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**Language Teaching Approaches and Methods at the
Centro Boliviano Americano-La Paz
Enfoques y métodos de la enseñanza del Idioma Inglés en el
Centro Boliviano Americano La Paz.**

**Memoria Profesional para optar el Grado Académico de Licenciatura en Lingüística e Idiomas
Mención: Lengua Inglesa**

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DEDICATION

To God who has given me the ability to speak this

language, to my dear EFL professors at Mayor de

San Andres University, to my parents, to my lovely

wife Maria Solares, and to my sisters.

ACKNOWLEDGEMENT

ABSTRACT

This research describes the methods and approaches employed at the Centro Boliviano Americano La Paz (CBA) during the 1990s, the 2000s, and 2022. It delves into the various methodological changes implemented by the CBA over the years and examines their impact on the institution. One of the most prominent methods utilized by the CBA was the Natural Approach, which persisted for three decades. The study also sheds light on the educational mission and vision of the CBA, highlighting the diverse range of methods and approaches employed by the institution.

Furthermore, the research includes interviews and questionnaires conducted with two groups of teachers: senior and junior educators. These interviews capture teachers' experiences during the transitional periods when the institution introduced new methodologies and textbooks. The study analyzes the interpretations of these changes and explores the teaching experiences of educators as they adapt to the evolving educational landscape at the CBA. It also discusses the significance of various elements such as methods, approaches, techniques, strategies, and tactics in the teaching practices at the institution.

As we move into the current century, the eclectic method emerges as a promising proposal for the Centro Boliviano Americano by blending the strengths of various approaches, methods, techniques, and strategies. The eclectic method offers a flexible and comprehensive teaching framework that can cater to different learning needs and teaching styles. This method allows educators to remain dynamic and responsive to the demands of the ever-changing educational environment, fostering a richer learning experience for students and continued professional growth for teachers.

FOREWORD

For many years, the language teaching profession has been characterized by a series of methods that were popularized in certain periods like the direct method, the audio-lingual method, the communicative language teaching (CLT), etc. It is also known that many of them were discarded as new methods showed up and took their places. That is the case that, a glance through these language-teaching steps in history offers an interesting picture of the best way to teach English as a foreign language.

Such is the case that teaching English as a foreign language (EFL) has become an Educational language teaching tradition for more than 77 years at the language institute called Centro Boliviano Americano (CBA) in La Paz. It has used different teaching approaches and methods as the best way to make this language accessible to learners over the last decades. With this in mind, it can be said that many people have learned and acquired the English language successfully and used it in their daily bilingual lives

The CBA has evolved its teaching methods over the years, transitioning from traditional approaches to modern applied linguistic trends in English language education. One long-standing method in English language teaching was the Natural Approach, which focused on developing everyday communication skills naturally by providing comprehensible input to enhance language acquisition (Krashen & Terrell, 1983).

This 'Memoria Professional' aims to describe how different junior and senior teachers at the CBA have used different English Language approaches and methods and how satisfied they are or are not using different approaches and methods to achieve English language learning effectively.

Keyword: Teaching Methods, Natural Approach, Acquisition.

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AREA-I

CONTEXTUALIZING THE RESEARCH WITHIN THE WORK ENVIRONMENT.

1.1.   Evaluating Professional Experiences.

In 1986, while enrolling in linguistics and languages at Mayor de San Andres University, many foreign languages like English, French, Italian, and Arabic were offered. However, it was the English language that particularly captured my attention. The teaching and learning methods employed in English classes were engaging as they emphasized active communication. This sparked a fascination with the art of teaching a foreign language. Consequently, enrolling in two subjects titled "Foreign Language Methodology-1" and "Foreign Language Methodology-2" turned into a significant goal in mastering the skills required to teach English effectively. These two academic main subjects marked the beginning of an ongoing journey of continual learning and exploration into the field of teaching English as a Foreign language within the Linguistics and Language Department.

It is still in mind certain subjects, topics, and techniques inside Foreign Language Methodology that would mark the professional academic pathway. One of them is classroom management and the ability to manage certain types of English classes. Another important aspect pertains to lesson planning, encompassing the steps, teaching procedures, and the meticulousness required in formulating diverse learning objectives. The use of supplementary material and how to create tailored material was another significant subject. Finally, learning the 'Methodological' history of English Language Teaching and how important it is in the language teaching practice shaped the professional expectations. These subjects and others started guiding the teaching experience.

Another rewarding academic teaching training experience was the Bolivian-British Project in Bolivia. The project aimed to prepare teachers for new trends in English language teaching. The different workshops presented different teaching techniques, methods, and approaches to language teaching and learning. The organization of creating a new teachers' association was significant as well as bringing English Language Teaching, ELT, specialists. It is still remembered 'Jeremy Harmer', a prominent ELT specialist, at a convention in Oruro, and other ELT specialists who presented different topics about how to teach the English language. All of these experiences rewarded, consolidated, and shaped the academic basis of teaching English.

These academic experiences were put into practice at various institutions, with two in particular standing out: The Centro de 'Enseñanza y Traducción de Idiomas', (CETI) and The Centro Boliviano Americano, (CBA) Fundación Cultural y Educativa La Paz. The CBA, an English Language Institute located in the city of La Paz, has been involved in EFL teaching and training for approximately 20 years.

By 2003, a new academic teaching and organizational experience began to emerge. It was traditionally known that the CBA had been using the Natural Approach to teach English, which piqued the interest in exploring this practice further in the classroom using the Spectrum textbook. Alongside the careful structured implementation of the Natural Approach methodology by the CBA academic department, a Material Distribution Center (MDC), has been closely related to the academic department since it organizes and distributes the teaching materials such as tests, books, and supplementary resources for all teachers instructing different English proficiency levels.

Furthermore, the teaching training sessions with the CBA academic director provided a comprehensive understanding of the intricacies involved in teaching English. Each session focused on various aspects of Classroom Management such as error correction, group work, use of the board, mixers, rapport, etc. Additionally, strategies for effectively teaching 'receptive and

productive' skills were thoroughly explained and how to work using the 'pre-, during, and post-teaching' stages in each skill in the lesson plan. These long training sessions proved to be invaluable in enhancing teaching abilities and ensuring a well-rounded approach to language instruction.

1.2. Timeline of Professional Engagement.

The first teaching job was in a private high school in El Alto. It was about ten years of unrestricted experience full of teaching challenges and satisfactions, from 1989 to 2000. The first year was kind of challenging since suitable teaching material for high school students was not easily found, and almost all students were used to learning English traditionally. Students used to sit down in rows and nobody could say anything unless they were permitted to say something. They were used to using a notebook, a pencil, and a sharpener. The classes were monotonous and in the 1st and 2nd primary grade, students were expected to copy the name of an object from the board, draw the new words, and paint them. From the third to the sixth primary grade, they were supposed to memorize some grammatical rules and do some exercises on their notebooks. It was the way English was traditionally taught.

These antecedents were the starting point of checking the English curriculum carefully and working on a new teaching plan based on English language trends at that moment. The new curriculum was designed based on the Communicative Language Teaching and the elaborated material was also underpinning this approach. Six textbooks with songs and activities were created, and the roles of the teacher and the students were kind of different from the ones students and parents were accustomed to. This new teaching and learning change was accepted not only by the school authorities but also by parents in general.

Little by little students acquired and learned the language in the classroom. They started singing English language songs, speaking using role-plays, and working in pairs and groups. The

teaching experience was kind of hard at the beginning but very rewarding since students could speak and write at the end of the year.

A second teaching challenging experience as a teacher was a teaching project at Centro de Enseñanza y Traducción de Idiomas (CETI) in 1999. This project was about teaching English at San Calixto school in La Paz. The project offered 12 English modules; from beginners to Intermediate level. The textbooks were In Contact-1, In Contact-2 for the beginning level, and On Target-1, On Target-2 for the intermediate level. Each book had twelve units and it was divided into three modules. Each module had four units to cover, and they had names like English 1-1. English 1-2, English 1-3, English 1- 4, English 1-5, and English 1-6 for beginning levels. English 2- 1, English 2-2, English 2-3, etc. for the intermediate level and the corresponding screening test between the beginning and intermediate level and the final test to graduate from this English program. Moreover, each module was accompanied by its booklet elaborated by all CETI-San Calixto staff teachers. (see Annex 5). The experience was academically satisfying since the responsibility was to guide students to become communicatively competent. The coordination helped a lot by suggesting procedures, and techniques, and offering different workshops and micro visits. Students successfully reached the high intermediate level, what it is now the B1 level according to the European Framework objective, and graduated from the English program communicatively competent.

The third and final current working experience as an English teacher is at the Centro Boliviano Americano, CBA-La Paz. Considering the CBA operates five branches in the city of La Paz, the 'Sagarnaga branch' served as the initial place of employment. Subsequently, teaching was conducted at various locations, at 'El Alto branch', located In El Alto city, at 'The Central House on Arce Avenue, followed by the 'Federico Zuazo branch' situated on Federico Zuazo street, the

'Executive branch' on Batallón Colorados Street, and lastly, at the 'Calacoto branch' in the Calacolo neighborhood. (Annex-4).

1.3. Organizational Overview of Professional Settings

This section aims to provide a comprehensive overview of the various educational settings I worked in, each with its unique approach to language instruction. From private schools in El Alto, Bolivia, employing traditional and communicative language teaching methods, to innovative language projects and institutions offering a full spectrum of English language levels, exploring the intricacies of teaching English across different organizational contexts. It highlights the importance of adapting teaching methods to meet the needs of students, the role of curriculum design in enhancing language learning, and the challenges educators face in fostering effective communication skills in diverse learning environments.

1.3.1. German Busch School in El Alto (1989-1991)

It was a private school located in Alto Lima. It had basic and intermediate levels in the old educational system only. English was taught to 1st, 2nd, and 3rd intermediate level. The textbook used to teach English was 'Target-1'by LG Alexander, an audio-visual English course for secondary schools. 10 out of 30 units were covered each year.

1.3.2.'Nazareno Basil Miller' High School (1990-2001)

It is a private school located in El Alto. It had basic, intermediate, and medium levels in the old educational system. The English language was taught at the basic and intermediate levels only. As a teacher, a new curriculum and new material were designed especially for kids and teens (see index-5). The method to be used was the Communicative Language Teaching. During these years, there were numerous challenges and satisfactions experienced as the entire level was under the supervision.

1.3.3. Centro de Enseñanza y Traducción de Idiomas C.E.T.I.-San Calixto School Project (2002-2005)

This English language teaching project had already had a well-prepared curriculum designed by the Centro de Enseñanza y Traducción de Idiomas (CETI), dependent of Linguistics and Languages. This department had a team of well-selected teachers working in the school, a coordinator who was in charge of monitoring and mentoring English language teaching, and a secretary who was in charge of providing supplementary material and distributing the different tests for the different levels. Additionally, at the end of this 12-language level program, inside a private school, CETI offered a high intermediate-level certification to those who graduated from this program.

1.3.4. Centro Boliviano Americano CBA-Paz (2003 up to now)

To be part of this institution has been full of academic challenges as a teacher. It has a complete English language level program, from beginners, intermediate, high intermediate, and advanced levels. It has different branches in the city of La Paz and one branch in the city of El Alto. Teaching English to different levels and different people with a variety of academic interests has been a great challenge and a great opportunity to put into practice the variety of language teaching knowledge from theory to practice.

1.4. Career Progression and Duties Accomplished

The role of an English educator is characterized by a progression of responsibilities that shape their career path. This section will detail this evolution, starting with teaching English in different private schools. It then moves on to the role of Teacher Counselor or Mentor, and school coordinator where administrative and supportive duties, guiding both students and fellow teachers have been taken.

1.4.1 English Teacher

The practice of teaching English was developed in different private schools such as German Busch, 'Nazareno Basil Miller' in El Alto city by the end of the 80s and during the 90s. The Centro de Enseñanza y Traducción de Idiomas, CETI - Colegio San Calixto in 2002-2005, and finally the Centro Boliviano Americano, CBA, Fundación cultural y Educativa La Paz, from 2003 until now.

1.4.2. Teacher Counselor or Mentor

The role changed from being a CBA teacher to becoming a Teacher Counselor and an administrative manager staff. Students, CBA teachers, and the material distribution center had to be carefully managed and organized. As a teacher Counselor, every class had to be visited and assisted. As a manager, all the organization about classrooms, numbers of students, schedules, opening, closing, dividing English courses, controlling attendance lists, and promoting passing or failing students in the system had to be done carefully. What is more, certain academic conflicts and complaints had to be addressed and solved. So, adapting to the diverse roles of a teacher Counselor and administrative manager staff required meticulous organization and dedication.

1.4.3. English Language High School Coordinator

This position was designated during the year 2023. Being the coordinator of two different schools allowed me to explore different English Language Teaching trends. Not only about administrative duties but also about the academic ones. New challenges like students with very different learning styles and interests have opened new routes to language teaching and learning challenges. Furthermore, tailored training courses for teachers, suitable English language supplementary materials, and the use of technology to teach English have backed up the long process of language teaching to reach students´ language competence.

AREA-II

Framing and Dissecting the Study

Language Teaching Approaches and Methods at the Centro Boliviano Americano-La Paz.

2.1. **Preliminary** **Overview**

It is quite fascinating to see the evolution of language teaching methods and approaches over the years. The field of language education; however, has seen a lot of changes and advancements that reflect the ongoing efforts to find the most effective ways to teach English as a second or foreign language.

The shift from traditional methods such as the direct method and audio-lingual method to more communicative approaches like Communicative Language Teaching (CLT), highlights the ongoing development in language pedagogy. The Natural approach, aimed to enhance everyday communication skills, also had a significant impact when it was popular.

It is noteworthy how the Centro Boliviano Americano - La Paz has adapted to these changes in language teaching over its 78-year history. Exploring the perspectives of teachers with varying

years of experience at CBA and their satisfaction or dissatisfaction with using different methods and approaches could offer valuable insights into effective English language teaching and learning.

The evolution of teaching methods at the CBA is still remembered, from the initial approach adopted many years ago to the current trends in applied linguistics for teaching English. One of the most predominant educational language teaching methods in English language teaching that lasted many years was the Natural Approach after the Functional Nontional Approach. It was aimed at developing everyday language communication skills and the initial task was to provide comprehensible input to get language acquisition, Krashen & Terrel (1983)

This 'Memoria Profesional' is a valuable rich resource, for capturing the journey of language teaching, the impact of different methods and approaches on English language learning and language acquisition, and how satisfied teachers and learners perceive to achieve English language competence.

2.2.   **Identifying**   **the**   **Core**   **Issue**

Although the CBA has a long tradition of teaching English in the city of La Paz together with the different general workshops offered by the American Embassy, various other factors have affected its academic development over the years. The lack of effective teaching training after 2005, the adoption of a different teaching textbook, and the revision of CBA's new current teaching policies have affected the traditional CBA English teaching service to the community.

The process of academic English teaching training has been significantly impacted. Before 2005, careful long teaching training to new teachers was a careful priority. They were constantly trained and supervised on using a specific method and approach, varied strategies, and techniques before teaching English in a specific classroom. Careful lesson plan elaboration, a good knowledge of classroom management, and the use of different strategies and techniques were mentored and

demanded constantly by the academic department led by a Teacher Counselor (TC). This discontinuation of typical teaching training principles has become an academic weakness at the CBA.

For over two decades, from the 1980s to the 2003s approximately, the CBA successfully utilized the Spectrum textbook series, which was thoughtfully adapted to align with both the Natural Approach and Presentation, Practice, and Production principles. However, later on, the Top Notch and Summit series were introduced as teaching materials, leading to a gradual disappearance of the typical CBA teaching approach principles. Additionally, in 2005, there was an attempt to create a new teaching textbook; unfortunately, this endeavor proved unsuccessful due to an undefined teaching approach and inadequate professional expertise in producing these materials. As a result of these changes and experiences, senior and junior teachers had to try to adapt their teaching based on their teaching training experience and the different teaching webinar tips the American Embassy had offered.

In addition to this scenario, new textbooks were adopted after 2006 by the CBA, and they have simplified the English Teaching practice by providing mechanical steps in the teacher's guide. As a result, the CBA Natural and/or Communicative approach, Presentation Practice and Production principle, strategies, and techniques, have gradually disappeared or been misunderstood. Academic supervisors also disappeared and Teacher Counselors' roles changed from academic to administrative ones. That is why the majority of the academic staff, mainly junior teachers, have started to follow the textbook steps to complete the unit content only with little effort on the CBA teaching approach and principles. This new teaching procedure has made the teaching of English a repetitive ongoing activity task with little room for creativity or individualized instruction in most cases.

Reviewing new CBA institutional teaching paradigms can greatly enhance the English teaching process. In the past, only the CBA teaching staff benefited from various teaching seminars and updated training courses offered by the American Embassy. However, this scenario has now changed as these academic opportunities are being extended to other public and private English language teaching institutions as well. Furthermore, students' needs have evolved, while technology has advanced significantly as well. Therefore, it is crucial to thoroughly examine new strategies and institutional policies to effectively compete in the market and continue providing a top-notch English language Teaching service to the community.

Many teaching approaches and methods in applied linguistics have been affected during this century as well. What strategies can be used to help and assist junior and some senior teachers adopt and adapt the current English as a Foreign Language approach, method, strategies, techniques, tactics, and classroom management properly in this 21st Century?, considering that the number of students has increased a lot and the post-pandemic has affected considerably EFL teaching approach at the CBA.

2.3. **Problem** **Statement**

The evolution of English language teaching methodologies from traditional to modern communicative approaches has significantly influenced pedagogical practices worldwide. The Centro Boliviano Americano (CBA) in La Paz, with its 78 years of English as a Foreign Language, EFL, teaching history, provides a case study of these shifts in language teaching paradigms. Initially adopting methods such as the Direct Method and the Audio-Lingual Method, and later transitioning to the Functional Notional Approach, Natural Approach, and Communicative Language Teaching (CLT), the CBA has continually adapted its teaching strategies to align with contemporary linguistic theories and practices.

However, since 2005, the institution has faced challenges in maintaining its traditional academic approach due to various external factors. These include the adoption of different teaching textbooks, the role changes of Teacher Counselors, a lack of structured teaching training for new instructors, and the discontinuation of diverse teaching strategies and techniques.

This shift has led to a reliance on textbook procedures, simplifying the teaching of English and diminishing the use of the CBA's Natural and/or Communicative approach strategies. Consequently, the teaching of English has become a more mechanical task, with limited room for creativity or individualized instruction, affecting both teacher satisfaction and student language acquisition.

