

Opinions and expectations of EFL teachers in Pasto about  
teacher development

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*When achieving a goal,  
It is worthy to thank God  
who has given me the  
opportunity of being here  
and dreaming.*

*Today,  
That the dreams have been  
come true, I wish thank my  
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and her unconditional  
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and unconditional  
friendship.*

*Jenny "Gatita"*

*Thanks to God  
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and who has given me a  
wonderful family.  
Thanks to my parents:  
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my inspiration to continue  
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come true,  
To my brothers and  
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To my friends and  
Specially thanks to my  
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been my confident and my  
support during my entire  
career.*

*Klau's*

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Abstract

This qualitative research study focused on exploring the opinions and expectations of EFL teachers in public schools in Pasto about teacher development. To carry out this study, in-depth interviews were done to nineteen people, among English teachers and administrators, in public schools in Pasto, who were randomly chosen. The results reflect that teacher development programs should be re-oriented according to teachers' needs. Besides, it is important to highlight that pedagogical reflection and action-research should become the most important aspect to enhance the professional development of EFL teachers in Pasto.

Resumen

Esta es una investigación cualitativa enfocada en explorar las opiniones y expectativas de los profesores de inglés en los colegios oficiales en Pasto con respecto a la capacitación docente. Para llevar a cabo este estudio, se hicieron entrevistas detalladas a alrededor de veinte personas entre profesores de inglés y administradores, quienes fueron escogidos al azar. Los resultados reflejan que los programas de capacitación deben ser reorientados a las necesidades de los profesores. Además, es importante señalar que la reflexión pedagógica y la investigación-acción deberían llegar a ser el aspecto más importante para mejorar el desarrollo profesional de los profesores de inglés en Pasto.

## INTRODUCTION

In view of the demands and needs of the globalized world and the importance of developing the communicative competence of Colombian students in at least one foreign language, it is essential that teacher development programs are focused on offering opportunities according to real teaching and the learning problems that EFL teachers and students must cope with everyday in public high schools.

However, the voices of teachers have almost never been considered as a relevant fact to the improvement of their own professional development.

Therefore, this research study takes into account the opinions and the expectations of EFL teachers in public schools in Pasto about teacher development as a starting point to identifying the weaknesses of teacher development programs concerning English teaching.

CHAPTER ONE: THE RESEARCH PROBLEM

*Topic*

Teacher development.

*Title*

Opinions and expectations of EFL teachers in Pasto about teacher development.

*Problem Description*

All over the years, Latin-American countries have been identified by their low quality of education (Revolución Educativa, 2002-2005). Accordingly, the Latin-American Evaluation laboratory of the Education Quality evaluates the students' performance of basic and middle education in the language and mathematics areas. In 1998, this laboratory did a diagnosis based on different international tests in which Colombia obtained the 30th place among 35 countries (Revolución Educativa, 2002-2005).

The results showed that the average of the quality of education in Colombia is below from other countries in Latin-America. After receiving the information above, the Colombian government designed "Las Pruebas Saber" in order to measure and to identify the weaknesses of the Colombian Educative System as a starting point for the improvement of the teaching and learning process.

In the English subject, "two diagnostic studies were carried out, in December 2005 and in the first semester of 2006, with teachers and students from public and private institutions in Valledupar, Cesar, San Andres, Medellín, Quindio, Armenia, Pasto, Bucaramanga, Providencia, and Santa Catalina, Risaralda and Soacha. A total of 3,422 teachers took part in a test designed to determine the level of English" (Al tablero, 2005, p.2E). Besides, the Secretaries of Education, of these regions, considered equally important to "build up a teacher profile with reference to the use of teaching methodologies" (Al tablero, 2005, p.2E) for which they applied in the second semester of 2005 the Teaching Knowledge Test (TKT). However, this test was only carried out in Medellín, Bogotá and Pereira where 246 English teachers took it achieving highly satisfactory results (Al tablero, 2005, p.3E).

These studies showed that most English teachers and students in Colombia have a low English level which demonstrates that the objectives for Basic and Middle Education, "the acquisition of elements of conversation, reading comprehension and the ability to be able to express oneself in at least one foreign language" (Law 115, 1994), are not being completely fulfilled. Additionally, it is only known the teachers' theoretical background and English

teaching methodologies in 3 cities of the country where the TKT was applied. Since, this test was not carried out in Pasto, the data does not allow us to identify the level of Teacher Education that teachers have.

As a result, we can conclude that the studies mentioned above are just the starting point to identify the causes of the low English level in Colombia. Besides, nowadays our country is facing a problem related to teacher development in the field of language teaching. Therefore, English teachers have to choose other alternatives of teacher development which are not directly associated with the English area to ascend in the "Escalafón Docente".

#### *Problem Statement*

What do English teachers in public schools in Pasto think about teacher development and which are their expectations about it?

#### *Objectives*

##### *General Objective*

To analyze what English teachers in public schools in Pasto think about teacher development in the last decades and which their expectations about it are.

*Specific Objectives*

To analyze the kind of teacher development programs English teachers in public schools in Pasto have received from the year 1985 to the year 2006.

To analyze the English teachers' point of view in public schools in Pasto related to teacher development programs they have already received.

To identify the opinions and the expectations of English teachers in public schools in Pasto about teacher development programs.

To identify the most common language teaching and learning problems teachers in Pasto have to deal with in their everyday classes and to state its relationship to teacher development.

To explore and analyze how the government is carrying out the "bilingual program" as a recent means to improve teachers' knowledge.

To state some possible suggestions that should be considered to improve the quality of teacher development programs in the future.

*Significance*

Nowadays, all over the world, the globalization, the technological and scientific advances have increased the importance of learning a foreign language, according to the

needs and demands of the actual world. Therefore, the law 115 of General Education in Colombia establishes the compulsory study of a foreign language to accomplish the requirements of real life conditions. Hence, we think that our research study is important because firstly, there are no studies related to the state of teacher development and which is the effect that it has had in English teaching and learning problems. Secondly, this study could allow us to know and understand practical problems of English teaching that teachers have to deal with everyday in secondary schools in Pasto. Finally, our research study will give worthy information to those institutions that are in charge of teacher development; such as, the Ministry of National Education and the Municipal and Departmental Secretaries. Besides, those institutions which recently offer teacher development programs, for instance the universities, languages centers and other public or private institutions, which could evaluate, auto-evaluate, orient or re-orient their programs based on the results and suggestions of this study.

*Delimitations and Limitations*

*Delimitations*

*Definition of Terms*

*Training*

This term is often interpreted as the activity when an expert and learner work together to effectively transmit information from the expert to the learner (to enhance a learner's knowledge, attitudes or skills) so, the learner can better perform a current task or job (Mc. Namara, 1999, para. 9).

*Education*

This term seems to be the most general of the key terms in employee training. Peters (1986) explains teacher education as a process of learning which involves all the integral aspects of a human being (para.5). Others view the term as the learning required to accomplish a new task or job (Mc. Namara, 1999, para. 10).

*Development*

This term is often viewed as a broad, ongoing-multifaceted set of activities (training activities among them) to bring someone or an organization up to another threshold or performance. This development often includes a wide variety of methods e.g., oriented about a role, training in a wide variety of areas, ongoing training on the

job, coaching, mentoring and forms of self-development. Some view development as a life-long goal and experience (Mc. Namara, 1999, para. 11).

Considering the terms mentioned above we decide that the most appropriate definition to use in our research study is *Teacher Development* because it is directly related to the objectives proposed above, teacher reflection and teacher self-awareness.

#### *Geographic Delimitation*

This study was carried out in public schools in San Juan de Pasto, the capital of Nariño Department in the Southwest of Colombia. It is located on the Atriz Valley at the foot of the Galeras Volcano. Pasto is a very religious place known as the theological city of Colombia. This city has a population of approximately 450,000 inhabitants and it is the center of an agricultural region specialized in the production of dairy products as an important part of the local economy.

#### *Population*

This study was carried out with around twenty persons among English teachers and administrators in public schools in Pasto, women and men, their ages ranged approximately from 25 to 60 years old.

*Limitations*

In this study, English teachers in Pasto could not have been completely honest with the information given in the instruments of information gathering thinking that this study was unnecessary for them. For that reason, some of the teachers did not collaborate in the surveys.

## II. CHAPTER TWO: LITERATURE REVIEW

### *Reference Framework*

#### *Antecedents*

It is relevant to consider few studies that have been done in Pasto about teacher development.

In the first instance, the research study; *English at some Pasto High schools: an analysis and a proposal*, by Arteaga, F. and Hidalgo, H. (2001), proposed learning strategies and teaching techniques which allow achieving satisfactory results. Its general objective searched to identify methodological process which has been implemented in English learning. The research study used an analytical descriptive method. The objective was to describe systematically facts and characteristics of a determined population. The participants were teachers and students in primary as well as secondary level in Pasto. This study analyzed the attitudes of students and teachers and in addition, the methodologies used to encourage language learning and teaching process inside the classrooms. Besides, methodological techniques were recognized through a factorial statistic analysis, co-relations and content analysis.

Another research was introduced; *Teaching English in Primary: Are you ready for it?* by Cárdenas, R. (2002). This

study is a diagnosis about the actual situation primary English teachers are facing, following the new established policies in the law 115. The results of this study showed that primary English teachers, especially in public institutions, are not sufficiently prepared, there is a lack of confidence and yearning to do their work. They learned the foreign language by themselves. Therefore, they neither have an appropriate grammar nor a communicative competence.

Consequently, we present the research study; *High school teachers' preparation and updating in Pasto*, Cárdenas, (2002), which analyzed the level of preparation and up-dating of English teachers, in public schools in Pasto, in relation to EFL teaching methodologies and language proficiency. This study showed the real situation of English teachers in high schools and some aspects concerning teacher development and up-dating. As a result, this study highlighted the strengths and weaknesses of teachers' preparation and updating in Pasto.

Considering English teacher plays an important role in a foreign language acquisition which could affect positively or negatively it. The methodology applied in this study was descriptive; since it describes systematically population characteristics, situation and interest area. The results of this study showed the level of teacher training and up-

dating English teachers have in public schools in Pasto.

Hence, she concludes that English teachers know the foreign language but they do not know how to teach it.

Finally, the study; *Capacitación y Actualización Docente de profesores de Inglés en Escuelas Publicas de la Ciudad de Pasto* by Bustos and Chamorro (2003), which applied a quantitative methodology, analyzed teacher development and up-dating level of English teachers in primary public schools in Pasto. The authors found that teachers neither develop nor update adequately and permanently, which affects negatively teaching and learning process. Moreover, the lack of methodological basis affects directly the English teaching and learning process; since, the results showed that experienced and novice teachers affirmed not having received adequate English methodologies basis.

