I see.. you know that they understand, they can do it, they are able too, and because they are... you know eager to speak, they try to form sentences, they try to communicate in English since they learned how to do it and not just to praise in English, so they try to develop their own ideas, they try to say some things for

example...How was your weekend? I don't know... I went to the movies... right? So simple and basic sentences but they do it with their own experience; It's not something that they saw in the book, It's something that they formed, they created.

Intvwr: yeah... I think that your students may get benefited in grammar structure as I saw it?

DMR: yes... in basic courses I think It's the most important thing because if you understand in basic levels the correct order of grammar structures is much easier for you to learn other grammar structures and then concentrate and focus in vocabulary, pronunciation, and any other thing, right?

Intvwr: Which method do you think the textbook applies?

DMR: I work with three different books... I think that true colors is very nice for basic levels...I like true colors... "world view" is... a little bit more focused on exercises on practice grammar, has more exercises than true colors...

Intvwr: Would you give a name to the textbook's method? For example, most of the teachers agreed that the book was mainly communicative method, nobody told me about structural method...

DMR: Well all of the books except the world view have a lot of conversations especially true colors that's communicative; but in WV you (noise)... speaking exercises but is divided into four skills; but the 1st skills are practiced on structure or... whatever you learn in that unit. "How to order food in a restaurant" everything is focused on that and North Star is totally speaking and listening...well I think it's communicative.

Intvwr: Have you ever learnt about methods, theoretical basis... characteristics?

DMR: I've had courses but well...I've learnt methods I wouldn't be able to say or to repeat all names but I know them.

Intvwr: Do you apply the same method for all levels or you change?

DMR: I change...I change yes because in basic levels you need to be very visual very...you have to use gestures, body language and that's going to help Ss. Intermediate courses are well...like a mixture of both of methods. I cannot speak only in English I have to use body language but not as much in basic A or B...I don't have to play as much, not to focus on grammar that much 'cause grammar is little part of it. I have to focus on vocabulary, speaking, listening; but in advanced courses I just hardly ever touch grammar It's more about skills, how to improve them.

INTERVIEW TRANSCRIPTION (data on DVD format)

PARTICIPANT: IRE

DATE: 22nd, Aug, 08 and 10th, Nov, 08.

Intvwr: Which method do you apply in your classes, mainly?

IRE: when I'm teaching I consider myself at someone who likes to analyze structure and Ss to analyze structure. I don't use the Natural approach where Ss have to analyze themselves word order...correct grammar. I don't remember the name of any method and also cooperative learning where Ss can help each other according to their opinion.

Intvwr: Do you know the underlying theory of those methods, scientific beliefs that support that method?

IRE: To tell you the truth I don't have a lot of knowledge about this but why and how I chose that way of teaching because I had studied here ... I'm teaching my Ss as the same way I would've liked to be taught O.K.? And in my opinion that's the best way because after they know the grammar part they can practice in order to have a good speaking level to have a fluent speaking; so I don't use the natural approach where Ss have to analyze themselves word order or correct grammar; I think this is a method when Ss specially the situation where the Ss have to use every grammar structure.

Intvwr: When you teach, what is your main objective?

IRE: OK... my objective is...eh... to get my Ss understand the grammar, especially, then the vocabulary and after that to clear any doubts they have.

Intwvr: ...to reach the objective you mentioned what activities you do?

IRE: Well...I start with really basic sentences according to each grammar...and I try to get them more and more difficult every time so...eh...they can feel comfortable from the beginning to the end but at the end of the course they will have more difficult sentences than the beginning.

Intwvr: ...so you focus more on sentences activities, only?

IRE: On sentences activities, for example...and those sentences are mentioned according to the realia, according to the news....according to maybe some activities, some hobbies they have, maybe music, sports, movies....etc, etc...I don't prepare songs for....but this is one of my objectives for future courses once or twice per course...

Intwvr: From the method you applied in your courses and the activities you did for your Ss, how do you think your Ss benefit from what you do in classes?

IRE: Well I think they benefit...because you know...when I'm having classes I like teaching and I like my Ss totally understand, especially the grammar part so they don't have mistakes; they don't have problems when they speak especially; so the benefits I think they never forget the grammar structures in different tenses.

Intwvr: Oh yes... so they develop grammar?

IRE: Especially grammar, yes because in my opinion that's the most important part in order to continue with the other skills...

Intwvr: You also told me that you took some ELT courses...methodology courses, can you make a brief description of those courses; what were those courses about?

IRE: O.K. well let's start with methodology. It's a special course where you can learn different techniques, different ways Ss can learn and teachers can teach...

Intwvr: ...so it's a practical course?

IRE: A practical course. Not necessarily only for teaching English you also can teach any subject.

Intwvr: Any subject...what do you mean by that?

IRE: Not only English. You can teach chemistry, mathematics, etc... because (noise) also study the Ss psychology; how they learn, because everyone has a different way to learn. Some Ss learn easier with different techniques, kinesthetic Ss, audiovisual Ss, etc...

Intwvr: So you studied theory in those courses?

IRE: Yes, theory...

Intwvr: ...and what about practical courses?

IRE: Oh...it was both, because after theory we used to do the same exercises, we used to do some fake classes.

Intwvr: Do you apply a specific method for any level or the same?

IRE: I think I'm a teacher who applies the same method for all levels with differences in level difficulty according to the course they are.

Intwvr: For example eh... I realized that in advanced courses the method has to be more communicative because SS are to speak all the time; you know...forget about grammar rules; so maybe your method for that level may not fit?

IRE: Eh... yes I agree; but for example in advanced courses, of course, I can't teach basic grammar, they are fluent with basic grammar. For example simple present, simple past, etc...but I use the same method...I use for example in a basic course when I teach simple present I use the same method in 4B the last course; when I teach for example 3rd conditional plus unreal conditional; step by step very easy for them O.K. but of course when they speak they have to speak very fluent... in advanced courses they have to speak very fluent... with basic grammar; but they have difficulties when they are speaking English with advanced grammar; the same example I did as unreal conditional.

Intwvr: ...do you think that this book (referring to "world view" textbook) focuses on grammar?

IRE: Not only on grammar; grammar is the most important part in every unit but there is also listening exercises, vocabulary, speaking part, and homework writing.

INTERVIEW TRANSCRIPTION (data on DVD format)

PARTICIPANT: MRZ

DATE: 22nd, Aug, 08 and 10th, Nov, 08.

Intvwr: Which method do you apply in your classes?

MRZ: Well I teach with the inductive because I consider it really helps a lot and as I noticed it's acceptable for my SS.

Intvwr: Do you know the underlying theories of your method?

MRZ: Well in this case I just read the general characteristics and I don't realize all the steps I just consider it helpful.

Intvwr: ...but what things or elements does your method focuses on?

MRZ: Specially the grammar structure, basic ones, I consider grammar structure is really important to Ss because in high levels we realize that Ss present basic problems

Intvwr: So when you teach what is your main objective for your Ss, from your method?

MRZ: My principal objective for me is to encourage Ss to speak English; most of the time I start with the part of a class.

Intvwr: ...so most important for you is grammar rules?

MRZ: Yes (steady answer) grammar as they know grammar at the beginning, they can do it the other structures, the other skills.

Intvwr: In order to achieve those objectives how do you organize your lessons, what activities do you mainly do?

MRZ: For me the principal things that I do in class I told you grammar...after that exercises; I write on board in order to modeling all those aspects.

Intvwr: ...to give examples?

MRZ: Yeah...

Intvwr: Do you make your Ss drill?

MRZ: Yeah... It's very important; at the same time they are checking skills, they must practice in classes.

Intvwr: Which material do you use, when you teach?

MRZ: Most of the time I use my extra material, handouts obviously, the book.

Intvwr: Why did you choose that way of teaching? What were the factors probably influenced you to choose a method?

MRZ: I chose that method since the first week I start working because nobody taught me how to teach...that's why I consider to teach is to go step by step.

Intvwr: ...so probably influenced your learning experience as S?

MRZ: Yes (steady answer) I consider the first important aspect is to have passions and give them steps of learning ...as you said before talking about experience as learner, I had this kind of problems at the CBA and the Teacher didn't give us enough rules.

Intvwr: The book you are working with, which method do you think it applies?

MRZ: Communicative.

Intvwr: Why?

MRZ: Because most of the time in the book there are a lot of conversations, listening, readings.

Intvwr: Do you apply the same method or different for different levels?

MRZ: Different methods..., different drills.

Intvwr: ...but same method, for example if you were teaching advanced which method you'd probably applying?

MRZ: Hummm... I don't remember

Intvwr: ... communicative?

MRZ: Yes communicative the most common one.

Intvwr: ...since they have to speak more...?

MRZ: Yes

Intvwr: Do you know about modern methods that are appearing?

MRZ: No... until communicative that's all.

Intwvr: How can you think your learners benefit from the way you teach...?

MRZ: Well as I noticed all these years...I...in my personal experience I realized that my Ss benefit specially in the part of writing...ah...improving their vocabulary and then also start talking without any kind of problems that's why in this point I have to encourage is to improve the vocabulary because...I work together the part of writing with speaking; as they write good they will speak good, that's the point.

INTERVIEW TRANSCRIPTION (data on DVD format)

PARTICIPANT: WYL

DATE: 12th, Sept, 2008.

Intwvr: What is the method you mainly apply in your classes?

WYL: I think It's mainly "eclectic" as I already explained...because in each class we've got different types of Ss; they learn from different ways, we have to apply different methods too... yes It's a mixture...

Intwvr: When you teach your lessons, what are the objectives you have?

WYL: O.K. any lesson you mean?

Intwvr: How can be your ideal S?

WYL: a one that could express his/her opinions clearly; obviously the one that can deal with grammar points. Communication I think is the main objective at the end of each lesson...to talk about...let's say a topic eh...using the vocabulary related, grammar related to this topic. So communication I think in few words.

Intwvr: Well...since your objective is communication, how do you organize your lessons or what activities you focus on in order to reach that objective?

WYL: O.K. you know the...you mean the way for example...I introduce the topic?... you mean?...

Intwvr: No, you have one objective which is Ss develop communication; so what are the activities you do in order to reach that objective?

WYL: O.K. you know...as always we introduce any topic in classes, we model how...let's say...talk about this topic then what we expect from Ss is to do the same; later working in groups, working in pairs to give their opinions about the topic...of course we always have to introduce vocabulary and other things before talking of certain topics, right?... so mainly I like these group activities, pair activities let's say...

Intwvr: ...well...eh...since you chose those activities and those objectives don't you think you're applying the communicative method?

WYL: I think so too...right? But as I told you It's not ... we are focusing yes on speaking but not all the time, ...we also... let's say teach grammar for instance; there is a specific part of the class we just focus on grammar...I give them exercises, example in order to get grammar too; but I focus on communicative method mainly first...then grammar structure method.

Intwvr: What were the factors that made you choose that method?

WYL: As I come from the university, I studied linguistics...10 years ago at UMSA this is one of the purposes to teach Ss how to be teachers; so in order to be a teacher you must know, how to teach grammar, vocabulary and so on...but mainly grammar...so we used structural method and I'm strongly influenced by this method; that's why I like Ss to learn grammar too.

Intwvr: Well talking about materials, which method the textbook do you think applies?

WYL: Eh... nowadays communication is the most important ...we don't want teachers to teach only grammar right? As we are teaching in an institute our main purpose for Ss to learn how to communicate and the textbook purpose has got that intention...the main, main method it used is the communicative method...

Intwvr: Yes... there are other methods like direct method, audio-lingual, what do you think of those methods?

WYL: Eh...the audio is the one we are using now in the "north star" intermediate which also focuses

on the audio-lingual that got listening activities and speaking activities only right? ...that's the problem so the Ss can be good at listening and speaking but terrible at writing... so there are the disadvantages of audio-lingual.

Intvwr: May be I am redundant; but do you know the underlying theoretical basis of communicative method?

WYL: Ummm... I can't tell you now exactly...

Intvwr: ...or the characteristics let's say why this method appeared...criteria?

WYL: Yeah...I can't tell you exactly really now right? 'Cause I finished UMSA 7 years ago and to remember those things is kind of difficult right now...

Intvwr: Do you apply the same method for all levels or you change? For example for basic compared with advance?

WYL: All right...the communicative you mean right?

Intvwr: yeah...the same method.

WYL: In this case eclectic, yes? As I told you from the very beginning we should use direct types of method not only the communicative, not only the grammar or structural...eclectic right? The one that makes direct types of methods right? ...the 1st thing we've got to do teachers in a class is to start a new course, identify the types of learners we've got in this class...you know...that's why you've got to mix the methods right?

Intvwr: ...so you use eclectic for all levels?

