



**COMPREHENDING THE CONCEPTIONS ABOUT CLASSROOM RESEARCH OF EFL
TEACHERS FROM PUBLIC SCHOOLS IN BUGALAGRANDE - COLOMBIA**

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Línea de investigación: Procesos de enseñanza de las lenguas extranjeras

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Abstract

This paper enquired the conceptions EFL (English as Foreign Language) teachers, in Bugalagrande, have concerning classroom research. Understanding these can help to develop new strategies to promote research engagement in EFL teaching contexts. The data was collected through a questionnaire with three teachers as the sample, and it was followed by qualitative data from online semi-structured interviews with 16 questions based on the previously obtained quantitative data. Results show that the teacher's conceptions of research are related to scientific and conventional notions of it. They were aware of the transformative role of research on education, but they do not engage in/with it, due to contextual difficulties, minimal institutional management, and deficit of governmental and institutional support on resources, training, and funds. Teacher engagement in research could be sought by guiding teachers to the appropriation of their researcher role and finding more efficient means to ease following up classroom research.

Key Words: *Classroom research, Research engagement, Teachers' role.*

Resumen

Este documento investiga las concepciones sobre la investigación en el aula de profesores de inglés como lengua extranjera en Bugalagrande, puesto que su comprensión puede ayudar a desarrollar nuevas estrategias para promover la participación en la investigación en la enseñanza del inglés como lengua extranjera. Los datos fueron recolectados a través de un cuestionario con tres docentes como muestra, y fueron seguidos por datos cualitativos de entrevistas semiestructuradas en línea con 16 preguntas basadas en los datos cuantitativos obtenidos previamente. Los resultados muestran que las concepciones docentes acerca de la investigación están relacionadas con las nociones científicas y convencionales de la misma. Los docentes son conscientes del papel transformador de la investigación en educación, pero no se involucran en ella, debido a las dificultades contextuales, la mínima gestión institucional y el déficit de apoyo gubernamental e institucional en recursos, capacitación y fondos. El empoderamiento de los profesores en la investigación podría buscarse guiando a los docentes hacia la apropiación de su rol de investigador y encontrando medios más eficientes que faciliten el seguimiento de la investigación en el aula.

Palabras clave: *Investigación en clase, participación en investigación, rol docente.*

Table of Contents

Introduction	10
Chapter I: Problem Contextualization	11
Problem Statement.....	11
Rationale	19
Chapter II: Referential Framework.....	24
Background Researches	24
International Background Researches	24
National Background Research	31
Local Background Research.....	33
Theoretical Framework.....	34
Defining Research	34
Research In Applied Linguistics	35
Key Concepts	37
The Construction of Pedagogical: Know-How	46
The Role of Action Research in Applied Linguistics.....	48
Chapter III: Methodological Design.....	52
Approach.....	52
Design	52
Preset	53

Configuration Plan	53
Reconfiguration	53
Scope.....	55
Population and Sample	55
Instruments and Analysis.....	57
Questionnaire	57
Interview.....	58
 Chapter IV: Analysis and Discussion of Results	61
Findings.....	61
Questionnaire Findings	61
Participant's Background	61
Section 1. Scenarios	62
Section 2. Characteristics of Good Research.	64
Section 3. Research Culture.	65
Section 4. Reading Research.	66
Section 5. Doing Research.	67
Interviews Finding	68
Conclusions	83
References	86

Appendix A	100
Appendix B	106
Appendix C	114

Tables Index

Table 1.	58
Table 2	62
Table 3.	63
Table 4.	64
Table 5.	65
Table 6	66
Table 7.	67
Table 8.	69

Introduction

Classroom research is becoming increasingly popular in schools and universities all around the world. Classroom research, according to Nunan & Bailey (2009), involves conducting research on teaching and learning in educational environments, which is a very helpful practice for educational practitioners and education itself.

There have been numerous ELT-related studies in Latin America, particularly advising on how to do research in the classroom, but there are few studies on teachers' perspectives on research. Banegas' work (2018) is the first of its sort in Argentina and Latin America to a significant extent, this study is a great contribution to understanding language teacher development. Although, as claimed by himself, its sample of 622 participants and 40 interviews were not the most accurate to provide overgeneralizations. Nonetheless, his findings provide highly helpful information and insights about how teachers' perceptions of research are linked to the standard scientific concept of research. Teachers are also aware that their research engagement is unsatisfactory due to a lack of time, knowledge, and institutional support.