#### *Introduction*

Over the last decades and around the world, the importance of learning at least one foreign language has increased as a consequence of the globalization, the economic increase, the intercultural communication and the high level of scientific and technological progress. Therefore, it is necessary that foreign language (EFL) teachers be an active part in the teaching and learning process to cope with this challenge. It is also relevant to

underline the importance of the language teaching professional growth through teacher education and teacher development to improve and guarantee meaningful learning of the foreign language. Hence, the purpose of this paper is to describe and analyze the process of teacher education and teacher development.

*Differences among teacher training, education and development*

Maingay (1988) states that in the last decade, a distinction among teacher training, teacher education and teacher development has been structured (as cited in Tenjoh-Ok, 2003 p.30). On the other hand, Penny (1996) points out that

The terms of 'Teacher Training' and 'Teacher Development' are often used apparently interchangeably in the literature to refer to the same thing: The professional preparation of teachers. American people prefer 'Teacher Education' since 'Training' can imply unthinking habit formation and an over-emphasis on skills and techniques, while the professional teacher needs to develop theories, awareness of options, and decision-making abilities - a process which seems better defined by the word 'Education' (para.1).

Consequently, it is important to make a distinction among the terms mentioned above, since they have different interpretations. According to Freeman, (1989) teacher training is "a strategy for direct intervention by the

collaborator, to work on specific aspects of the teacher's teaching" (p.39). Brock states that "the goal of training is to assure that trainees are competent in using these components of teaching in certain observable and quantifiable ways" (as cited in Cho, n.d. para.8). Freeman (1989) argues that training, as a strategy, starts clearly and directly with the trainer, who focuses on mastering the abilities, attitudes and knowledge of the trainees and it is pursued by the trainee to improve language teaching performance in the classroom. The trainer and sometimes the trainees are involved in evaluating this process (p.39).

Furthermore, Widdowson, (1983) defines that "training tends to convergence and a reliance on established technique" (as cited in "Different," p.141); i.e., it is based on appropriating of a specific knowledge or it is focused on giving trainees and established understanding which impedes them to discover or to build their own criteria. Thus, Irvine-Niakaris and Bacigal (1992) see "the trainee passively undergoing a period of conditioning during which the 'dos' and 'don'ts' of classroom practice are inculcated" (as cited in Tenjoh-Okwen, 2003). Different authors conclude that teacher training is related to the basic knowledge of methodologies and techniques that novice teachers need to apply in the classroom.

Education, however, involves "teachers in developing theories of teaching, understanding the nature of teaching decision-making, and strategies for critical self-awareness and self-evaluation" (Richards and Nunan, 1990). Peters (1986) explains teacher education as a process of learning which involves all the integral aspects of a human being (para.5). Freeman (1989) states that teacher education are the steps to follow in the effectiveness of the processes of language teacher in language teaching; i.e., "how to teach language teaching". In the same way, Widdowson (1983) points out that "education tends towards divergence and a readiness to break from the confinement of prescribed practices" (as cited in "Different" (p. 141).

As a result, different authors conclude that the term teacher training is based on the basic methodological and theoretical background in the English field that novice teachers need to know before applying in their classrooms. It aims to prepare teachers to deal with the teaching professional growth. Likewise, Freeman (1989) expresses that language teacher education is a mixture between the theoretical background in the field of teaching practice in the classroom to educate professional teachers (p.30).

In conclusion, teacher education refers to the acquisition of competence, which involves a deeper

understanding of principles as well as the element of conscious choice from a repertoire of techniques, available activities.

On the other hand, Lange (1990) explains that teacher development "is a term used to describe a process of continual intellectual, experiential, and growth of teachers" (as cited in Richards and Nunan, 1990). Sitham Param and Dhamotharam (1992) describe teacher development as an ongoing process which starts with pre-service teacher preparation and continues the whole language teacher career (as cited in Tenjoh-Ok, 2003 p.30).

Similarly, development is "a strategy of influence and indirect intervention that works on complex, integrative aspects of teaching; these aspects are idiosyncratic and individual. The purpose of development is for the teacher to generate change through increasing or shifting awareness" (Freeman, 1989 p.40).

Pennington (1995) defines teacher development as "a metastable system of context-interactive change involving a continual cycle of innovative behavior and adjustments to circumstances" (as cited in Farrell, 2003, p.14).

Different conceptions of teacher training, teacher education and teacher development have been discussed above. Therefore, we can conclude that training is the process of

learning the necessary skills that EFL novice teachers need to learn. Teacher education, otherwise, provides opportunities to novice teachers to acquire the skills and competences of effective teachers and to discover the working rules that effective teachers use. Finally, teacher development is an ongoing process which highly depends on the individual teacher in the professional life. As a result, we have chosen it as the most appropriate definition for using in our study since; it is specially focused on the goals of this paper.

*Pre-service teacher education*

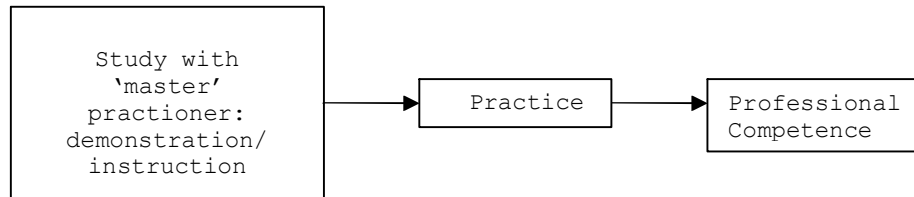
After having identified the differences of terms, it is relevant to talk about pre-service teacher education. Since, it determines not only the quality of future in-service teachers, but also, the character of education as a whole.

Richards (1994) points out that to prepare effective language teachers it is relevant that language teaching goes beyond phonetics and grammatical theory studies which were before considered as the most important and sufficient basis to prepare novice teachers. The author proposes that teacher education "has to include activities and experiences that really help the novice teachers to understand and acquire the means by which the effective teacher gets significant instructional decisions" (para. 7).

Although, in the field of language teaching, the achievements have been really important to the professional growth of language teachers, in the teacher development area minimal attention has been paid" (Lange, 1990, p.252). As a consequence, there is few literature related to this topic. Considering that teacher development assumes "teaching as a continuously evolving process of growth and change" (Freeman, 1982, p.28). This process should be changing to allow new attitudes between the theory and practice aimed the permanently searching of teachers' professional development.

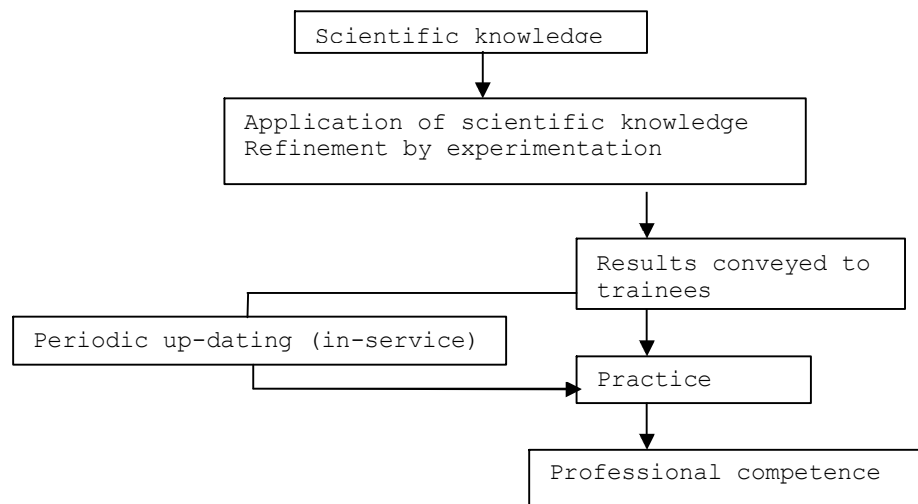
Accordingly, Wallace (1991) considers three different models of professional education; the craft model, the applied science model, and the reflective model as a way to continue foreign language teaching as a profession. In the craft model, see figure 1. *The craft model of professional education*, "the wisdom of the profession resides in an experienced professional practitioner: someone who is expert in the practice of the 'craft' the young trainee learns by imitating the expert's techniques and by following the expert's instructions and advice by this process expertise in the craft is passed on from generation to generation" (Wallace, p. 6.).

Figure 1. The craft model.



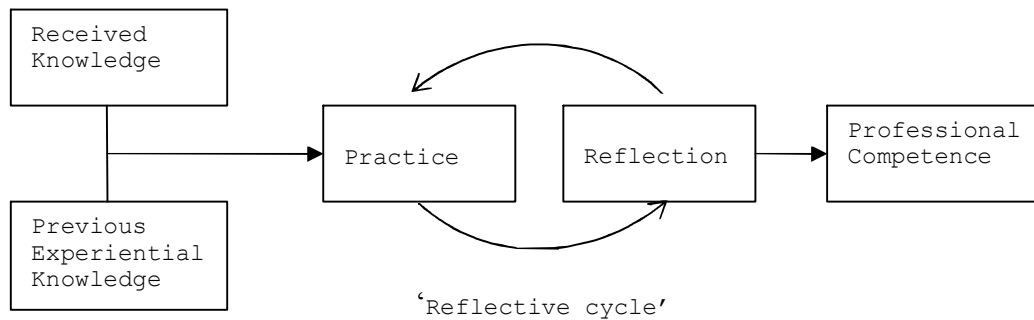
The applied science model is the traditional and probably still the most prevalent model underlying most training or education programs for the professions, see figure 2. *Applied science model*, since, it is fundamentally applied in most training or education programs of different knowledge areas. This model derives its authority from the achievements of empirical science which is the main basis of this model.

Figure 2. Applied science model



Finally, it is important to mention that the reflective model of Wallace refers to "the conscious development of insights into knowing-in-action" (Wallace, 1991), see figure 3, *Reflective model (preliminary)*, i.e., it is a personal teacher's reflection to improve himself/herself awareness and professional performance (p.3).

Figure 3. Reflective model.



#### *In-service teacher development in Colombia*

In Colombia, the government "has established educative policies related to the compulsory learning of a foreign language, which include its study since the primary stage", (Lineamientos Curriculares, 1999 p. 11), in order for Colombian people to be prepared for the actual world conditions. For that reason, it is necessary that foreign language teachers (FL teachers) be an active part in the teaching and learning process to cope with this challenge. In addition, it is relevant to underline the importance of

the language teaching professional growth through teacher education and teacher development to improve and to guarantee the meaningful learning of a foreign language.