WYL: for all the levels? Yeah because ...there are certain levels you just focus for example in grammar. I remember I used to focus on grammar...basic and intermediate levels right? Because grammar is harder to understand for example the present perfect is really difficult to understand in those cases you have to be really structuralist.

Intvwr: ...so you have to focus more on structural methods for example?

WYL: Yeah...depending on the level too as you said... but at the very beginning it has to be eclectic because you have to use different types of methods right?

Intvwr: What are the benefits for your learners from the way you teach them English?

WYL: I think mostly vocabulary I also focus on pronunciation; really...I focus on pronunciation so most of them, talking about my Ss, get this...especially if you mean talking about high levels...intermediate levels in which Ss have pronunciation problems and I focus on those issues...grammar of course too...but also vocabulary I think It's essential.

INTERVIEW TRANSCRIPTION (data on tape)

PARTICIPANT: ALP

DATE: 11th, Sept, 2008.

Intvwr: Which method do you apply in your classes for teaching your lessons?

ALP: Ah...well the communicative method I think it is the one I use because I really consider that language should be connected with real life and I think Ss should be aware...of real life...

Intvwr: When you teach, what is your objective?

ALP: Everyday I need to have an objective you know...my point is when I teach to my Ss when my Ss go out should know something new...

Intvwr: ...talking about skills what is your main objective to develop?

ALP: ...well you know since I work in a particular institute we use a book and we have there things that help us develop our objective, those books are really well prepared, the only thing I do well... to get familiar with it deeply...you maybe concerned with other methods at the same time; you also should...when you are covering one unit you cover all the skills at the same time...though you are covering only one, indirectly you cover the four skills...none skills are the best all of them are important.

Intvwr: OK...for achieving that objective...how do you organize your lessons, your activities?

ALP: Well...I try to vary you know...I try to vary because if you vary your Ss will enjoy it and don't like the monotonous thing, let's say for a day I can go with a text...but I have some games, video session...

Intvwr: **Do you apply the same or a specific method for a same level... or change?**

ALP: Well...the method is almost the same...we usually focus on a topic...but in lower levels I need to focus on some grammar or more words, vocabulary...well I think when you are focusing communicative the structure is hidden there so "discovering" is key...and at the end I explain the grammar focused, covered.

- Intvwr: **I want to know what are the benefits for your learners from the way you teach them.**

ALP: Well, the benefits are that my Ss really can see that the language with real life...I told you that I like to relate things with real life I don't...I...

Intvwr: **In our context?**

ALP: In a context I usually like to teach in a context...

Intvwr: **what is the level you are teaching now?**

ALP: Different levels...intermediate...

Intvwr: **What are the benefits, for example related to elements of the language skills and so on?**

ALP: I didn't catch the question... again?

Intvwr: **for example we have 4 skills...and elements. Structure, syntax, idioms, functions...so in what way do you think your Ss benefit from your teaching related to those elements?**

ALP: Right! Everything is connected I can...well...I have always told you this, right? Whenever you teach, focus on a situation, grammar whatever it is...you connect everything indirectly, for example...(explains his activities in class).

Intvwr: **So you don't emphasize?**

ALP: Obviously we focus on a topic, for example we have sometimes a reading...right...a reading; we are based on the reading but there are other skills that are also included, right? That's why the SS can see that they are not only reading they have to discuss what they have read, they are speaking at the same time, they are listening...

Intvwr: **Why did you choose that way of teaching?**

ALP: I've teaching now for almost five years...at the beginning I was blow out ...because I had no idea how to teach but little by little my experience...has taught me how to teach; so I now I have the experience...well...I'm not saying that now I'm a very good teacher, very knowledgeable teacher; I'm still learning. I learn from my Ss and they teach me a lot.

Intvwr: **Is there any factor from your experience as a learner..., for example, most of the teachers told me that the main factor for choosing one method was their experience as learners... does it happen to you...?**

ALP: well yes I found out that...eh... if you focus on one specific method you need to adapt to your particular Ss what do I mean, I mean that every single class is unique...you should evaluate the method you need...even the way I behave is different according to my Ss.

INTERVIEW TRANSCRIPTION (data on DVD format)

PARTICIPANT: AMR

DATE: 10th, September, 2008.

Intvwr: **Which method do you apply in your classes for teaching your lessons?**

AMR: well I usually use the communicative method for many reasons; mainly I think that communicative method emphasizes the communicative competence so Ss need to communicate that's why they come to the institute at the same time I think I try to involve Ss in a real environment where they can use L2...on the other hand I give them the meaningful context...I give examples to infer.

Intvwr: **Do you know the underlying theories or beliefs of communicative method?**

AMR: *I'm not so sure about it ...but...*

Intvwr: **or about the characteristics?**

AMR: *Yeah...I think the most important characteristics it is speaking based that's one second Ss centered; that means we take out grammar in most cases 'cause they learn grammar by practicing by speaking at the same time, communicative method emphasizes in two skills speaking and listening by doing a lot of skimming and scanning and a lot of listening; at the same time I give a lot of essays for writing ...I don't check mistakes immediately when they are performing; for me It's better if they try to talk and use English 'cause communicative method says that; not to interrupt Ss' performance.*

Intvwr: **I know, realize that your objective is your Ss communicate; so what activity you do in order to achieve that objective, what things are in your lesson plan?**

AMR: *In my lesson plan I usually emphasize a lot of activities such as speeches, debates...I try to give them a lot of videos, listening and sometimes I use realia...communicative classes should be very active; that's why I say that Ts' role is just an advisor.*

Intvwr: **I would like to know what are the benefits for your learners, from the way you teach them?**

AMR: *I think that in most cases they communicate, they use L2 in order to communicate as I told you they are involved with language so they can communicate; that's good for them so I think that benefits mainly is that they can speak O.K.? And at the same time they have a good listening and I realized that in most cases they like to participate a lot because they feel comfortable...let's say, with all the situations that I give them and the opportunities that they have, to use the language.*

Intvwr: **What do you think of the textbook, which method you think it applies?**

AMR: *I think that it fits with the method I'm using, in this case communicative because it has a variety of meaningful context...obviously don't have relation with our society; as teacher we should contextualize it and I like the book, it gives you a lot of ideas so that you can practice speaking and listening since it is the main objective of the level.*

Intvwr: **What factors influenced you to choose a method, in this case communicative?**

AMR: *Yeah...as an institution they choose the method... not the method but the book; they did that because in most institutions in La Paz, most institutions still apply old methods...We have to look first Ss' needs/ objectives, why they are coming here...because they want to speak; in order to fulfill that objective, communicative is best.*

Intvwr: **If you taught different levels would you apply different methods?**

AMR: *I think that I can use the direct method as well but at the same time communicative 'cause both have the same objective; so they emphasize communicative speaking, listening, input is very important for those methods. But personally when I was teaching basic courses I'd used communicative methods.*

Intvwr: **You know there are more modern methods about communicative, do you know about them?**

AMR: *Well nowadays I'm using e-learning...personally I have a web page that's called and I write my Ss to "survey" I think that nowadays teachers should know e-learning because it's so important; let's say a teaching tool.*

INTERVIEW TRANSCRIPTION (data on DVD format)

PARTICIPANT: MJL

DATE: 22nd, September, 2008

Intvwr: **What is the method you apply in classes mainly for teaching?**

MJL: *Mainly I apply the "direct method" right? ...I guess I get something from every method... the one I use most is the Direct method.*

Intvwr: What are the bases or the characteristics of the method you mentioned?

MJL: Well according to this method, you have to teach Ss since the very first day everything in English right? ... So according to this method you don't have to use any word in Spanish...that's what I do in class...

Intvwr: Do you know what this method focuses on more?

MJL: I guess is... more communicative in order to make Ss think in English, express their ideas in a fluent way...they have to learn to think in English right? ... I think that's the main point.

Intvwr: When you teach, what is your objective in each class, or as a general course?

MJL: Well...I want to see my Ss speak that's my main point; teaching that is my main point that they will perform well any question...to read well...to express everything no matter funny or serious thing.

Intvwr: For achieving that objective you mentioned, how do you organize your lesson and what are the activities you mainly focus on?

MJL: I always focus on conversations right? Open conversations because every day I start with a question: How are you?, what did you do?, how do you feel? ...I didn't open the book yet but I'm already speaking with them about anything; then I start with the book but I don't pay a lot of attention to the book if they give me some grammar then I had to explain; I do it then I start a conversation, a debate focused on the grammar we learned previously.

Intvwr ...so what do you think your Ss benefit from your method or your activities you apply in classes ?

MJL: I guess they are benefited with the fact that they...they as I told you I use realia right? ...real conversations, more conversations so at the end they are gonna benefited that they are able to speak anything they want because we...since I focus more on the speaking part or as a speaking skill, right? So at the end they are able to speak...not that excellent but they are...they speak pretty well so they can communicate.

Intvwr: ...what about grammar, for example?

MJL: Well... they... as you know they learn in an inductive way, right? And at the end I show them with a kind of formula in a grammar formula so you see...they know at the same time grammar but what I want them is to speak more.

Intvwr: Would you apply a specific method or change methods for every level?

MJL: Well... I would change some things, as the fluency that I use when I'm teaching at high level courses...'cause in those levels I speak quicker or more fluent I use complex vocabulary, complex grammar...If I taught basic and intermediate levels; that's something that I did and I would like to continue doing is just... I do the same. Telling you the truth since basic A I start teaching everything in English of course my fluency is slower, I try to use more body language, use more flash cards, something that I don't do with advanced courses

Intvwr: ...so you would use the same direct method?

MJL: The direct method yeah...

Intvwr: ...and what about the other methods? For example, communicative method and structural method; which is similar to direct method?

MJL: As I told you I take from every method something that is useful for the way or the my method...my own method...I guess my method... I don't have a name for it but I get something from every method.

Intvwr: eclectic...if there is a mix?

MJL: yeah...now I remember it's eclectic ...

Intvwr: Would you agree that in basic courses you have to apply more structural methods but in advanced levels more communicative ones?

MJL: I have to say...I would agree or I wouldn't agree...(explanation of methods) I think there should be a balance of methods in all levels I know how important is to know the grammar structure in basic and intermediate levels; they must know the grammar English structure I agree, I do that as well, but I don't pay so much attention to it...I teach only 20 min. on grammar focusing.

Intvwr: What factors influenced you to choose a method, in this case communicative?

AMR: Yeah...as an institution they choose the method... not the method but the book; they did that

because in most institutions in La Paz, most institutions still apply old methods... We have to look first Ss' needs/ objectives, why they are coming here... because they want to speak; in order to fulfill that objective, communicative is best.

Intvwr: Do you know the method of the text-book, which method it applies?

MJL: I guess that the one is the direct method... in my opinion they use the direct method right? Since everything is in English no word is in Spanish. It's just a guide we don't have to be too loyal to the book because it's a guide and it depends on us if we apply it because... on the other hand these books weren't prepared focused on our Ss' needs 'cause you know Bolivian Ss are different from American Ss; so... since those books weren't applied on reality of our country, of our culture, I don't try to rely at...

Intvwr: ...but don't you follow the exercises or the activities...?

MJL: Not all of them, some of them I don't consider well for my Ss and I explain my Ss why we are omitting that part and I bring other activities; in my opinion fits better for them.

INTERVIEW TRANSCRIPTION (written data from notebook)

PARTICIPANT: Mr. "AH" (main director of the Englishlands institute)

DATE: 23rd April, 2009.

Intvwr: What are the objectives in relation to the English language teaching center?

AH: Well the 1st objective is to get quality of Ss that may perform well in any activity they may be doing in the future. We try to teach them speaking first and grammar is deduced; in advanced level, for example, if one S feel good with her/his speaking or production even though he/she might not know grammar for us is good because that same S is encouraged to continue which is important for us, and the S himself/herself may realize that at that level he/she needs a teacher that might focus on grammar or know very well the grammar structure. So, first, we encourage Ss to study English.

Intvwr: What activities or things do you do in order to reach those objectives?

AH: First we encourage and try to know Ss' background, get familiarized with them and adapt our teaching to them.

Intvwr: What kind of Ss do you receive in your institution, talking about their social background?

AH: Well, we first detect Ss who are single parent family and we try to help them because we know that those Ss will present some problems for learning the language which is not the same compared with a two-parents student who might have more abilities, more keen to learn, without so mucg problems.

Intvwr: ...but talking about their social status?

AH: Well... we don't care about those things we just detect Ss with problems and try to help them for instance, if one S can't afford paying the text-books as it is required in our institution we talk to him/her and make some discounts as much in the material as in the tuition.

Intvwr: What do you think about the material you are working with, specially the text-book?

AH: Well I agree with the three text-books we are working with that are true colors for basic, world view for intermediate, and North Star for advanced...

Intvwr: What do you think about methodology; don't you think that your teachers are strongly influenced by the method proposed by the text-book?