Banegas (2018) stated that teacher research engagement contributes to a deeper insight of teacher-researcher identity, teachers' practices, professional development, and research, and teacher motivation, while taking this into account the present research sought to give a more contextualized answer to how English teachers from Bugalagrande in Colombia conceive classroom research, given the importance of understanding language teachers' conceptions about research to empower teachers as teacher-researchers and to problematize teachers' research perceptions through their engagement as a way to understand how they conceive research and how they think it should be done.

Chapter I: Problem Contextualization

Problem Statement

Classroom research is becoming a much more popular topic inside schools and universities around the world. According to Nunan & Bailey (2009), classroom research involves doing research in school settings about teaching and learning, which results to be a very beneficial practice for the educational practitioners and the education itself. DeMott (1999), explains that researching inside a classroom can transform teachers' practices, have a recognizable impact on the development of school-wide planning and assessment, and contribute to the knowledge on the learning and teaching subject.

Unfortunately, as it is explained in the book *Teachers engaging in research* by IATEFL Research Special Interest Group, the value of teacher research has had a long-standing skepticism. This is evidenced in how once the publication of an influential volume on collaborative action research by Burns (1999) was published, Jarvis, chair of TESOL's Research Interest Section, expressed dissatisfaction: "*whether action research really does (or even can) consistently lead to better teaching practices remains an open empirical question that has not yet been resolved*" (Jarvis, 2001, cited in Borg, 2004) This statement exemplified how classroom research skepticism has not been entirely dissipated in the last years.

This problematic is also visible in Colombia, according to Dr. Iafrancesco V. (2011) *International Advisor and Consultant in Education and Pedagogy*, affirms that through the epistemological, anthropological, sociological, psychological and pedagogical foundations it is possible to visualize educational problems.

Despite the abundance of support for development of educational and pedagogical research and the excess of lines of research that at first sight may emerge from pedagogical dynamics in all its aspects and dimensions, the reality is that this has not been of help during the process of systematizing the research in education, as true strategies which improve the educational quality in Colombia are difficult to find since there are no clear policies defined to confront the problem and contextualize within it the true function of pedagogical research.

The current panorama from the Ministry of Education seems to be rather selective, as the ongoing support is aimed at universities. Along with it, the administrative department of science, technology, and innovation (MINCIENCIAS) is offering support to the production of research in colleges through advice, financing, certification, and recognition of research groups (Pinchao et al. 2019). Despite the latest support, there is still a lack of production from educational research. In 2011, the National Ministry of Education (MINEDUCACION), and the Colombian Association of Universities (ASCUN), concluded that a dissipative aspect of the research-teaching correlation has to do with the relevance and primacy of research in relation to teaching, mainly, in how the research agent is stimulated budgetary with respect to the personnel who do not go beyond the teaching task (OECD, 2016).

On the other hand, there have been numerous researches based on ELT, especially advising on how to do research in the classroom. However, in Latin America there are a few studies on teachers' views about research, in consequence, Banegas (2018) conducted a Latin American version of Borg's (2009, 2013) published article on English language teachers' conceptions of research to promote teacher research engagement with an international sample of 13 countries, which excluded the Americas.

As a consequence of the teachers' low interest, Banegas (2018) states that teacher research engagement contributes to a deeper insight of teacher-researcher identity (Edwards & Burns, 2016), teachers' practices, professional development, and research (Erlam, 2008; Nassaji, 2012), and teacher motivation (Yuan et al., 2016). Hence, it is also important to have a clear definition of what a conception is. An appropriate definition is Svensson's (1997, p. 163) as he describes conceptions as “*meanings and understandings of phenomena*”. Some dictionary definitions of “*conception*” also provide useful qualifications in terms such as, for example, (the act of) “*apprehension*” or “*imagination*” (Shorter Oxford Dictionary) or “*an idea of what something ... is like*” (Cambridge Advanced Learner's Dictionary). This is to say, conceptions are the meanings or ideas people have about a certain phenomenon.

As mentioned above, not much research on the topic has been made in Latin America. In fact, Banegas's work (2018) is the first of this kind both in Argentina and Latin America. This study is a great contribution to understanding language teacher development. Although, as claimed by himself, its sample of 622 participants and 40 interviews were not the most accurate to provide overgeneralizations. Nevertheless, his findings offer very useful ideas and information on how teachers' conceptions about research are connected with the standard scientific idea of it. Also, teachers are aware of how their research engagement is not satisfactory due to a lack of time, knowledge, and support from the institutions.