To emphasize this topic, it is relevant to mention the proposal done by Cárdenas (2002). She approaches simultaneously, following the parameters mentioned before three areas: Communicative, Pedagogical and research components of English teachers.

*Communicative competence*

The author states that to develop the communicative competence of a foreign language implies someone's knowledge of the language and its use in specific situations. Accordingly, she includes two kinds of abilities: The organizative competence which is related to the structured domain of the pragmatic competence. The author suggests that English teachers have the opportunity to develop their competence of the foreign language attending teacher development programs. In addition, she points out that teachers' language level will determine contents according to real needs considering linguistic elements; language integrated skills and required processes of learning to the development of the communicative competence.

*Pedagogical competence: Teaching methodology and practice*

Cárdenas (2002) explains that the pedagogy as a science is characterized by its permanent building, searching new problems, which guide its research and the relationships with other disciplines or sciences to consolidate its own theory. Based on this perspective the pedagogy constitutes a reflective space as a starting point to generate own knowledge. Accordingly, she proposes to give the participants the treatment of updating theories related to English teaching for children and teenagers considering participants' interests and the educative level where they work.

*Research competence*

She aims that teacher development programs will be the starting point to solving problems in the classroom, to change or innovate teaching and learning processes and professional development. She argues that this implementation in the curriculum of teacher development programs is an important tool to develop a reflective process in foreign language teaching and learning.

In conclusion, the author states that to develop the competences mentioned before, it is convenient to start the reflection as a means of experience, evaluation and

exploration displaying the participation on updating, innovation and research processes.

*The Colombian Framework for English (COFE) project*

On the other hand, it is necessary to mention the Colombian Framework for English (COFE) project focused on the professional growth of English teacher, which was carried out in past years in Colombia. This project had as a purpose to improve the quality of preparation of English teachers in our country. See figure 4, a suggested model of EFL teacher education.

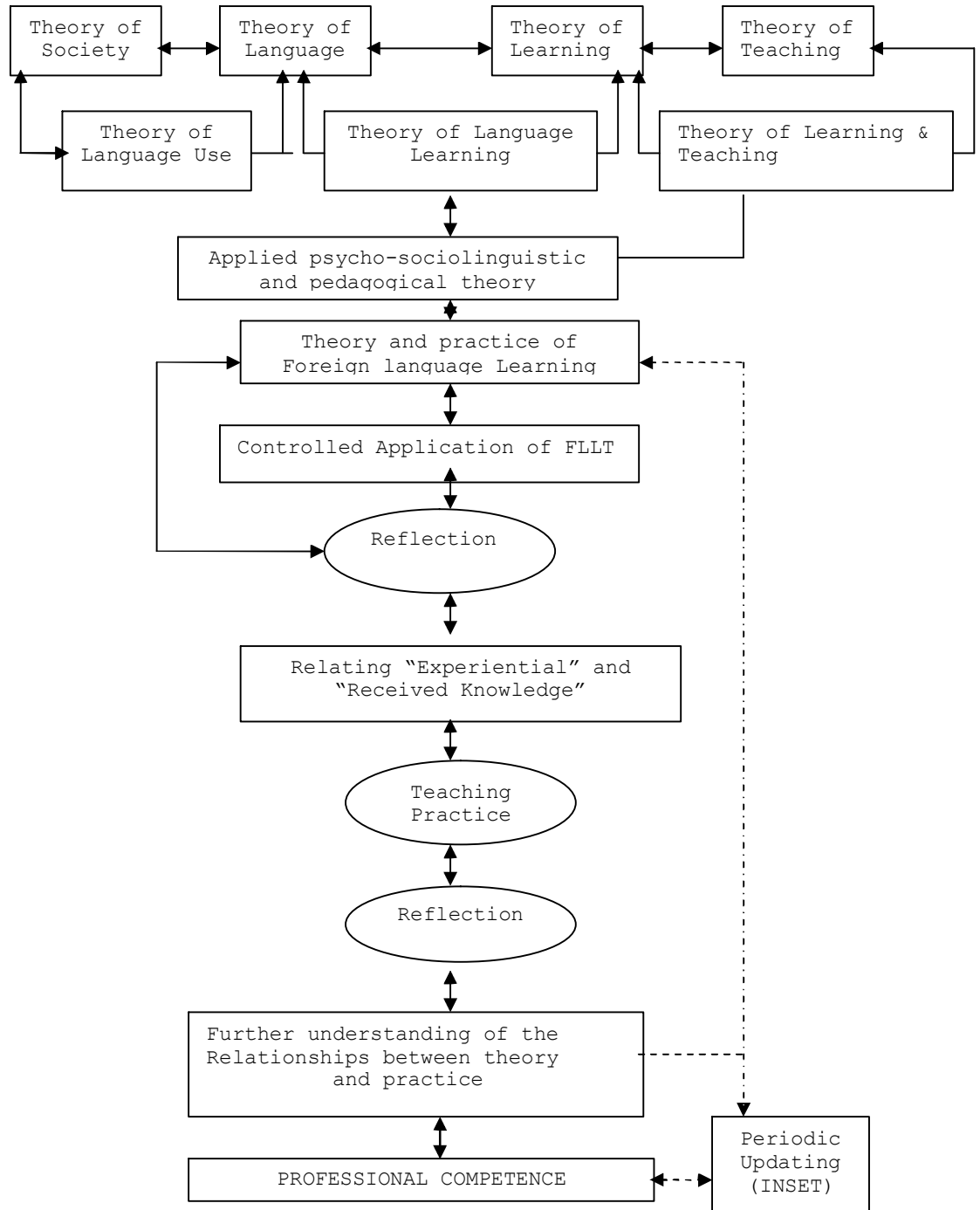
The COFE-ELTO project was a four year bilateral project established by a governmental agreement. It was supported on the Colombian side by the Ministry of Education; on the British side it was financed by the Overseas Development Administration (ODA), and administered by the British Council. The project was coordinated in Bogotá by a British ELT specialist who would be running it during four years, with the group of four coordinators from four universities in the capital.

According to the coordinating committee in Bogotá, the project attempted to "act as an agent of change in the belief that the existing situation of the preparation of ELT programs is not perfect" (Report at 26th ASOCOPI, October, 1991). The project was thought as "an answer to the needs to

develop an attitude of mind open to new ideas, but which can also look at new ideas in a critical way; based on previous practical experiences" (ASOCOPI Report).

The project established, as a general objective, the proficiency level improvement in the language and professional performance of graduate students of the programs of "*Licenciatura en Inglés*" of Colombia universities. COFE project gave to the Colombian universities a suggestion proposal frame for new references framework in the areas of; Master degree, English language development professional preparation (methodologies), teaching practice and theoretical background of English teaching as a foreign language in evaluation procedures. The project had strategic component and academic support to the change implementation. However, in spite of the effort done to continue with this project, it finished leaving in the Colombian universities the resource centers as a unique tool for foreign language teachers and learners to improve their English Knowledge.

Figure 4. The COFE-ELTO project.



*Teacher development process in Colombia*

It is important to mention the process of teacher development in Colombia, specifically in Nariño Department, and how it has been implemented and improved throughout the last decades.

Accordingly, Velasco (2006) describes that the teacher development policies are related to the nation and are proposed by the Ministry of National Education (MEN). Therefore, it is important to work in departmental territories as well as the municipal ones.

In Colombia, the institutions in charge of teacher development began in the year 1969. They were created Colombian Institute of Educative Pedagogy (ICOLPE) and other teacher development centers which were administered by the state. However, the Experimental Pilot Centers (CEP) were consolidated in 1979. These decentralized institutes were created by the MEN contributing to all the departments had experiences which were exposed with new models and methodologies. They were firstly experimented and then they were generalized in the different municipalities and educative centers. The experimental centers achieved an efficient work because they had competent workers who participated in national and international events allowing curricular renovation programs, established in past years.

The public employees of these centers were efficient workers who contributed to structure and systematize the teacher development process.

The attainment of credits, to ascend in "*Escalafón Docente*", were structured and systematized. In 1994-1995, the CEP finished since Nariño was decentralized and began to be a certificated department in order to become autonomous. The CEP moved to the departmental education secretaries. As a consequence of this change, the national budget and the public employees, designated for teacher development and research, were reduced. Hence, teacher development programs were relegated to traits that the governments makes with ONGs, universities, foundations and associations in Bogotá, which have a centralized feature.

As it can be seen in Colombia, the quality of polices of the Ministry are still being implemented since "*Estatuto Docente*" was approved in 1979. Teacher development programs were structured in order to improve the quality of the educative system. However, their central purpose was the salary increment.

#### *EFL teacher development in Colombia*

In Colombia, traditionally foreign language teaching has been basically developed in universities and private institutions. However, when the law 115 was issued, foreign

language teaching took a new dimension, (art. 21. Third session). Since it was determined that students must acquire compulsory "elements of conversation and reading at least in one foreign language" since the primary school in order to the country to be connected all over the world and to show our culture and defend our identity. For that reason, it is important that the English teachers will be competent, reflective and critical to produce pedagogical knowledge and change their own performance based on pre-service language teacher preparation and their own experiences as teachers in-service.

Accordingly, the Ministry of National Education designed the bilingual national program "Colombia Bilingüe". Eleven Secretaries of Education, in the country, are involved. Pasto is participating with the project "Pasto Bilingüe". This project searches to promote the quality of English teaching programs. The purpose is students learn what they need to know and apply it in real contexts. In view of that, students and English teachers were evaluated to measure their English level. The results obtained in the test showed that they have a low English level. A possible explanation for these results is related to the low English communicative competence of EFL teachers.

The starting point to solve the problem is to develop the communicative competence and to improve the methodological background of in-service English teachers through an immersion program in San Andrés financed by the government. This program searches that in 6 years the English teachers achieve an intermediate English level and the students an advanced-intermediate level of English communicative competence.

The success of the program will be guaranteed with the direct participation of the Instituto Colombiano para el Fomento de la Educación Superior (ICFES), Secretaries of Education, Universities and no formal education institutes to educate professionals with a domain of a foreign language.

### *Conclusions*

In this paper, we explore the differences of the terms teacher training, education and development. We emphasize about pre-service teacher education since, it involves understanding language teaching as a profession.