This problem needs comprehensive research into the impact of these changes on the effectiveness of English language teaching and learning at the CBA. By examining the experiences of both senior and junior teachers regarding their satisfaction or dissatisfaction with the various methods and approaches used over the years, this study aims to identify the key factors contributing to the current challenges faced by the CBA. Furthermore, it seeks to explore potential strategies to refresh the institution's traditional teaching methodologies, ensuring they are in line with the latest advancements in language pedagogy and effectively meet the needs of English language learners in the contemporary educational landscape.

2.4. Rationale for the Study

The study aims to explore the effectiveness of the eclectic method in English Language Teaching (ELT), which integrates various approaches to address the diverse needs of learners. This method, as highlighted by Larsen-Freeman (2011), allows teachers to create their blend of teaching strategies, fostering a more adaptable and responsive teaching environment. The theoretical exploration of this method contributes to the broader academic discourse on ELT methodologies,

offering insights into how different approaches can complement each other to enhance language learning outcomes.

The social relevance of this study lies in its focus on improving English language education through the CBA teaching program. As English continues to be a global lingua franca, effective teaching methods are crucial for equipping learners with the necessary language skills to participate in the global community. By examining the eclectic method's role in ELT, the study addresses the societal need for high-quality language education that prepares individuals for international communication and opportunities.

As for the practical implications, the study seeks to inform the development of ELT programs at the CBA, guiding the training of academic staff and the implementation of innovative teaching strategies. The emphasis on mentoring new teachers and integrating technology into language teaching reflects a commitment to enhancing the practical aspects of language education. These efforts aim to improve the satisfaction of both senior and junior teachers with the teaching methods employed, ultimately benefiting students by providing them with a more effective and engaging learning experience.

2.5 Objectives

2.5.1 General Objective

To propose an action plan to enhance English language teaching (ELT) at the Centro Boliviano Americano (CBA) by integrating effective teaching approaches and methods that address the diverse needs of learners.

2.5.2. Specific Objectives

To chronologically describe ELT practices by using the methods and approaches outlined at the CBA

To categorize the methods and approaches outlined at the CBA based on the crucial

changes at the institution.

To identify senior and junior teacher's satisfaction as for the methodology at present.

2.6 Institutional Framework

This section develops the tapestry and organizational evolution of the Centro Boliviano Americano (CBA), renowned for its contributions to education and cultural exchange. As we delve into the institutional framework of the CBA and explore its historical background, we uncover a story of collaboration, education, and growth that has shaped its legacy as the first center for learning English in Bolivia and beyond.

2.6.1. CBA Historical Background

This private institution has a long historical trajectory. Ormachea (2006) wrote in the annual Centro Boliviano Americano memoir that the C B A was founded on May 2nd, 1946 and that it was a private, non-profit, autonomous, and cultural educational center that had won the title of being the most important institution in the field of teaching English as a foreign language in Bolivia and one of the outstanding ones in Latin America.

It originated in a bi-national Bolivia-United States agreement and the statute was approved by Supreme Resolution No. 112269 on January 31st, 1962 issued by the Ministry of Education and with initial financing granted by the United States government through its United States Information and Cultural Service (USIS).

The beginnings of the CBA from an organizational and financial point of view were led by USIS. It began with 2 classrooms, a few offices, and a special place for cultural events. All senior staff were made up of American officials depending on the United States Embassy, and the number of students was about one hundred.

The CBA's statute was approved by the Ministry of Education on January 31, 1962, through Supreme Resolution No. 112269. The United States government provided initial financing through its United States Information and Cultural Service (USIS). A renowned library was created and equipped with an excellent bibliography. Specialists and professors from different universities in the United States came to Bolivia to teach Bolivian teachers.

By 1952, the CBA working service started at the SKF building on Mariscal Santa Cruz Avenue. Only a few of its original directors continued in their positions, particularly Mr. Keenan, Mrs. Velasco, and Mrs. Beck.

Over time, the CBA gained recognized prestige in the La Paz city community for the composition and activity of its Board of Directors, which was made up of an equal number of Bolivians and North Americans, and for its activities in the three programs already mentioned.

As the CBA grew, it rented an entire house located on the corner of Aspiazu streets and Av. 6 de Agosto. The house belonged to the family of Mr. Ricardo Martínez Vargas, and later, to remodel the house and expand the number of classrooms, the CBA acquired the property with the support of a soft loan from the United States Agency for International Development (USAID). The CBA already had more than 1,000 students at the end of the 1950s.

The CBA staff included three American officials: The Executive Director, the Academic Director, and the Student Consultant, whose job was to coordinate matters related to studies in the United States, as well as to carry out the necessary procedures for the granting of pre-university scholarships and university students. A room was also implemented especially for social gatherings, where students could listen to music and share with friends, which contributed to the increase in the number of students.

In the 1960s, the prestige of the CBA La Paz promoted the creation of similar Centers in the cities of Cochabamba, Santa Cruz, Sucre, Oruro, and Potosí. In the 1960s, the number of United

States officials at the CBA decreased; however, towards the end of the same decade, there was a very well-organized staff of Bolivian officials, leaving a US Executive Director, a USIS official.

2.6.3. Mission

According to 'Estatuto', the CENTRO BOLIVIANO AMERICANO has the mission of serving Bolivian society by promoting and disseminating culture and developing educational, cultural, and academic activities with ethical values and social responsibility toward the community. (Centro Boliviano Americano. 2006 Memoria Anual 2007. p.7)

2.6.4 Vision

The vision of the Centro Boliviano Americano (CBA) is to become an Institution specialized in English as a Foreign Language teaching that can provide the country with highly qualified English language speakers.

2.7. Theoretical Foundations

The purpose of this conceptual theory framework is to give enough information about English as a Foreign Language (EFL), English as a Second language (ESL), and other theoretical foundations within applied linguistics.

2.7.1. English as a Foreign Language, EFL

It refers to the teaching and learning of the language in a non-English speaking environment. As Brown Douglas (2015) says, "Foreign language contexts are those in which students learn a language of other countries and do not have ready-made context for communication beyond their classroom" (p.160).

2.7.2. English as a Second Language, ESL

It is about those students who learn the language in a classroom and who live in a country where English is spoken so that this language can be seen and spoken outside the classroom. As Brown Douglas (2015) says, "Second language learning contexts are those in which the classroom target language is readily available beyond the classroom"(p.160).

2.7.3. Approach

It is a set of principles, beliefs, or ideas about the nature of learning. As Brown Douglas (2015) stated, "An approach is a set of assumptions dealing with the nature of language, learning, and teaching" (p.15). Richards and Rodgers (1996) examine the linguistic and psycholinguistics aspects of approaches in turn: The Theory of language and the Theory of language learning. The first one is based on the structural view, the second one is based on the functional view and finally, the last one is the interactional view. It is a set of correlative assumptions dealing with the nature of language teaching and learning. It follows that language teaching practices are based on these assumptions and theories.

2.7.4. Method

It refers to a systematic set of principles used by teachers to facilitate language learning. A method outlines specific techniques, activities, and instructional strategies aimed at developing learners' language skills, such as speaking, listening, reading, and writing. Different methods may prioritize various aspects of language acquisition and employ diverse teaching materials. As Brown Douglas (2015) says. "it was described as an overall plan for a systematic presentation of a language course based on a selected approach" (p.15).

2.7.5. Strategy

It is a set of decisions on what learning activities to employ to achieve the learning objectives. Strategy is simply the set of activities that the teacher will use in the classroom. What's more, strategies can encompass a wide range of techniques, tactics, and behaviors employed by learners to enhance their language skills across listening, speaking, reading, and writing.

2.7.5.1. Common language learning strategies

a) **Metacognitive Strategies**

These involve thinking about one's learning process, such as setting goals, planning, monitoring progress, and evaluating effectiveness.

b) **Cognitive Strategies**

These involve mental processes used to manipulate language, such as organizing information, memorization techniques, and problem-solving.

c) **Social Strategies**

These involve interacting with others to enhance language learning, such as seeking clarification, asking questions, and collaborating with peers.

d) **Affective Strategies**

These involve managing emotions and attitudes towards language learning, such as staying motivated, reducing anxiety, and building confidence.

e) **Compensation Strategies**

These involve strategies used to overcome gaps in language knowledge, such as using gestures, context clues, or circumlocution to convey meaning.

Effective language learners often employ a combination of these strategies depending on the task, context, and individual preferences. In English language teaching, teachers play a crucial role in helping learners identify, develop, and refine their language learning strategies through explicit instruction, modeling, and guided practice.

2.7.6. Technique

It refers to specific methods or approaches that teachers use to facilitate language learning and instructions. These techniques are more specific applications of broader teaching methods or approaches. Examples of techniques include Total Physical Response (TPR), role plays, dictations, jokes, etc.

2.7.7. Tactics

It refers to specific strategies or actions that teachers use within their instructional approach or method to achieve certain pedagogical goals. Tactics can be seen as the practical steps taken by a teacher to implement a technique effectively. The teacher may use various tactics such as visual aids, providing certain instructions, work activities, etc.

2.7.8. Classroom Management

Classroom management refers to the strategies and techniques that teachers use to create a positive and productive learning environment in the classroom. As Scrivener (2012 p.1.) says "It is the way that you manage students learning by organizing and controlling what happens in your classroom"

2.7.8.1. Reshuffling

Having students swap places and work with other students- is used to motivate more interaction and facilitate the learning process, to prevent discipline problems from arising, to expose students to different learning styles; or when the teacher considers students are not fulfilling

group roles correctly. It also helps students stay away from boredom. It is mainly related to physical movement and it could happen every class or any time that the teacher thinks it is necessary.

2.7.8.2. Mixers

Mixers are activities that involve students mingling, talking, and getting to know each other in a relaxed and informal setting. Mixers can include icebreakers, games, role-plays, pair or group discussions, and other interactive activities that help students practice English language skills while also building confidence and familiarity with using the language in real-life situations.

2.7.8.3. Rapport with students

It establishes an emotional relationship with students. It helps create a more cohesive, cooperative classroom atmosphere in which students feel free to participate. It can be built by watching one's body language, posture, gesture, eye contact, and all in all teachers' attitude towards students as individuals so that students feel welcome in the class and the affective filter is low. Be careful of jokes, or comments that could be misinterpreted as racist, sexist, or homophobic. Students who are offended –even if they did not intend to, will most likely not feel free to voice their objections because they fear for their grades. Let students know that you want to be there teaching them, that you care about the course, and that you will do your best to ensure that each individual makes the best possible progress. Some considerations that can help rapport in the classroom are making positive facial gestures, avoiding threats, isolating negative situations, and avoiding polemic issues such as religion or teachers' personal lives.

2.7.8.4. Mistake

It refers to the process of identifying and addressing mistakes made by students when speaking or writing in English. Teachers typically use various techniques to provide feedback and help students recognize and correct errors in their grammar, vocabulary, pronunciation, and language usage. Error correction aims to improve students' language accuracy and fluency, often through a balanced approach that considers the context, the student's level of proficiency, and their individual learning needs. The goal is to create a supportive and constructive learning environment where students feel encouraged to take risks and learn from their mistakes while continuously improving their language skills.

2.7.8.5. Class control

It refers to the way a teacher handles different situations in the classroom -not too strict/dictator, not too permissive. Bear in mind that class control is closely related to timing, pace as well as walking facilitator. Possible strategies for positive classroom interaction can be summed up as follows:

2.7.8.6. Walking Facilitator

It refers to the levels of teacher-facilitator performance:

Manager: The teacher monitors students' work walking around the classroom helping to ensure task objectives are met.

Director: verifies students' performance by peering around groups. He focuses on the growth of each student. He sets the individual students into effective teams changing the system on the way to the goal, making sure members of the team become interdependent and individually accountable for team success.

2.7.8.7.   Teacher   Talking   Time   Vs   Student   Talking   Time

Since the main principle is to keep a student-centered class, students are the ones who use the language, STT (student talking time), more than the teacher does TTT (teacher talking time). As Gower Roger said (1995) the aim of most language classes is usually to get the students to use the language. When (the teacher) talks too much then the chances are the students aren't being given maximum opportunity to talk.

2.7.8.8. Seating arrangement

It is of great importance and benefits the sitting position of the students in the classroom to interact and get to know each other. Students must work in pairs or groups. As Thornbury Scott (2012) states:

> The simplest argument for pair and group work is that it allows more learners to talk in class than if all interaction has to be with the teacher. This, in turn, is likely to lead to significantly higher involvement and engagement. Learners in groups may feel more like individuals, rather than being lost in the large mass of the class. (p.223)

2.7.8.9. The use of the board

As it is an important visual aid to provide a focal point of attention for the whole class, when preparing lessons, it is important to decide how to arrange it to fulfill particular teaching aims. In class: start with a clean board. Write and/or draw on it clearly and legibly, with correct spelling and punctuation so that all students see it and benefit from it.

2.7.8.10. Lesson Plan

A lesson plan for an English class is a detailed outline that guides teachers through the instructional process for a particular lesson or unit. It serves as a roadmap for what will be taught during the class session and how it will be taught. A well-structured lesson plan typically includes the following components:

a) **Objectives.** They are divided into three different Objectives:

b) **Linguistic Objective**. It focuses on language form and lexis.

c) **Functional Objective**. It focuses on language functions.

d) **Personal Objective**. It focuses on a personal objective like reducing T.T.T., using the board, etc.

2.7.8.10.1. Oral Introduction

It should be presented as an "illustration of the target language" by the teacher mainly; a student or students can also carry it out depending on the level. They are meant to provide a background and a situation for the topic or activity to deal with; they may also introduce vocabulary and language structures.

2.7.8.10.2. Warm Up

They are activities meant to introduce specific skills and structures or vocabulary. They are the opportunity to give students time to get involved in the new language structure and vocabulary, that's why warm-ups should be limited, but pretty relevant. The activities you may use as warm-ups might be as varied as your imagination: games, questions, brief discussions, role plays, brainstorming of ideas, etc.

2.7.8.10.3. Main Activity

It has to do with a group of activities to teach skills and/or sub-skills using a scaffolding criterion that is directly related to a set of unit objectives. This stage is expected to take longer as it is in this stage that students practice the objective or objectives of the set through different techniques.

2.7.8.10.4. Follow Up

Follow-ups are the consolidation phase of the learning process. That's why students are asked to perform to reinforce what they have learned.

2.7.8.10.5. Wrap up

This stage has to do with activities that meet all objectives of the unit rather than the objectives of a set. Such activities let the teacher assess students' performance according to both linguistic and functional unit objectives.

2.7.9. Approaches and Methods

Approaches and methods in English Language Teaching (ELT) refer to different theoretical frameworks and instructional strategies that teachers use to facilitate the teaching and learning of English as a second or foreign language. These approaches and methods guide the overall structure, content, and delivery of language instruction in the classroom.

The Centro Boliviano Americano (CBA) has witnessed the evolution of various broad theoretical frameworks over time in the classroom. These approaches and methods have transitioned from the traditional Audio-Lingual Method to the more contemporary Communicative Language Teaching (CLT).

2.7.9.1. The audio-lingual method

The audio-lingual method in English language teaching emphasizes the use of audio and oral practice to reinforce language patterns and structures. This method grew in popularity in the mid-20th century and was influenced by behaviorist theory, focusing on habit formation through repetition, imitation, and memorization. Students engage in drills, dialogues, and pattern practice

exercises, with minimal focus on explicit grammar rules. The audio-lingual method aims to develop students' listening and speaking skills through extensive exposure to target language patterns, promoting automaticity and accurate language production. As Diana Larsen-Freeman said (2000), "It was thought that the way to acquire the sentence patterns of the target language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement." (p.35). While this method has declined in popularity in recent years, its emphasis on oral proficiency and repetitive practice has contributed to the development of communicative and task-based language teaching approaches.

2.7.9.2. The Functional Notional Approach

The Functional-Notional Approach (FNA) was another trend in the history of teaching English as a foreign language at the CBA during the 70s and 80s. It was theoretically introduced by the British linguist D.A. Wilkin in the 70s. The CBA greatly adopted this contribution to the language teaching method. This new communicative language teaching emphasizes mainly on the use of language functions and notions in real-life situations to help students get communicative competence; in addition, FNA also offers some characteristics, activities, and advantages to be explained.

> The FNA, which is part of the communicative approach trend, organizes language teaching in terms of "functions and notions". Functions are communicative acts that refer to what the speaker wants to accomplish with the language in a given situation; for instance, inviting someone to do something, giving a compliment, offering some people something, etc. (Brown and Lee, 2015, pp.28,29)

> What is more, a Notion is described as an idea divided into general and specific ones. Brown and Lee (2015) state that General notions are abstract concepts such as existence, space, time,

quantity, and quality. They are domains in which we use language to express thought and feeling. Specific notions correspond more closely to what we have become accustomed to calling "situations". Personal identification, for example, is a specific notion under which name, address, phone number, and other personal information are subsumed.

2.7.9.3. Presentation Practice and Production (P.P.P.)

In English Language Teaching (ELT), the Presentation-Practice-Production (P.P.P.) approach has a widely used framework for structuring lessons at the CBA. It has strategically integrated the Presentation-Practice-Production (P.P.P.) framework into its lesson plans, resulting in more meaningful and implicit learning opportunities that focus on fluency.

This PPP framework shows how a lesson is introduced and how the English language should be taught. Bake and Westrup (2000) state that:

> "One of the best ways of helping students reach the objectives of the lesson is to introduce the new language well in the first phase of the lesson: this is the Presentation phase. Then, students need to have plenty of activities to help them to practice the new language: this is the Practice phase. Lastly, the students need time to use the new language they have learned in order to communicate with each other: this is the Production phase". (p.23)

The "Presentation" Stage

It involves the teacher introducing new language concepts, vocabulary, or grammatical structures to the students. This could be done through explanations, examples, and visual aids to ensure understanding.

The "Practice" Stage

It focuses on giving students opportunities to practice and reinforce what they have learned. This can include various activities such as drills, exercises, role plays, or games that allow students to actively engage with the language in a controlled manner.

The "Production," Stage

It is where students are encouraged to use the language independently and creatively in more authentic contexts. This could involve tasks such as discussions, debates, presentations, or writing activities that require students to apply what they have learned in meaningful ways.

This approach has led to a shift towards learner-centered classes that emphasize authentic language use. The P.P.P. framework has been strategically applied throughout the lesson plan, ensuring students' cohesive and integrated learning experience

2.7.9.4. The Natural Approach

The Natural Approach, developed by Tracy Terrell and Stephen Krashen in the 1970s, is based on the belief that language learning should mimic the way children acquire their first language naturally.