AH: Yeah... I know that 50% of the teaching has to be academic part; but the other 50% has to be teachers' methodology entirely; as I told you if a learner is happy with his/her teacher well then It's okay too; if the teacher is secure, kind, flexible, but at the same time authoritative and respectful of the rules and combined with the activities of the teaching of the text-book or whatever; then we think that the teacher will be successful, Therefore it is 50% academic and 50% background of the teacher.

CLASS OBSERVATION TRANSCRIPTION

The present transcription is an edition of the raw tape recording data as in a way to facilitate the understanding of the content and not to be that unnecessarily extended. The used key symbols are:

T = Teacher

Ss = students / S = student

O = Observer.

CP = CD player (specially for listening activity)

() = noise or any other disturbance in the transcription and class development.

.... = three ending dots before a space, means activities that follow in a row and are of the same kind, for example:

T: Eh... Carla please, tell us about your plans for the future Ok? Use be going to.

S: I am going to visit my friend.

T: Ok, Edwin...

S: I'm going to travel to Santa Cruz.... (Similar activities follow in a row, shortcut for unnecessary transcription).

CLASS OBSERVATION TRANSCRIPTION

LEVEL: BASIC

DATE: 24th September, 2008

PARTICIPANT: DMR

T: ...simple present for verb to be...?

S: No...

T: For what...?

S: Other verbs...

T: For other verbs...positive sentence, negative sentence, yes-no question...

S: Negative sentence...

T: Negative sentence...?

S: Oh... no, positive sentence

T: Positive sentence...? Negative...no...Simple present for other verbs...negative sentence, also positive sentence, yes? What's the grammar structure Carla?

S: Eh...subject, verb and complement and verb base form, verbs with an –s

T: Yes, subject, verb, and complement...in the verb we have positive sentence, yes?

Ss: Yes...

T: Base form and verb plus subject...Karina... this... what subjects?

S: You, we, they, I...

T: And this...?

S: He, she, it...

T: Claudia, ok, this is the grammar structure for positive sentence, ok? Now, for negative sentence...? NO...?

S: ...(silence)...

T: Cecilia...(sound of steps on the floor, walking)...an auxiliary... we have two options...do and does...do, for Reyna?

S: You, we, they, I...

T: And does...?

S: He, she, it

T: It's the same but negative, is it negative? Yes? Is this negative? Negative auxiliaries...? No...Negative auxiliaries for do...don't and does...doesn't, that's the negative auxiliary...and the verb teacher...? Ah... the verb is in base form, for all the subjects...? Yes, base form for you, I, we, they, he, she, it, no more else? No more...yes...? Examples... Pedro give a verb...

S: Eh... write...

T: Melissa, give a sentence

S: We...

T: We...subject auxiliary in negative...do or don't; doesn't or not...we don't...verb in the base form...? Write...
Karina, give a complement

S: In the street...

T: On, on.... don't write on the streets this is wrong, this is graffiti...destroy... Now let's try other subject... He,
Karina, don't or doesn't?

S: Doesn't...

T: Doesn't ...write or writes?

S: Writes...

T: Base form no changes, no -s...write, no change...do you see in negative sentence, negative sentence. The verb
doesn't change, don't write -s, no -s, ok? Only the verb, do you understand this part, yes? Is this correct...?
Is this correct...?

S: Not at all...

T: No sure? Where's the mistake, what's wrong? What is not correct? He...? Is correct he?

Ss: Yes

T: yes...not... is correct...?

Ss: No... Doesn't...

T: Doesn't, study this for the test, ok? Is this correct...? What is the verb...? The verb she plays

S: Plays...

T: Is this correct...? No, in negative sentence, no -s; in negative sentence no -s, ok? Is this correct...? You
don't...do you understand negative questions...? Yes, ok... Questions...? Negative sentences...do you have
any question...?

Ss: No.

T: No questions, ok. I will write sentences, ok? You correct the sentences, ok? (Steps on the floor, teacher writes
on the board) can I erase this part...? Ok? ...

T: Ok, number one Maritza...?

S: She doesn't eat sandwich....

T: She doesn't eat sandwich, perfect; number two, Carla...?

S: We don't play volleyball, we don't play volleyball

T: We don't play volleyball, correct, number three, Reyna...? (Cracking sound of the door)...

S: They don't stay in the bedroom

T: Good, they don't stay in the bedroom...

T: Questions...To do the question we have a different grammar structure, we need auxiliaries, yes- no questions
with auxiliaries, what's the grammar structure...? First...

Ss: The auxiliary...

T: Number one is the auxiliary....number two subject...number three verb, and number four the auxiliary with
two possibilities do, does, Karina...do...?

S: You, we, they, and I

T: Does...?

S: He, she, it

T: Good, so we have auxiliary, the subject the verb, and complement...verb in the base form...no -s, ok? For
example...subject...Claudia, Claudia is she, correct...? She...what, auxiliary do or does?

S: Does....

T: Does....does Claudia....work in ABC, yes?

S: Yes.

T: Yes, repeat the subject, she; repeat the auxiliary she does...yes? She does, Carla is a she, woman, yes? Now
read, Luis...Luis is a he...Does Luis study...? No...? ...For a chef...? Does Luis study for a chef...? No... Repeat
the subject, he in negative, the auxiliary doesn't...no he doesn't...Do you study French...? You know
French...?Paris...Paris...do you study French...?

S: No.

T: No, direct question, no we don't. Do you understand this, ok? Questions....? No questions?

Ss: No questions...

T: What's the name five double [ius]? Information words...look same structure, identical structure... (Silence...teacher writing on the board...) Information words, auxiliary, subject, verb, base form, and complement...for example... Where does Claudia work...? She works in ABC, what does Luis study? What does Luis study? What do you study...? What, no, where...or in Spanish if you can't in English

S: Spanish, Administración de Empresas.

T: Administración de Empresa..., Really? What does Luis study...? Business Administration...Administración de Empresas, yes? What, remember what, ok? What does Luis study...? What do you study...? Business Administration and English; now where do you study English...?

S: In the...

T: In the English lands institute...specific...at... (Noise)...yes? Do you understand this? Questions...?

S: Ah... in Spanish...eh...

T: Ok, tell me in Spanish...

S: ...lo que estábamos estudiando...eh.... (Noise)...

T: the auxiliary, no meaning in Spanish, like this...

S: ...digamos si estuviéramos sin eso...?

T: Is like a...like a...cave man... "you... speak... English" ...no, you need the auxiliary always, the auxiliary converts the verb...remember...it's very important...no auxiliary...zero auxiliary...good friend. The auxiliary has no meaning in Spanish, no translation, that's in Spanish...No exists, doesn't exist, ok? The auxiliary conjuga, converts the verb...yo plancho, tu planchas, plancha, planché, planchaba, plancharé. This auxiliary converts the verb, without change the verb, see? It's the same...Luis studies...conversion with auxiliary...Luis study...Do you have more questions...? No more questions...? Ok, mini test, yes...Teresa you are my auxiliary, ok? You're my helper...base form or verb, do you agree with this...Luis y Pedro; Claudia and Carla, Teresa, come here...You tell me is correct or no, ok? Show me positive sentence...positive sentence... is correct...?

S: No.

T: Incorrect...Luis...

Ss: ... (Laughs)... (Sound of steps, students moving)

T: Positive sentence...subject, verb, and complement; verb two options...verb in the base form...or only verb with -s, yes? Show me negative sentence...now auxiliary negative, positive, negative, positive...

Ss: ... (Laughs)... (Sound of steps, students moving)

T: Ok...show me negative sentence

Ss: ... (Laughs)... (Sound of steps, students moving)

T: Now short answer, no, yes-no question, correct...? Correct, short answer...yes I do, no I don't...short answers...yes, no, subject, auxiliary...Show me information question...

Ss: ... (Laughs)... (Sound of steps, students moving), No...

T: No...? ...correct, very good. Now, students versus teacher, yes...? No...Books, yes? Let's make a circle, ok? No books, no notebooks, very well... (Annoying cracking sound of moving chairs)...I will write one sentence, ok? One, with one mistake right...? You tell me the mistake, ok? If you're right one point for you, if not, not, one point for me...five sentences...ok...?... (Chatting and whispering of students)...In group your answer, one answer... (Chatting and whispering of students)...eight Mississippi, nine Mississippi, and ten Mississippi...your answers...no answers...? No answers...? ... Teacher one, students, no. Lisa and Carlos, Lisa one and Carlos two; one plus, one...two plural...they don't... (Chatting and whispering of students, laughs)...Game over...very well.. Tomorrow we are going to learn simple past, ok? Homework...Study the verbs of simple past, ok? Thank, that's it...you can go...see you tomorrow...

LEVEL: BASIC

DATE: 11th September, 2008

PARTICIPANT: IRE

T: What do you think the class is going to be about?

Ss: I don't know...

T: Future; do you think It's easy...?

S: Yeah... It's very easy

T: Easy right... Do you think it's easy too? Good news... you are not going to have problems with be going to in the future...yes? Or maybe in future I'm going to have problems; what do you think, Carla?

Come on... (Silence)... no but... OK So yesterday we stopped on page 109, page 109 and you had to improve your speaking; that was your homework yes? About going to ... about your plans in the future, your plans next week, your plans in the next six months, and your plans in the next three years. OK? ... So Carlos please start; here we have some examples OK? You've got to work, go out for dinner and two extra.

S: Probably next week?

T: Eh... maybe in general

S: I am be going to get a haircut

T: OK you said I'm be going to

S: Oh... I'm going to... I'm going to get a haircut.

T: A haircut?

S: A haircut, I am be going ah... ah I am going to get a haircut eh... because is my... how do say cabello?

T: Hair.

S: ... because my hair is long.

T: Your hair is large and short no long. Large no big OK? Those are adjectives for hair OK?

S: Ah... in the next six months I'm going to buy new gloves. Eh... because I love have new gloves

T: No I love to (noise)

S: I love to have new clothes.

T: OK. New clothes when is your birthday.

S: Eh... on February 28th.

T: OK. Continue please.

S: I am next month I am going to go on vacation.

T: Where are you going to go on vacation?

S: I don't know...

T: With your family I imagine.

S: Yes.

T: Where did you go on your last vacation?

S: Eh... my last vacation I traveled to... San at Cruz

T: To Santa pue... I imagine you practiced English there... (laughs).

S: No.

T: No? Everybody speak English in Santa Cruz. OK... Anything else?

S: Eh... In the next three years I... am earn my (noise) I am going to earn my title in the university.

T: OK. Anything else? (creaking sound of the door, teacher leaves the room). OK. Good... good anything else? Other ones? Carlos...

S: I've got meet

T: OK ah yes, they are plans (noise) he's thinking about doing those activities OK, then now please Seleni tell me your plans for the future next week, in the next six months, and in the next three years; what are your plans? There are some examples but if you want you can speak about other activities.

S: Eh... I am going to drive to school eh... because eh I am... because umm... it's going to... begin because... ah it's going to go to begin the class.

T: OK. So you have all the night to write here; so in this case you have the subject OK... there yes so in this case you use it ...because yes I understand in Spanish I'd say *empezar las clases* OK? But in this case your subject is ... Ok. Classes are going to begin (someone knocks at the door and T opens) Ok cookies for everybody yes? Ok. Repeat please.

S: Eh... I am going to study for my test because this is week are the... are the...

T: Wait a minute.

S: ... are a lot of tests

S: Good morning teacher.

T: OK

S: Because there is a lot of tests...

T: Eh... Carla please tell us about your plans for the future Ok? Use be going to.

S: I am going to visit my friends... (Similar activity following in a row).

T: OK. So we are now a family; what's your level?

S: IA

T: I'm ummm... In basic A or basic B you studied be going to do your... remember be going to?

Ss: yes

T: Yes? OK One another person: Edwin please, can you tell us about your plans for the future?

S: YO?

T: Yes Edwin Kelvin (laughs) tell us about your plans please using be going to, of course.

S: Umm... the last month or the next month I am be going to... ingresar como dice?

T: Get in.

S: Net month I am be going to ...

T: Not I'm be going to

S: I am going to go to the university Catholic.

T: What carrier?

S: Ingenieria en sistemas.

T: OK. Continue please.

S: And this week I... I want solucionar como dice?

T: How do you say solucionar?

S: Solution.

T: No that's not a verb. Solution means solución; but solution how do you say... solve OK?

S: I want solve my...

T: No but in future, be going to.

S: I want to be going to... como al reves? Oh...

T: Do you remember the formula?!

S: Yes

T: OK so...

S: I be going to...

T: No I be going to...

S: I going to...

T: I am going to! Because you need the verb to be!

S: Entonces me voy a volver al IA (laughs).