Consequently, we continue exploring in-service teacher development because it implies to improve the quality of language teaching process to guarantee the meaningful learning of a foreign language. At the same time, we analyze how this process has been implemented through the years in

Colombia, specifically in Nariño Department, and its implications in English teaching. Finally, we point out some studies related to English teacher development and updating, which have contributed to widen the importance of the professional growth of English teachers in Colombia.

III. CHAPTER THREE: METHODOLOGICAL ASPECTS

*Research Method*

*Design*

The qualitative research is considered as an active, systematic and rigorous process of directed inquiry by which it makes decisions about the subject to investigate.

According to Briones (1992) among the different characteristics of the qualitative research are: a) the researcher modifies with his/her values the information gathered, b) the qualitative research can not eliminate all the researcher subjectivity, c) it studies small groups in which will be possible direct observation by the researcher who studies them, d) the qualitative research does not start of hypotheses, e) it uses an "emergent design", f) it is holistic, g) the data analysis does not use statistics techniques, but the use of simple frequencies and, h) the information to analyze is group in categories and the techniques of gathering information are: Open-answer interviews, in-depth interviews, non-structured observations, participant observation, documents, recorders, videos and so forth.

*Research Type*

The investigative mode of choice was initially a bibliographic study and then, it was complemented with a

descriptive one. This type study allowed us to describe and analyzed the opinions and the expectations of EFL teachers in Pasto about teacher development (Descriptive Research).

The findings of this research were generalized to understand the problematic situation that English teachers in public schools in Pasto have to face daily. In addition, this research gave useful information to people or institutions that are in charge of teacher development because they could improve the quality of their programs based on teachers' needs and expectations.

The central technique consisted on gathering information about teacher development and the process that it has had from the year 1985 to 2006 through in-depth interviews to English teachers in public schools in Pasto and administrators of teacher development. But first, a pilot interview was applied in order to determine its effectiveness. Second, the interview was re-designed according to the adjustments required for this study.

After, having gathered the information, we organized and selected it in order to focus the data on our research topic. Finally, we analyzed the data to have useful final conclusions to suggest some recommendations to re-orient EFL teacher development programs in our city.

*Population*

English teachers and administrators of public schools in Pasto constituted our target population. The sample of the research was carried out with 19 teachers and administrators, who were chosen randomly, of public schools in Pasto. They were women and men approximately among 25 years old and 60 years old.

*Setting*

For our research study, we took into account a selected group of 47 schools, chosen randomly from the different neighborhoods, in Pasto and the educative institutions.

*Procedure*

To do a good research study, it was important to design a pilot interview, to print it and to seek an English teacher to apply it to prove its reliability. After that, we re-designed the interview and to apply it once again to the teachers involved in our study. Before having started, we chose randomly the schools where we gathered the information. Then, we asked for permission to the principals of each school through letters.

Consequently, we sought the teachers and administrators for establishing a schedule and made contacts to carry out the interviews. We applied them and we interviewed once again the people who had collaborated with us in the first

interview to complete our research study. Finally, we coded the information to do the correspondent analysis and to edit the final report.

#### *Ethical Issues*

Before carrying out this research work the following aspects were considered: a) to get explicit authorization before applying the measurement instruments, b) to tell neither teachers' names nor schools names to keep the anonymity, c) to ask for permission to the relevant persons of the public high schools, d) to share the results of our descriptive research involved participants and e) to obtain authorization before using quotations.

#### *Analysis and Interpretation of Data*

Since our research study was qualitative, to analyze and interpret the data, we based on the steps proposed by Bastidas (2002): a) data organization, b) preliminary identification of ideas, c) generation of ideas, topics and patterns, d) categorization, e) to prove the emergent hypothesis, f) data interpretation and g) written report of results.

## IV. CHAPTER FOUR: RESULTS AND DATA INTERPRETATION

*Results*

In this chapter we report the results and most important findings of our research study based on data collected with the use of in-depth interviews. Then, they were audio-taped, typed and the answers were grouped according to teachers' opinions and expectations. Based on the information obtained we created categories to do a more adequate interpretation of data. In addition, a pilot study was done to validate the data collection instrument.

*Analysis and interpretation of data*

To contextualize this research study, it was relevant to gather information related to the age, academic studies and years of language teaching experience. Since, those aspects could directly or indirectly influence the interest of teachers to attend teacher development programs. We presented the data as follows:

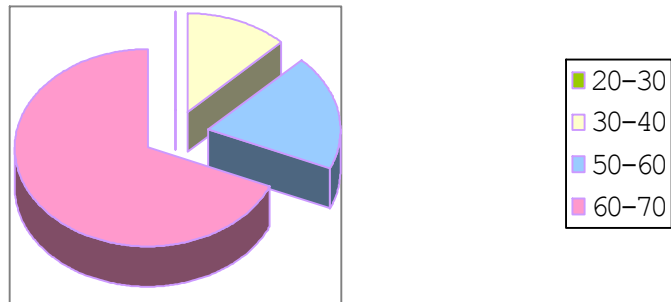
The first aspect is teachers' age. We asked the following question: "Su edad está entre"

20-30	30-40
40-50	50-60

The answers are represented in figure 5.

Figure 5. Teachers' age.

Teachers' age



According to this figure, the information indicates that 12.5% of teachers are between 30 and 40 years old, 18.75% of teachers are between 50 and 60 years old and 68.75% of teachers are between 40 and 50 years old. As it can be seen, most of the teachers' age ranges from 40 to 50 years old. We considered that this aspect is relevant since, during the interviews, we could realize that older teachers are less interested in attending teacher development programs due to they are about the retirement of their careers.

Another aspect we considered was the academic preparation of English teachers in terms of university degrees teachers have obtained. Accordingly, to the

following question "estudios de pre-grado realizados y títulos obtenidos" 37.5% of teachers answered they are Licenciados en inglés-francés and 62.5% of the population answered they got their degrees in Licenciatura en inglés-español. According to the information mentioned above, it is expected that English teachers be qualified to perform professionally their careers. Nevertheless, teachers' statements show that they feel underqualified concerning teaching methodologies and language proficiency since they obtained their university degrees.

Table 1. Academic preparation.

TEACHERS' TOTAL NUMBER	ENGLISH-FRENCH TEACHERS' DEGREE	ENGLISH- SPANISH TEACHERS' DEGREE
16	6	10
100%	37.5%	62.5%

Finally, the question "¿Cuántos años de experiencia en la docencia del inglés tiene usted?", we found that 50% of teachers have taught English between 10 and 19 years, 31.25% have an experience of 20-29 years and 18.75% are between 30 and 39 years of experience. Based on the teachers' years of experience in language teaching, we can consider what English teachers think about teacher development programs and the weaknesses that it has had through the years.

Table 2. Years of teaching experience.

RANGE OF YEARS OF TEACHING EXPERIENCE	TEACHERS	AVERAGE YEARS OF TEACHING EXPERIENCE
10-19 years	8	50%
20-29 years	5	31.25%
30-39 years	3	18.75%

Having considered the aspects mentioned above, it was important to categorize the information according to the first specific objective of our research, which was to analyze the kind of teacher development programs English teachers in public high schools in Pasto have received from the year 1985 to the year 2006. Consequently, we defined some categories to interpret adequately the gathered information.

#### *1. Teacher development concept*

This category refers to the personal concepts of English teachers and administrators in Pasto related to teacher development. The question: "desde su punto de vista ¿qué significa para Ud. la palabra Capacitación?", English teachers answered:

Teacher 1 (T1): "Capacitarse es la formación que va adquiriendo cualquier persona en un área diferente que le sirve tanto a nivel profesional, personal y laboral".

Teacher 2 (T2): "Capacitar es un proceso que implica desarrollar ciertas habilidades y destrezas que contribuyen a mejorar las prácticas pedagógicas en el aula".

Teacher 3 (T3): "La palabra capacitación implica estar en el momento preciso de los cambios metodológicos, las leyes y las normas que el gobierno emite y cambia en todo momento, por lo tanto el docente debe trabajar e interesarse en la capacitación cada vez que haya oportunidad de hacerlo".

Similarly, administrators conceptualized this word as:

Administrator 1 (A1): "Sobre la palabra capacitación se han venido trabajando varios aspectos, se ha querido tratar de que la capacitación solamente tenga la connotación de capacitar en una cierta técnica, de capacitar en ciertas habilidades o destrezas, pero la verdad es que hasta nuestros tiempos, capacitación tiene que ver con procesos de cualificación, tiene que ver con procesos que tienden a cualificar a la persona en la labor que ejercen los docentes en las instituciones educativas y que contribuiría de alguna manera a mejorar las prácticas pedagógicas en las aulas".

Administrador 2 (A2): "la capacitación para nosotros en educación son todas las acciones de formación continuada que se realizan con maestros en ejercicio. La capacitación tiene una connotación un poco restringida como muy mecánica, muy puntual aunque en educación se sigue hablando de ese término, nosotros la hemos reconvertido en formación continuada o en proyectos de formación continuada donde hacemos seguimiento a nuestros egresados para que ellos puedan mediante unos cursos cada tres años, cada cinco años, puedan actualizarse, reorientarse y también reeducarse".

We considered that it is really important to know how EFL teachers in public schools in Pasto define the word teacher development as a starting point to understand their expectations and opinions about it. Consequently, some of the English teachers define teacher development as a synonym of "up-dating". According to the Cambridge dictionary (1995, p. 1403), this word means "to make something modern or suitable for use now by adding new information or changing its design". Lange (1990) states that teacher development as "a term used to describe a process of continual, intellectual, experiential, and growth of teachers".

As it can be seen, some of the definitions of the interviewed teachers' about teacher development do not completely embrace what it really means. However,

administrators and other teachers agreed with Lange's definition. They have a clear concept of this term. Since, they see it as a continual process of professional and personal growth. As a result, we can conclude that the word teacher development is a permanent process in which teachers are involved since the pre-service stage and during the in-service professional career. We consider that to have a clear definition of this word implies to have clear ideas about what teachers want and need to achieve the goals related to their professional growth.

### *2. Teacher development importance*

This category refers to the importance English teachers in Pasto give to teacher development in their professions. Therefore, we asked teachers "¿qué importancia cree Ud. que tiene la capacitación en la formación docente?" They answered as follows:

T1: "La capacitación es imprescindible para el progreso de los estudiantes y progreso personal porque los estudiantes van avanzando y la tecnología también".

T2: "La capacitación docente es muy importante ya que eso le ayuda para el buen desempeño en su trabajo".