Borg's work is one of the most important researches on the topic, since most revised researches based their instruments, theoretical background, and discussion on his research about English Language Teachers' Conceptions of Research. Borg's study is the biggest research on the topic and the most internationalized, counting 13 countries, but none of them is American. However, his findings seem to fit on most contexts, since his explanation about why the

pedagogical research is not yet systematized on the teachers' practices include some reasons such as the lack of time; the fact that most of their colleagues do not conduct research either; insufficient knowledge about research; the lack of interest; and their lack of teacher-researcher identity.

The present research seeks to give a more contextualized answer to how English teachers conceive classroom research, given the importance of understanding language teachers' conceptions about research to empower teachers as teacher-researchers (Edwards & Burns, 2016) and to problematize teachers' research perceptions through their engagement as a way to understand how they conceive research and how they think it should be done.

Borg's work about "*English language teachers' conceptions of research*" (2009) can be used as an explanation of the reasons why the pedagogical research is not yet systematized in Colombia. During his research, he found some similar causes as Banegas (2018) mentioned above, plus the fact that research engagement maybe also influenced and reliant on institutional support, teacher training (Banegas, 2018), teacher motivation (Dörnyei & Ushioda, 2011), and power.

A study that can serve to contextualize the previous inquiries is the research of Banegas (2018) about teachers' research conceptions called "*Towards Understanding EFL Teachers' Conceptions of Research: Findings from Argentina*". Although limited, this study shows that Argentinian EFL teachers' conceptions of research and research engagement do not vary from the results in Borg (2009) and Nassaji (2012). Working environments, and salary matters, have an influence on Argentine teachers. Research is considered important, but there is a struggle to see its entire benefits.

On that matter, the working conditions and salary of EFL teachers in Bugalagrande's public schools, seem to demonstrate a correlation to the research "*Towards Understanding EFL*

Teachers' Conceptions of Research: Findings from Argentina" by Banegas, (2018). In this sense, it is possible that Banegas's results mirror the present situation of Bugalagrande's teachers, in aspects such as problems with research given the amount of work generated by teaching, their general expectation on research, and their "just teachers" identity.

However, these results are reflected as well in a Latin American context as several studies reviewed for the current research share in agreement some findings such as the respondents taking research as a process of practical purposes. In general, teachers find investigative practice beneficial, and their conceptions of research are related to the common scientific notion of it. Nevertheless, they believe it takes time to do so, in addition, they perceive that there is also a lack of extrinsic motivation on the part of the institutions.

At the same time, there are some concerns towards the government related to a clear role of teachers as generators of knowledge through research. This is proposed in the research of Herlina, et al. (2018) "*Teachers' perception on classroom action research in English education among English teachers in Ciamis west Java*". For the current situation, English teachers' perception points out that the government's Education and Culture Ministry, should reanalyze the significance classroom research has on education, and the teachers' role and qualifications to carry out research.

The pertinence of the previous findings of the reviewed research may prove to be adequate, as the Colombian teachers' concerns are similar to the previously exposed ones. However, with the purpose of addressing the problem to Bugalagrande's educational context, this research took the population of study from both public educational institutions from

Bugalagrande; which for privacy reasons will be identified as educational institution A and educational institution B.

All EFL teachers were contacted to be part of a diagnostic phase, for which they had to answer the following questions by means of audio. The questions proposed were:

- What grade do you teach?
- What is your academic background?
- How many years have you been practicing as an English teacher?
- How many hours per week are dedicated to English at the Institution?
- How important is research to you as a teacher in the development of your English classes?
- Do you apply research in your English classes?

The answers (*See Appendix A*) revealed that all teachers from both institutions consider research as important since it allows them to “*carry out classes that are effective and, above all, meaningful for our students and also so that the materials do not become repetitive year to year or period to period*” (Participant 2, Interview 1)). Participant 5 also agreed with the research’s importance, by saying “*Research has a fundamental role in education and the development of classes*” (Participant 5, Interview 1).