T: I am going to solve yes? Do you remember the formula? You Edwin remember this yes? This is the verb to be what?... you are going to solve your problems...I'm going to write one more time the formula OK? So ... (noises from outside) this is the formula for be going to OK? If you want to speak about future activities so you use this formula subject pronoun OK? ... you can use any name your sister, friend OK? But this be change... (grammar explanation). Paris, right?

S: Yes.

T: Paris what are you going to do tomorrow; for example tomorrow is Saturday.

S: Paris is going to ride his bicycle.

T: Ride his bicycle OK? Good but please use I...

S: I ma going to ride to La Paz.

T: OK. It's easy... no estas sudando ni nada (laughs) ... Michael... you my friend.

S: Next weekend I am going to play soccer with my friends.

T: OK. Where are you going to play soccer?

S: Eh... in... (noise).

T: How do you say cancha OK it's a field or soccer field (someone calls from out side) Wait a minute...

T: Now Roxana please give us a negative sentence,

S: Eh... I am going to go...

T: Negative, negative.

S: Perdón ah... I am not going to...(noise)

T: Sorry?

S: I am not going to buy to my sister

T: What? No vas a comprar a tu hermana? (laughs) Ella esta en venta?

S: With my sister

T: OK. With my sister, that change; it's another sentence right? OK negative, I am not going to, you are not going to, OK he is not going to...

T: Ok Today we are going to start with unit 24 OK... You finished? Ok. So ... January. Ok. January was born in January. I was born in January; the correct preposition of months is in, OK?

Ss: I was born in January..., I was born in February 14th. March Ok. Nobody on March? OK, then you have April.

S: My mom was born in April.

T: OK her mom was born in April..., La Paz anniversary is in July OK...

T: OK. So we are going to repeat one by one OK January.

S: I was born...

T: No, no, no January...

S: next month...

Ss: Ah...February, March, April, June, July...

T: OK. So you have to memorize the months OK Children's day is in...

Ss: April.

T: Christmas day is in December...

T: OK. Look at the pictures of important events in 1999... Place the pictures with the events, OK? (Knocking and creaking sound of the door). OK So the new year's celebration letter "C" yes? Do you recognize this city?

S: Sidney

T: Yes... the next...

T: OK good so eh...now listen to the Cd in number 5. You have the instruction; can you read the instructions Michael?

S: Listen to the radio show about 1999 and complete the chart...

T: So when?

S: London

T: London yes; when?

Ss: August

T: August 11th OK yes very good. Now about Lucas OK? ...

T: Do you remember 1999. Do you remember what is special; is the last year of the last millennium. I remember for example 1994 when Bolivia played in the world cup... another year?

T: OK the prepositions you have on these prepositions are for dates; what do you say dates in Spanish?

Ss: Fechas

T: yes fechas. So for example August 11th

S: This is a date and the preposition is on.

T: For example I was born on December 24th. Also for days, for example on Friday; not in Friday... On vacation... months and days always use capital letters OK. For example I was born in 1980. We learn prepositions not only for place but also for time at, in, at night, in the morning, who takes a shower in the morning, what do you eat at lunch, at noon OK? ... OK... that's all for today.

CLASS OBSERVATION TRANSCRIPTION

LEVEL: INTERMEDIATE

DATE: 8th September, 2008

PARTICIPANT: MRZ

T: ... (Chatting) OK, what else Marizol? What did we do yesterday?

S: eh... yesterday ...umm... (noise)I walk on the street.

T: Umm... no, what did you do yesterday? What did you... do yesterday... in class?

S: Ah...we talk about...(noise)...

T: And also... stress

S: Ah... yes...

T: How can we solve these kind of problems, Marizol?

S: A problem...?

T: Yes, just imagine that you feel stressed how can you solve this?

S: Eh...(silence) umm...(noise)

T: If you have stress you will study?

S: No...a lot of work...umm.... (Silence) we didn't

T: OK, he's (noise) how do you solve your stressed life? Do you know what does solve mean?

S: ah...umm...(noise)

T: OK, solve for example ...I don't have enough money, yes? I have to pay the mensuality of my institute, I have to solve this problem, OK? Ok, how do you solve your stress?

S: Eh... in Spanish...esta definido que ...I can the rest... (Knocking of the door)

T: I can the rest? I can rest

S: I can rest and...

T: Please can you make a circle

S: I can travel and I can walk

T: OK, what else, Karen?

S: Practice yoga, listen to music, and walk on the street

T: Walk on the street; Mariel? ...

T: Now please go to page 124...yeah here you have the unit 27; in this part we will see the vocabulary such as waste, used, spend plus noun and also in grammar section we will review the case of should, shouldn't, could, ought to, for advice, OK? Now we will start with the getting started; look at the word...with it...shows how the verb waste can go with these nouns, OK, yes? As you see these exercises please fill in the gaps in exercise

number 2 link words with... for the verbs use, spend, and save use the same nouns as in exercise 1, OK? One minute, please, do it this exercise... (Knocking of the door) come in Tatiana (cracking sounds of chairs)...

CP: Exercise 3 page 124; used paper, unit 27 less is more getting started...

T: Did you finish? In this case we can use spend...spend resources... is this correct? OK? Spend...electricity? Ready?

S: ...(noise)...

T: Yes? Aha... now as you did please, listen and talk; if you have mistake, yes? Don't drop the mistake just put it in a circle and rewrite near the mistake, yes? Listen, please used paper, used time...Ok, Vladimirmistake?

S: 2

T: 2 mistakes; Tatiana...?

S: Umm...I don't do my...(laughs)

T: Marizol...? ...

T: Now talking about these verbs you say spend; look at the picture of the office make as many sentences as possible using the verb plus noun combination from exercise 1 there is an example, they are wasting electricity because...(noise)...ah... I'm not sure about they also spend a lot of money on paper, OK? Eh... Vlady with Mariel, Vlady with Marie, yes? Tatiana with Marizol; be patient with my baby; OK? Five sentences per group, OK?

S: Related with the topic and the words?

T: Related, yeah. Your sentences, please.

S: Miners use a lot of electricity in their ovens.

T: Ok, Another sentence, Pamela...?

S: She is so bossy to buy something.

T: Ok, Baby...

S: They are wasting time because they are in love...

T: Now, can you describe this picture on page 124 and 25 and tell me what's wrong in this office?

S: Umm... The fire...(noise)... are in the floor.

T: Ok, what else?

S: They need a boss

T: They need a boss, OK, why?

S: I think in charged people waste electricity on paper...(noise)...

T: Yes, Ok, Pamela...?

S: I think...umm... they are...They have a lot of work to do and there is no enough time.

T: There is no enough...really? What else, Gloria? ...

T: Now in this part of listening you have to underline the words so that the sentences express your opinion, what about the number 1, can you read, please this sentence Vladimir on page 125?

S: ...you should say to eat more or less food...

T: Ok, what do you say?

S: Eh... more

T: More... why?

S: ...Record your penalties that you lost yesterday...

T: The last day, OK? Pamela number 2

S: We have to be more polite with our neighbors; more or less

T: What do you think, more?

S: Yes

T: Ok, can you explain us, please?

S: Eh... if we don't have a lot of friends we can't do a lot of business

T: Ok, Tatiana, number 3 ...

S: It is necessary to eat more vegetables to be healthier...

T: And what's your opinion about people who's chubby, thin and fat? Which one do you consider is a (noise)... person; the people who is fat, the people who is thin or in the middle of them?

S: Teacher...Do you know that fat people is not healthy, they have to exercise, eat vegetables...

T: Yes, I have to remember.

S: Yes because my father is very chubby and has to eat a lot of vegetables.

T: In my case for instance, my mom she's out of shape because she eats slowly step... by step...I eat all my lunch but my mom continues; and I say "mom it's time"...My cake I eat so fast...

T: OK, continue on page 125 Vladimir, please, he is good shape, not thin enough, not fat, similar like Jose, Yes? Can you read please, the instructions, please, Pamela? Listening, yes? That's true...

S: ... (Noise)...exercise...

T: Ok, after that, yes? We have on page number 8, yes? Says listen again and answer the question; why don't you link the exercise and answer at the same time, yes?

CP: Exercises 7 and 8 page125 today is the Laura's birthday...

T: Enough or one more time?

Ss: Enough, teacher...

T: Take a nap; after a lunch you have to sleep just 5 or 10 minutes that's enough, OK? Now please Gloria... What does Laura think about the statement sin exercise 5? Did you listen...?

S: Wasted days, teacher...?

T: Umm... what else...?

S: ... (Noise)...eh... she says that she needs to sleep more because she needs a balanced life...

T: Tatiana, please read the questions on exercise 8 number 1 and answer, please; Gloria number 2 and Pamela number 3

S: Why do people should live a balanced life? Because they have to save energy...(noise)...

T: What about you, Pamela?

S: Eh... she says...It's necessary to exercise to have better life.

T: Ok, yeah... Gloria...? ...

T: Now please, turn page to 126 before this we have 3 minute interview to make... a problem that you have; could be real or could be unreal depend on you, yes? Just imagine that you are writing a psychologist could be a friend who's so far from here and you need an advice; you can start the small... the small letter saying...well...ah... hello my dear friend I really miss you because... during these days I have a big problem with my family because I don't have "culturation" with them; I changed my behavior with them and I started to be irritated and I don't know why I change my mind in order to stay in a good way with them; I'm confused at all, yes? OK? Please, write a big problem that you have 5 minutes no more...

S: Teacher, which modal makes more...(noise) of you? Which modal...?

T: Just a minute...first your problem and then you continue with the modals; that's the key. First your paragraph about the problem, the problems that you have; let me remind you that in this unit we are reviewing about the modals reference with advice, OK? We start with should, could, ought to, OK? Now look at the examples, please on page 126... Answering Vladimir's question in this case the modals that we are working now, yes? are quite similar, OK? On the other hand you can use must; but must has other kind of work, in this case only we talk about advice...Now we will start with Mr. Vladimir; can we start with your problem, please?Ok, please, speak it up...

S: Ok, my problem...It's a letter... Dear friend... (Noise)... when are you arriving here? I need to count things that probably you know; my mind is out, I off my brain...off my brain...

T: Ok, now talking about Vladimir's problem here you have the clue to solve this problem; here you have a group of sentences such as should, could and ought to. The use of them...she's exhausted, she should work shorter hours; should, ought to and could, these modals can work easily for giving advice...first, can you remind Vladimir's problem? What happened with him...?

S: He's stressed...

T: He's stressed what else, Pamela?

S: He is tired because his mind is busy... (Laughs)

T: ...Gloria...?

S: He needs a rest.

T: Yeah... Pamela please, can you tell Vladimir an advice, in order to solve his big problem?

S: Umm... He should take the life in a very easy way and not to stress too much and look other friend, (laughs)

T: Ariel, your advice...? ...

T: ...and what about Pamela's problem as you noticed most of you are using only should; in this case also we can use could, OK? In order to tell a personal advice, yes? ... I have a terrible headache umm...you could take an aspirin; kind of positive in another way, depend on you if you want to continue with this kind of illness; can do it; but if you don't want take an aspirin, OK? Should in this case is direct, you should do it this, in this case could um... you could do it... I give the opportunity, yes...? to think to "positiveness" you could do it this but depend on you if you listen my advice or not, yes? Could and ought to are similar work; should and could they only change the infinitive form; to ought to study...not; with should, should to study...nooo...,could to work...noo..., Ok, yes? Please Pamela your problem, they have to solve your problem...

S: Hi, friend I have a problem...I say... (Noise) I live with my parents...

T: Big problem, ok? Please, Vladimir...

S: umm... probably she should...(noise) at your work...

T: Ok, you repeat... (Laughs) again...

S: You left your house, that's your problem she should live in an apartment alone, working...

T: Ok...? Her father all of them, Mariel...? ...

CLASS OBSERVATION TRANSCRIPTION

LEVEL: BASIC

DATE: 17th September, 2008

PARTICIPANT: WYL

T: Andrea ...what's that, yes, bad what's that?

S: Umm... good

T: Good also? And you Jacqueline

S: Good

T: very good too? OK, you friend what's your name?

S: Eva

T: Sorry...

S: Eva

T: IVA in English sounds good; good, bad; how are you?

S: (laughs)

T: My friend what's your name?

S: My name is Andrea

T: I'm Walter, OK? So...1, 2, 3 ... (noise) um... let's introduce ourselves because you want to meet the students, OK? Ah... my name is Walter Yucra ah... what's your name? ... My name is...

S: My name is Eva...

T: Eva what...

S: Eva Mamani Apaza.

T: OK, I'm Walter Yucra, nice to meet you; Eva, nice to meet you...

S: Nice to meet you...

T: ...too, nice to meet you too; did you see, could you stand up and talk to Eva? Stand up please, introduce similar as we did, OK? Come here and talk to her ... yes? Hello...