T3: "La capacitación es bastante importante porque uno aprende sobre nuevas metodologías, sobre las formas de

evaluación siempre todo relacionado con la docencia y el área correspondiente”.

T4: “En estos tiempos es muy importante ya que uno no se puede quedar en los conocimientos que ha adquirido a nivel universitario sino que cada año tiene que estar en continuo cambio, sobre todo ahora que viene lo que es la internacionalización, lo que es el mundo de la globalización, entonces necesitamos profesionales que estén adecuados en este caso a las necesidades de los estudiantes”.

English teachers agreed that teacher development is really important in their professions as an opportunity to grow personally and to improve the acquired knowledge. They reflect great interest in attending teacher development programs as a way to up-date and to improve their language and theory background in order to become professional teachers and be able to face the new challenges of their classrooms. Likewise, they consider teacher development as an answer to the new government policies (1999), which nowadays are more demanding. Teachers in Colombia “must be an active part in the teaching and learning process to cope with the actual world conditions”. Accordingly, teacher development programs must be designed to accomplish the government policies and guarantee the qualification of

teachers. Interviewed teachers reflect positive conclusions in relation to the importance of teacher development.

Nevertheless, we have realized that in other situations unfortunately teacher development courses are generally taken to raise the teachers' salary, which is a valid reason; however it is a personal benefit which does not contribute to improve the quality of education. Accordingly, Dr. Alvaro Torres, Dean of the Education Faculty at the University of Nariño, states that

la capacitación para los maestros inmediatamente les significa un mejor salario, los principales beneficiados son los maestros, que eso signifique una mejoría de la calidad de la educación donde se pueda decir que los principales beneficiados son los estudiantes ahí estamos todavía en un mundo incierto, inseguro, no es así, no hay una relación causal, entre que a mayor capacitación de los docentes mejor rendimiento en el servicio que ellos prestan y por ende mejores resultados de los estudiantes, no hay esa asociación, al menos en nuestro departamento.

There is a discrepancy between teachers and one of the administrators' opinions. Teachers state that the most important aspect of teacher development is the improvement of their professions. Their statements did not ever reveal aspects concerning salary increase. However, administrator 1 expresses that it is undeniable that to attend to these programs immediately implies to ascend in the "Escalafón

Docente”, which does not mean that there is an improvement of the teaching quality.

### 3. Teacher development institutions

This category refers to the most common people or institutions in charge of offering teacher development programs. We asked teachers “¿conoce entidades que brinden o hayan brindado capacitación en el área de inglés en Pasto?” Hence, they answered:

T1: “Academias de Inglés incluyendo el centro de idiomas de la universidad de Nariño”.

T2: “El Ministerio de Educación Nacional nos capacitó con el programa English Discovery e instaló unas aulas de inglés con computadores para trabajar en esta área, sin embargo, algunos profesores no continuaron con este programa y les quitaron las aulas”.

T3: “Seminarios, especialmente los que hacen las editoriales como Cambridge, acerca del manejo de textos, de recursos y nuevas tecnologías”.

T4: “En este momento se está trabajando a nivel del ICETEX y la Secretaría de Educación Municipal el programa Pasto Bilingüe”.

T5: “Algunos docentes universitarios que brindan capacitación a nivel particular”.

Table 3. Teacher development institutions.

INSTITUTIONS IN CHARGED OF TEACHER DEVELOPMENT	AVERAGE	TOTAL AVERAGE
Language Center of the University of Nariño	12.5%	75%
English Academies	25%	
Seminaries	6.25%	
Publishing Companies	18.75%	
Private Teacher Development	12.5%	
Ministry of National Education	25%	25%

The results demonstrate that interviewed teachers identify the English academies, publishing companies, the language center of the University of Nariño, private teacher development and seminaries, as the main institutions that are offering English teacher development programs with a total average of 75%, and 25% to the Ministry of National Education. As it can be seen, the results reveal that non-governmental institutions have the higher average related to teacher development programs, which means that it is the starting point of privatization of teacher development.

According to the teachers' opinions and considering the recent laws related to English teaching in Colombia and the objectives for Basic and Middle Education, "The acquisition of elements of conversation, reading comprehension and the ability to be able to express oneself in at least one foreign language" (Law 115, 1994), we realized that nowadays

English teachers tend to search for English academies in order to look for the improvement of EFL communicative competence.

Another important aspect to highlight is the frequent meetings that the publishing companies organize in order to present textbooks series and didactic materials. However, some of the interviewed teachers affirm that these conferences are a "good" alternative to their professional growth. The results also show that private teacher development is another alternative to improve language proficiency, according to the teachers.

### *3.1. Types of teacher development*

This category focuses on the most common types of teacher development programs language teachers in Pasto have done. The question for this category was "¿ha realizado cursos de capacitación? ¿cuáles?". The results are presented in the following table:

Table 4. Types of teacher development

TYPES OF TEACHER DEVELOPMENT	POPULATION	AVERAGE
<b>ESPECIALIZACIÓN</b>		
<i>Administración Educativa.</i>		
<i>Computación para la Docencia.</i>		
<i>Pedagogía del folclor.</i>		
<i>Docencia universitaria.</i>		
<i>Didáctica del inglés.</i>	14	87.5%
<i>Investigación.</i>		
<i>Pedagogía de la Creatividad.</i>		
<i>Multimedia Educativa.</i>		
<i>Traducción inglés-español.</i>		
<b>MAESTRÍA</b>		
<i>Etno-Literatura.</i>	1	6.25%
<b>NINGUNA</b>	1	6.25%

According to the gathered information, it can be concluded that 87.5% of English teachers in Pasto have done "Especializaciones"; most of them are not related to English, 6.25% of teachers have done "Maestría" and the same percentage, 6.25%, represents teachers who have never taken a teacher development program after graduating. In conclusion, we could say that EFL teachers in Pasto have taken teacher development programs in the university, at the graduate level.

Moreover, we can notice that most of the teacher development programs have not been directly related to the subject matter they teach. Some of the teachers argued that this because there are no teacher development programs in

this area. This means that the professionalization of the EFL teacher could be insufficient.

### *3.2. Sources of decision-making*

This category concerns the participation degree of EFL teachers in Pasto related to teacher development. Therefore, the question, "¿le gustaría que sus inquietudes o sugerencias se tuvieran en cuenta cuando se brinda un programa de capacitación?". Teachers answered:

T1: "Para el programa de capacitación en San Andrés, yo presenté unas inquietudes ante secretaria de educación pero desafortunadamente no se tienen en cuenta, lo único que dijeron es que se mandara las sugerencias al Ministerio pero hasta ahora no he recibido ninguna comunicación".

T2: "Siempre que estoy en un seminario como el de ASOCOPI cuando se presenta la oportunidad de dar sugerencias las digo, pero siento que no se les está dando importancia porque cada año el seminario se enfoca al mismo punto".

T3: "Las entidades encargadas de ofrecer capacitación cuentan con un buzón de sugerencias, el problema es que los cursos son pre-establecidos y por lo tanto al parecer las sugerencias no se tienen en cuenta".

English teachers claim that their voices have not been sufficiently considered when creating or designing teacher development programs. They state that their voices are

unheard. Most of the teachers have a feeling of "abandonment" because they feel their suggestions are not taken into account in the development programs of the universities.

Our second proposed objective was to analyze the English teachers' point of view in public schools in Pasto related to teacher development programs they have already received. To accomplish this objective we organized the results according to the following categories:

*1. Government role*

This category focuses on the role of the government in designing and organizing the teacher development courses, accordingly, to the question, "¿cuál es el papel del gobierno con respecto a la capacitación de docentes en Colombia?". The administrators answered:

A1: "El papel del gobierno es mínimo desde que el departamento se descentraliza".

A2: "El gobierno emite capacitaciones, sin embargo hay un problema y es que no todo el mundo tiene acceso a la capacitación por diferentes causas".

A3: "El gobierno ha establecido las normas, nosotros tenemos la normatividad que nos rige para efectos de lo que ellos llaman capacitación docente, data del año 1979 con el decreto 2277 que se conoce como estatuto docente, donde se

establece una serie de categorías y el ascenso a esas categorías debe estar certificado previamente por unos cursos de capacitación docente, de ahí para allá han salido unas serie de normas por ejemplo el 0709 del año 98, el decreto 1035 de 2005 con lo que se derivó una serie de acciones entre otros los comités territoriales de capacitación y una serie de cursos. Sin esa normatividad no existiría este subsistema educativo que es de mucha importancia”.

Considering the administrators’ statements mentioned above, it can be concluded that the government is in charge of establishing all the policies and laws related to teacher training, teacher development and teacher professional growth of in-service teachers which must contribute to improve the quality of education.

Nevertheless, teachers’ opinions and the actual state of the education in our country and especially in our department show that the government policies are not adjusted to the real needs of the English teachers in public schools.

## *2. Teacher development cost*

This category refers to cost or how expensive teacher development programs are. Therefore, the question was; “¿los

programas de capacitación docente son de fácil acceso económico para Ud.?". Teachers and administrators answered:

T1: "La accesibilidad a los programas de capacitación es algo complicada puesto que la mayoría de estos cursos se dictan los fines de semana que es el único tiempo que uno tiene para compartir con la familia y los hijos"

T2: "Los cursos de capacitación hoy en día son demasiado costosos y por esta razón es difícil acceder a estos".

T3: "Los cursos de capacitación son muy caros"

T4: "Los cursos de capacitación que uno siempre ha buscado, que son los de preparación en Inglés y los post-gradados son muy elevados la mayoría de ellos están a un tope de 3 millones y no hay posibilidad de pagar en cuotas razón por la cual no se accede a la capacitación".

T5: "Los cursos de capacitación en el exterior son muy buenos pero lastimosamente son muy costosos y los cursos a nivel regional algunos son de fácil acceso aunque la verdad no son buenos".

However one of the administrators answered:

A1: "Cada crédito para ascenso en el escalafón en este momento cuesta \$50.000, por ejemplo, un egresado tiene que hacer su primer ascenso después de estar 6 años por fuera de la universidad entonces necesita 5 créditos tendrían que

pagar \$ 250.000 pero si ya han pasado por la categoría 9 y van a la 11 tiene que hacer 6 créditos sería \$300.000 y el último nivel que sería 7 créditos para la categoría 13 ellos pagarían \$350.000, por lo cual no considero que sea costoso, el Comité de Capacitación Departamental y Municipal consideran estos precios son bastante accesibles”.