Moreover, through the last question (Do you apply research in your English classes?) it was established that most teachers conduct research on their classes, as was established by participant 3: “*I would believe that everyone, all the teachers in the English classroom and all the teachers in all areas*” who at the same time added the need of doing research nowadays “*since right now on the important issue as COVID-19, we teachers have had to reinvent ourselves in one*

way or another so that our students can succeed” (Participant 3, interview 1). Nevertheless, some teachers said that the research done in their classes was not following the scientific definition of research. Participant 5 said “*It is handled very internally, there is basically no protocol or a specific field for research within the institution*” (Interview 1), and participant 2 said: “*Well, research as...let's say that we do a project and apply it with objectives...not so much in that way, but we do research in terms of preparing ourselves and studying and preparing our classes according to what we have learned both at university and what we learned throughout our experience*” (Interview 1).

Especially, it appears that most teachers from both institutions think of research as “*always looking for different tools, strategies, methodologies, to reach students in an assertive way ... developing different strategies and methodologies, taking into account that knowing the students, knowing who they are, in what context they develop is one of the most important phases for the educational context and for pedagogical practice*” (Participant 4, Interview 1).

According to the answers given above, this research covers the need of understanding English teachers’ conceptions about research. In that sense, the teachers from both institutions argued that research is very important to their professional activity, due to it, they are able to update their teaching techniques according to the students' needs and context. In addition, institutions, as mentioned previously by participant 5, do not have an established project nor direction to help and guide teachers on their research journeys. These issues have been addressed in previous research studies as part of the reason why teachers do consider research important but do not apply it in their classrooms.

At the same time, the current educational situation is affected by the global pandemic COVID-19, which has forced several countries, including Colombia, to implement collective

isolation as a measure to contain the contagion. Therefore, it was proposed to lay off face-to-face classes and start virtual ones. Nevertheless, it was evidenced that this possibility is not viable for most public schools of the country.

Due to the difficulties imposed on face-to-face education on account of the pandemic, the Colombian educational system chose not to suspend it in order to prevent it from affecting the educational system. However, this stance was risky in the current situation, hence as a countermeasure, face-to-face classes were replaced by a virtual modality, thus leaving it in the hands of the population's compliance with biosafety protocols. However, this alternative was evidently difficult and had low viability since most of the public schools in the country, where 80% of children and young people have difficulties to study for two reasons: First, there is a lack in relation to access to technological tools in the homes of the students and secondly, the lack of competence on the part of teachers in ICT.

An analysis of the Laboratory of Economics of Education (LEE) of the Javeriana University shows that in Colombia, 63% of students in grade 11th of high school and grade 5th of public schools state that they do not have access to the internet or a computer in their schools and homes. In the case of 9th-grade high school students, the percentage is slightly lower, 57% say they do not have access to these tools. In 96% of the country's municipalities, less than half of the students have the necessary technological resources to receive virtual classes effectively, with the southeastern region of the country being the most affected. Additionally, 48% of the principals of public schools in the country consider that their teachers do not have the ICT and pedagogical skills to implement virtuality in their classes, in the private sector the same is manifested in 12%.

The percentage difference mentioned above in terms of digital illiteracy is a phenomenon that can occur due to lack of access to resources, hindering the adaptation of teachers to these new

tools, possibly affecting public institutions even more. Due to the long permanence of teachers in the same institute, it favors that the teaching population in the public sector is people who must be trained in the use of new technologies (Alvarado, 2020).

For this reason, the current situation gives another reason to do research and to understand the conceptions of EFL teachers about research, since as mentioned by Participant 3, this situation has obliged every teacher to reinvent themselves and their teaching methodologies.

Rationale

The Ministerio de Educación Nacional (Mineducacion) and the national government have established some goals into the “*National Development Plan*”, in which it is contemplated the actions that promote effective transits and complete trajectories from initial education to higher education that is linked to the integral and significant learning of the students. This was created taking into account not only wellness strategies, learning and improving scholar environments but also the consolidation of protective and safe environments, the development of socio-emotional competences, the bonding of families and the strengthening of the school-territory relationship (Mineducacion, 2019).

To achieve the goals mentioned above, 126,000 teachers received situated training with the aim of allowing them to transform their pedagogical practices; 8,000 were benefited from scholarships for postgraduate studies; 10,000 managers benefited from the Leadership School to renew their role as pedagogical leaders; 8,000 had continuous training in the English language teaching; likewise, the country's teachers were supported with the promotion of their research projects in four differentiated lines and in alliance with Colciencias; and the Higher Normal

Schools will be strengthened as teacher training institutions in their missionary axes of training, research, evaluation, and extension.