In the Natural Approach, emphasis is placed on understanding and comprehension rather than explicit grammar instruction. The main goal is for learners to develop their ability to communicate effectively in real-life situations. Richard and Rogers (1996) state the key principles of the Natural Approach that include:

a) **Acquisition and Learning Hypothesis**

This hypothesis distinguishes between two ways of developing language ability. "Acquisition" refers to the subconscious process of acquiring language naturally through exposure

and understanding, like how children acquire their first language. "Learning," on the other hand, refers to a conscious process in which learners study rules and practice skills explicitly. According to this hypothesis, acquisition is seen as more important for developing communication skills, while learning is more focused on formal accuracy.

b) Monitor Hypothesis

This hypothesis suggests that learners have an internal monitor that checks and corrects their output during speaking or writing activities. The monitor is influenced by acquired knowledge (subconscious) and learned knowledge (conscious). However, over-reliance on the monitor can hinder fluency if learners focus too much on accuracy during communication.

c) Natural Order Hypothesis

The idea behind this hypothesis is that there is a natural order in which learners acquire grammatical structures in a predictable sequence regardless of their native language or instructional approach. Teachers should be aware of this natural order and introduce structures accordingly.

d) The Input Hypothesis

Hypothesis: This hypothesis emphasizes the importance of comprehensible input for second language acquisition. Learners need exposure to meaningful and understandable input slightly above their current level of proficiency to acquire new vocabulary, grammatical structures, and communication skills.

e) The Affective Filter Hypothesis

According to this hypothesis, factors such as motivation, self-confidence, anxiety levels, and social factors can act as filters that affect language acquisition or learning outcomes. A low

affective filter facilitates better learning experiences by creating a positive and supportive environment.

These hypotheses guide practitioners in designing instructional activities that promote meaningful comprehension as well as provide opportunities for communicative practice within a low-stress environment conducive to natural language development.

2.7.9.5. The Communicative Approach

Since the 1960s a new language approach has widely been accepted: 'The Communicative Language Teaching" (CLT). As Richards and Rodgers explain (1996) "Chomsky had demonstrated that current standard structural theories of language were incapable of accounting for the fundamental characteristics of language- the creativity and uniqueness of individual sentences". (p. 64). It has strongly emphasized communication as the primary goal of language learning. This new approach has not only focused on language functions but also on structural aspects of language known as 'competence and performance'. These components make this approach describe learning a certain language more communicatively.

> We thus make a fundamental distinction between competence (the speaker-hearer
> knowledge of the language), and performance, the actual use of the language in concrete
> situations. (Chomsky, 1965 p.4)

Thus, the main characteristic of CLT is the distinction between competence and performance to describe learners' knowledge of language.

a) **Competence**

It refers to an individual's underlying knowledge of a language's grammar, vocabulary, and other linguistic elements. It is the idealized, internalized system of language rules that a

person possesses. Competence represents the ability to generate and understand grammatically correct and meaningful sentences in each language.

b) Performance

It relates to the actual use of language in real-life communication. It is the practical application of one's linguistic competence in specific contexts. Performance is the observable behavior when an individual speaks, writes, listens, and interacts with others in day-to-day situations.

In summary, competence and performance are complementary aspects of language, with competence representing knowledge of language rules and performance representing the practical use of language in real-world situations. English teaching typically addresses both to help learners become effective and proficient users of the language.

Communicative competence has a series of key principles that help to use the language more effectively for meaningful communication in real-life situations. Larsen and Freeman (2000) underly some of the following principles:

Meaningful interaction. Students are encouraged to be part of role plays, and discussions in pairs or groups.

Teacher as a facilitator. The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.

The use of authentic material. Whenever possible, authentic material should be introduced like newspapers, video segments, restaurant menus, etc.

Error tolerance as part of the language learning process and learner-centered classes to foster language acquisition.

Balance of fluency. The ability to use the language with no hesitation and accuracy, and the use of grammar and vocabulary properly in a social context, help learners become communicatively competent.

Cultural Awareness. CLT often includes cultural elements in language instruction. This helps students understand the cultural context in which the language is spoken and promotes intercultural competence.

Use of target language. Language should be used as a vehicle for classroom communication, not just the object of study. (pp. 125,126,127.)

These principles guide the design of CLT lessons and activities, creating an interactive and student-centered language learning experience that is focused on equipping learners with the skills needed for effective communication in the target language.

2.7.9.6. Content-Based Instruction

Content-based instruction (CBI) is an instruction to language teaching that integrates language learning together with the study of a subject matter. In CBI, the aim is to teach the language skill by exploring and studying academic subjects or real life content like robotics, natural disasters, mathematic problems, etc. CBI's principles, and theories of language and learning make it a strong communicative approach to language learning.

The principles of CBI come from the principles of the communicative approach since they promote active interaction, communication, and critical thinking in the exchange of content. According to Richards and Rodgers (2001), "CBI has two main principles: People learn a second language more successfully when they use the language as a means of understanding content rather than as an end in itself". (p.207). CBI better reflects learners' needs for learning a second language

and content provides the basis for activating both the cognitive and the interactional process that are the starting point for second language learning"

According to Richards and Rodgers (2001) these are the language and learning principles: Lexis, the specific vocabulary being used. Grammar depends on the source for communicating content. Language is considered the vehicle for learning content and language. The language uses different integrated skills since students focus on content.

2.7.9.7. Task-Based Learning (TBL)

It is an approach to language teaching that focuses on the completion of real-world tasks as the central organizing principle for language learning. TBL is based on the belief that learners acquire language most effectively when they are engaged in meaningful and purposeful tasks that require them to use the target language communicatively. Jane Willis (2014) states that:

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

In task-based learning, learners are presented with authentic tasks or problems that they need to solve using the target language. These tasks can vary widely and may include activities such as giving a presentation, planning an event, solving a puzzle, or negotiating a role-play scenario. The tasks should be challenging but achievable, and they should provide learners with

opportunities to use their existing knowledge of the language while also pushing them to develop new linguistic resources. The key principles of task-based learning include:

a) Communication: The primary goal of task-based learning is to promote effective communication. Learners are encouraged to exchange ideas, negotiate meaning, and solve problems using the target language.

b) Task Authenticity: Tasks should simulate real-life situations or mirror authentic communicative contexts so that learners can see the relevance and applicability of what they are learning in their daily lives.

c) Learner Engagement: Task-based learning places importance on learner engagement and motivation by providing meaningful contexts for language use.

d) Collaborative Learning: TBL often involves collaborative group work where learners work together towards achieving a common goal. This encourages cooperation, negotiation of meaning, and peer feedback.

e) Language Awareness: Although TBL primarily focuses on meaning-oriented communication, there is still room for raising learners' awareness of relevant linguistic features during or after completing a task.

f) Scaffolding: Teachers provide support through pre-task activities, modeling, vocabulary, or grammar input when needed so that learners can complete the task.

In addition, In the literature on 'Task Based Learning', Willis 1996 proposed six types of tasks that can be adapted for the use of any topic. These seven types of tasks are:'listing', 'ordering and sorting', 'comparing', 'problem-solving', 'sharing personal experiences', and 'creating tasks' (Jane Willis pp.142,153,154)

Task-based learning has been proposed as an approach based on the use of tasks to get an outcome in the English Language.

2.8. Methodological Framework

This section will allow you to understand the procedures to achieve the objectives proposed, the type of data that is required to be investigated for the achievement of the objectives of this proposal, as well as the description of the different methods and the techniques that make it possible to obtain the necessary information in order to reflect the teaching practice before 2005 based on the information from CBA retired and senior teachers. This includes aspects such as the type of study, the population and sample to which the research is directed, the data collection instruments to be used to collect the information, as well as the analysis of data obtained.

2.8.1. Type of study.

The research method under which this work has been developed is descriptive research which aims to describe the characteristics of English Language Teaching at the CBA without manipulating or controlling any variable. According to Creswell (2014), descriptive research provides a detailed account of a specific topic and allows researchers to gain a better understanding of the current state of affairs in a given area. This type of research is often used to explore new areas, identify patterns and trends, and provide a comprehensive overview of a subject. Descriptive research methods can include surveys, observational studies, case studies, and content analysis, among others (Neuman, 2013). Overall, descriptive research serves as an essential tool to look at different documents and analyze various aspects of ELT procedures at the CBA.

2.8.2. Study population and sample

2.8.2.1. Population

The population considered for this research consists of CBA teachers with diverse teaching backgrounds and experience. The Centro Boliviano Americano, CBA is an educational institution

that employs over 100 teachers across various locations, including the Central House, the Federico Zuazo branch, the Executive branch with virtual classes, the intensive Saturday Program classes at Federico Zuazo, and the El Alto branch.

The term 'population' refers to the entire group of people that meet certain criteria and are the focus of the study. It is important to define the population in order to accurately generalize findings and draw meaningful conclusions. As Cresswell (2014) says: 'It is the complete set of individuals or objects having common observable characteristics' (p.161.).

2.8.2.2. Sample

These convenience samples includes three types of them. The first group is retired teachers who worked before or during the 90s. The second group, called junior teachers, is those who have accumulated over 20 years of experience and currently working, and some who have been working at the CBA for 5 to 10 years.

A sample refers to items selected from a larger population for study. The process of selecting a sample is crucial in research as it allows the conclusion of the population based on the characteristics of the sample. As Sampier (2014) said sampling is the act of selecting a subset of a larger set, universe, or population of interest to collect data to respond to a statement of a research problem.

2.8.3. Research techniques

To carry out this "Memoria Profesional", two techniques were used to get information about the 'Approaches and Methods at the CBA-La Paz':

2.8.3.1. Interview

The first research technique used was the Interview. A set of questions were used as an instrument (Annex-1). They were applied to currently working senior and retired teachers. They are a fundamental source for gathering information about the ELT methodological history of the CBA before and after 2005.

This type of non-structured interview has a loose script and asks open-ended questions without any standardization. Münch & Angeles. (p.78). This kind of non-structured interview is used to allow for more flexibility and depth and responses from participants. This approach can lead to richer data and insights that may not be captured with a rigidly structured format.

2.8.3.2. Questionnaire

The second research technique was the closed-question questionnaire (Annex-1). A set of ten questions was prepared as another instrument for this research. They were applied to junior teachers currently working at the CBA after 2005. A questionnaire is a group of questions that measure one or more variables Sampieri (2014. p. 217).

2.8.4. Data analysis

It is expected to uncover patterns, themes, and insights that address the research objectives from interviews. The analysis aims to make sense of the data collected, identify trends, and provide a deeper understanding of the topic under investigation. By analyzing the responses systematically, conclusions, interpretations, and general findings can be drawn, and they can contribute to the overall research outcomes.

2.8.5. Quantitative data analysis

This interview was designed to collect insights on teaching methods, approaches, and techniques from both active junior, senior, and retired teachers. With the combined experience of 77 years in English Language Teaching, the CBA academic department has adapted its methods, approaches, and techniques to align with emerging trends in English language education. The seamless transition between different teaching methodologies is crucial for the successful integration of new pedagogical approaches. Furthermore, learning the training processes that teachers undergo to maintain and enhance the teaching approaches overtime at the CBA is essential. Finally, evaluating the satisfaction levels of both teachers and learners is also a key aspect to consider. The Interview, as Sampier said (2014 p. 54), "Interview is the art of listening and gathering the information needed".

Aiming to back up the objectives of this 'Memoria Profesional', nine questions were prepared. Three questions for each objective seek the most relevant information from senior, and retired CBA teachers. The information below shows the interview outcome.

SENIOR AND RETIRED TEACHERS

Question-1

Do you remember the first method or approach you worked with when you started working at the CBA? Which one was that? Can you tell me your experience?

Legend:
- Does not remember the method or approach
- Audio Lingua Method
- Functional NontionaL Approach
- Natural Approach
- Presentation practice and production

Chart labels: 12, 0%; 0% / 50%; 19% / 100%; 38% / 100%; 38%
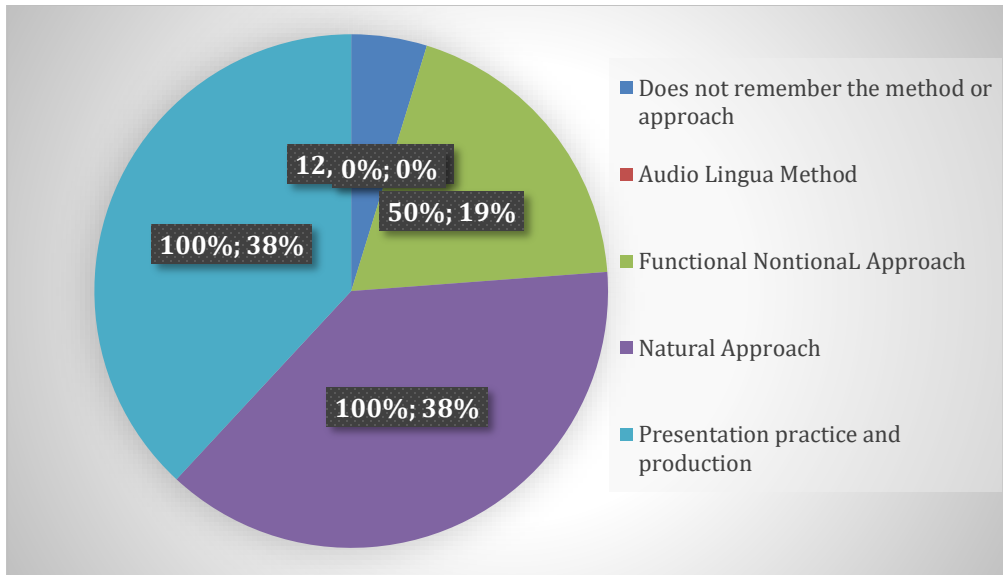
Retired teachers reported commencing their careers during a period when the official instructional materials were "In Touch & Life Style," textbooks that adhered to the Functional Notional Approach. Among them, two teachers noted their tenure coinciding with transitions between textbooks, from "In Touch & Life Style" textbooks to the inaugural edition of "Spectrum." This transition marked the adoption of the Natural Approach as the official pedagogical framework within the context of the CBA. Notably, one informant recalled the utilization of the 'Lado' and New Horizon textbooks at the CBA, which espoused the Audiolingual and Grammar Translation methodologies. However, one of the respondents could not remember the specific approach, because of his age, under which he started his instructional practice at the CBA-La Paz because of his age.

Question-2

*Do you remember the teaching principles, strategies, and techniques that you learned
 when you began working at the CBA?*
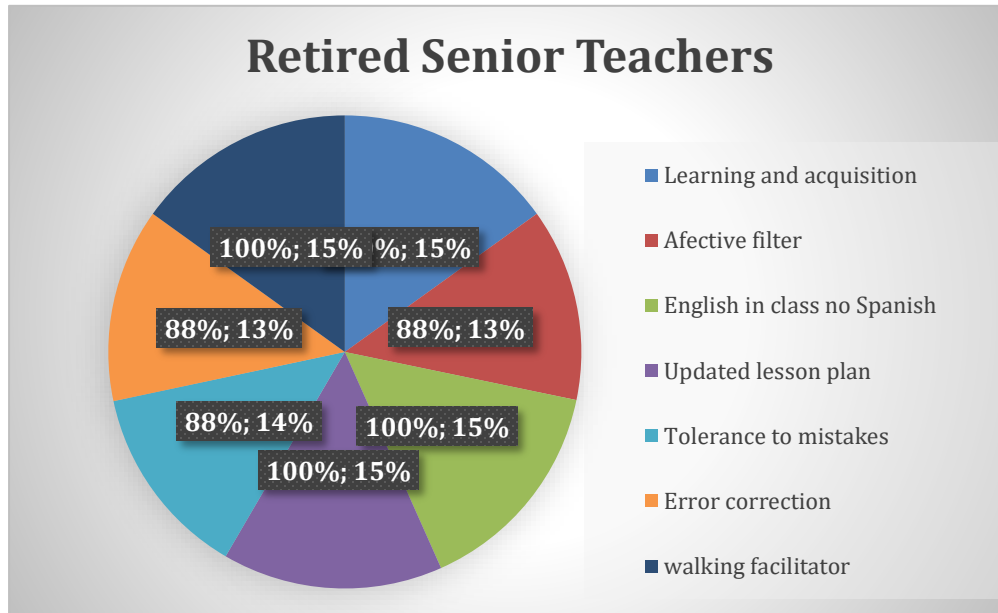
Among the informant teachers, a recurring theme emerged concerning the role of 'error correction' during speaking practice sessions. Seven senior respondents highlighted the importance of addressing 'error correction' carefully while engaging with students in speaking activities. However, Junior teachers stated that they knew about error corrections, but they usually forgot to put this strategy in practice. Additionally, Senior teachers showed a consensus regarding the implementation of the "tolerance for mistakes" approach, particularly in classes where the emphasis was on fluency development. Also, another aspect to be considered is that Senior teachers explained the necessity of reducing learners' stress levels to activate the 'affective filter', thereby fostering a conducive learning environment.

Conversely, unanimous agreement was reached on the meticulous consideration of 'learning and acquisition' principles when teaching and writing lesson plans. What is more, English and not Spanish was the designated language of instruction and communication both inside and outside the classroom, teachers and students, teachers and teachers. Each teacher was tasked with meticulously crafting and having their lesson plans prepared for classroom use, as failure to do so resulted in reprimands from the teacher counselor in the past, said senior and retired teachers. Notably, all respondents underscored the importance of a 'walking facilitator' during classroom interactions since this active practice facilitates learning support.

Question-3

Do you think there were significant evolutions in strategies, techniques, and teaching principles in English language teaching over the years you worked at the CBA?
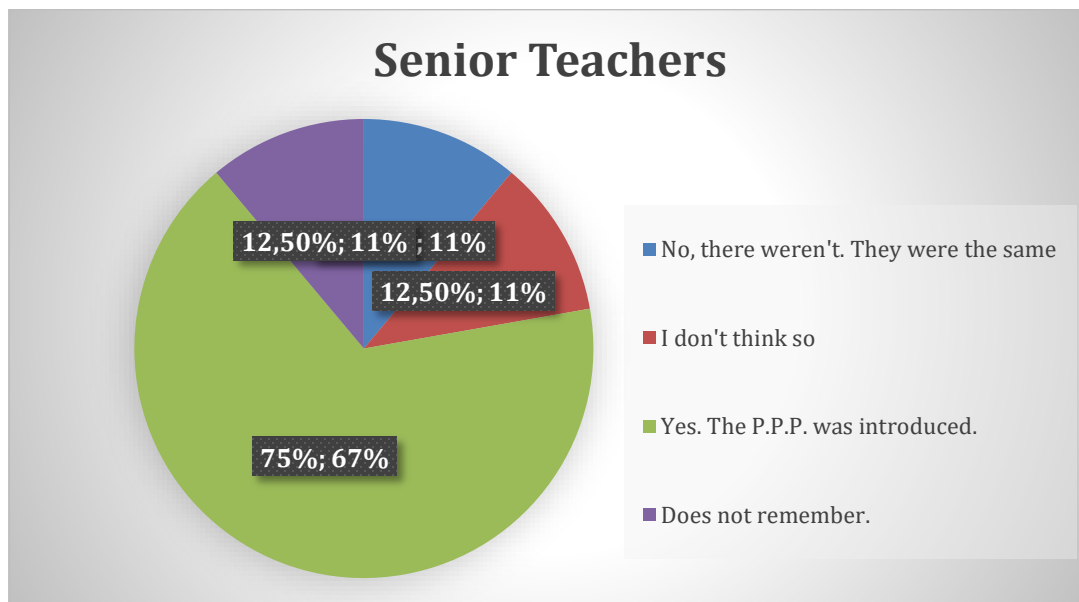
Informant teachers stated that the Presentation Practice Production P.P.P. was something significant that contributed to the Natural Approach and helped focus the units and lessons more effectively at the moment of writing their lesson plans.