S: (noise)

T: No problem, no problem, that's OK.

S: Hi, Eva I'm Jacqueline, What's your name...?

T: What's your name...?

S: Eva mamani

T: Nice to meet you, nice to meet you too, OK? That's good, sit down, sit down ...Now practice similar, practice similar, say the same, OK?

S: Hi, Andrea, nice to meet you

T: Shake hands, OK? Yes? Good, excellent, yes? Umm... open your book; this is a conversation for practicing... look at this conversation, yes? Let's practice this conversation, yes? Eh... why don't you come here ... Jacky go over there. Read the conversation, read the conversation; start please read.

S: De la pizarra...?

T: No, no the book, the book, OK? Listen and read, OK? Please, start, start, please.

S: Hello, I am ... (noise)

S: hello, I'm Susan

T: I'm Susan, OK? Now listen to them and please use your names.

S: Hello I'm Andrea

S: Hello, I'm Jacqueline, nice to meet you.

T: That's the way we have to introduce ourselves, OK? Now I'm Walter and ... over there is Andrea and Jacqueline, OK? Please Jacqueline, stand up, thank you, you've got to talk, OK? I'm going to say hello; ah... hello, Jacqueline.

S: Hello, I'm Jacqueline

T: Nice to meet you Jacqueline

S: Nice to meet you, too.

T: Umm..., OK, no problem, sit down, sit down; now you stand up..., thank you ... Hi, I'm Walter

S: Hi, Walter I'm Eva

T: OK, thank you change partners; now you stand up come here, just listen, OK? Ah... don't worry it's OK

S: (laughs)

T: Hello, I am Walter, hello I am Walter; OK, follow, follow.

S: Hello, I am Walter...

T: No, not you, yes? Your name, I am...

S: I am Eva

T: ...aha ...nice to meet you Eva,

S: Nice to meet you, too.

T: One more time, OK? Hello, I'm Walter.

S: Hello, I'm Eva.

T: Nice to meet you.

S: Nice to meet you, too.

T: Excellent... Now look at the other page , exercise 3, 1, 2, 3 Yes, OK? Andrea and Jacqueline stand up you are going to act, yes? You are going to act. You remember, yes? Ah... hello, Andrea.

S: Hi, Walter.

T: Andrea this is Jacqueline; Jacqueline this is Andrea.

S: Nice to meet you Andrea.

T: Now you Jacqueline, introduce us.

S: Hello, Walter.

T: Hi, Jacqueline

S: Walter this is Andrea

T: Andrea, nice to meet you.

S: Nice to meet you, too.

T: Now Andrea introduce us...

T: Let's work on this, these are as you can see ... the 1st unit is I'm a student, you have vocabulary, yes? vocabulary; could you read please Jacqueline; 1st the instructions, vocabulary...

S: Vocabulary...

T: Aha... vocabulary...

S: Occupations.

T: Occupations

S: Look at the pictures and listen say each word.

S: OK, What's the 1st , please Jacqueline.

S: A student...

T: Andrea...

S: A teacher...

T: OK, More practice, practice please (Cracking of the door and chatting of students). Now let's practice pronunciation, OK? Please, Jacqueline, start what's the 1st occupation?

S: A student.

T: A student, a student; continue, please, Andrea.

S: A teacher...

T: Now as we get in here please, read the instructions Jacqueline.

S: On your...own...

T: Yes, on your own words...

S: ... (Noise) use your own words...

T: For example...

S: She is a student, he is a writer...

T: Yes, she is a writer, she is a homemaker, you see? He, she...she, he...? Ah... José, what's your occupation?

O: I'm a teacher.

T: He is a teacher; he is a teacher, OK. What's your occupation, Jacqueline?

S: A secretary...

T: *She is a secretary, she is a secretary; you see the difference? He, she? Now we have to work first pointing, OK? ... She is a doctor; he is a singer, OK? Work please, singer, you point and she says the occupation, OK? Work, please. Eva she's a homemaker, now your turn, she's a homemaker*

S: *She's a homemaker.*

T: *Yes, your turn.*

S: *He is a writer...*

T: *He is a writer, yes? He is a singer, please, work, work...*

S: *She is a teacher*

T: *a teacher, good ...*

T: *OK, good, good; now look at the next activity, yes? He's a businessman, she's a businesswoman, she's a homemaker, he is a singer, yes? I'm a teacher, she's a secretary, I am...*

S: *He, I am...*

T: *But the occupation, the occupation. I'm a teacher.*

S: *I'm a Eva*

T: *But occupation, I'm a...*

S: *I'm a...nurse*

T: *I'm a nurse, that's it .OK, Look I'm a teacher, he's a teacher, she's a student, you see the difference? On the other page, please, Jacqueline and Andrea read the conversation.*

S: *Are you a teacher?*

S: *No, I'm not. I'm a student.*

T: *No, I'm a student, you see... (Knocking of the door) Andrea read the instructions practice, yes practice listen and point, right? What do we have here? We have here different occupations, OK? Now listen to me yes listen to me and point, OK? I'm going to tell, I'm going to say an occupation and you point, OK? For example, a singer, a singer, point, point number 1, 2, 3, 4, 5 pictures, yes? 5 pictures, yes? Now put numbers, put numbers. I'm going to tell you the occupations and you write the numbers with a pencil, number one, number one. A singer, look at the picture a singer... a singer...*

S: *Yes*

T: *Yes? So number one, yes? OK, number 2 a doctor... put the number, yes? a singer you write one here, yes? You understand? Erase it, erase it. OK, no problem, but write numbers, for example a singer number 1, a doctor number 2 ...*

T: *So tell me please, number 1*

S: *Singer.*

T: *A singer, a singer, yes. Number 2 Jacqueline...*

S: *A doctor...*

T: *A doctor, Eva number 3 ...*

T: *Now look at practice 2, look at practice 2; Andrea read practice 2*

S: *Practice 1...with a partner...*

T: *Look at practice one continue, continue; look at the example, look at the example you together work in groups, OK? Start point, point, yes? Say one word, for example, Jacqueline she is a businesswoman; point, point Jacqueline.*

S: *Here...?*

T: *Uhum... here (noise) Continue she is a singer, she is a singer.*

S: *She is a singer*

T: *She's a singer*

S: *She's a singer.*

T: *Yes? Point, point OK? Listen to me, listen to me, OK? He 's a doctor*

S: *She's a doctor.*

T: *He's a doctor.*

S: *He's a doctor*

T: *He's a doctor*

S: He's a doctor

T: He's a teacher

S: He's a teacher

T: Yes? Aha... she's a singer; that one, yes? Your turn practice, practice: Jacqueline say the pronunciation, say the occupations

S: She's a teacher

S: She's a homemaker...

T: Look at the next practice, please. Eh... your turn to read please, Jacqueline read the instructions practice 3, practice 3, Yes? Read the instructions, read the instructions.

S: Listen and write...

T: Listen and write, yes? You listen a writer... you write a writer. Listen to me I'm going to dictate you, yes? Listen, OK? One, yes? Write; write... a nurse ...a doctor... Ok one more time, OK...So Jacqueline, what's number one?

S: A nurse...

T: A nurse, OK? 2? A doctor, yes? ...

T: We've got more occupations, yes? more occupations as you can see, please this time Andrea read the instructions

S: More occupations?

T: Yes, more occupations the first picture Jacqueline, read

S: An artist

T: OK. An artist, OK? An artist; what's the next one

S: An actor

T: An actor, yes? Now your turn please Andrea...

T: Now listen to me and repeat, listen to me and repeat. An artist

SS: An artist

T: One more time, there you have, there you have OK. 1, 2, 3 an artist

Ss: An artist

T: Repeat, repeat

Ss: An artist.

T: OK. The second, an actor

Ss: An actor

T. Good, an engineer

Ss: An engineer

T: An engineer ...Now practice taking turns, please the pronunciation similar as we did, yes? For example, he's an artist.

Ss: He's an artist.

T: He's an actor.

Ss: He's an actor ...

T: Now look at the next practice, what we've got next?

S: Practice, look at the pictures and write the occupations, yes? You can write the full sentence, right? You write he's a writer, he's a singer ...I don't know look at the picture right here like in the example, OK? Number 1 can you see this is an actor; number 2 he is an artist, Ok, we have to use a Ok? Another example he's an engineer, now look at the difference, look at the difference we have here vowel a, e and we have to use an; but if we use only a this is wrong, OK?

T: Now we can work on the alphabet, yes? On the alphabet; let's work on the alphabet which is on the other page, here, yes? What do we have here? The alphabet, please Eva read the instructions before we continue

S: The alphabet, look at the letters and say their sounds

T: Look at the letters and say the sounds, OK; now let's start, let's start please practice the pronunciation;

please start Jacqueline

S: ...a, b, c, d, e, f...

T: ...a, b, c, d, e, f... see this is I, yes? Continue please m, n, o, p... Now can we practice? Repeat after me everybody... A, B, C...

Ss: A, B, C...

T: Now let's practice the alphabet with our names, OK? For instance... My name is Walter, OK? This time we are going to spell, spelling is this action, yes? W-A-L-T-E-R. Let's practice saying our names and spelling, right? spelling, yes? But simple, in my case my name is Walter; your turn Andrea, my name is...

S: A-N-D...

T: Say your name 1st, say your name 1st, Andrea, please, my name is Andrea

S: My name is Andrea A-N-D-R-E-A

T: Ok, (laughs)

S: My name is Jacqueline: J-A-C-Q-U-E-L-I-N-E Jacqueline.

T: Now you

S: My name is Eva

T: Eva

S: E-V-A

T: Ah... simple, pretty short, yes? Now please continue my name is Walter, sorry; My last names are Yucra Luna, so you spell Y-U-C-R-A L-U-N-A OK? Now, your turn; so you practice; my name is Walter, W-A-L-T-E-R; my last names are Yucra Luna. Y-U-C-R-A L-U-N-A, OK? Now your turn, let's practice ; it's by turns now let's spell our last names, let's spell our last names; I'm Walter Yucra Luna, how about you, Jacqueline?

S: My last names are Valdez Cruz

T: Valdez Cruz, spell...

S: V-A-L-D-E-Z C-R-U-Z

T: Cruz, OK? Andrea, your turn please, tell us your last names.

S: My last names are... Q-U-I-S-P-E T-I-C-O-N-A.

T: Quispe Ticona, Yes? ...

T: Let's practice, this is spelling, yes? Spelling now let's practice spelling with occupations ...yes? ... OK... (noise) nine words to spell, OK? ...eh...please...Jacqueline spell, spell, nurse

S: N-U-R-S-E

T: Yes? Ar... Andrea, spell...athlete.

S: A-T-H-L-E-T-E

T: Very god, very good, fast, yes? Now Eva could you spell actor

S: A-C-T-O-R

T: Actor...

T: We have these two S-S when we have those cases we say double S-S, double E-E. So I can spell Engineer, engineer double EE or the other possibility E-N-G-I-N-E-E-R no problem so you have two options Well, any questions ...? Comments...? Any problem...? OK. Let's stop here, let's stop here. Practice for tomorrow, practice, memorize, memorize. OK, see you tomorrow.

CLASS OBSERVATION TRANSCRIPTION

LEVEL: INTERMEDIATE

DATE: 17th September, 2008

PARTICIPANT: ALP

T: Stressed..? The a is changed as you can see in the first is magazine, magazine in the other is [tei-] [teibol] [teibol] and in the last, you have [aert], [aert] notice... that's the problem with English, you know...a word can change in pronunciation for example as i gave the example on the other day...let me write this

example...how do you read this...?

Ss: [iuniverse] ...

T: *How do you read this...?*

Ss: [ambrella]...

T: *So, do you hear it's [iuniversity] is it [iumbrella]? No, it's [ambrella]the same happens here, notice it is... [magaezine] and you have here [teibol].*

Ss:...(laughs)...

T: *first [a] then [ei] that changes, that's normal in English don't get surprised it's a matter of memorizing, ok? So number 5 can you read the instructions here please, Lizeth...?*

S: ...(noise)...

T: *Very good, can you read the words in the correct column Gina, please? Can you do that? Write with a partner; order in the correct column, ok?*

SS: ... (Chatting,, laughing)...

T: *This is important for you...for this column we have [magaezine] do you see this [a]? a combiantion of [ae] magazine as in [kaet], right? [magaezine]; [ei], [teibol]here [ärt] this art... it is a longer vowel [ärt]like for example [ärm] as longer as the arm goes, umm... [ärm] so [ärt] so you have to look words with a similar pattern and put that in the correct column, right, is that clear?...Finished? Hurry up, please, one more minute, that's all...(silence)... Compare please, listen and check....*

CP: *Pronunciation...*

T:...right? listen and repeat..., this time listen and repeat, ok? But complete please as yesterday...