Nevertheless, despite the effort, the current educational system still lacks on production from educational research as it was discussed by the National Ministry of Education (MEN) in 2011 when it was concluded that a dissipative aspect of the connection between research and teaching has to do with the importance and primacy of research in relation to teaching. This affects since nowadays, teachers in the developing countries are expected to follow educational research findings, so they can increase the quality of their teaching, and solve problems that occur during their classes (Motimore, 2000; Everton, Galton & pell, 2000; Brown & Sharp, 2003)

Teachers are considered one of the most important parts of the educational system, and their duty in schools goes deeper than creating and putting in practice the curriculum. They also have to be aware of the problems that could take place within the classroom while applying the curriculum and solving them (Davis, 1995). To do so, teachers should do research since it is through it that they analyze their practice to make valuable modifications, and methodically examine their own teaching and their student's performance (Capel, 1997; Bassey, 1999).

Therefore, engaging in research allows teachers to prove and assess different aspects of their work and function better as teachers (Kyriasu, 1992). As the seek of consciousness is an important component of teacher empowerment, which Sanchez (2002) defines as a constant, intersubjective, and planned process of transforming individuals into subjects who are self-aware and conscious of their social conditions, through comprehensive, analytical, and transformative action on their own social interactions. Then, once the teacher is empowered and engaged with the pursuit of research for the improvement of his practice, the classroom research as a continuous process of analysis and execution of better methodologies, and strategies for a better teaching-

learning process, the English teachers might be able to comprehend their own limitations in the practice and the limitations of their environment as well as the potential of their methodologies according to the results given by his class research.

In this sense, there has always been discussed the importance of research as an instrument for assessing the educational process and for changing teachers' obedient position for them to take a more revolutionary part in it (Borg, 2009). However, although the interest in writing and researching about teachers' research has increased, it has mostly focused on techniques and advice on how to do classroom research. Due to this, there is a narrow number of studies about teachers' conceptions of research (Borg, 2009) and even fewer in Latin America (Banegas, 2018), which lowers the possibility of existing studies on the topic contextualized in Colombia, and this is very important to help English teachers and institutions to be more aware of the need of being conscious of their tasks as educators to achieve better professional development. Especially because the idea behind these studies is that teachers' conceptions of research and understanding of their roles in teaching can facilitate teachers' doing research in a better way. And as mentioned above, some published works see the matter from a macro perspective, highlighting research consciousness-raising among TEFL teachers, accumulation of disciplinary knowledge, more writing exercise at the individual level, and research capacity being developed at the organization level (Huang 2006; Shu 2002).

In the present study, the term "*conceptions of research*" addresses what EFL teachers think of research and understand about it, according to how Svensson (1997, p. 163) defined conceptions as meanings and understandings of phenomena. Therefore, this research relates the term "*conceptions*" with "*beliefs*" as Pajares (1992) found that belief could be the most important concept in the educational research process, as he found that when they were evidently

conceptualized when their main conventions were studied, when accurate meanings were consistently understood, and when specific belief constructs were correctly assessed and explored, beliefs can be, as Fenstermacher (1979) stated, the single most important construct in educational research.

Taking this into consideration, this research aimed at comprehending the conceptions about the classroom research of EFL teachers from the public schools in Bugalagrande and generating knowledge by opening the discussion about the topic in the country so other researchers and teachers can widen the results found; it aimed to offer insight into how English teachers in Bugalagrande approach research on their classes and how they conceived it.

From the first contact with the educators, it was found that they think of research as an important part of their job, but they do not conduct research as often or at least not as it is scientifically known, but as looking for new strategies on the internet or assessing and planning according to governmental material. It was also found that both institutions share the mission of raising integral students with knowledge, principles, and values, through a humanist-constructivist model.

At the same time, neither institutions have an established project nor direction to help and guide teachers on their research journeys. By doing this research it is expected to raise awareness on both institutions since once teachers have developed knowledge around what is effective in their specific context, this becomes a framework for wider school processes when assessing what is worth of applying and taking a course of action in the planned direction, the development of knowledge inside institutions improves the curriculum through the time, enhancing the strategies that are effective for the context of the population in the institutions.

With this in mind, the present research addressed the question: How do EFL teachers from public schools in Bugalagrande conceive classroom research? With the purpose of comprehending the conceptions about classroom research of EFL teachers from public schools in Bugalagrande; guided by the following objectives:

- To identify the conceptions about classroom research in EFL provided by the teachers from public schools in Bugalagrande.
- To describe the conceptions about classroom research in EFL in regard to the practice experiences by the teachers from public schools in Bugalagrande.
- To establish the relationships between the conceptions and practices regarding classroom research in EFL of the teachers from public schools in Bugalagrande.