Question – 4

Describe the training sessions you received before implementing a new teaching method or approach at the CBA.
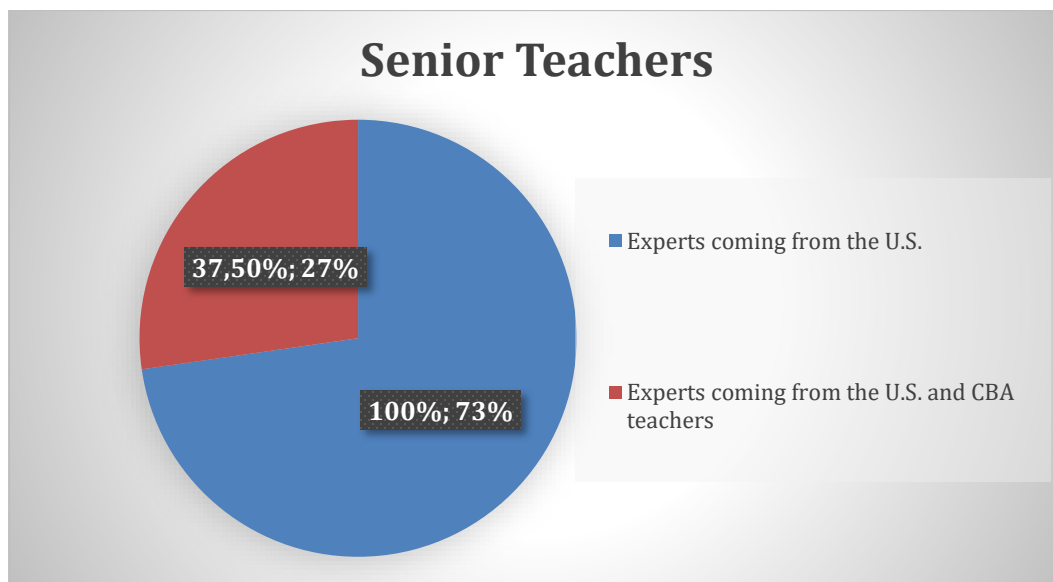
The majority of the informant teachers state that the best training sessions they received were from different American ELT experts coming from the U.S., and sponsored by the American Embassy. Teachers were usually divided into groups, and the workshops focused mainly on different language skills like Listening, Speaking, Reading, or Writing. What is more, TCs were in charge of checking if the steps learned in those courses were implemented in the classroom or not.

Question – 5

Can you explain how the Teacher Counselor's role assisted in your teaching academic growth?

Senior Teachers

- I learned many teaching strategies.
- Good guidance and helpful.
- Difficult to understand her guidance.
- I learned how to write and use my lesson plan.

87,50%; 29%   100%; 34%

12,50%; 4%

100%; 33%
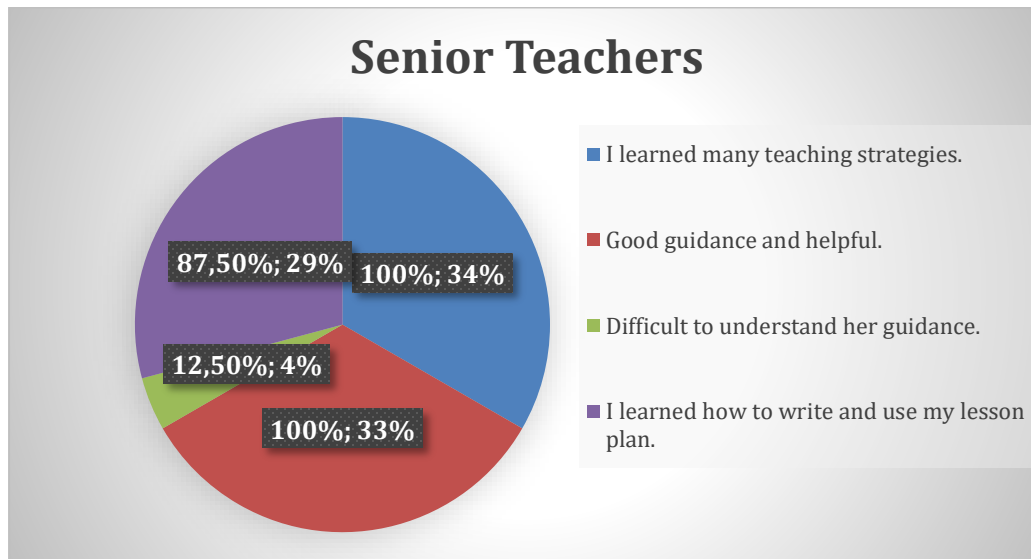
A Teacher Counselor, TC, is the official mentor at the CBA and his or her job is to control the teaching quality in the classroom. Most of the informant teachers agreed that they received good guidance and learned many teaching strategies. A TC used to visit classes at any time and any moment, and everything had to be perfectly done. "A teacher's job at the CBA has to be good, very good, or excellent", said Rubén Franco, a well-known TC. It was a must that teachers follow their lesson plans every day, if not, teachers used to be given a memorandum

Question-6

Can you explain how the new teaching procedures were adapted or modified as a result of the implementation of the new method or approach at the CBA?
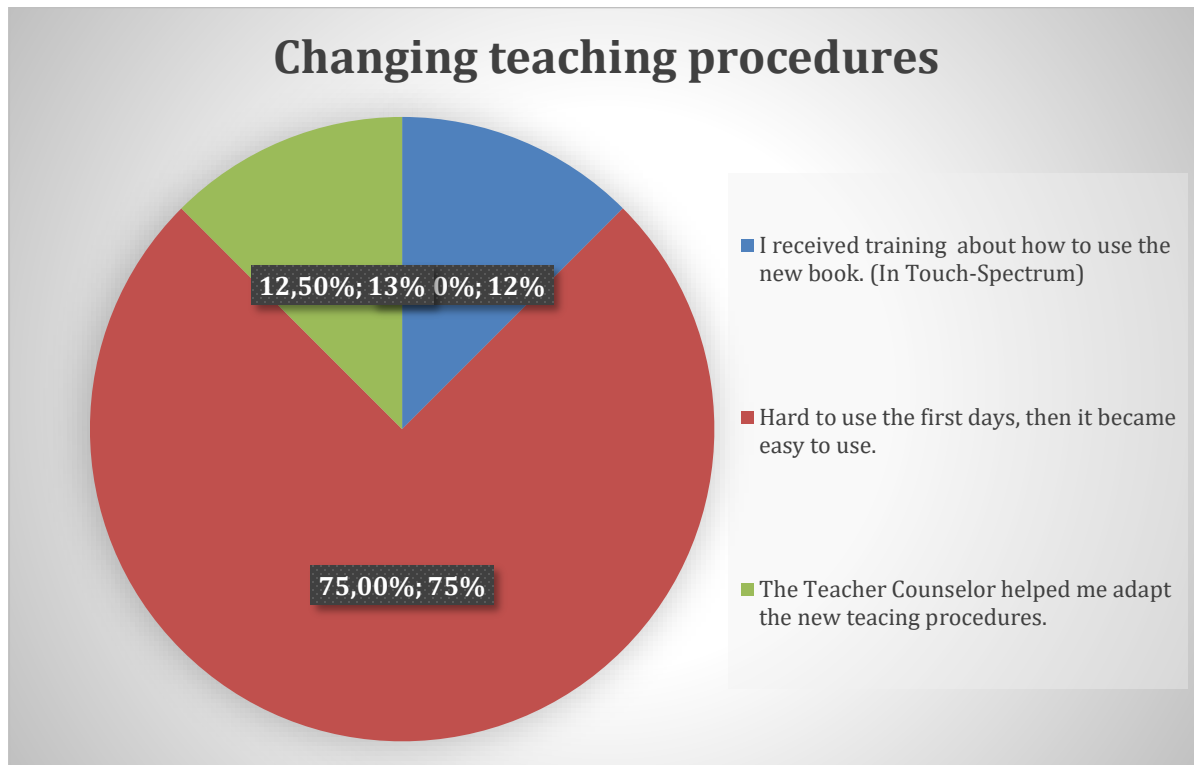
Most teachers remember that the transition of methods was kind of hard at the beginning, but easy to use in the long run. It was the case of In Touch and Life Style to Spectrum 1ST edition textbooks transitions. The new ELT approach for the 'Spectrum' books which focuses on the Natural Approach was led by the TCs and other ELT experts.

Question-7

How would you describe your satisfaction with the current ELT methodology used at the CBA-La Paz, considering its impact on student engagement and learning outcomes when you started applying it in the classroom?
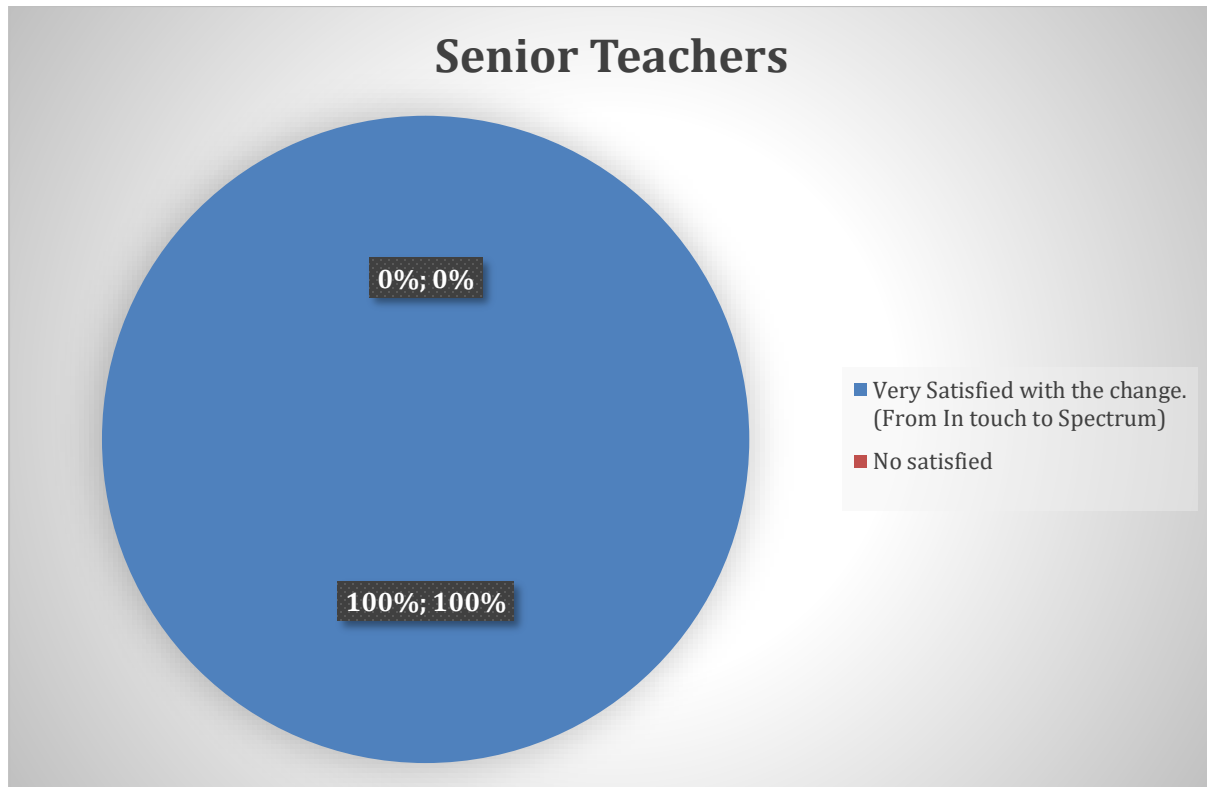
Most of the informant teachers agreed that this approach, plus the implementation of presentation practice and production steps were the best and all of the teachers were very satisfied with the learning outcome. Students could use the language efficiently the moment they graduated. Nevertheless, this teaching experience is different after 2005 when a new textbook is introduced to the CBA. This textbook called GOLD, had no academic guidelines therefore it did not follow any method or teaching approach. All teachers worked based on their previous teaching training sessions.

Question-8

In your opinion, what aspects of that current ELT methodology contributed to your

satisfaction as a senior or junior teacher at the CBA?
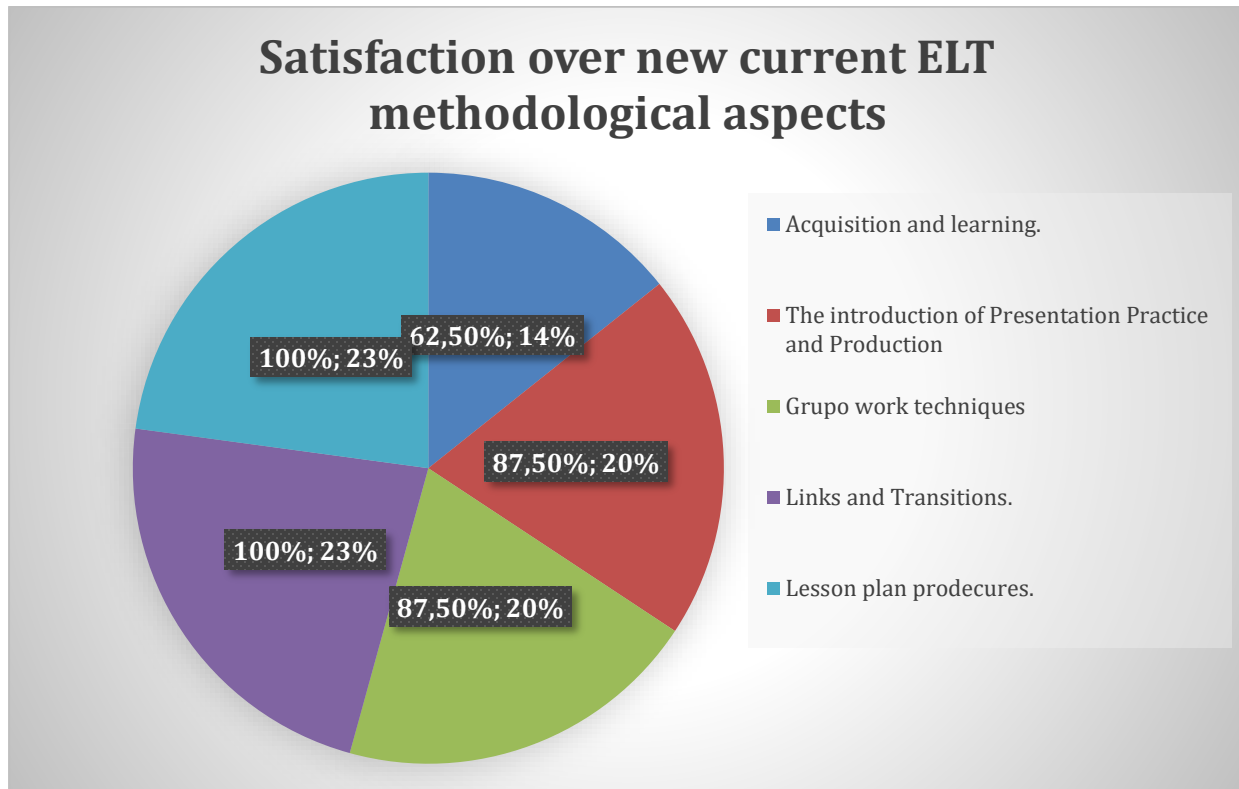
Senior and retired teachers said that there were many teaching strategies they learned, but since memory is fragile, it is difficult to remember. The most representative ones were how to use linkings and transitions; the difference between learning and acquisition and how careful a teacher had to be in managing those teaching principles when teaching English in the classroom. Group work and the different variations together with the implementation of PPP were other elements to be considered to fulfill satisfaction.

Question-9

Could you highlight any specific areas within the new current ELT methodology that you believe could have been improved to enhance overall satisfaction and effectiveness in the classroom?
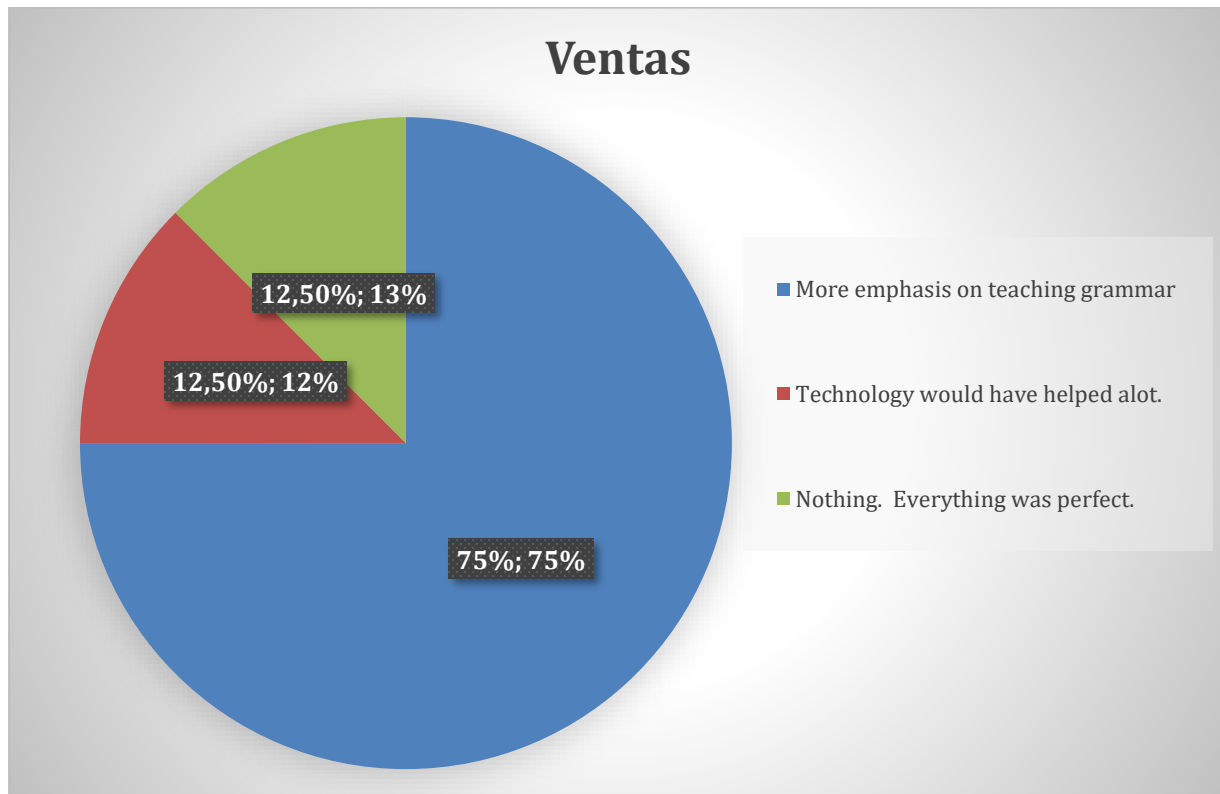
Most the of interviewees agreed that the weakest part of Spectrum books was the lack of teaching grammatical structures. That is the reason that the CBA implemented a booklet that fulfilled and backed up other aspects of the language. Students could speak, listen, read, and write, but grammar was very weak. It is understandable since the Natural Approach focuses on the four skills but grammar.