CP: *Pronunciation, exercise 6 page 49 column 1 magazine...*

Ss: Magazine...

CP: Cabinet...

Ss: Cabin et...

CP: basket...

Ss: Basket...

T: *Ok, very good so this is vocabulary about the house you know this furniture, things we have at home, ok, ah...reading number 7 can you read the instructions, here, please, Edwin? Read about...*

S: *Read about the program training space TV. Choice and answer these questions.*

T: *There are 3 questions here, the 1st question is, Yesenia? Please?*

S: *What do ...(noise)...*

T: *I'll give you 3 minute to read very short the reading; and answer...please continue, read this article and continue, ok?*

T: *Budget for example ...I want to rebuild, i want to rebuild; renew this classroom I want a new TV. A new radio and new students... (Laughs)....so how much is the budget? So let's say we calculate one thousand bolivianos; that's my budget that I need... David...?*

S: ...presupuesto...?

T: *Yes, very good, that's the word.... you got it ; no more questions...? Ariel...? Couple.... two people specially they are husband and wife ...*

T: *Ok, now let's check please, let's check, ok? All tight give a number please, Pamela, ok? ... ok, Ruben ...*

S: ...ten....

T: *The fist question what is relationship between the Macedo's and the Nelson's?*

S: *They have a good relationship...*

T: *they are neighbors, ok? They are neighbors, for example... what is the relationship between Sonia and Pamela: What is the relationship?*

S: *They are friends...*

T: *They are friends... Felix, what is the relationship between Felix and Edwin ...father and son... father and son, right? That's relationship... What's the relationship when we ask like that? That is ...what is the connection ,right? Very good, the next question for you is... What are the two couples doing?*

S: ...they are...(noise)...they are...

T: They are redecorating the rooms in each other's house, they are redecorating the rooms in each other's house; yes? Do you understand, this, yes? So just imagine...imagine the... when are we going to see...? Come on...j

S: When are we going to see ...

T: When you start to speak in English...

Ss: ...(laughs)...

T: That's when we are going to see, if you don't speak in English never...forget about it... These are the Macedo's and these are the Nelson's ; the one couple and the other couple they live in this house and they live in this another house...but the Macedo's are going to redecorate this house and the Nelson's are going to redecorate this house; so that's the idea, ok? That's the idea, it's very interesting... the next question, please? Give another number...

S: Five

T: Five... one, two, three, four, five... please, Samy how much time and money do they have?

S: ...they have...(noise)...one thousand dollars ...

T: Yes, very good ...Let's listen what happened; listening number 8, can you read the instructions? Please, Yesenia... listen to Carla...

S: Listen to Carla and a friend prepare a room; who likes the room more Carla or Pedro...?

T: Ok, very good, so they have already redecorated each other's houses right...? Now Carla and Pedro are going to see the house; what happened to the house and you have to answer this question, who likes the room more, Carla or Pedro...? Listen please to this conversation...

CP:...Through the optional grammar warm up...TV choice...listening exercise...

T: So who likes more...Peter? Pedro or Carla

S: Pedro...

T: Pedro likes sit more, right? Pedro likes it more... Number 9 please, we are going to listen again; but this time for details, ok? Can you read the instructions Lourdes for this...?

S: Eh... listen again match the columns...(noise)...

T: Very good, for example you have here to match ...ok? For example they've thrown away ...the next is they've painted.... The next is Sonia...? and you have the options there match them in this second listening, ok? Listen, please...

CP: Unit 12 ...listening exercises 8 and 9 ...

T: Now can you compare with your partners please...?

Ss: ...(chatting, laughing)...

T: All right number one ... give a number, please Lizeth

S: Two...

T: Sorry, two...? Alvaro please, number one

S: They will throw away pillows and covers...

T: Do you agree...?

S: No, ...(laughs)...

T: What do you have there...? What letter is this....?

S: ...e...

T: E, very good; can you read that please, Willy...?

S: They are throwing away the bookcase.

T: Yes, the bookcase ...Alvaro...can you pronounce this?

S: [they've]

T: [they've], [they've] Ok, they've thrown away the bookcase, can you give another number, please?

S: Six

T: One, two, three, four, five, six...Sonia, please, number two...

T: All right, as you can see this is present perfect: they've thrown away, they've moved, they've bought...right? Isn't it?

Ss: Yes... (laughs)...

T: We saw that present perfect has three uses, do you remember? The 1st is an activity that started in the past and continues until now; that is the 1st use of present perfect; the second use of present perfect is...what you said? In your life ...

T: Eh...that means you don't mention the time, yes? for example only the experiences but you don't say when...eh... in my life I have done a lot of things: For example I have driven a car, I have...I have... let's say... fought with a person, whatever, ok? I have... I have written a letter to the principal, I have failed in a lot of tests, ok? I have been a very good student in English, always, all right? so that is in your life, in these cases you are using present perfect in that sense when you don't need to mention the time; let's look at the next page, please...grammar focus...Do you remember the impression of the guy when they...listen to this part, only...

CP: Exercises 8 and 9 page 49. Ok, you can open your eyes, now...

T: What was the question of the mom...?

Ss: What have you...(noise)...

T: The question is there, right? Yes? What they've done, what they've done? ...What have they done? Yes, the next question...

S: ...what...(noise)...

T: Very good, the next question, please, Edwin...?

T: Notice the contractions here...they've, you can have here also...I've then you can have we've, you've, as I told you American and British people use a lot of contractions; so that's why contractions are very important; short ones...this one...she's or he's or it's...but remember this is here he's it is not is as I told you; you can recognize according to the next word; if the next word is present participle...so it is he's for example this one...yes? he's be here ...he's a clown, he's a clown...sorry is or has...? he is or has...?

Ss: Has...

T: Is or has...?

Ss: Is...

T: Is, so...but notice, notice...is he's...you should be careful with this, ok? Is it clear?

Ss: Yes...

T: Yes, now complete with your partners number two please, complete with your partners... present perfect for indefinite past, indefinite past... notice this definition...indefinite past; is a past you don't mention, right? Can you read the 1st line, please, this time, Sonia...use...present or past...?

S: Present...

T: Present...? Past actually, yes? Past actually... Very good the next one please, eh...Amid ...

S: ...is not important...

T: Is not important, very good...ah...they have done...they have painted the walls; they've thrown away the sofa, whatever ...for Monday, please... For Monday please I want you to complete pages 46 and 47, for Monday, ok? 46 and 47 for your workbook 46 and 47...Listen to me on Monday we are going to cover unit 12; it's not the test, we need to cover unit 12, ok? Tuesday is the test yes or yes, ok? Tuesday is the test, please...

S: Until unit...?

T: We are going to cover everything don't worry please. Listen to me for Wednesday I want you to bring your new books, right? Because we're delayed, we need to have classes yes or yes, ok? I don't want to see please...I couldn't buy...no please... so please buy your book, ok? So thank you very much that's all for today...have a very nice weekend...

CLASS OBSERVATION TRANSCRIPTION

LEVEL: ADVANCED

DATE: 19th August, 2008

PARTICIPANT: AMR

T: Do you think that this problem was due to some contagious ideas, um...? Or do you think that all people in our society were infected by this idea...? Do you understand...? So, first let's discuss about this...look for a

problem, OK? So at the end, please...

S: ...*(noise)*...

T: *Ok, we're gonna discuss for about... 7 minutes, ok? You have 7 minutes...to talk about this topic, do you understand what you have to do? Is it clear here? Good, so Diana is gonna be the secretary, let's say... in this group of Marcos, ok?*

Ss: ... *(Chatting, laughing, discussions)*...

T: ...*what are you talking about is there a problem?*

Ss: *Yes... (Chatting, laughing, discussions)*...

T: *What is the problem...?*

Ss: ... *(Noise, giving opinions, discussing....)*

T: *I'm sure you'll have different ideas about, ok? Continue...*

Ss: ... *(Chatting, laughing, discussions, giving opinions)*... *(Noise of cars' claxons coming from outside)*...

T: *Well, that's enough, time is over...*

Ss: ... *(Noise, giving opinions, discussing....)*

T: *Ok, well...what I need Marcos is gonna be the first one, ok? I hope your problem is supportive...*

S: *Ok, eh... the problem we chose is economy... infection economy...eh...of course that the infection is about the money that is affecting all the contents, especially the contents of humankind...eh...parts of the (noise) ...eh...we think that one point is...that humanity (noise)...is more than practice...not enough to satisfy; Because other think that we don't worry about these problems...*

T: *What about you? Do you agree with that? Do you think that it is our main problem, nowadays in our society?*

S: *I think that in our country...8noise) not many things are easy... and I agree with that because it's a problem, not a problem? But I think our country is living in a different political situation...*

T: *What about you, Adriana?*

S: *Teacher... It's a problem... we think it's a personal decision nobody is guilty ...*

T: *Do you think is very important the personal way of speaking?*

S: *Yes, because she said that tutors are failing not Evo...*

T: *What about you, Marizol...?*

S: *I don't agree because Evo Morales is responsible for his acts...(laughs, noise)...he doesn't seem to be capable for solving problems...*

T: *What about you?*

S: *For me the people are guilty...*

T: ...*they say autonomy is the problem...*

S: *I say that in Evo Morales' defense that people are lazy, guilty, they are of the problem...(Loud cars' claxons and foghorns heard from outside)...*

T: *Well, that is...*

S: *I think it is an unreasonable fight for regions...*

T: *Ok, well... that's it...good, we are gonna talk about related...science...passion with our society; some trends related with technology. Well...are mentioning some trends? No, but...let's talk about technology then we're gonna talk about this and before cell phones, computers, play station 3, game boys, television...*

Ss: *laptops, microwaves...*

T: *Laptops, microwaves...Do you think that they are really necessary in our society? Or they are just...new trends of some kind of fashion?*

S: *Technology...is always necessary...*

T: *Ok, that's interesting*

S: *If a person is... (Noise)...technology I think it's because he needs not only fun, play... (Noise)...*

T: *OK, we are gonna talk now and give some reasons about the popularity of modern technological device, cell phones, can you give me some reasons why do you think it is so popular nowadays or they are so popular, talking about cell phones?*

S: *Because they are...necessary to communicate that's the main reason; and we can do a lot of things with that device...*

T: Umm...what can you do with a cell phone...?
S: Take pictures...you can enter today by internet, we can record something...
T: A lot of that stuff, some other reasons? These are the reasons...?
S: Eh... now we are more influenced about globalization...
T: Ok, right...?
S: ...in this life say... is more important say...because for work...for e-mails, different things...
T: Do you think that you consume against the time? Talking about the use of cell phones...yeah...? Is that possible...?
S: No teacher because you have... the necessity to communicate otherwise you are isolated...
T: Yeah...get isolated...?
S: I just ...feel sad...
T: You feel sad, why?
S: because my cell phone...
S: ...disappeared...
T: It disappeared? Is lost? You lost it?
S: No...no I got another one ... (laughs)...
S: I feel better...
T: You feel better...? I never used this phone; if I had used all the time to entertain at home... I don't know...
T: So you can consider you are sad with the thing ... (noise)... of using cell phones, yes or not? What do you think about, Marizol...?
S: It is necessary.
T: Necessary...
S: Teacher I don't like the idea ... (noise)...because I don't know you can lose your cell phone; so you lost money...I don't care for being free... or watching TV... (Noise)...
T: Now do you think it's a contagious idea...to have your last...well...trendy one? Yes, Aida? You say yes, why?
S: Umm... because for example ... (Noise)... when I had...also I wanted to buy a cell phone every day seemed to spend money...I like using it but...
T: Do you think that nowadays especially young people teenagers are ego of Santa Cruz?
S: Yes...they are always playing, some times chatting, surveying...
T: Maybe that's because of some...(noise)... marketing's, yes, why?
S: Yes because for example if you saw it on TV they can do the last that anyone can use it...that's why they want to buy because they feel better, they are high ego...?
T: Ego...um...takes pictures, a lot of things... a lot of staffs but not only on TV...
S: They also try to attract children...it is also to show that people have more money...
T: So you mean that they prefer to buy cell phones than other things especially by poorness...
S: Yes...yes they have other necessities but they prefer to buy cell phones.
T: Well, something else...?
S: In my case of...virus marketing I don't want... you saw...they show different kind of tones and people accept them and change them...
T: Ok, let's talk about now...what do you think about e-mails?
S: ...cheapest and fastest way of communication...
T: Do you agree with that? Yeah...ah... Do you think it is a trend nowadays? E-mails? Yes? What do you think Teresa?
S: Teacher most of us are using it for communicating and also for advertisement...most commonly...
T: We are gonna talk something related with this topic, e-mails trends, the age of e-mails so you are gonna discuss about this topic...Mr. Porfirio, come here, in order to be comfortable...(cracking sounds of chairs)... The first thing you are going to do is try to get the main idea of this... video, ok? Then you are gonna discuss ah... about specific information and details.
CP: ... (noise, a lecturing about e-mails...)
S: ...because it reflects the future...
T: Ok, that's one there...
S: It's not an old fashion way of communication...
T: Ok...well... something else? Because most of the time it receives scams in other words; do you remember

what scams are...?