As it can be seen, there are different opinions between teachers and people in charge of teacher development programs. On one hand, administrators express that those programs are really accessible to the teachers allowing them opportunities to rise in the “Escalafón Docente” and to increase their salaries. However, these development programs are directed towards other subjects different from the English field. On the other hand, teachers believe that English teacher development programs are expensive and because of this they can not easily attend them.

### *3. Teacher development motivation*

This category refers to what English teachers want and search in relation to teacher development programs. Thus, we state the following question “¿qué busca Ud. cuando se inscribe a un programa de capacitación?”. Interviewed teachers answered:

T1: “Me motiva que a través de los idiomas en este caso el inglés me pueda comunicar con hablantes nativos y también

en cuanto al metodología pueda aplicarla con los estudiantes”.

T2: “Aprender más, estar más actualizada y estar al día y lista para lo que se presente porque ahora en la educación todo es preestablecido”.

T3: “Mejorar personalmente y llegar a unas metas precisas con los estudiantes para que estos se motiven con el inglés”.

T4: “Me gusta y me motiva que a través del aprendizaje de nuevas metodologías del inglés puedo estar acorde e identificar los gustos de los estudiantes para que el aprendizaje de este idioma no se vuelva monótono sino por el contrario les sea más interesante y lúdico”.

T5: “Estar al día y conocer nuevas técnicas y estrategias para la enseñanza del inglés”.

T6: “Busco que llene esas expectativas, esa dificultad en las aulas porque algunas veces uno no sabe que hacer o que procedimiento seguir sobre todo en los colegios oficiales”.

As it can be seen, the interviewed teachers express that their motivations are oriented to improve their EFL communicative competence developing the four basic skills (reading, writing, listening and speaking). Furthermore, there is a common motivation in public schools to create

interesting materials and techniques of immediate application in their classrooms.

Consequently, the third objective to carry out this study is to identify the opinions and the expectations of English teachers in public schools in Pasto about teacher development programs, we create the following category.

#### 1. Teacher development expectations

This category refers to the expectations that English teachers have in relation to teacher development programs. It involves two sub-categories, degree of achievement of expectations and teacher development vision.

##### 1.1 Degree of achievement of expectations

This category focuses on what English teachers would have liked to be considered when creating a teacher development program. Thus, we state the following question, "estos cursos de capacitación ¿han llenado sus expectativas?", and teachers answered.

T1: "Los congresos francamente no han llenado mis expectativas, se vuelven repetitivos en sus temáticas"

T2: "Cuando hacíamos los cursos del gobierno era por relleno, cuando son cursos pagados y privados donde uno puede exigir si son buenos y de los oficiales solo algunos lo son".

T3: "Realmente ha sido poco lo que los seminarios me han aportado para innovar en mis clases, puesto que no se ajustan a la realidad que afrontamos día a día en el salón de clase y más de un colegio público".

Several teachers' opinions appeared when we asked them about the fulfillment of expectations they have after attending a teacher development program. Although, ELT seminars are organized as an opportunity to use English, learn new things, share teaching experiences, obtain new materials and be in contact with experts. Teachers claim that their lack of motivation is mainly caused to the little effect that teacher development programs may have in their classrooms. For instance, T4: points out "Si comparamos la metodología de un profesor de universidad y uno de colegio encontramos que en cuestión de metodología es muy diferente, en algunos seminarios se ofrecen metodologías o ejercicios que no están realmente al alcance de los estudiantes en los colegios".

Besides, other teachers argue that some of the teacher development programs have been only to fulfill requirements to advance in the escalafón and consequently, to improve their salaries. As a result, these programs have not completely contributed to increase the standards of the profession.

*1.2 Teacher development vision*

This category focuses on what English teachers would like to be considered when creating a teacher development program, in the future. Consequently, the following question was made, "si los cursos de capacitación en inglés realizados no han llenado sus expectativas, ¿cuál es su visión a futuro con respecto a programas de capacitación en el área de inglés?". Teachers' answers are:

T1: "Uno espera que las capacitaciones se brinden en inglés".

T2: "Sería bueno que la Universidad de Nariño con el cambio de administración renovara ASOCOPI para orientar mejor la capacitación".

T3: "Me gustaría que las capacitaciones se enfocaran en unas metodologías que incluyan la informática y técnicas de trabajo básicamente".

T4: "Claro, desde el punto de vista del docente uno mira unas estrategias que a uno le gustaría mejorar e innovar porque muchos de los cursos se enfocan en la parte teórica y no se ajustan a la realidad del lugar donde uno trabaja".

Some administrators answered this question in the following way:

A1: "Como el futuro es hoy nos estamos anticipando con ofertas a futuro por ejemplo tecnologías de la información para que los docentes vayan adquiriendo habilidades en el

manejo de esas herramientas. Otra decisión de los Comités Departamental y Municipal es trabajar segunda lengua; consideramos que un docente en ejercicio también debe manejar segunda lengua, la capacitación a futuro es que ellos manejen una segunda lengua”.

A2: “El futuro de la capacitación es la privatización y lo que busca el Ministerio de Educación Nacional es subcontratar a estos tipos de organizaciones para que hagan procesos de capacitación”.

Most of the interviewed teachers are aware of the weaknesses of development programs. Accordingly, they indicate that there are no specific programs focused on English. For that reason, they feel the need to have opportunities to develop their autonomy in implementing new ideas related to ELT teacher development programs to solve precise problems according to local contexts. Moreover, another aspect to consider is the improvement of language proficiency and methodology through the implementation and use of the new technological resources.

On the other hand, another important aspect to highlight is the privatization of teacher development. Accordingly, A2 states that “el Ministerio de Educación Nacional quiere que tanto las universidades y las escuelas normales superiores sean las abanderadas en los procesos de

capacitación, lo mismo las organizaciones y fundaciones que vienen trabajando con procesos de investigación educativa, lo cual implica que el futuro de la capacitación sea bastante privado". To emphasize this point, we think that the teacher development privatization would limit the qualification of teachers. Since, it would imply high costs which would not allow teachers to attend these kinds of programs. This is corroborated by A2, who points out that "los procesos de capacitación docente serían limitados gracias el poder adquisitivo de la moneda y el alza de los impuestos provocando cada vez más que el docente no tenga recursos para capacitarse y asistir a cursos".

The fourth specific objective of our study was to identify the most common language teaching and learning problems teachers in Pasto have to deal with in their everyday classes and to state its relationship to teacher development.

#### *1. Teaching and learning problems*

This category relates to the teaching and learning problems that EFL teachers have to cope with everyday in public schools in Pasto in order to state how these problems influence the teacher development process. It includes two sub-categories; teaching problems and learning problems. Therefore, we stated the following question; "mencione los

problemas más frecuentes que usted cree actualmente enfrenta la enseñanza y el aprendizaje del inglés en la institución donde labora”.

### *1.1 Teaching problems*

This sub-category refers to the problems that English teachers in public schools in Pasto must face daily. Based on the question mentioned above teachers answered:

Table 5. Teaching problems.

<i>TEACHING PROBLEMS</i>
Large sized classes
Lack of resources
Lack of time
Having highly motivated students
Low language proficiency
The use of traditional methods
Students` social problems

One of the main problems described in the information mentioned before is the large sized classes. Teachers consider that to have from 40 to 45 students impedes the development of more communicative classes, the control of discipline problems, and more individualized attention to students' processes of learning. For instance, T1 points out that “el mayor problema que encontramos es la asignación de estudiantes, tenemos de 45 a 47 estudiantes en cada aula, con un grupo numeroso es imposible hacer una clase

comunicativa además, no se puede controlar el aspecto disciplinario”.

Furthermore, the lack of resources is another aspect to consider. Teachers express that they do not have access to audiovisual equipment, books or printed materials in the institutions they work. Accordingly T2 claims “la institución no nos brinda la facilidad de acceso a materiales, hay una sola grabadora, un solo televisor y un VH para toda la institución, además no se cuenta con material de apoyo”.

On the other hand, reduced numbers of hours per week also affects teachers' classes. They think that the amount of time is not enough to teach the foreign language effectively. Hence, T3 says “El tiempo es muy corto, tenemos una intensidad horaria de 2 horas semanales por lo tanto, no se puede brindar a los estudiantes oportunidades para aprender el idioma efectivamente”.

In the meantime, having unmotivated students also affect teachers' performance. They feel that in spite of using innovative teaching techniques students' motivation is low. Therefore, T4 mentions “a pesar de que uno utiliza gráficas, juegos y trata de hacer la clase interesante, la gente no quiere aprender, se le hace difícil, se confunde y eso incide en el gusto por la materia”.

Additionally, the low language proficiency, on the one hand, does not allow them to develop communicative classes. Therefore, they continue working with traditional methods; Audio-lingual and Grammar Translation Methods. For instance, T5 states that "el inglés normalmente se lo trabaja en la parte gramatical y traducción y la mayoría de profesores tienen el criterio que la parte gramatical es más importante que la parte conversacional". On the other hand, some of the teachers feel that their English level is not adequate to the actual demands in a world where learning this language has become indispensable. T6 "Nosotros, sobre todo los profesores que salimos hace más de 10 años, tenemos muchas falencias que nos ha dejado la universidad porque no salimos hablando fluidamente el inglés y tenemos muy pocas oportunidades de practicarlo".

Finally, another aspect teachers ought to deal with, in the last years, is students' social problems. They agree that it is difficult to work with teenagers in public schools. Since, students have become conflictive people. They are not interested in their own learning, which impedes teachers to work efficiently. Thus, T7 affirms "los estudiantes están creciendo solos, sin papá, ni mamá, están con terceras personas y no con quienes deben estar, no hay control por parte de los padres de familia por lo tanto, no

hacen tareas, son irresponsables y conflictivos. Esa situación se nos sale de las manos y es muy poco lo que podemos hacer”.

Having taking into account the language teaching problems, we think that the teacher development programs should re-orient to solve specific problems of the classrooms in public high schools. For instance, how to work with large groups maintaining the interest of students to learn the foreign language.

### *1.2 Learning problems*

This sub-category is related to the problems that students have in the English area. The results are based on the gathered information focused on the question mentioned before.

Table 6. Learning problems.

<i>LEARNING PROBLEMS</i>
Lack of motivation to learn English
Social and economic problems
Low future expectations

The first main problem that teachers have identified is students' lack of motivation to learn a foreign language. Teachers feel that to teach English to people who are not interested in the subject matter is a difficult task.