A second group of informants backed up the objectives of this 'Memoria Profesional' with ten questions prepared in the questionnaire. These questions seek the most relevant information

this time from Junior CBA teachers. The information below shows the interview outcome and its interpretation.

JUNIOR TEACHERS

Questions-1

What approach did you work with when you started working at the CBA?
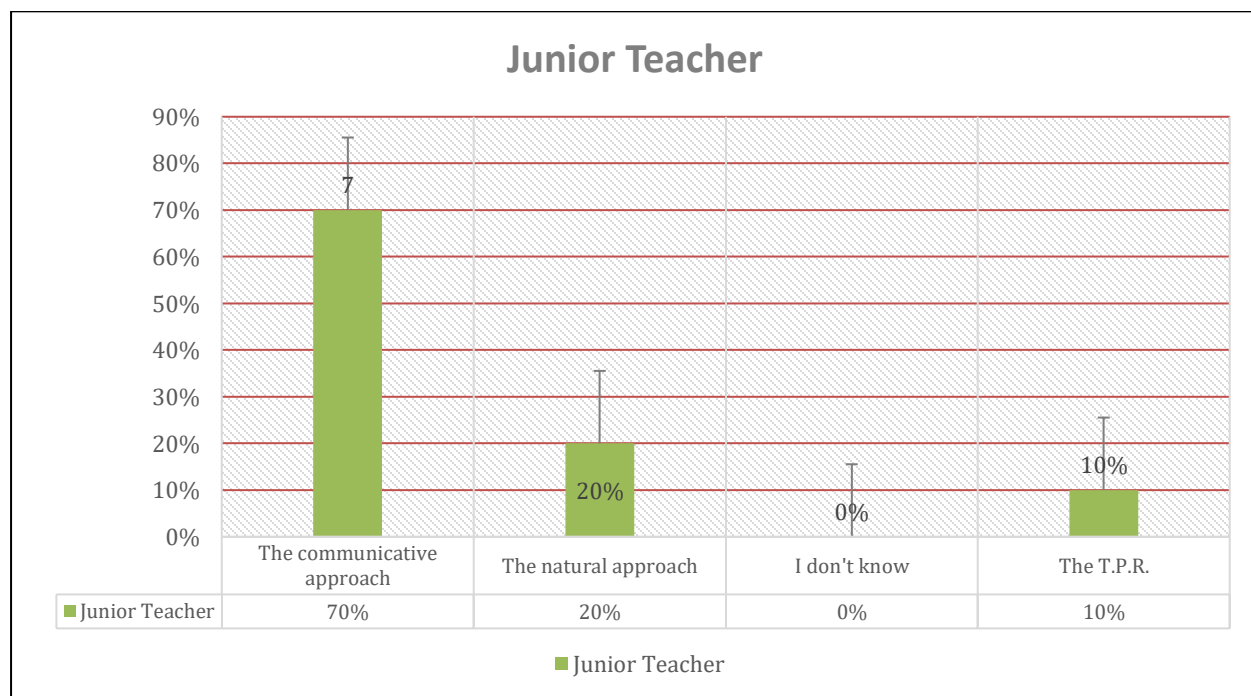
Seven teachers out of ten pointed out that 'The communicative Approach" was the one used when they started working at the CBA. The result of this answer may be because the previous academic director introduced this trend to the CBA, but could not finish sharing it with the entire institution. Two teachers said that it was "The Natural Approach" was the one used when they started working. It was probably because there was still a remain of teachers that learned English with the Spectrum textbook. Surprisingly one teacher stated that she worked using the "Total Physical Response" TPR, in the classroom the first days.

Question-2

Circle the type of teaching principles, techniques, and strategies you learned when you started working at the CBA?
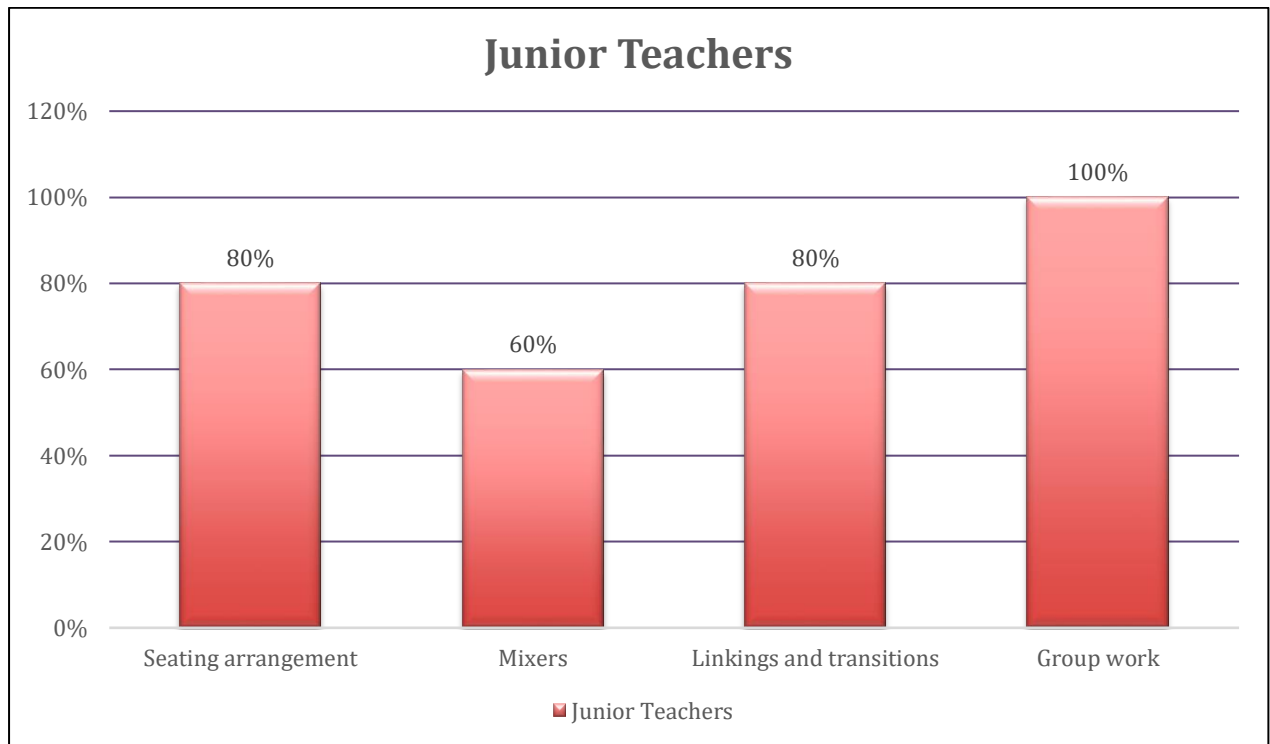
As can be observed teachers are very familiar with 'linking and transitions, group work, and seating arrangement' since they were insistently mentioned during their training sessions before teaching in the classroom. On the other hand, mixers show the lowest percentage, but it is still a nice percentage over 50% and shows that they were frequently used in the classroom.

Question-3

How did the changes in approach or method impact when using different teaching textbooks at the CBA? (From Spectrum to Gold and Top Notch & Summit).
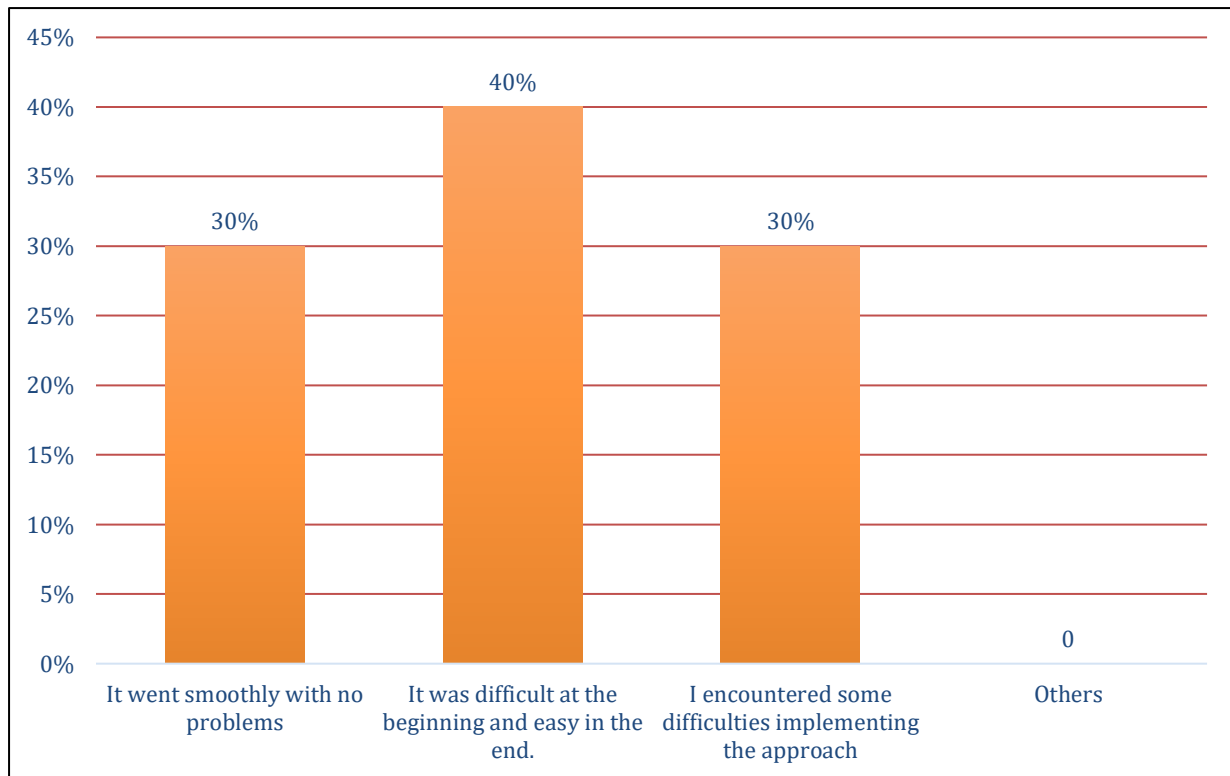
During the transition of changing textbooks, the vision of how to use the new textbook caused a lot of frustration and insecurity. To change a two or three-decade teaching style using the Natural approach to a different teaching trend in a very short time was hard for most teachers. However, The graph also shows that 30% of the teachers stated that it 'went smoothly with no problems' may mean that they were new teachers at that moment and consequently ready to adapt to a new teaching trend in the classroom.

Questions-4

People say that all changes are for the better. Do you agree with the method or approach changes from the 2005s up to now?
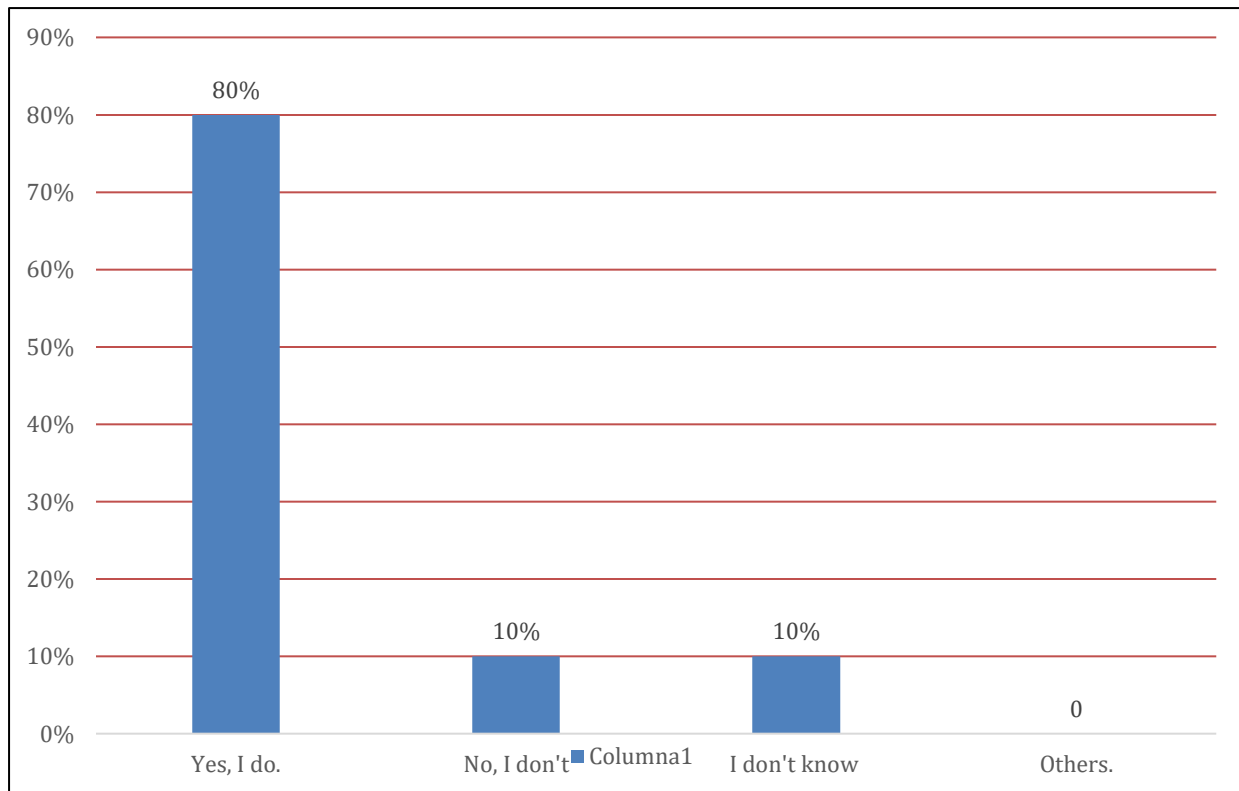
After the CBA experience using the Gold textbook, a textbook created in the CBA, teachers agreed with the textbook which carried out a better and more organized methodology. However, 20% of the teachers seem to be not satisfied with the textbook change. It may mean that the need for a change to a new textbook did not let them examine the textbook's advantages and disadvantages carefully. That is why we have two teachers who may have doubted if the adoption of the new textbook with its teaching trend was the correct decision at that critical moment.

QUESTION-5

What kind of teaching training sessions did you receive before implementing them in the classroom?
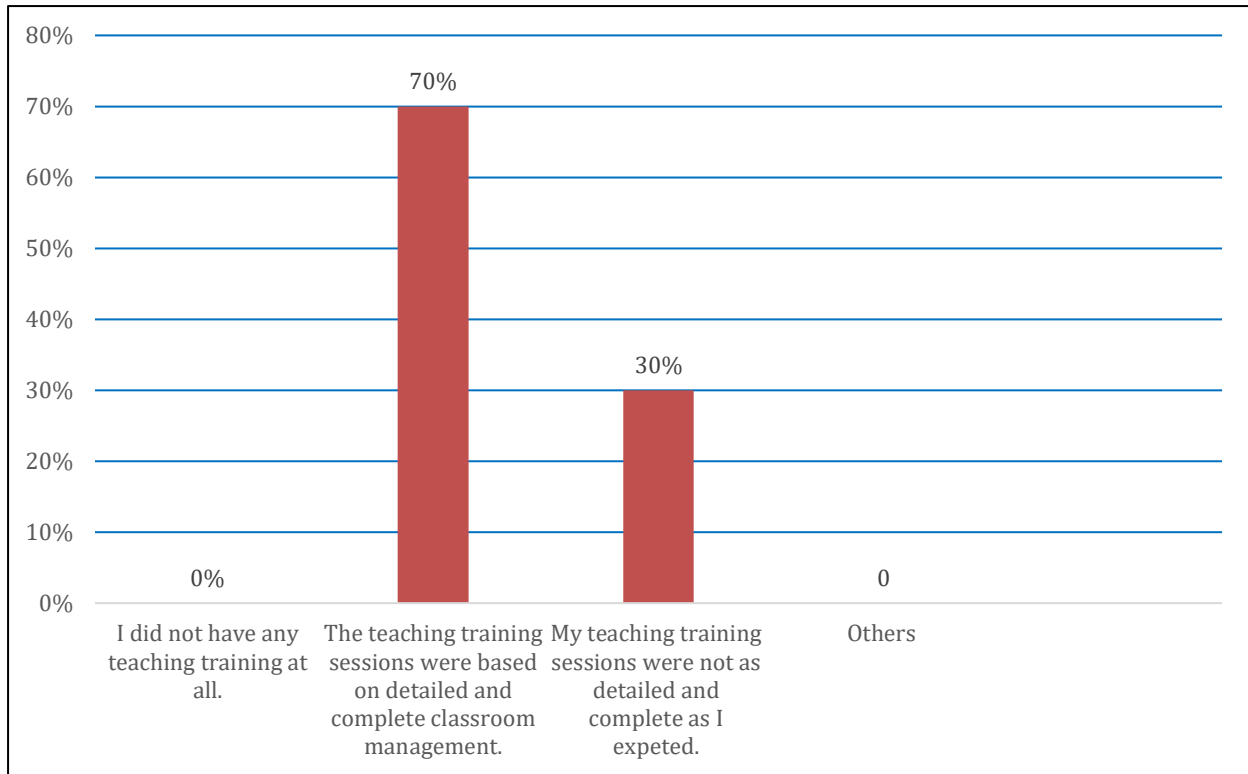
Interviewees stated that their training sessions were complete and detailed about classroom management. However, 30% of the remaining teachers say that their training sessions were neither complete nor detailed. It may reflect a period of experience the CBA had. During a short time, the academic director decided not to train new teachers since it was a waste of time. Many of those new teachers used to be trained and some days later, they used to quit the job.