S: *Garbage...*

T: *Sorry? Garbage on advertisement, sometimes they are viruses... well that's not good, ok? ...well for tomorrow we are gonna do this, ok? ...well to talk a little bit more about new trends, society in general, in our society, in this case Bolivia...for tomorrow you are gonna write at least 3 paragraphs, ok? Related to a new trend that we have here in our society; you can write about cell phones, you can write about e-mails, or you can write any other trend we have in our society. Let's get some ideas...*

S: *Clothes...?*

T: *Clothes, yes...*

S: *Food...?*

T: *Food, yes; so the command is...express your opinion about the reasons behind the popularity of this trend, you're gonna look for the trend, ok? Maybe you're gonna write about cell phones, internet...ok? Known information that we have here in La Paz*

S: *Trends...*

T: *Trends in general or just technology?*

Ss: *Technology...*

T: *Technology or trends in general...?*

Ss: *Trends in general*

T: *...in general, ok? ... (noise)...don't forget that, ok? ...well... to finish don't forget ah... when you use the verb agree, ok? Is simple... to say... I'm agree?*

Ss: *No, no, no...*

T: *Don't forget that this is a verb so it doesn't need the verb to be; so we just have to say I agree or the opposite I disagree...OK? That's so important, forget I'm agree or I'm disagree...m this is the past I agreed or I disagreed, right? but forget to put the verb to be before the verb agree, right? That's so important...this is the worst mistake that I heard today so that's it see you tomorrow, don't forget to do your homework...*

CLASS OBSERVATION TRANSCRIPTION

LEVEL: *INTERMEDIATE*

DATE: *30th September, 2008*

PARTICIPANT: *MJL*

T: *Hello guys. Let's start immediately ... Celia how have you been?*

S: *Ah... fine thank you.*

T: *You Porfirio?*

S: *so, so*

T: *so, so ... You?*

S: *so, so*

T: *How is your brother?*

S: *Bad teacher ... (noise)*

T: *You?*

S: *fine teacher.*

T: *OK. As you know we are short of time so let's go directly to page 25. Did you study the grammar parts of the pages 22, 23, 24?*

S: *No teacher.*

T: *You're gonna have a test. So you better study (cracking of the door) ... so the type of topic of the unit is about marriage right? We are not going to analyze this Ok? The vocabulary is of wedding party; expressions with get ...right? Let's go get in number 1 OK? ... Look at the photo of the wedding party identify the people OK? Yes... "Bride" ... who's the bride? Look at the picture letter D is the bride yes? When you are going to get married the woman is the bride yes? So now continue with the next who's the groom, the best man, the bride's man, and the honor... (Knock the door, open cracking sound) Evelyn, are you continuing here? ... Last picture... letter... picture letter.*

S: *E*

T: *No... What do you think the groom is? The boy who is going to get married with the woman right? So he has*

to be in another city, house, behind her...

S: *Ah... ya, behind her...*

T: *behind her? No, next to her look at the ... (noise)*

S: *Ay no...*

T: *Who's the best man ummm?*

S: *Letter B*

T: *B, letter B, yes? The groom's man*

S: *E*

T: *E, correct*

T: *now let's continue; complete the story with the expressions in the boxes. Got engaged... not in present get engaged. Do you understand the expressions? Imagine when we start a relation with a girl and a boy; the first step is boyfriend and girlfriend, yes?; then after more years, 4 years the relation is more serious and they are fiancé right? After that when the boy goes to the girl's home and says would you marry me, and the boy gives a ring, yes? They are engaged and they say next year we are going to get married, yes? But after they have a ring here, yes? Then when they are engaged they get married; they are husband and wife and the ring is in this part on the other hand, yes? So engaged means not married yet; but when you are planning seriously to get married, yes? ... Then get on each other nerves... Do you understand that? ... (Silence) You have to consider in the expressions everything is in past got, got, got, right? Now in present this is get to know and... (knock the door, opens the door) Look at this I'm get to know ... then get along ... (explanation) ... get over..., get back with...*

T: *For tomorrow complete the story with expressions OK? Also vocabulary or the expressions; the expression with the meaning get over here in Spanish... now the word... so you have 16 vocabulary OK? Let's go grammar part ... in the examples notice the ways to express and give opinions. OK complete number 2 OK? ... So number 1 read the first structure, Aracelli; It's important to know...*

S: *It's important to know... (Noise)*

T: *Please Miriam number 2*

S: *It's important to take a medicine when you are sick.*

T: *Celia next...*

S: *It's important to get parties arranged...*

T: *OK. Number 2 look at the examples again underline the correct information to complete the rules in the chart ...get plus adjective or noun to express an opinion OK? The first one please, Porfirio.*

S: *It's ... (noise, blurred).*

T: *Plus infinitive, no gerund, is with -ing, yes? Infinitive is with to. The second please, Stela.*

S: *... (Noise)*

T: *Can you tell me the subject pronouns I, you, we, they, he, she, it. Can you tell me the object pronouns?*

Ss: *Me, her, him, them, us, it.*

T: *Yes that's correct; in this case we use object pronouns, yes? You have to use this to express your opinions OK? Where do you have to express your opinions; here you have in the first column number 3. You can say it's important OK, It's a good idea or it's not a good idea yes Ok? It's crazy or it's absurd or it's wonderful to, to give your opinion OK? In this case important good idea, crazy, bad idea, wonderful; what are they grammatically? They are adjectives OK? Yes? This is something important is qualifying a subject that is the noun but in this case idea is the noun, yes? What are the adjectives that you can use to give an opinion umm... important, bad, crazy, absurd, and wonderful; there are others but for the moment we'll use just these ones, OK? Now to give your opinions you have to use all of these but before them you have to use it's, right? and if it's negative...?*

Ss: *It's not.*

T: *It's not or it isn't, yes? You understand, OK? What do you think about the idea let's go to play soccer in this moment; it's...it's...*

Ss: *It's important to... (Laughs)*

T: *It's a good idea, yes? Here you have to use the noun. Another, do you think it's important the*

communication between boyfriend and girlfriend, husband and wife? Yes, it's important ... to what...? Communication the verb, communicate, right? Or it's important to have communication, we can say; but if you are going to use a verb after this you have to use the infinitive, yes? But if you are going to use directly a noun it's not necessary but if you are going to use a verb after this you have to use an infinitive, you understand, yes? Activity is a noun or a verb, umm... tell me is a noun or a verb.

Ss: Noun

T: Noun, right. We have activities, yes? So in this case to play soccer in class is... It's a bad... activity to... no, no copy pay attention... is it OK? no, right? Because activity is a noun and if we use a noun before this it's not necessary; when is necessary? To jump on the chairs, no; crazy verb one verb; how do you say this? ... Jump; so it's crazy to jump, why to...? Because jump is a verb, you understand? Michael do you think it's important to be polite?

S: Yes

T: Yes? Pay attention, OK? It's important for... so I'm going to mention the person, OK? For Michael or we can use an object pronoun; you can use instead of Michael.

S: me...

T: Him, right? Not me. Him, it's important for him... after this you are going to use a verb, be polite; you are going to use an infinitive or directly the verb? What do you think?

Ss: Infinitive.

T: Infinitive, yes? Check the example it's important for him to be polite, OK? You understand...? (Noises from outside) Do you think it's a good idea to cry for a bad person? If you want the specify the person, you can use for, for the person; but if not you can use it directly...It's absurd to cry for a bad person...

OK, let's continue with the next, be in the bed...you understand be in the bed? When you are in the bed when you are covered with the blankets and you sleep you are in the bed, yes? remember always when you have verb to be if you find the verb to be you don't have to write the verb I be in the bed, is this correct?

No, in the bed is...(noise) ... verb to be represents, what?

Ss: Am, is, are.

T: Am, is, are, right? So as abase form is like this be in the bed; but when you conjugate to a subject I...If it's I the verb to be is going to change ...

Ss: Am

T: Am, OK? If the subject is he, this be is, is ... you see it depends on the subject...

T: I can say...OK... sorry ... I'm little sick and I'm not wearing my glasses, so I cannot see it very well, yes? Sorry but it's the same; the meaning is different. When you are in red means when you are in a problem or worried, OK? The point is that the verb to be, you don't have to write be it depends on the subject, yes? OK, what be in the black means? ; invest money? Do you understand, invest money, ...OK? You put money in a company ...now save money ...Imagine you have your account in a bank, yes? You go to the bank and you have money, you put it to the bank, so you saved money and they give you your card, yes? ...now checking account ...

T: Ok, is it clear the vocabulary, yes? Do you have homework for today? ... OK, please give me your homework, we are going to stop in this part because the next part is grammar, yes? and more grammar is used to..., the adjective, the noun using the infinitive is grammar, right? So come here with the homework ; study for tomorrow the grammar, right? Ok, bye that's all for today.

APPENDIX “C”

DATA ANALYSIS CHARTS BY EACH PARTICIPANT

Research Instruments for data	Objective 1 Preferred methodology	Objective 2 Factors for choosing a methodology	Objective 3 Theory reflected in practice	Objective 4 Benefits for the learners
Questionnaire for teachers	Eclectic - T prefers variety	-According to the class circumstances and Ss' needs -T gained experience.	Important elements: - Grammar , Vocabulary, and pronunciation Emphasized activities: - Grammar explanation, brief teacher's talk, games. Elements in a lesson: - Grammar explanation, Ss' talk, games, writing tasks. Material: Board, text-book, flash cards, and CD player mainly.	- Writing and speaking are important; listening and reading next.
Interview. For teacher	Eclectic: A mixture of methods	- It depends on the class circumstances, needs and level of Ss.	- To learn what I'm teaching. - It depends on the level of the Ss, and to have fun. - To teach grammar T uses the board and written exercises. - To review T applies more activities and games.	- Make Ss practice more speaking for “advanced learners.” - To make Ss use their brain to learn (cognitivism). - Ss improve vocabulary and grammar mainly; then they practice conversations in basic levels.
Questionnaire For Students	-T applies structural and communicative method	(no possible)	- Common activities: Group work, games, and songs. - Ss say that classes are dynamic, T interacts with them, and gives them confidence. - Ss describe classes as communicative mainly, contact with the language, and the following of the text-book activities.	Important skills for Ss: - Speaking, listening, writing and reading. - Ss practice: Listening, speaking and reading.
Recorded class	- Structural or audio lingual method.	(no possible)	- Grammar explanation. - T elicits from Ss provide correct sentences applying the learnt grammar structure. - Ss performed group discussion to analyze grammar structure. - Ss practiced grammar structure by performing and modeling.	- Ss develop grammar knowledge.
Class development observation	- T applied the communicative method and audio lingual. - CLL (community language learning) was applied for advanced level.	(no possible)	Emphasized activities: - Speaking, grammar and integrated. Integrated = Grammar and speaking, listening and writing, - Material: text-book, hand-outs, - Class arrangement: traditional, group, circle. - T's role: explainer, elicitor, asker.	- Ss' role: listeners, answerers, doers, (basic level). - Opinion givers in advance level.

Chart 1: Teacher DMR Data analysis through research instruments.

Research Instruments for data	Objective 1 Preferred methodology	Objective 2 Factors for choosing a methodology	Objective 3 Theory reflected in practice	Objective 4 Benefits for learners
Questionnaire for teachers	Structural or audio-lingual method. (T doesn't know exactly)	-The needs of Ss. -Past learning experiences as learner.	-Important Elements: Grammar -Activities in classes: Grammar, written exercises, video listening. - Elements in a lesson: Grammar explanation, group discussion, solving problems, speaking.	-Important skills for T. Speaking, writing, reading, listening.
Interview. For teacher	- I teach grammar mainly (Structural method). - I asks Ss to provide opinions (Communicative)	- I remember my past experiences as learner.	- I teach sentences step by step applying and explaining grammar. - I apply real situations and many other activities but songs due to the short free time I have.	- I want my Ss know grammar very well. - Ss increase vocabulary and clear doubts
Questionnaire For Students	Ss describe classes as: - Communicative. - Grammar focus method (structural) - T. Follows the book activities.	(no possible)	_ Emphasized elements: Speaking, grammar and writing. - Activities in class: Group work, expositions, debates. - Category: Ss like T's motivating for practicing the English language and his explanations.	Important elements for Ss. : - Speaking, listening, reading, writing. Benefits for Ss. Are: - Speaking, reading, vocabulary and listening development.
Recorded class	- Ss participate giving their opinions, feelings (communicative). - T explains grammar and vocabulary (structural)	(no possible)	- T explains grammar in English. - T. Asks Ss to introduce themselves. - Ss communicate ideas, opinions, feelings. - T. Asks opinion and examples from Ss applying the learnt grammar structure. - Ss replace words on sentences using a defined grammar structure. - T follows the activities of the text-book. - T. Corrects mistakes immediately.	- Ss communicate ideas, opinions (development of speaking). - Ss learn grammar.
Class development observation	- T. Applied the structural or audio-lingual method; with a significant amount of communicative. - T. Also applied the oral situational language teaching	(no possible)	- The most developed activities were: speaking and grammar in a similar amount integrated. - Integrated = Grammar and speaking; reading and speaking. - T's roles were: explainer, elicitor, asker, and controller. - T's class arrangement was: traditional and circle. - The most used material was: Board, text-book, CD player.	- Ss' role was more of answerers, listeners, and doers.