Chapter II: Referential Framework

Background Researches

International Background Researches

In recent years research performance has been taken as one of the most important criteria for academic promotion and Borg (2014) attempts to draw on semi-structured interview data to investigate the conceptions of research of College English teachers in China and the level at which these conceptions are favorable to professional development in his article "*Tensions in Teachers' Conceptions of Research: Insights from College English Teaching in China*", where the data is going to be analyzed from the previous study of 725 CE teachers which examined their engagement in both conducting and reading research (Borg & Liu, 2013)

Furthermore, for the sequence applied they took into account the data of the previous study which examined their engagement in both doing and reading research (Borg & Liu, 2013). Questionnaire respondents were invited to volunteer for a follow-up interview, and 471 did so. A random sample of 50 was first chosen from these, and then a further sample of 20 was selected purposely based on their questionnaire responses to represent a variety of experience, training, and rate of recurrence of reading and doing research.

Finally, the analysis highlighted several tensions in the teachers' perspectives between doing research for publication and for pedagogical growth, between conducting theoretical research and practical research, between quantitative and qualitative perspectives, and between personal and external motivations for doing research. The data also illustrates how teachers' conceptions of such issues are informed by multiple and sometimes conflicting sources of advice

and experience. The paper concludes with implications for how to make research engagement conducive to College English teachers' professional development.

Borg's contributions to the teacher's conception of classroom research are also significant in the article "*Towards Understanding EFL Teachers' Conceptions of Research: Findings From Argentina*" (Banegas, 2018). This article had the objective of studying the conceptions of research of English foreign language teachers in Argentina, moreover, this study is the first one done Argentina, and it contributed to the visualization of language teacher development from Latin America as practices from this region do not feature strongly in international journals but see journals such as ajal, belt Journal, laclil Journal, or Profile, or edited volumes such as Banegas (2018) and Kamhi-Stein, Díaz, and de Oliveira (2017).

In fact, the current design is an extent of Borg's study (2009), carried out with a sequential explanatory multi-method strategy (Creswell, 2003). Besides, after collecting a large amount of quantitative data collected through an online questionnaire, it is followed by qualitative data obtained through online interviews with fewer teachers for the sample from those who completed the questionnaire.

Despite being limited, Banega's (2018) research shows that Argentinian EFL teachers' conceptions of research and research engagement do not differ from the results in Borg (2009) and Nassaji (2012). Such factors as working conditions, nature of teaching posts exert a considerable influence on Argentinian teachers. Although research is significant, it can be difficult to see its benefits when dealing with a heavy workload. Understanding research conceptions in terms of a continuum will aid teachers in developing versatile and practical research methods.

Similarly, during the research “*a survey on Chinese college English teachers’ conceptions of research and research engagement*” by Wang, X (2016), it was analyzed the conceptions and engagement with a research of 70 college English teachers from a normal university in West China. Through a slightly modified questionnaire developed by Borg (2009), it was found that college English teachers have clear conceptions of research and recognized the importance of being scientific for research.

In addition, they also hold understanding characteristics of good quality research. Since most of them do not assume that the right form of research is through a questionnaire, but it can adopt other forms such as interviews or field diaries. However, the situation of English teachers doing research is not as good, as they claim that they do not have time for it.

Wang (2016) concluded his findings by relating the importance of teachers becoming researchers to promote professional development, as teaching and doing research supplement and promote each other (Liu, 2010). As for the purpose of his research, he states that “*The idea behind these studies is that teachers’ conceptions of research and understanding of their roles in teaching can facilitate teachers’ doing research in a better way*” (Wang, 2016) Which is, at last, what is intended to do during the present study.

In the same way, Baia et al. (2014) during their mixed-method research “*Chinese TEFL teachers’ perceptions about research and influences on their research endeavors*” used both a survey and follow-up interviews to examine Chinese teachers’ perceptions about research and effects on their research in a college English teaching department of a Chinese higher education institution. The researchers divided their results into several categories (Insights about the implications of research; influences on Chinese TEFL teachers’ research activities; individual characteristics, Institutional and departmental research environments) which allowed them to find

that only between the 10% and 20% of the participants thought of research as a waste of time since two out of three teachers think of research as a curiosity and job satisfier.