QUESTION-6

How did the Teacher Counselor's role influence your personal academic growth?
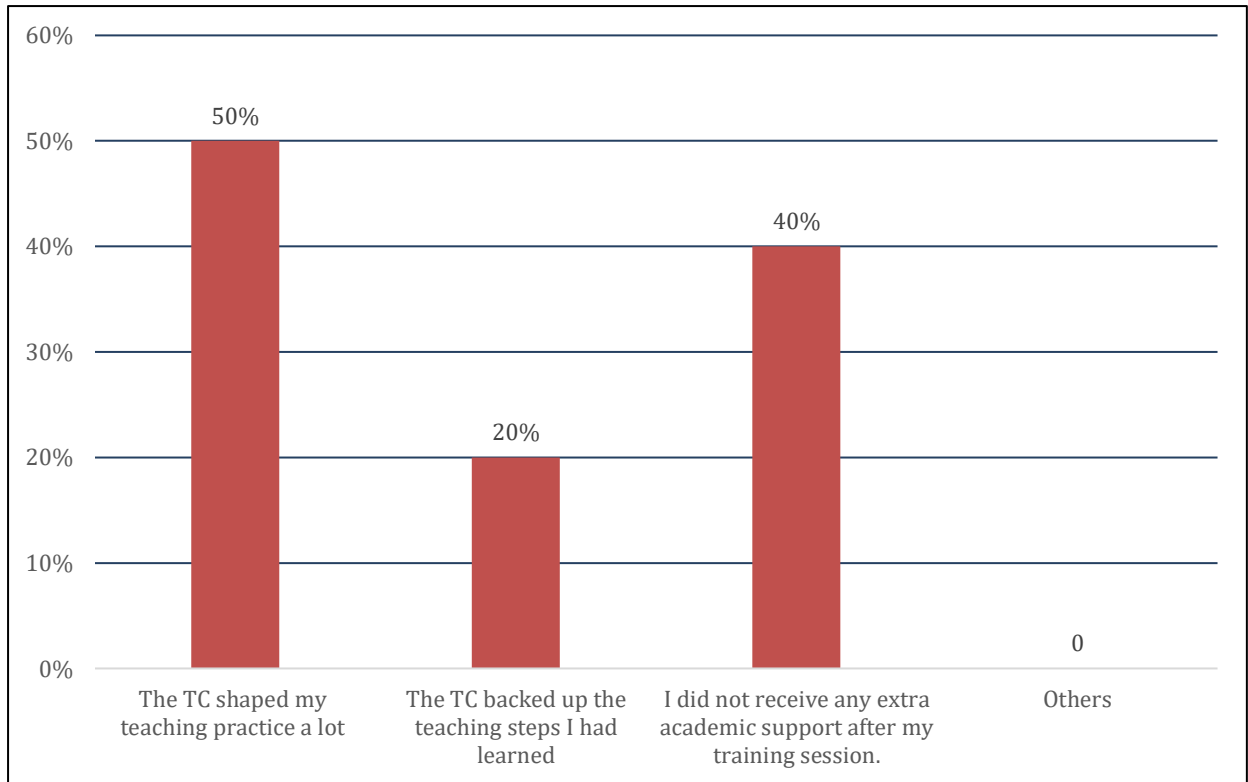
After 2005, there were many changes, one of them was the new role of TC at the CBA. It was no longer the same as it was during the 80s or 90s. More than academically mentoring teachers, TCs' role changed to administrative work. That is why the graph says that 40% of the consultants stated that they had not received any extra academic support after their training sessions. It may mean the result of this role changed. TCs continued visiting classes but not as they used in the past.

QUESTION-7

How did you adopt the new teaching approach in the transition of implementing a new textbooks? From Gold textbook to TopNotch&Summit series at the CBA?
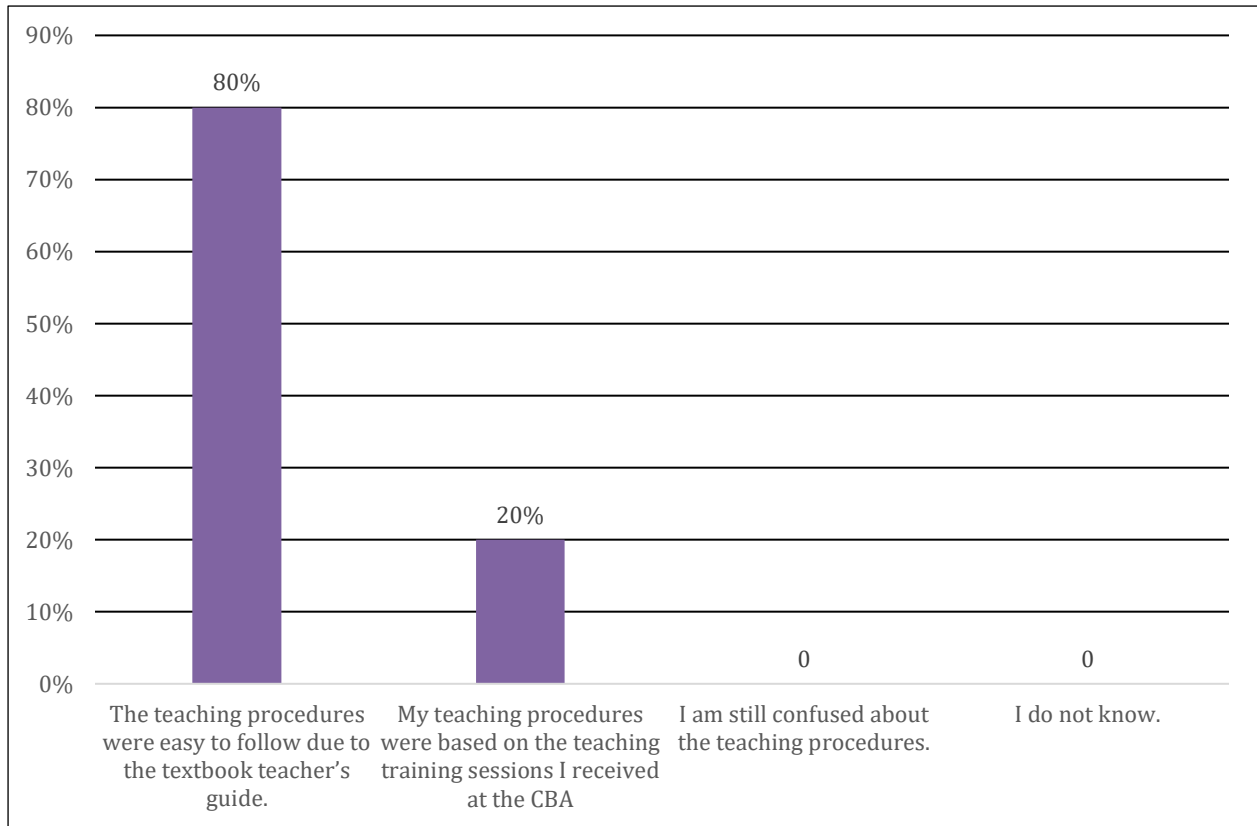
After the use GOLD textbook, almost all teachers appreciated the new Top Notch and Summit teaching textbooks. They had a better presentation and better organization. 80% of the teachers say that the teaching procedures were easy to follow because the new textbook provided all the steps in each lesson and a practical lesson plan. Teachers did not have to work as hard as they used to during the implementation of the GOLD textbook.

QUESTION-8

How satisfied are you with the last adopted approach at the CBA?
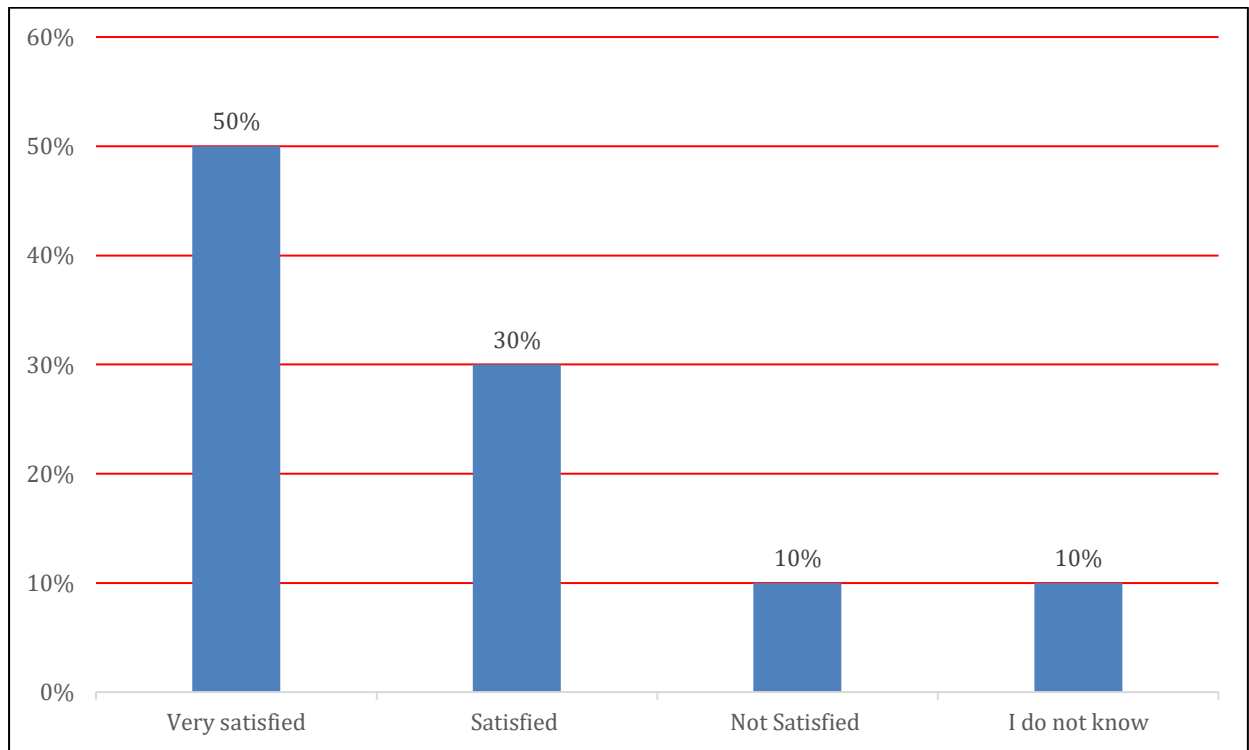
The teacher's guide offers a lot of benefits to using textbooks, and one of them is the teaching steps. Before the implementation of these textbooks, each teacher had to organize a lesson plan based on sets, and each set had to link different activities. The new textbook offers these benefits. That is why 80% are very satisfied and satisfied, but 20% aren't because the original teaching nature of preparing a class has changed radically.

QUESTION-9

How satisfied are you now with the current CBA teaching approach?
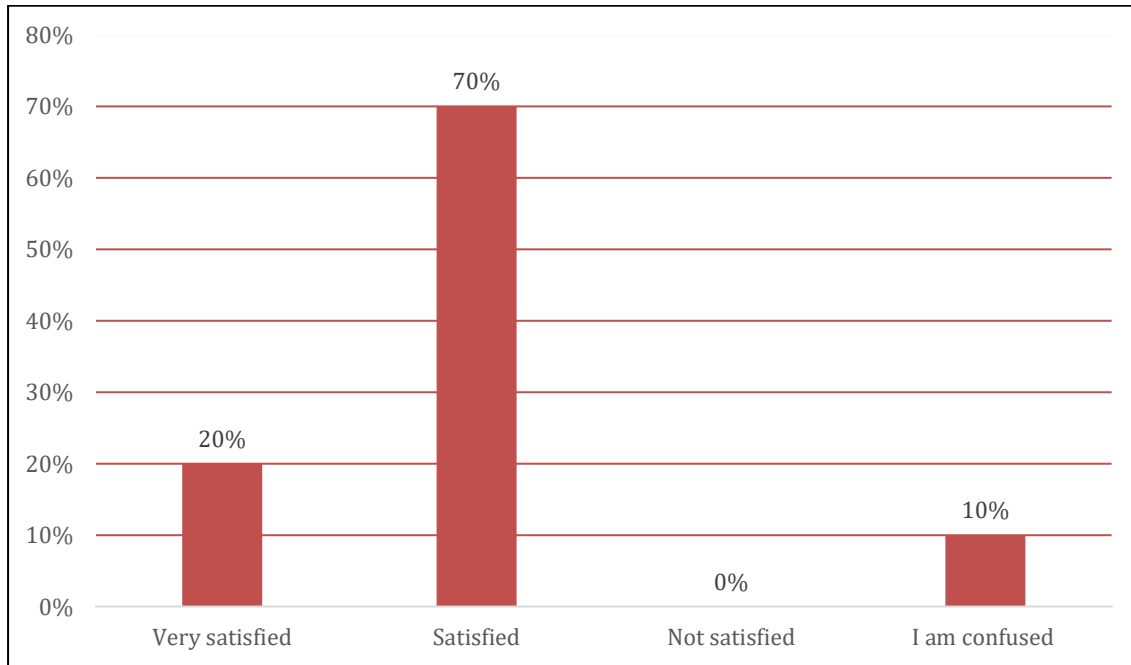
Since the textbook offers elaborate teaching steps, and after having a different experience with the GOLD textbook, many of the Junior teachers feel satisfied with the teaching benefits the textbook offers.

QUESTION-10

Do you think students become language-competent as soon as they finish the 18 English language courses offered by the CBA now?
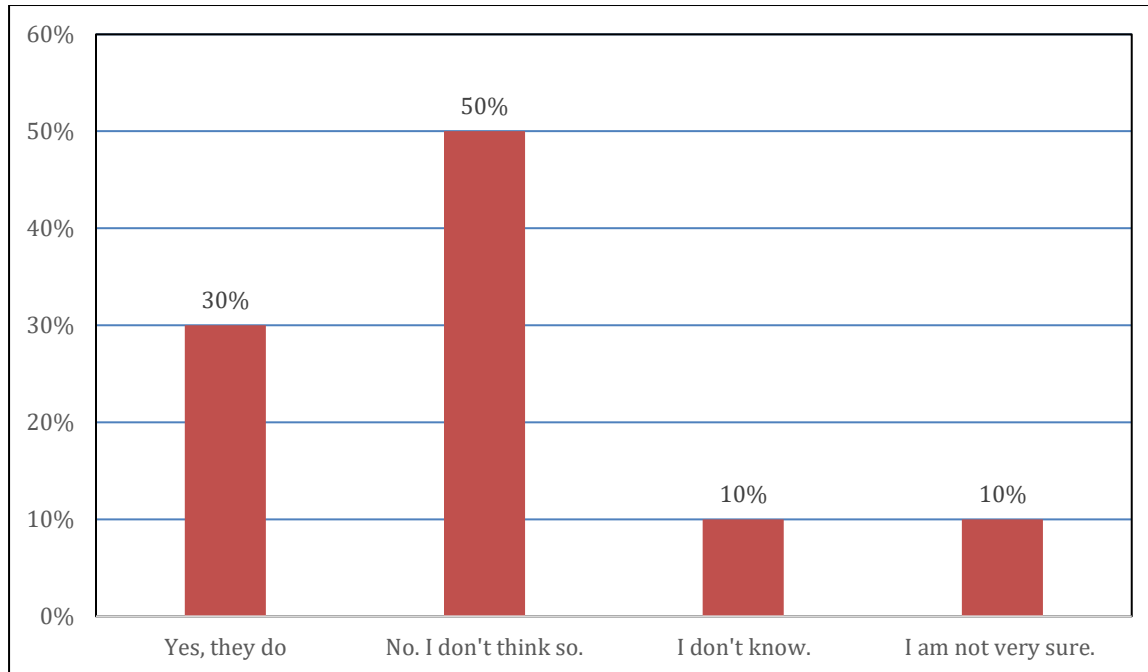
50 % of the interviewees pointed out that students are not competent enough after finishing the 18 courses at the CBA. One piece of evidence to back up this point of view is the increasing number of students who take 'the preparation courses' for the final test.

2.8.6. Procedure

The idea of comparing different decades in the process of teaching English as a Foreign Language at the CBA led develop two different data collection instruments: The interview and the questionnaire. The interview to Senior teachers and the questionnaire to junior teachers.

An interview is preferred by most senior teachers as they feel more comfortable sharing their experiences verbally, as opposed to completing a written questionnaire where mistakes can easily occur

A questionnaire is utilized for junior teachers, as their teaching experience may not be as extensive as senior teachers, and closed questions and answers are used to gather specific information.

The instruments used to carry out this research on the description of approaches and methods at the CBA are the questionnaires and the interviews to obtain suitable information about the topic. They were written down as simply as possible to let interviewees understand each question and obtain valuable information about the teachers' experience concerning the methods and approaches used at the CBA before and after 2005.

As Münch Lourdes said: The instruments for collecting information are documentary information techniques, the survey, the questionnaire... all of these serve to measure the variables and must meet two characteristics: validity and reliability. (1988:61).

A second step to follow is to develop and accomplish the proposal for enhancing English Language Teaching (ELT) at the Centro Boliviano Americano (CBA), a structural methodology that encompasses teaching methods and approaches, teacher training, support, and a detailed implementation plan is essential. The methodology followed a systematic approach to ensure that the proposal's objectives were met effectively.

2.9. Proposal section

The purpose of this research is to implement an action plan to enhance English language teaching (ELT) at the Centro Boliviano Americano (CBA) by integrating effective teaching approaches and methods that address the diverse needs of learners. The purpose steps are as follows:

Step-1 Needs Assessment and Goal Setting

Evaluate Current Practices: Conduct an initial assessment to understand the current ELT practices at the CBA, identifying strengths and areas for improvement.

Based on the assessment clearly defined the goal of the intervention focusing on enhancing teaching methods, teacher training, and the overall implementation plan.

Step-2 Designing the Intervention.