Accordingly, T1 points out that "el desinterés de los estudiantes por aprender no solamente en el área de Inglés si no en todas las áreas influye en el bajo rendimiento académico". Another aspect is the students' social and economic problems. On the one hand, teachers must face everyday critical situations, since the violence is increasing in the schools. There is no respect between teachers and students. Thus, teachers have a feeling of losing control to solve disciplinary problems. This situation influences in the students' low interest to learn a foreign language.

Another problem to consider is the students' economic condition. Teachers state that when students do not have enough money to acquire appropriate materials, learning English is more difficult. Thus, T2 claims that "La condición económica de los estudiantes, muchos no tienen recursos para conseguir un texto, por lo tanto el aprendizaje del idioma es limitado".

To conclude, teachers affirm that the low future expectation of students in public schools is related to the learning problems. Students are only interested in finishing school, obtaining their bachelor's degree and getting a job to solve their economic condition. Consequently, T3 express that "la mayoría de los estudiantes no tienen una visión

futurista, un proyecto de vida de ahí que esto influya en el desinterés del estudiante por realizar estudios universitarios, sus intereses se inclinan hacia la búsqueda de un trabajo ya sea temporal o permanente”.

In this perspective, we state that it is important that teacher development courses will be re-oriented to develop certain teachers' skills to identify learning problems from their own perspective and to look for solutions.

Finally, the last specific objective of this research was to explore and analyze how the government is carrying out the “bilingual program” as a recent means to improve teachers' knowledge.

#### *Bilingual immersion program*

This category is focused on showing what is happening with English teacher development in Colombia. The government searches to qualify EFL teachers through Colombia bilingual program in order to improve English teaching in the cities of our country. According to government policies, 22 Education Secretaries are developing bilingual programs. In this region, Pasto bilingual program is being carried out.

The Ministry of National Education is promoting an immersion program, which gives teachers the opportunity to improve their communicative skills and the use of the foreign language in real contexts. At this moment, the

government has made 3 immersions in San Andrés Island, in which 176 public schools teachers have had the opportunity to attend them. In June of this year another immersion program has been organized. It is expected that 70 teachers participate.

The English standard immersion program is estimated to last 4 weeks in San Andrés. Teachers live, during this time, with native families who speak Standard English. In addition, the National University is in charge of the academic aspect and the Living in English Corporation is in charge of the cultural and logistic aspects. The government states that after attending this program teachers have improved the domain abilities and the use of the language in a multilingual context. (Juan Carlos Grimaldo, 2007, Gerente del Programa Nacional de Bilingüismo Ministerio de Educación Nacional).

However, the statements of some EFL teachers who participated in this program indicate that the results of this program have not completely been satisfactory. Some teachers consider that there are still weaknesses related to the proposed objectives to this program.

The main goal of this program is to improve the communicative competence of the teachers who are supposedly exposed to the foreign language, after attending this

program EFL teachers claim that the host family almost always speaks its mother language; creole. This situation impedes teachers to practice English in real contexts. As a result, the development of the communicative competence is limited. Accordingly, T1 points out that "en San Andrés estuvimos un mes. Fuimos alojados en hogares de familias nativas, pensábamos que era una inmersión donde las familias nos iban a hablar en inglés todo el tiempo, sin embargo no fue así, en la familia donde yo estuve hablaban más que todo el idioma de ellos que es el creole, no hablaban el inglés casi nada o lo hacían de una manera diferente, no entendíamos".

T2 says "esperaba más al aprender conviviendo con la familia, tenía más expectativas, como que nos enseñen cosas. Sin embargo, ellos no nos ayudaron mucho porque ellos casi siempre hablaban en creole".

On the other hand, it is relevant to highlight that the program of bilingualism is focused on the qualification of teachers to improve English teaching so that students get a higher English level. However, interviewed teachers claim that their teachers' expectations related to the learning of new methodologies to apply in their classrooms were not taken into account. Their statements reflect that there were no classes related to their expectations. Consequently, T2

expresses that "no hubo nada de capacitación sobre metodologías, enfoques, lo único era hablar, la parte conversacional nada más".

Finally, teachers' opinions show that although the government is interested in promoting EFL teacher development programs such as the San Andrés immersion program, it can be seen that this program is not adjusted to real teachers' needs. There are some aspects which have not been considered, such as; the economic or emotional ones, because they could directly or indirectly influence teacher development. For that reason, some interviewed teachers state that these programs could be developed in our city and the benefits will be bigger. Since, they could be more comfortable working in the place where they live without leaving their families. Moreover, they consider that in Pasto there are professional people who are able to carry out these kinds of programs.

Accordingly, T3 points out that "ese mismo programa se lo puede hacer acá en la Universidad de Nariño porque acá hay excelentes profesores, además se debe tener en cuenta que los profesores en San Andrés no son extranjeros, son colombianos que han estado algún tiempo en el exterior. En Pasto, también tenemos la misma situación. Otro aspecto, que se debe considerar es el económico puesto que en la isla la

vida es muy cara, hubo dificultades a nivel de alimentación, entonces esa plata que la invierten allá perfectamente pudieron invertirla aquí en la universidad. Uno sabe que esta en su casa. Además, hay muchos compañeros que son casados, tienen hijos, no quieren dejar a sus hijos y eso les afecta mucho en la parte emocional, por eso sería mejor realizar esos cursos de capacitación en Pasto y con más tiempo porque allá en un mes no es mucho lo que se aprende”.

After having analyzed the gathered information and considering the proposed specific objectives, we can conclude that we have achieved the general objective of our research, which was stated as follows: to analyze what English teachers in public schools in Pasto think about teacher development in the last decades and which their expectations about it are. The interpretation of the data showed satisfactory results, which help us to understand the real state of the teacher development process in relation to the English area. It is important to emphasize that the findings of this research study demonstrate that teachers' opinions and expectations must be considered when creating a teacher development course.

We can conclude that there are some weaknesses related to EFL teacher development programs since, these programs are not adapted to the real needs and demands of teachers

and learners in public high schools in Pasto. This aspect influences learners' lack of motivation to acquire a new language. Besides, the underqualification of teachers is the main difficulty to achieve the recent government policies. As a result, we think that English teacher development programs should be reoriented to teachers' needs.

## V. CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

*Conclusions*

Learning a foreign language is an indispensable requirement in a globalized world. In Colombia, English teaching has been implemented in public schools to agree with the conditions of the actual world. For that reason, it is relevant that the government offers a high quality of education to raise its standards through the qualification of teachers and teacher development programs.

In relation to the teachers' opinions about teacher development programs received from the year 1985 to the year 2006, we can conclude that the interviewed English teachers in Pasto think that their preparation has been insufficient since they left the university. Besides, they report that there is a feeling of "underqualification" relating to the demands of the actual world. In addition, most EFL teachers have a low English level, and they have been working with traditional methods in their 10 and 22 years of experience.

On the other hand, teachers' testimonies reflect that teacher development is an important tool to "professionalization". However, most of the people who have more than 15 years of experience in this profession have lost the interest to attend teacher development programs because they think that these ones have become repetitive in

their themes and they do not fit the reality of their classrooms.

Teacher development programs should consider teachers as the main actors of their own professional growth. Conversely, they almost never focus on the real teachers' needs. Perhaps, these programs would have a better effect if teachers had the opportunity to state solutions or suggestions about what they need to improve in their own teaching process.

Thus, we conclude that the government has an important role in teacher development because it establishes policies and it is in charge of offering the teachers opportunities for their qualification. However, EFL teachers feel that sometimes the government policies do not agree with the actual problems of language teaching in public schools or that the types of teacher development programs are not adjusted to their needs and their subject matter.

On the other hand, the interviews show that some of the teachers consider that there are few opportunities to attend teacher development programs due to the economic aspect as well as the inadequate schedules. However, administrators state that these programs are completely accessible. Thus, they point out that there are many institutions in charge of

offering teacher development programs which are accessible in time as well as in costs.

In the same way, the interviewed participants affirm that the motivations and interests for attending teacher development programs are higher when they start their professional career. Likewise, the desire of teachers is to improve their language proficiency and the knowledge of new trends in the language teaching to encourage learners to acquire the foreign language. Nevertheless, as time passes, they begin to lose the interest of developing professionally. They feel that these programs are not adjusted to the demands and needs of their profession.

Finally, In relation to the opinions and the expectations of English teachers in public schools in Pasto about teacher development programs, we found that teachers claim that these programs have little effect in the classrooms and in addition, they influence their lack of motivation to a continual teacher development process. Teachers state that another relevant aspect to consider is the absence of teacher development courses focused on the English area. As a result, they are forced to choose other courses centered on different fields. In the future, it is expected that EFL teacher development programs will include the component of improvement of language proficiency.

Conversely, the government searches for the qualification of education through the privatization of teacher development. This fact is concerning because these programs could become very expensive. Therefore, EFL teachers could not easily attend them and the language teaching standards will be lower.

In the same way, nowadays interviewed teachers affirm that English teaching in public high schools is a big challenge. Since, they have not only to cope with the underqualification of their profession but also, with the large sized classes and the problems of students, among other aspects. All these problems have a negative effect the language learning. Therefore, it is important that teachers' voices will be heard in order to solve the problems of their own contexts.

Another problem to deal with is the lack of resources in public schools. Most of the teachers claim that to teach English effectively is indispensable to have "at least" adequate materials and resources such as audiovisual equipment, books and printed materials. This situation negatively affects the acquisition of the foreign language. Since, these are essential tools to improve EFL teaching and the learning process in the classrooms.

Consequently, the government has been implementing teacher development programs in the English field as a way to solve the low standards in the EFL teaching and learning process. Nevertheless, its efforts have not been completely satisfactory. Even though, there is an interest to qualify teachers, the teacher development programs are not focused on teachers' needs. For this reason, we consider that the goals of the bilingual program are idealistic. The interviewed teachers point out that the standard immersion program in San Andrés did not fulfill their expectations.

In conclusion, teacher development programs should be reconsidered and reoriented to the reality of public schools because this is a starting point to solve the problems of the language teaching field, in an effective way.

#### *Recommendations*

This research study allowed us to realize about the actual status of EFL teachers in public high schools in Pasto related to the continual teacher development process. The analysis and interpretation of the gathered data provided us to the opportunity to make a reflection about what ELT development programs must consider. Having analyzed the results of this study, we state some general aspects about where the teacher development should be re-oriented to

solve the real needs of the teachers and students in public schools.