In the same sense, 69% of the respondents said they find intrinsic motivation and confidence in conducting research, in addition to it being highly encouraged by the management of their institutions. However, during the interviews, they stated that the research support was limited, and research administration was deficient at the departmental level.

Tabatabaei and Nazem's research "*English language teacher's conceptions of research*" (2013) shows how the EFL teachers' understanding of research is similar to the conventional scientific theory of research, where teachers are supposed to be statistic, objective, have large samples, variables and publish their work.

This research added an important aspect to take into account while studying this topic, especially while using Borg's questionnaire (2009): The distinction between research and routine teaching activities. This distinction was used to explain the first section of a said questionnaire called "Scenarios", which enabled the researchers to find that the decisions teachers make during their classes such as finding suitable activities or finding students thoughts about one activity to then sharing said idea in the next work assembly were not counted as research in the majority of teacher's idea.

The results of this study may be considerably useful since they could indicate how and when teachers believe that doing research needs to involve large samples, statistics, and formal written publication and finally, that research is not an easy activity, and they could be closed to the possibility of doing research as a part of their job. In addition to this, it was also found that the institutional culture and support are very important factors in teachers' engagement in research

since it was repeatedly mentioned the lack of support from the teacher's institution as the most important difficulties to deal with.

Elmas and Selami research published in 2017 "*Pre-service foreign language teachers' perceptions of research skills: a qualitative study*" used three tools to collect data (diaries, reflections, interviews) to recollected information of second-grade students of the department (pre-service EFL teachers) and how they perceive classroom research, as according to Nassaji (2012), teachers think that the perception and the use of research plays a big part in EFL teaching.

This research took beliefs as one of the most important factors influencing teachers' actions, as their view of what education is, whether implicit or explicit, affects the classroom. However, after the results, Elmas and Selami (2017) state that although beliefs are important, there are other factors that might affect teachers' research practices.

The authors found that research is a great contributor to knowledge in the sense of, motivation, self-confidence, the four basic skills, among others, as the participants agree on all the benefits research have given them; nevertheless, part of the sample complained about their language ability, time management, computer skills and working with peers, and lack of knowledge about how to apply research, being this the main reason to bad result on their experiences as teachers-researches; this is aligned with Stokking (2004) theory on how teachers with research skill make more precise assessments, as it is related to the research steps.

During the research "*Teachers' general and contextualized research conceptions*" by Schouteden et al. (2016) the collection of data focuses on mediating the teachers' role and their conceptions of research, as the past researchers have found an inconclusive relationship showing congruence as well as incongruence between teaching conceptions and teaching practices. For this

reason, as the teachers' conceptions of research were contextualized it was possible to deepen the understanding of teachers' research conceptions in teaching-intensive higher education institutions, which highlighted alterations between teachers' general and contextualized research conceptions providing a new view on the research-teaching connection, specifically in the relationship between teachers' research conceptions and research incorporation practices.

Equally, the research "*Foreign Language Faculty Research-Related Beliefs, Perceptions, and "Research Motivation at Three Mexican Universities*" (Reyes-Cruz et al. 2018), examines the research beliefs about self-efficacy performance, research motivation, and perceptions of research importance and research difficulties of 100 professors and lecturers of foreign languages at three Mexican universities out of a total of 106 faculty members (94% of the total population of tenured and tenure-track professors and hourly lecturers) in three different Mexican public universities located in different regions of the country.

The instruments applied throughout the research were a questionnaire's design that was informed by Bandura's (1997) and his advice on item design and the reliability of the instrument was estimated by using Cronbach's alpha test, to determine the questionnaire's validity, three-factor analysis tests were performed with Varimax Kaiser rotation where the survey results showed that faculty hold moderate to high research self-efficacy beliefs, are highly motivated to conduct research, think research in the area is very important, and the perception about the lack of time being the main obstacle to conducting research. The lack of fit between most participants' relatively high self-efficacy and limited research engagement suggests the possibility that faculty overestimate their research abilities.