Select Teaching Methods: Choose teaching methods that align with the learning outcomes, such as the Eclectic Method that includes the Natural Approach, Communicative Language Teaching, and Task Based Teaching. Ensure these approaches and other classical methods as support to cater to diverse learner needs and promote engagement.

Step-3 Develop Teacher Training Program.

Design a comprehensive teacher training program that includes workshops on the best practices, professional development opportunities, and mentoring for new teachers.

2.9.1. Development of the Proposal

The proposal aims to revitalize the ELT program at the CBA by adopting an eclectic approach that combines various teaching approaches. This will be supported by a comprehensive teacher training program and an implementation plan that ensures the effective application of these methods in the classroom.

2.9.1.1. The Eclectic Method

The eclectic method within the principles of Communicative Language Teaching, will serve as the foundation of our teaching strategy, allowing for flexibility and dynamism in the classroom. This method integrates:

a) **Communicative Language Teaching** (CLT): Focuses on engaging students in activities that mimic real-life situations to develop practical communication skills.

b) **The Natural Approach** (NA): Adapting the different NA principles to achieve language outcomes.

c) **The Functional Notional Approach** (FNA). Teching Languege based on its functions and meaning in real situations.

d) **Task-Based Language Teaching** (TBLT) Emphasizes completing meaningful tasks that relate directly to language use outside the classroom.

e) **Other classical methods** to support Communicative Teaching principles such as The Total Physical Response, Suggestopedia, The Silent Way, etc.

2.9.2. Teacher Training and Support

The successful implementation of these methods will require a robust teacher training program that includes:

2.9.2.1. Workshops on Best Practices

Covering curriculum development lesson design and student assessment with a focus on the Eclectic Method, Natural Approach, Communicative Language Teaching, Task Based Teaching, and Multimodal Approaches.

2.9.2.2. Professional Development

Opportunities for teachers to learn about innovative language teaching methods and integrate technology into their teaching practice.

2.9.2.3. Mentoring for New Teachers

Experienced teachers can support new teachers in enhancing their English teaching skills through various mentoring strategies. Here are some commonly used approaches:

a) Modeling. Experienced teachers can model effective teaching practices in the classroom based on various teaching approaches, providing new teachers with the opportunity to observe and learn from these examples.

b) Classroom observation and feedback. Experienced teachers can observe the steps and procedures of a class and offer constructive feedback. During this process, mentors can teach strategies and classroom management techniques that cater to students' learning needs. This feedback can assist new teachers in identifying areas for improvement and making necessary adjustments.

c) Providing support. The mentor can offer emotional support and encouragement to new teachers as they navigate the challenges of teaching. This can help new teacher feel more confident and motivated.

d) Collaborating. The mentor can collaborate with new teachers to co-plan lessons, involving jointly creating lesson plans. Through co-teaching opportunities, the mentor and the new teacher can reflect on teaching practices together.

2.10. Conclusion

By following this structural methodology, the proposal aims to systematically enhance ELT at the CBA through improved teaching methods and approaches, as well as comprehensive teacher training and support, and a detailed implementation plan. This approach ensures that the intervention is effectively developed, implemented, and evaluated, leading to significant improvement in language teaching and learning outcomes.

This proposal implies that the authorities at Centro Boliviano Americano show a strong commitment to supporting the implementation of the 'eclectic' method in the teaching of the English language. As we said, this method combines various approaches and techniques to cater to the diverse learning styles and needs of students. By embracing this method, the institution aims to enhance the quality of English language education and provide students with a more comprehensive and effective learning experience.

Furthermore, the colleague teachers at Centro Boliviano Americano need to pledge to undergo training and development in the use of the eclectic method. This commitment reflects their dedication to improving their teaching practices and ensuring that students receive the best possible education. By equipping themselves with the necessary skills and knowledge, the teachers are better prepared to create engaging and interactive learning environments that promote language acquisition, and learning to get language proficient. This collective effort will undoubtedly lead to improved performance in the classroom and better outcomes in English language education at the institution.

AREA-III

Reflecting on Professional Practice

3.1. Correlation between Academic Curriculum and Professional Practice

The Linguistics and Languages Department of the Faculty of Humanities and Sciences of Education at Mayor de San Andrés University helped develop skills through the following subjects:

LICENCIATURA EN IDIOMAS. MENCION: Lengua Inglesa

OBJETIVOS GENERALES DE LA ESPECIALIDAD

(DOCENCIA y   TRADUCCION)

SIG	COD	PRIMER SEMESTRE	T	P	C	PRERREQUISITOS
SIG	COD	MATERIAS	T	P	C	PRERREQUISITOS
LIN	131	INGLES I	3	9	6	
LIN	291	FRANCES I	3	9	6	
LIN	101	TALLER DE LENGUAJE I	2	3	3	
LIN	200	LINGUISTICA GENERAL	3	2	4	
CSO	108	SOCIOLOGÍA GENERAL	3	0	3	
		SEGUNDO SEMESTRE				
LIN	132	INGLES II	3	9	6	LIN 131
LIN	292	FRANCES II	3	9	6	LIN 291
LIN	102	TALLER DE LENGUAJE II	2	3	3	LIN 101
LIN	202	LINGUISTICA DESCRITIVA I	3	2	4	LIN 200
CSO	203	SOCIOLOGÍA DE BOLIVIA	4	2	5	CSO 108
		TERCER SEMESTRE				
LIN	133	INGLES III	3	9	6	LIN 132

LIN	293	FRANCES III	3	9	6	LIN 292
LIN	203	LINGUISTICA DESCRIPTIVA II	3	2	4	LIN 202
PSI	201	PSICOLOGIA SOCIAL	4	0	4	CSO 108
PED	200	PEDAGOCIA GENERAL	4	0	4	—
		CUARTO SEMESTRE				
LIN	134	INGLES IV	3	9	6	LIN 133
LIN	294	FRANCES IV	3	9	6	LIN 293
LIN	219	INTRODUCCION A LA LITERATURA	4	0	4	LIN 102
LIN	150	GRAMATICA ESPAÑOLA I	4	0	4	LIN 203
PSI	203	PSICOLOGIA EDUCATIVA	4	0	4	PSI 201
		QUINTO SEMESTRE				
LIN	136	INGLES V	3	9	6	LIN 134
LIN	295	FRANCES V	2	3	3	LIN 294
LIN	151	GRAMATICA ESPAÑOLA II	2	2	3	LIN 150
LIN	233	CULTURA Y CIVILIZACION INGLESA-1	3	0	3	LIN 134
LIN	221	LITERATURA ANGLOAMERICANA -1	3	2	4	LIN 219
LIN	207	METODOLOGIA DE LA ENSEÑANZA DE LENGUAS EX 1	3	2	4	LIN 134
		SEXTO SEMESTRE				
LIN	136	INGLES VI	3	9	6	LIN 135

LIN	196	FRANCES VI	2	3	3	LIN 295
LIN	223	LITERATURA ANGLOAMERICANA – 2	3	2	4	LIN 221
LIN	209	FONOLOGIA INGLESA	2	2	3	LIN 135
LIN	166	TECNICAS DE TRADUCCION 1	2	5	5	LIN 135
LIN	208	METODOLOGIA DE LA ENSEÑANZA DE LENGUAS EX 2	3	2	4	LIN 207
		SEPTIMO SEMESTRE				
LIN	137	INGLES VII	2	4	4	LIN 136
LIN	297	FRANCES VII	2	3	3	LIN 296
LIN	226	LITERATURA ANGLOAMERICANA III	3	2	4	LIN 223
LIN	174	GRAMATICA INGLESA I	2	1	2	LIN 136
LIN	336	TRALLER DE TRADUCCION I (INGLES - ESPAÑOL	2	5	5	LIN 166
LIN	254	COMPOSICION INGLESA I	3	2	4	LIN 136
		OCTAVO SEMESTRE				
LIN	138	INGLES VIII	2	4	4	LIN 137
LIN	298	FRANCES VIII	2	3	3	LIN 297
LIN	227	LITERATURA ANGLOAMERICANA IV	3	2	4	LIN 226
LIN	175	GRAMATICA INGLESA II	2	1	2	LIN 174
LIN	338	TALLER DE TRADUCCION II (INGLES ESPAÑOL)	2	5	5	LIN 336
LIN	257	COMPOSICION INGLESA II	3	2	4	LIN 254

		PRACTICA DOCENTE		
		NOVENO SEMESTRE		
En este último semestre el estudiante podrá escoger tres materias semestrales, en base a su criterio de especialización.				
LIN	305	SEMINARIO SOBRE GRAMATICA ESPAÑOLA	5	
LIN	310	SEMINARIO SOBRE HISTORIA DE LA LENGUA INGLESA	5	
LIN	315	SEMINARTIO SOBRE GRAMATICA INGLES	5	
LIN	316	SEMINARIO SOBRE LITERATURA BRITANICA	5	
LIN	318	SEMINARIO SOBRE LITERATURA NORTEAMERICANA	5	
LIN	342	SEMINARIO SOBRE SEMANTICA INGLESA	5	
LIN	307	SEMINARIO SOBRE INGLES TECNICO	5	
LIN	346	SEMINARIO SOBRE TECNICAS DE TRADUCCION	5	
LIN	300	PSICOLINGUISTICA	5	
LIN	301	SOCIOLINGUISTICA	5	
LIN	361	EDUCACION BILINGÜE	5	
LIN	345	BILINGUISMO	5	
LIN	309	SEMINARIO SOBRE FONOLOGIA INGLESA	5	
		DECIMO SEMESTRE		
TESIS DE LINSENCIATURA				

Based on this study frame, there are 10 subjects during the 1st, 2nd, 3rd and 4th semester and 12 subjects during the 6th, 7th, 8th semester, and finally 3 optional subjects during the 9th semester.

These subjects have been instrumental in preparing individuals to enter the job market, particularly in the work that has been undertaken since 1986. The skills that were developed have enabled to become a competent professional. These subjects managed to enter the field of English Language Teaching (ELT) as a language teacher at different levels and ages in different of institutions

3.2. Insights from Professional Practice

Articulating theory with practice was not a problem because the knowledge that provided the career of Linguistics and languages allowed face the practice in a simple way with work experience. It was not at all something unknown since in the curriculum we have practices of how to develop ourselves in a work environment. One aspect that must be learned is the importance of staying updated with new teaching trends. Besides that, it is essential to take into account the teaching values, responsibility, pride, working under pressure, and passion to work in the world of ELT whatever institutions the teacher is in with competitive vision and mission. This articulation between theory and practice becomes constant, from this work experience, it is crucial to be updated on new trends and technology to face new teaching challenges.

Thus, It can be said that there are no barriers to connecting theoretical knowledge with practical experience in the field of Applied Linguistics. The skills and expertise acquired through academic training adequately prepare individuals to navigate various professional scenarios with ease. The transition from theory to practice felt seamless, as the curriculum included practical

exercises designed to enhance abilities in real-world work environments. The following experiences below exemplify some of these professional practices:

3.2.1 Effective Techniques for Teaching English.

Teaching English can be a challenging but rewarding experience. In this role, it is crucial to use effective techniques that engage students and foster their language learning and acquisition skills. By implementing innovative teaching methods and creating a dynamic learning environment, English teachers can inspire students to become proficient in English. Based on these principles, three different English Language Teaching (ELT) professional training programs were undertaken. These included the Bolivian-British project, The Centro Boliviano Americano teaching training program, and the American Embassy ELT program.

From 1997 to 2003, under the directorship of Mr. John Wood at the Bolivian-British Project, a considerable number of participants benefited from this specialized program focused on effective techniques for teaching English to a diverse range of students, encompassing high schools, language institutes, and universities. The program covered different workshop techniques for teaching the four skills and subskills of the English language, the use of supplementary material, implementing communicative activities in the classroom, word games, integrated English language teaching methodology, etc. Additionally, this project also featured contributions from experts in areas such as 'autonomous learning', 'action research', and others. Moreover, this ELT project included training sessions for public university professors and graduate students on preparing and delivering workshops focusing on how to give workshops to English teachers. This experience equipped them with invaluable skills to advance the professional development of educators in the English Language Teaching field.

Furthermore, despite the valuable experiences gained from the Bolivian-British project, a second experience occurred when applying for a teaching position at the 'Centro Boliviano

Americano´La Paz' (CBA-La Paz) in 2023 providing valuable opportunities for professional growth and learning experience. Thus, upon acceptance, newly onboarded teaching staff members were provided with comprehensive insights into classroom management strategies by the CBA academic director. This immersive training focused on various aspects such as group work, Teacher Talking Time strategies, effective use of Mixers, utilizing the board, walking facilitators, establishing rapport, following lesson plan procedures, creating linkings and transitions, and the importance of integrating the Natural Approach, Krashen & Terrell (1983) within the prescribed Spectrum textbook at CBA. Following these initial training sessions, new teachers had the privilege of observing some senior teachers in action, gaining firsthand exposure to the teaching standards at CBA. Subsequently, as new teaching candidates assumed responsibility for their English language teaching courses, they underwent meticulous observation and evaluation processes led by supervisors or mentors to check their classroom management skills and ensure the implementation of effective teaching strategies. This structured training process not only facilitated the mastery of English Language Teaching (ELT) utilizing the Natural Approach but also nurtured a culture of ongoing enhancement in English language teaching proficiency.

Another significant professional experience was gained through the American Embassy. The Office of English Language Programs at the Bureau of Education & Cultural Affairs of the U.S. Department of State provided a series of webinars focusing on diverse teaching topics and in-person workshops such as 'Integrating critical thinking into the integration of culture in an EFL setting,' 'English for specific purposes', 'Testing and Assessment', etc. These webinars and workshops were conducted by ELT experts and participation was certified under the name of 'Activate E-Teacher Alumni Training.' This experience has not only enriched but also updated English language teaching knowledge, contributing significantly to the professional development in the ELT field.

In conclusion, the journey through the three distinct English Language Teaching (ELT) professional training programs: the Bolivian-British project, the Centro Boliviano Americano teaching training program, CBA-La Paz, and the American Embassy ELT program, have been instruments in shaping the growth of an English teacher. Each experience has offered unique insights, practical skills, and essential strategies for engaging students effectively and fostering a conducive learning environment. From the specialized program under Mr. John Wood's leadership to the immersive training sessions at CBA-La Paz and the enlightening webinars from the American Embassy, teaching abilities have been continually refined and the knowledge base in the field of English language education has been expanded. These experiences have not only enriched professional development but also equipped individuals with the tools to inspire students and guide them toward proficiency in English.

3.2.2. Implementing Teaching Principles in the Classroom.

Implementing pedagogical theories and strategies in the classroom can significantly enhance the learning experience of students. By integrating principles from a variety of educational methods and approaches, such as active learning, differentiation, scaffolding, and experiential learning, teachers can create a dynamic and engaging learning environment that fosters academic growth and student success. H.D Brown (2015).

Implementing teaching principles in the classroom is essential for creating an effective and engaging learning environment. One key way to achieve this is to align lesson plans and activities with these principles. Teachers can start by clearly defining their teaching objectives and goals based on established principles such as active learning, student-centered instruction, D. Nunan (2012), and differentiated instruction Muller Jonel (2007). By incorporating these principles into the teaching approach, teachers can create dynamic and interactive lessons that cater to the diverse learning needs and preferences of students.

Furthermore, promoting student engagement and participation is crucial in applying teaching principles in the classroom. Teachers can encourage active involvement by using instructional strategies like group work, hands-on activities, discussions, and technology integration. By providing students with opportunities to work collaboratively, share their ideas, and take ownership of their learning, teachers can foster a student-centered and interactive learning environment that supports the implementation of teaching principles.

Additionally, ongoing assessment and feedback play a vital role in ensuring the effective implementation of teaching principles. By assessing student progress, identifying areas of growth or difficulty, and providing timely feedback, teachers can adjust their instructional strategies to better support student learning. Formative assessments, peer evaluations, and self-assessments can be valuable tools for both teachers and students to monitor progress and make necessary adjustments to meet learning objectives.

In conclusion, implementing teaching principles in the classroom involves aligning lesson plans with established principles, promoting student engagement and participation, and incorporating ongoing assessment and feedback mechanisms. By incorporating these strategies, teachers can create a dynamic and effective learning environment that supports student learning and growth.

3.2.3. Integrating Technology in English Language Teaching (ELT)

The experience of integrating technology in English Language Teaching during the pandemic has been transformative for CBA teachers and students alike. With the sudden shift to remote learning and social distancing measures in place, teachers had to adapt quickly to force technology to help language instruction in an unknown virtual environment.

One key aspect of this experience was the utilization of video conferencing platforms such as Zoom, Google Meet, and Microsoft Teams to conduct live, interactive English classes. Through these platforms, teachers were able to engage with students in real time, conduct discussions, provide feedback, and facilitate group activities. The use of breakout rooms in these platforms also contributed to more personalized attention and collaboration with students.

In addition, online learning management systems like Google Classroom, Google Sheets, Google Forms, and PowerPoint were instruments in organizing and delivering course materials, assignments, and assessments. Teachers were able to create or adapt additional teaching material, interactive quizzes, and discussion forums to keep students engaged and motivated in their language-learning journey.

In conclusion, the integration of technology in English Language Teaching during the pandemic has not only been a necessity but also an activator for innovation and growth in the field of education. The challenges posed by the sudden transition to remote learning pushed CBA teachers to explore new ways of forcing technology to enhance language instruction in virtual settings. The use of video conferencing platforms enabled real-time interaction, fostering meaningful engagement and collaboration among teachers and students.

3.2.4. Achievement Test Development.

Test development has always been an intriguing challenge to implement at a prestigious English language institution like the Centr Boliviano Americano. Creating tests that accurately measure high levels of language precision is always full of great challenges and opportunities. Adjusting to academic testing guidelines such as washback, validity, reliability, and practicality, H. Douglas (2004) is a complex and rewarding task.

Development test for a new English language program within an institutional academic test team was challenging. At the project's inception, coordination and guidelines were meticulously established under the directions of the academic director to ensure a cohesive approach. Tasked with different components of test development, two dedicated English teachers took on key roles: one focused on crafting assessments for grammar, vocabulary, and reading comprehension, while the other took charge of designing tests for listening, writing, and providing essential editing support. A key focus during the test development process was to meticulously align the assessment with fundamental principles of language evaluation, including reliability, validity, minimizing backwash effects, and maintaining practicality. At the end of this project, it was a rewarding and satisfying experience.

Another important point to consider in test development was the test piloting process. It went through three stages: first, the test underwent a pilot phase conducted by the two test developers in charge of this project; second, it was piloted by a selected couple of colleagues to provide valuable feedback, and finally, the test was administered by a group of students in the final piloting stage. This stage was a long process but the benefits were satisfactory.