There must also be a re-organization of teacher development programs oriented towards teachers' opinions and expectations offering opportunities to improve the language teaching and learning process. Accordingly, Cárdenas (2002) states that it is important that, "teachers enhance their communicative, pedagogical and investigative competences in the basic and middle education". These aspects involve the improvement of language teaching and the learning process. Teachers also need to develop their communicative competence to enable students to learn the foreign language.

At this point, we think that the actual teacher development programs that the government is carrying out to improve teachers' level of English are important because this is a real problem. However, the government should implement intensive immersion programs in the United States as, Pastrana did in his administration but if it is not possible, we suggest that the University of Nariño executes English development programs to improve the language proficiency of teachers. Since, in the University there are well-prepared and qualified teachers who have done their studies abroad. This suggestion replies the requests of

teachers who still trust that this institution could contribute to their professional development.

The pedagogical aspect should also be seen as an important tool to innovate and to make more interesting classes to encourage learners to acquire the foreign language. Finally, the investigative competence will allow teachers to become the main actors of their professional growth because they will start to search for solutions to their problems from their own settings. We agree that the teachers should have a more active role in decision-making related to their professional development. That is to say, their voices ought to be heard in order to improve the quality of language teaching through their own classrooms, needs and limitations.

Accordingly, Pennington (1990) points out that an ideal teacher development program should be focused on the language teaching practicum. Likewise, she claims that it is necessary and relevant to start regarding language teaching as a "profession". Therefore, the professional development will be a continual process. The conception of teachers' professional growth and the experiential aspect will allow the qualification of language teaching (As cited in Richards & Nunan, p. 132).

In this perspective and according to the interviewed teachers' statements, we could say that it will be interesting to re-design English teacher development programs based on teachers' experience. However, this idea ought to consider the development of certain teachers' skills and abilities. This perception will allow them to apply teaching techniques in their own contexts. Pennington (1990) assumes that through this process teachers will be able to create an "individual teaching style" (As cited in Richards & Nunan, p. 133).

In the same way, Russell (1993) points out that "practice teaching experience is the most important and valuable aspect of a teacher education program; it was believed that the development at this stage could render opportunities for discussion and reflection" (as cited in Liaw, M. 2003, para. 11). Farrell (2003) states that reflection-in-teaching is being implemented as an important tool in teacher development programs (p. 14). Reflection is understood as the critical analysis of the pedagogic practicum. Pennington (1992) defines reflective teaching as "deliberating on experience, and that of mirroring experience" (as cited in Farrell, p.14). Moreover, Dewey (1993) claims that reflection is a particular manner of thinking based on the acquired hesitations through the

experience and self-evaluation to solve problems (as cited in Gimenez, n.d. para.3).

Finally, Richards (1990) argues that reflection is the core of teacher development. He says that "self-inquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking" (as cited in Farrell, 2003, p. 14-15).

We consider that it is important to enable teachers to think critically and reflect on their own teaching performance in order to make decisions about teaching and learning problems and to find solutions to the real needs. Besides, reflection can contribute to the teaching improvement whether it is based on the daily problems teachers have to cope with.

Additionally, it is advisable that the institutions and people in charge of teacher development programs consider research as a fundamental tool of the continual process of teacher development. According to Torres (2006)

la investigación, según la norma, se estableció como un área de formación, más adelante se concibió como un eje transversal, todas las propuestas contemplan la investigación como un eje transversal como también la pedagogía. El maestro tiene que ser investigador, pedagogo y además saber inglés, biología, química; es

decir, el saber específico. La concepción sería entonces, ir formando a los maestros también como investigadores. Yo diría que sin investigación no hay docencia, sin investigación no podrá haber maestro, ese va a ser el paradigma del futuro. Sino investigamos no podemos hacer docencia ni hablar de maestro, el nuevo paradigma en la formación del maestro y en la reconversión del maestro es volverlo investigador, los postulados son pertinentes lo que hace falta es hacerlos realidad. La investigación debe atravesar todo el proceso de la capacitación, el curso de capacitación debe estar fundamentado en la investigación, de esta manera tal vez se logre que los maestros en ejercicio se conviertan en investigadores y que el maestro incorpore sus competencias investigativas en su quehacer diario de aula.

As it can be seen, teacher development programs should not only take into account what teachers need to improve in their classrooms but also, they ought to incorporate the research as the core of any teacher training or development program. Moreover, it is suitable that teachers become investigators in order to identify their own weaknesses and strengths in the language and teaching process and to be able to solve common problems they must daily deal with and act according to the demands of the modern world.

It is also relevant to consider action-research as a complementary tool to teaching improvement. Nunan (1990) argues that teacher development programs should involve action research as a "primary goal" for in-service teachers (As cited in Richards & Nunan, p. 62). This perspective will

provide teachers for opportunities to explore their own classrooms to be able to enhance their own teaching. Consequently, we consider that action-research could help teachers become more flexible and open-minded because they will be able to change and clarify their performance as professionals of language teaching.

After having analyzed what English teachers in public schools in Pasto think about teacher development in the last decades and which are their expectations about it. We can affirm that the general objective was achieved. We think that it is important to take into account teachers' needs and demands to achieve the recent laws of the government. On the other hand, we think that it is necessary to continue investigating about some aspects that will contribute to the quality of ELT teacher development focused on solving the actual needs and demands of real contexts. We suggest that it is relevant to do research studies based on specific problems teachers must cope with everyday such as how to work with a large sized classroom in public schools to encourage the learning of a foreign language based on real conditions. How to solve problems related to the lack of adequate materials and equipments and how to implement methodologies according to different kinds of audiences.

In summary, we consider that teacher development programs must take teachers as the principal performers of their own professional development. These programs should be re-oriented to the reflective teaching and action-research in order to involve teachers to identify and solve problems in their own classrooms.

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# APPENDIX

Administrative Aspects

Data Collection techniques



*Budget*

Paper and photocopies, Toners, floppy discs, Internet sessions.	300.000
Transportation,	150.000
Batteries and CDs	50.000
Bibliography: Articles, journals and books	50.000
Elaboration of final report Binding	100.000
Total	650.000

Formal format to ask for permission.

San Juan de Pasto, \_\_\_\_\_ de 2006

Señora:

Rector (a).

Institución Educativa Municipal

Apreciado (a) señor (a).

Reciba un cordial saludo de nuestra parte, la presente es con el fin de poner en conocimiento la investigación que venimos realizando como estudiantes de Licenciatura en Inglés-Francés de la Universidad de Nariño, requisito para obtener nuestro título.

Por lo cual solicitamos a usted muy comedidamente nos permita realizar en la institución una serie de entrevistas a los profesores de inglés con el propósito de recolectar información acerca de las expectativas que ellos tienen con respecto a la capacitación docente. Esta información será de gran ayuda para nosotras puesto que nos permitirá complementar nuestro trabajo de grado. Nos comprometemos a manejar dicha información con mucha responsabilidad. Por lo tanto, no comprometeremos en ningún momento el buen nombre de la institución ni el de los profesores además, no publicaremos información de las entrevistas realizadas sin la correspondiente autorización.

Esperando una respuesta positiva de su parte y sin más por el momento nos suscribimos de usted.

Atentamente;

*Jenny Rodríguez C.*  
36.754.205 de Pasto

*Claudia Sánchez R. C.C.*  
C.C 36.758.303de Pasto

*Teachers' interview*

Fecha:

HORA:

Nombre:

Edad: Su edad esta

Entre 20 y 30

Entre 40 y 50

Entre 30 y 40

Entre 50 y 60

Estudios realizados

Pre-grado

Post-grado

Otros

1. Años de experiencia en docencia del inglés.
2. Desde su punto de vista ¿Qué significa para Ud. la palabra Capacitación?
3. ¿Qué importancia cree Ud. que tiene la capacitación en la formación docente?
4. ¿Ha realizado cursos de capacitación? ¿Cuáles?
5. ¿Cuándo fue la última vez que hizo un curso de capacitación?
6. Estos cursos de capacitación ¿Han llenado sus expectativas?
7. Si los cursos de capacitación en inglés realizados no han llenado sus expectativas, ¿Cuál es su visión a futuro con respecto a programas de capacitación en el área de inglés?
8. ¿Qué busca Ud. cuando se inscribe a un programa de capacitación?
9. ¿Los programas de capacitación docente son de fácil acceso económico para Ud.?
10. Los conocimientos adquiridos en estos programas ¿Le han aportado para innovar en sus clases?
11. La Institución educativa donde Ud. trabaja, ¿Brinda oportunidades o se preocupa por realizar cursos de capacitación?

12. Si su respuesta es negativa, ¿Le gustaría que la Institución Educativa se preocupe por promover estos tipos de programas para mejorar la calidad docente?
  13. ¿Le gustaría que sus inquietudes o sugerencias se tuvieran en cuenta cuando se brinda un programa de capacitación?
  14. ¿Esta informado de talleres o seminarios de inglés que se ofrezcan periódicamente a nivel regional o nacional?  
¿Cuáles?
  15. ¿Conoce entidades que han brindado o brinden capacitación en el área de inglés en Pasto?
  16. Mencione los problemas más frecuentes que Ud. cree actualmente enfrenta la enseñanza y el aprendizaje del inglés en la institución donde labora.
- ¡Gracias por su colaboración!

*Teacher development administrators' interview*

Fecha:

HORA:

Nombre:

Cargo que ocupa actualmente.

1. Desde su punto de vista, ¿Qué significa para Ud. la palabra capacitación?
2. ¿Cuál es el papel del gobierno con respecto a la capacitación de docentes en Colombia?
3. ¿Podría darnos una breve información histórica acerca de la capacitación docente en Pasto?
4. ¿Sabe Ud. si actualmente el gobierno brinda algún tipo de capacitación gratuita a los docentes?
5. ¿Qué importancia cree Ud. tiene la capacitación en la formación docente?
6. ¿Cuál es el propósito central de la capacitación?
7. ¿Los programas de capacitación son de fácil acceso económico para los docentes?
8. ¿Existe interés de los docentes por participar en los programas de capacitación?
9. ¿Las expectativas y puntos de vista de los docentes se tienen en cuenta para brindar estos programas de capacitación?
10. ¿Qué tan provechosos son los programas de capacitación para los docentes y estudiantes?
11. ¿Cree que los programas de capacitación están realmente enfocados a solucionar los problemas y necesidades de la comunidad educativa?
12. ¿Cuál es el papel de los administrativos de las instituciones educativas con respecto a los programas de capacitación?
13. ¿Cómo visualiza la capacitación de los profesores a futuro?

14. ¿Cómo cree Ud. que se puede dentro de la capacitación  
generar investigación?

¡Gracias por su colaboración!