Chart 2: Teacher IRE Data analysis through research instruments

Research Instruments for data	Objective 1 Preferred methodology	Objective 2 Factors for choosing a methodology	Objective 3 Theory reflected in practice	Objective 4 Benefits for learners
Questionnaire for teachers	- Structural, topic based natural approach (unconsciously eclectic).	- Past learning experiences as learner. - Ss' needs. - Gained experience as teacher.	- Important elements: vocabulary, pronunciation, functions. - Activities for Ss: Ss' talk, written exercises, group discussion. - Elements in a lesson: grammar explanation, written exercises, reading, speaking.	- Importance of skills for T. : Listening, speaking, reading and writing.
Interview. for teacher	- Inductive method... it focuses on grammar structure (T doesn't know).	- Past learning experiences as learner. - T. Taught empirically at the beginning.	Activities in classes: - T. Writes on board grammar exercises, and models them in all possible aspects. - Drilling exercises in classes are important for Ss as well as practicing.	- Grammar structure knowledge is very important for Ss. - T. encourages Ss to speak.
Questionnaire For Students	- Classes are structural mainly with communicative	(no possible)	- T. Emphasizes on writing speaking and grammar. Activities in classes: - Group work, games, songs, flash cards solving problems, etc. - T. Follows the text-book activities. - Ss say that classes are communicative mainly; and that T's explanations are patiently and broadly.	Importance of elements for Ss: - Speaking, reading, writing, listening. - Ss develop: Reading, speaking and writing.
Recorded class	- T applies communicative with structural method	(no possible)	- T asks, elicits from Ss answers; some sensitive issues are discussed. - Vocabulary and grammar are increased and practiced. - There are writing activities as well as reading ones. - T. Follows the text-book activities.	- Ss practice speaking by providing opinions. - Ss learn grammar and new vocabulary. - Ss practice listening.
Class development observation	- T applies in a similar amount structural method and communicative.	(no possible)	- T made more speaking activities and integrated. - Integrated = listening and writing; listening and speaking; grammar and speaking. - T's role: controller, elicitor, and explainer. - Class arrangement: traditional. - Material use: Board, flash cards, text-book, and video.	- Ss' role: Doer, answerer, driller.

Chart 3: Teacher MRZ Data analysis through research instruments.

Research Instruments for data	Objective 1 Preferred methodology	Objective 2 Factors for choosing a methodology	Objective 3 Theory reflected in practice	Objective 4 Benefits for learners
Questionnaire for teachers	Eclectic: Grammar structures, specific topics and situations, games, songs, role plays, etc.	-All methods are applied in some way because there are different types of Ss in each class. - Past learning experiences as learner. - Gained experience as teacher.	Important elements: - Grammar and vocabulary. Common activities: - Grammar explanation, teacher's talk, group discussion. Elements in a lesson: - Speaking, grammar explanation, listening.	Importance of skills for T: - Speaking and listening as primary, reading and writing as secondary.
Interview. For teacher	- Eclectic: because we have different type of Ss. - T focuses also in communicative and grammar structure methods.	-T was taught English by structural methods which influenced strongly in choosing that method. - The book also influences in the application of communicative method.	- T introduces and models a topic along with the vocabulary development. - There are also group activities.	- Ss should express, communicate ideas clearly and have a good knowledge of grammar.
Questionnaire For Students	- Communicative and grammar structure methods applied. - T follows the text-book activities.	(no possible)	Emphasized activities: - Speaking, vocabulary, and listening. - There is speaking and listening practice through debates, expositions, group work. - Ss can give opinions and correction is made gently. - Materials used: text-book, CD player, videos.	Importance of skills for Ss: - speaking and listening; then reading and writing. - Ss improved speaking, writing, and practiced listening.
Recorded class	- Structural method mainly because of the drillings and grammar focusing activities. - Communicative due to the text-book.	(no possible)	- T asks (personal) questions to Ss and they answer. - Ss practice conversations as in real situations. - There are memorization and drilling exercises especially of vocabulary. - Focusing on grammar structures. - Ss provide examples of sentences applying the learnt grammar structure. - There are mistakes correction on grammar and speaking (pronunciation) - Ss describe graphics by pointing.	- Ss practice conversations. Ss increase vocabulary and learn grammar by memorizing and drilling exercises.
Class development observation	- T applied communicative, grammar structure, "TPR", and situational methods	(no possible)	Most common activities: - Speaking, Integrated, and grammar. Integrated = grammar + speaking; speaking + vocabulary. - T's role was of elicitor, asker, controller, observer, and explainer. - Class arrangement was traditional and pair work. - Material: text-book and board.	- Ss' role was of answerers, doers, and listeners.

Chart 4: Teacher WYL Data analysis through research instruments.

Research Instruments for data	Objective 1 Preferred methodology	Objective 2 Factors for choosing a methodology	Objective 3 Theory reflected in practice	Objective 4 Benefits for learners
Questionnaire for teachers	Eclectic though T likes topic based method.	- Gained experience as teacher.	Important elements for T : - Grammar, vocabulary, functions. Common activities: - Grammar explanation, Ss' talk, group discussion. Elements in a lesson: - Group discussion, brief teacher's talk, speaking.	Importance of skills for T: - Speaking, reading, listening and writing.
Interview. For teacher	Communicative and natural approach. (Language should be connected with real life).	-Gained experience as teacher. - Ss' needs and circumstances (type of learners, age, sex, etc.) - T totally agrees with the text.	- Ss have to cover the whole text-book but with some adaptation, contextualization. - T tries to vary activities with songs, video session,...	-Ss have to know something new everyday. - Ss cover the four skills through applying the text-book activities. - In basic Ss learn more vocabulary and grammar. - In advance Ss practice communication in real life (speaking) and develop more vocabulary.
Questionnaire for students	- Communication through English is important in classes. - Knowledge of grammar rules by memory. - Ss follow the text-book activities.	(no possible)	Elements T emphasizes: - Speaking, grammar, listening. Common activities: - Group work, expositions, debates. - Materials: Text-book, CD player, video.	Importance of skills for Ss: - Speaking, listening and reading, writing. - Ss developed speaking, writing, and reading.
Recorded class	- T follows the text-book activities (traditional class). - Communicative and structural method applied from text-book application and from grammar analysis and noticing.	(no possible)	- Ss read the instructions, stories, articles of the text-book. - Ss work in pairs to solve TB's exercises. - Ss compare answers then tell to T. - T questions and Ss answer. - Ss repeat, drill new vocabulary through listening. - T offers help and counseling to Ss for some vocabulary doubts. - T explains and provides examples for grammar (Present perfect).	- Ss do the exercises of the text-book. - Ss were listeners, answerers, and drillers.
Class development observation	- T applied communicative and structural methods in a similar amount. - More communicative for intermediate level and more structural for basic.	(no possible)	Most common activities: - Speaking, integrated, grammar. Integrated = Listening and speaking; grammar and speaking. - Class arrangement: traditional, pair work. - T's role: explainer, elicitor, asker, controller, observer. - Material: Board, text-book, CD player.	- Ss' role: answerers, listeners, doers.

Chart 5: Teacher ALP Data analysis through research instruments

Research Instruments for data	Objective 1 Preferred methodology	Objective 2 Factors for choosing a methodology	Objective 3 Theory reflected in practice	Objective 4 Benefits for learners
Questionnaire for teachers	- Natural and communicative approach.	- Ss' needs goals that are to communicate. Gained experience as teacher.	Important linguistic elements: - Functions, situations (topics). Emphasized activities: - Group discussion, video-listening, Ss' talk, writing tasks. Elements in a lesson: - Group discussion, Ss' talk, video-listening, games. Material used: - Flash cards, video, internet.	Importance of skills for t. - Speaking and listening primary; reading and writing secondary.
Interview. For teacher	- Communicative method. - Natural approach (real life in which context is meaningful).	- Ss' needs for communication. - Institution's policy (It chooses the book).	- Ss produce communication through group work, debates, and speeches. - T's material: video listening, realia. - Classes should be very active. - Motivation is very important.	- Ss communicate better (improvement of speaking and listening).
Questionnaire for students	- Communication is very important through English. - A lot of contact with the English through videos, songs, debates, etc.	(no possible)	Emphasized elements. - Speaking, grammar, vocabulary. Common activities: - Expositions, group work, debates. Category: T applies a good method that let Ss practice speaking through debates, expositions, and so on. Materials used: - Text-book, videos, CD player, handouts.	Importance of skills for Ss: - Speaking, listening and reading, writing. - Ss develop speaking, listening, writing, reading.
Recorded class	- Communicative method.	(no possible)	- T asks Ss to discuss in groups. - T asks, elicits Ss' participation. - Ss participate in debates.	- Ss participate and give opinions, express feelings, and ideas. - Ss speak a good amount of English and for long periods.
Class development observation	- Communicative method with oral situational approach.	(no possible)	Most common activities: - Speaking and integrated. Integrated = speaking, vocabulary; writing, speaking; listening, writing. Materials used: - Text-book, board, videos. - T's role: elicitor, asker, controller, observer. - Class arrangement: mainly circle, group work, traditional. - Ss discussed, analyzed, shared in groups.	- Ss developed mainly speaking skill and vocabulary (there was more opportunity and time for Ss to do so). - Ss' role: opinion giver mainly, answerers, askers.

Chart 6 teacher AMR Data analysis through research instruments

Research Instruments for data	Objective 1 Preferred methodology	Objective 2 Factors for choosing a methodology	Objective 3 Theory reflected in practice	Objective 4 Benefits for learners
Questionnaire for teachers	- Eclectic: (Communicative, Natural, Notional functional) .	- Past learning experiences. - Needs of Ss and circumstances. - Gained experience as teacher.	Important elements: - Grammar, vocabulary, pronunciation. - Emphasized activities: - Ss' talk, group discussion, written exercises. Elements in a lesson: - Speaking, listening, Ss' talk.	Importance of skills for T : - Speaking, listening, reading, writing.
Interview. For teacher	- Direct method, and also something of the others. (T relates Direct method to natural approach).	- Needs of SS and circumstances.	- T focuses on conversations personal questions. - T. Tries not to spend much time focusing on grammar explanation; he tries to make a balance. - T follows the text-book activities but not so loyalty; T tries to vary, contextualize, and change some activities.	- T wants Ss speak well mainly then read well too. - T modifies his speed speaking, gesturing, body language according to the level. - For basic courses T provides more games; for advanced more speaking activities. (Applying the direct method for all levels).
Questionnaire For Students	Ss answer and say: - T's classes communication is very important through using the target language; there is a lot of contact with it; and it is necessary a good grammar knowledge.	(no possible)	Emphasized elements by teacher: - Speaking vocabulary, grammar. Most common activities: - Group work, expositions, debates. - Applied materials: Text-book, CD player, and video. Category: - T has a good method and gives Ss materials for improving vocabulary and grammar.	Importance of skills for Ss: - Speaking and reading; listening and writing. - Ss develop speaking, reading, and writing.
Recorded class	- Communicative because of the application of the text-book. - T applies the direct method.	(no possible)	- T asks, elicits personal questions and Ss answer. - T follows the book activities. - T explains, contextualizes situations like a lecturer. - T explains vocabulary and grammar in full English. - T provides meaningful examples and contextualized.	- Ss listen T's speaking and explanation (input). - Ss do the exercises of the text-book. - Ss answer questions (shyly). - Ss learn grammar.
Class development observation.	- T mainly applies the communicative method with something of structuralism and situational.	(no possible9	Activities in classes: - Speaking, integrated, and grammar. Integrated = writing and speaking; reading and speaking; grammar and speaking. - T's role: controller, elicitor, explainer. - Class arrangement: mainly traditional. - Material: Text-book, board, CD player.	- Ss' role: listeners, doers, answerers.

Chart 7 teacher MJL Data analysis through research instruments.