Despite encountering initial complexities found at the beginning, the team successfully navigated the challenges and achieved satisfactory outcomes in test development.

3.3. Suggestions for Enhancing Professional Training in Linguistics and Languages Studies.

It's crucial to acknowledge that the landscape has shifted significantly, particularly in the wake of the pandemic. The emergence of new perspectives, strategies, and needs within our communities prompts us to explore innovative approaches, methods, and techniques to meet the evolving demands of students in this generation and those to come.

It is important to understand that teachers are the ones who no longer teach the language as a rule to follow but as a language to survive, live, and grow professionally. Thus, language teaching planning should start from a needs analysis and work on those needs students have to let them succeed in their everyday lives. So, to achieve this goal, all ELT educators must dominate every single approach and method as well as every single technique and strategy and the new technological advances in ELT.

One of the latest technological advancements in English Language Teaching (ELT) involves Blended Learning and the use of Artificial Intelligence, (AI) to enhance the teaching and learning process in various ways. Below are some of the innovative applications of technology in ELT.

Combining traditional face-to-face classroom instruction with online learning, called Blended Learning (BL) may enhance the ELT experience. As Beder (2023) states: "Research shows that through BL, students become far more active in their learning, feeling more technologically empowered and able to learn anywhere and anytime in a manner that best suits their lifestyle." It also enables teachers to provide a more personalized and interactive learning experience by incorporating a variety of learning methods and technologies. Overall, Incorporating blended learning can improve learning experience by integrating the best aspects of traditional and digital teaching methods in an English Language program.

On the other hand, English Language Teaching programs can greatly benefit from Artificial Intelligence (AI). AI can personalize students's learning experiences by analyzing their performance, learning patterns, and preferences to create personalized learning paths tailored to individual needs. A second benefit of AI is the ability to enhance language assessment tools which can provide accurate and effective feedback on students' language level. This can allow teachers

to identify areas of improvement and learning progress more effectively. As Pokrivcakova S. (2019) stated, "... it (reseach the paper) discusses the frame for effective preparation of foreign language teachers in order to integrate AI-powered tools into their teaching to make it easier, less time-consuming and more effective". Additionally, AI chatbots and language tutors can provide students with opportunities for interactive language practice, conversation practice, and instant feedback on the students' speaking practice. To sum up, AI can lead to more effective teaching and learning outcomes in English Language.

In conclusion, the integration of Blended learning and Artificial Intelligence in English Language Teaching represents a pivotal advancement that not only personalizes the learning experience but also enhances the effectiveness of teaching methods and fosters a more engaging and efficient language learning environment.

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ANNEX-1

INTERVIEW

AND

QUESTIONNAIRE

Universidad Mayor de San Andrés
Facultad eHumanidades y Ciencias de la Educación
Carrera de Linguistica e Idiomas.

INTERVIEW

Name y Last name   : _____

Date   : _____

Years working at the CBA   : _____

I.- Introduction

I would be grateful if you could assist me in providing insights on the following inquiries. The purpose is to gather data on ELT methodological practices throughout your tenure at CBA-La Paz, focusing on instances when the institution adopted new textbooks incorporating innovative methods, approaches, and techniques.

II.- Specific objectives and focus questions.

    Objective-1

    To chronologically describe ELT practices by using the methods and approaches outlined

    at the CBA.

1.- Do you remember the first method or approach you worked with when you started working at the CBA? Which one was that? Can you tell me your experience?

2.- Do you remember the teaching principles, strategies, and techniques that you learned when you began working at the CBA?

3.- Do you think there were significant evolutions in strategies, techniques, and teaching principles in English language teaching over the years you worked at the CBA?

Objective-2

To categorize the methods and approaches outlined at the CBA based on the crucial changes at the institution.

4.- Describe the training sessions you received before implementing a new teaching method or approach at the CBA.

5.- Can you explain how the teacher counselor's role assisted your teaching academic growth?

6.- Can you explain how the new teaching procedures were adapted or modified as a result of the implementation of the new method or approach at the CBA?

Objective-3

To identify the satisfaction levels of senior and junior teachers within the methodology currently being used.

7.- How would you describe your satisfaction with the current ELT methodology used at the CBA-La Paz, considering its impact on student engagement and learning outcomes when you started applying it in the classroom?

8.- In your opinion, what aspects of the current ELT methodology contributed to your satisfaction or dissatisfaction as a senior/junior teacher at the CBA?

9.- Could you highlight any specific areas within the new current ELT methodology that you believe could have been improved to enhance overall satisfaction and effectiveness in the classroom?

Universidad Mayor de San Andrés

Facultad eHumanidades y Ciencias de la Educación

Carrera de Linguistica e Idiomas.

QUESTIONNAIRE

I would be grateful if you could assist me in providing insights on the following questions. The purpose is to gather data on ELT methodological practices throughout your tenure at CBA-La Paz, focusing on instances when the institution adopted new textbooks incorporating innovative methods, approaches, and techniques.

PART-1 Complete the information below.

1. Sex   : male_____   female _____

2. Age   : _____

3. Years of experience teaching English: _____

4. Academic degree(s)   : a) Tecnico medio   b) Tècnico superior

                                                    c) Licenciatura   d) others

5. Years of experience teaching at the CBA.   _____

PART-2 Read the questions below, and select one or more options that best align your criteria.

1. What approach did you work with when you started working at the CBA?

    a) The communicative approach

    b) The Natural approach

    c) I don't know

    d) Others _____

2. Circle the type of teaching principles, techniques, and strategies you learned when you

    started working at the CBA?

    a) Seating arrangement

    b) Mixers

    c) linking and transitions

    d) Others _____

3. How did the changes in approach or method impact you when using different teaching

    textbooks at the CBA? From Spectrum, Gold, and Top Notch&Summit.

    a) It went smoothly and well with no problems

    b) It was difficult to carry out but I could get used to it in the end.

    c) I am still encountering some difficulties in implementing the approach correctly.

    d) Others _____

4. People say that all changes are for the better. Do you agree with the method or approach

    changes from the 2000s up to now?

    a) Yes, I do

    b) No, I don't

    c) I don't know

    d) Others _____

5. What kind of teaching training sessions did you receive before implementing them in the classroom?

   a) I didn't have any teaching training sessions at all.

   b) The teaching training sessions were based on detailed and complete classroom management like seating arrangement, class control,Teacher Talking Time,Mixers,etc.

   c) My teaching training sessions were not as detailed and complete as I expected.

   d) Others _____

6. How did the Teacher counselor's role influence your personal academic growth?

   a) The Teacher counselor shaped my teaching practice a lot

   b) The teacher counselor backed up the teaching steps I had learned

   c) I did not receive any extra academic support after my training session.

   d) Others _____

7. How did you adopt the new teaching approach in the transition of implementing new textbooks? From Spectrum, Gold, and TopNotch&Summit series at the CBA?

   a) The teaching procedures were easy to follow due to the textbook teacher's guide.

   b) My teaching procedures were based on the teaching training sessions I received at the CBA.

   c) I am still confused about the teaching procedures.

   d) Others _____

8. How satisfied are you with the last adopted approach at the CBA ?

   a) Very satisfied

   b) Satisfied

   c) Not satisfied

   d) Others _____

9. How satisfied are you now with the current CBA teaching approach?

    a) Very satisfied

    b) Satisfied

    c) Not satisfied

    d) Others _____

10. Do you think students become language-competent as soon as they finish the 18 English language programs offered by the CBA now?

    a) Yes, they do

    b) No. I don't think so

    c) I don't know

    d) Others _____

ANNEX-2

The Eclectic Method class

The teacher decides what methodology or approach to use depending on the objective of the lesson and the learners' needs.

PROPOSAL LESSON PLAN

Example

Title: Safeguarding Endangered Species

Objective: By the end of the lesson, students will be able to discuss the issue of animals in extinction using B1 level vocabulary and apply the present perfect tense in context through various teaching methodologies.

Materials: Pictures of endangered animals, short reading passage about endangered animals, board and markers, multimedia resources.

W-UP

Vocabulary Presentation (Lexical Approach) - 10 minutes

Contextualize Vocabulary: Introduce key vocabulary and phrases related to endangered animals, such as " habitat loss," "conservation efforts," "endangered species," "poaching," "climate change," and "breeding programs."

Provide Examples: Offer examples of sentences that use these chuncks, e.g., "The giant panda is an endangered species due to habitat loss," or "Conservation efforts are helping to protect the population of sea turtles."

MAIN ACTIVITY

Reading and Discussion (Based on the Communicative Language Teaching) - 15 minutes

Present a short reading passage about endangered animals and their impact on the ecosystem.

Engage students in a guided discussion about the reading, encouraging them to express their opinions and thoughts using the introduced vocabulary.

Grammar Presentation (Based on the Audio-Lingual Method) - 10 minutes

Introduce the present perfect tense, emphasizing pronunciation and drilling exercises to practice the form and usage of the tense.

Provide examples of sentences using the present perfect to talk about past actions and their relevance to the present.

Discussion: (Based on Task-Based Learning -TBL activity) - 15 minutes

Divide the class into small groups and provide each group with a list of endangered animals.

Instruct students to discuss and create sentences using the present perfect tense to describe what has happened to these animals and why they are endangered, how to solve this problem promoting collaborative learning.

FOLLOW-UP (Interactive Approach) - 5 minutes

Conclude the lesson by asking students to reflect on the importance of conservation efforts and what individuals can do to help protect endangered animals.

Encourage students to share their ideas on how they can contribute to wildlife conservation in their daily lives, promoting interactive dialogue and critical thinking.

By integrating various teaching methodologies within the eclectic method, this English class effectively engages students in learning about animals in extinction while practicing the present perfect tense in context.

The combination of different approaches caters to diverse learning styles and enhances student engagement, language acquisition, and retention.

ANNEX-3

Letter of survey request and answer

La Paz,23 de octubre de 2023

Sra
Lic. Soledad Arias
Directora Académica
Centro Boliviano Americano-La Paz

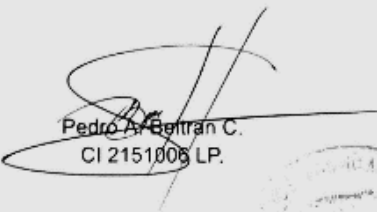Presente.-   **REF: Solicitud permiso uso de cuestionarios y encuentas**

De mi mas alta consideración.

Por medio de la presente le doy a conocer que mi perfil de Memoria Profesional fue aprobado por la universidad mayor de San Andrés. El título de la misma es 'Language Teaching Approchaes and Method at the Centro Boliviano Americano - LaPaz'.

Para tal efecto solicito a su autoridad su autorización para poder realizar encuestas y solicitar el llenado de cuestionarios en 'google forms' a una cierta población de docentes nuevos y antiguos en la institución. Esto me servira como respaldo en el desarrollo de la metodolgia de la investigación.

Sin otro particular y en espera de una respuesta positiva, me despido de usted con las consideraciones mas distinguidas.
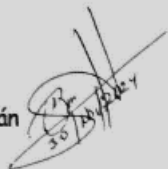
Atentamente,

Pedro A. Beltran C.
CI 2151008 LP.

22 nov 2023
8-30 am

La Paz, 27 de noviembre de 2023

Señor
Pedro Beltrán
Docente
CBA
Presente

REF.: **SOLICITUD LLENADO DE CUESTIONARIOS Y ENCUESTAS**

Estimado Pedro,

En respuesta a su carta en la que solicita el permiso respectivo para el llenado de cuestionarios en "google forms" a cierta población de docentes nuevos y antiguos en la institución, para su perfil de "Language Teaching Aproaches and Method at the Centro Boliviano Americano – La Paz", me es grato confirmar la autorización para poder realizar dichas encuestas y sondeos.

Sin embargo, solicito a usted, tenga a bien hacerme llegar una muestra de lo que está usted preparando para tener conocimiento anterior a dichas investigaciones y también las fechas exactas en que ello se realizará, a fin de poder notificar con tiempo a nuestras autoridades, directivos y personal en general del CBA.

Sin otro particular, me es grato saludar a usted.

Atentamente,

Lic. Soledad Arias Pérez
DIRECTORA ACADÉMICA
CENTRO BOLIVIANO AMERICANO
FUNDACIÓN CULTURAL Y EDUCATIVA LA PAZ

//cc.: Archivo
Sonia.R.

ANNEX – 4

Photographs

CENTRAL HOUSE

EL ALTO BRANCH

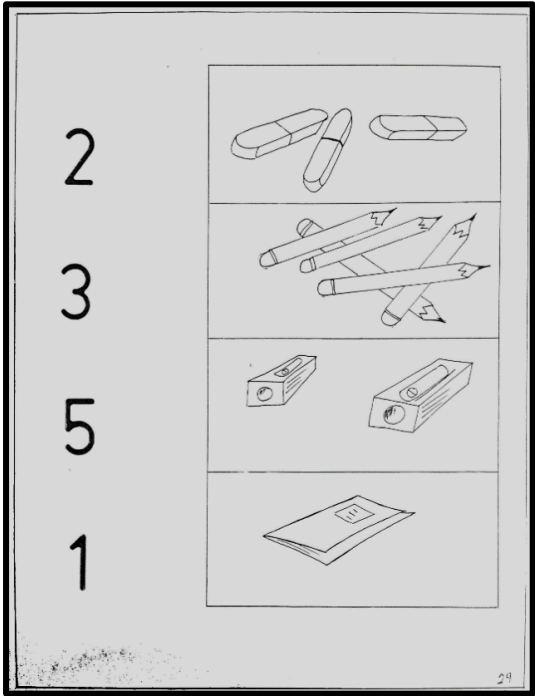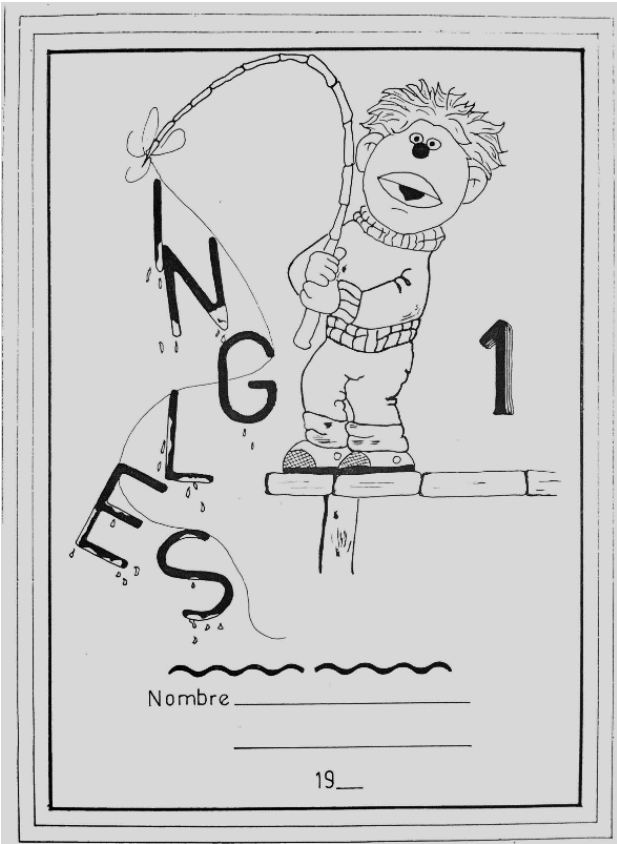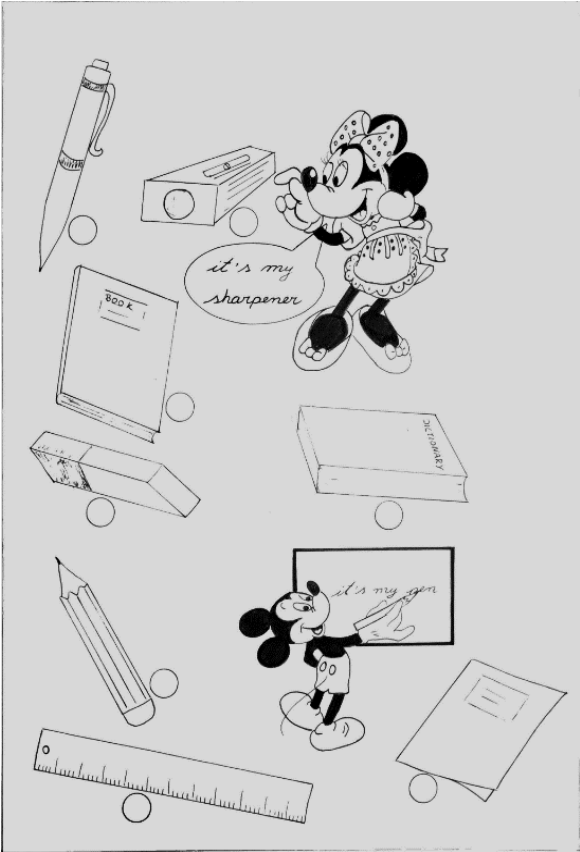**FEDERICO ZUAZO BRANCH**

EXECUTIVE BRANCH

CALACOTO BRANCH

ANNEX– 5

SUPPLEMENTARY

MATERIAL FOR

SCHOOL-KIDS

and

CETI-Col San Calixto

PRIMARY

CETI-COL SAN CALIXTO - SUPPLEMENTARY MATERIAL

AM I A GOOD GUESSER ?

I.- Sit in groups. Begin by working alone. How much can you guess about the others in your group ?
Look at the sentences below. Complete each one by writing the name of someone in your group
Try to use different names as far as possible.

I think ....

1.- .... has a shower every morning   YES / NO

2.- .... is afraid of spiders   YES / NO

3.- .... is a good swimmer   YES / NO

4.- .... is always angry   YES / NO

5.- .... smokes in class   YES / NO

6.- .... believes in astrology   YES / NO

7.- .... is a good dancer   YES / NO

8.- .... usually goes to bed before eleven   YES / NO

9.- .... likes to watches soap operas   YES / NO

10.- .... is crazy   Y

II.- When you have finished talk to the others in your group to find out
Ask them questions like :

- are you a good swimmer ?
- do you smoke in class?
- do you have a shower every morning?

III.- If you guessed correctly circle "YES" on the paper. If you were w
When you have finished count how guesses you got right.

Centro de Enseñaza y Traducción de Idiomas

(CETI)

Colegio San Calixto

REMEDIAL COURSE-1

Listening

THE
BOY
FROM YESTERDAY

Sea Bird Cottage is the ideal place for a holiday. That's what Mrs. Dale and her children think when they first arrive. But the cottage has a sad history. What are the noises they hear at night?Who is the mysterious figure in the garden? And who is the boy from yesterday?
(JOHN DAVAGE)