Similarly, Simon's Borg "*English language teachers' conceptions of research*" is a research that deepens on teacher's importance and was carried on all over the world, examining

half a thousand teachers of English from 13 countries, the design of the study reflects Creswell (2003) a sequential explanatory multi-method strategy survey approach in which largely quantitative data had to be collected in the first place through a questionnaire. A sub-sample of the teachers who completed the questionnaire then participated in the second phase of data collection, through which their questionnaire responses were explored and illustrated in more depth qualitatively. In addition, follow-up interviews in two of the contexts represented in the study. In these contexts, 31 and 19 teachers, respectively, volunteered a follow-up contribution; once again, one-third in each case was randomly chosen (10 and 7, respectively) and invited to do an interview, and in total 12 teachers (5 and 7, respectively) were actually interviewed.

In particular, the research's findings led to a number of attitudinal, conceptual, procedural, and institutional barriers to teacher research engagement. Once taking these into account, it is argued here, it is an essential part of the broader process of trying to address them and hence to make teacher research engagement a more feasible activity in ELT, teachers reported moderate to low levels of reading and research, with time, experience, and access to material emerging as key reasons that teachers felt limited by their ability to be research-engaged in ELT.

Mariani et al. (2020) study on "*Teachers' perception on classroom action research as one of the tpd strategies*" focused on classroom action research since they agree with Hathorn and Dillon (2018) when they stated their belief on how the Classroom Action Research process is something teachers should be aware, as eventually, some students might encounter some problems during learning, to ensure the success of achieving the learning objective. In this sense, the result revealed that teachers think of research as a way to improve the teaching and learning process, and even as a requirement to get a promotion. So, the authors concluded that Classroom Action

Research improves teaching and learning processes because it enables the teachers to identify the problems occurring in the classroom, so, most of the teachers are aware of its importance.

In the study “*to jump the wave or not: teachers’ perceptions of research evidence in education*” by Mausethagen & Raaen (2017) the finding were presented through metaphors, being the more important the “waves” as it is said that teachers, while referring to classroom research and other innovations occurring on the teaching processes, constantly have to decide whether (or not) to ‘jump the wave’.

On this subject, this research highlighted how over the last two decades, the policy requirements that teachers and students have to use of educational research in their work have increased on a major scale (Coburn and Talbert 2006). For this reason, it is important for pre-service teachers to get more information and knowledge on research, as this study shows how a new generation of teachers transferred evidence from educational research and from their own practice can help to renew ideas about teachers’ views on and use of evidence in education.

National Background Research

In Mejia’s article “*Teacher Development for Bilingual Education in Colombia: Towards Teacher Empowerment Desarrollo Profesional para la educación bilingüe en Colombia: Hacia el empoderamiento docente*” (2016), the author did an examination of several aspects of teacher education in Colombia focusing on teacher empowerment and other tools that enable practitioners to control their classroom practice. During this study, it was highlighted the importance of teachers developing and using their “*own voice*”, being this related to each person’s sense of identity as language teachers and agents of change. Said sense of identity leads to professional development regarding language teaching and research, since it allows practitioners to learn from their

classroom experience and to adjust their practices in response to their learners' needs and reality changes.

In the study carried out by McLean (1997) "*Research in Practice: Teacher Empowerment through Action Research*", the author described the process of classroom research known as action research, comments on related issues, provides a strategy for implementing it, illustrates the action research strategy, and discusses the challenge and promise of action research, which according to Willis (1994) provides teachers and other school-level educators with a systematic method for determining what "*best practice*" is in their own schools and classrooms. Once the teachers are immersed and apply their systematic classroom research, the continuous strictness of this task is usually what is considered as teacher engagement looking for an improvement in their teaching.

Furthermore, participation in action research improves teaching from their own study findings and from each other (Miller and Pine, 1990). This method helps teachers to deepen on each teacher's beliefs and effectiveness in their theory and practice, leading to re-evaluate their methodology if is required, and by expertise, the implementation of these changes is more effective once teachers comprehend the necessity of research and participate in it, discussing their research in order to improve their confidence on their TREE abilities (Hoffman and Reed 1994).

According to Guzman et al. (2014), action research can help teachers change their classroom practices by empowering themselves, their colleagues, and their students, changing hierarchies and promoting collaborative working in the interest of developing the students' English communication skills. Additionally, Leon (1997, p. 5) this word "*empowerment*" signifies "*to give power*" or "*to concede to someone the exercise of power*".

However, empowerment in the educational sense had a strong influence on Freire's (1970) work on critical pedagogy on his request to analyze the context of the world over the comprehension of a word Freire and Macedo, (1987). Freire's influence is essentially political, involving the "*conscientization*" of "*underrepresented*" students and teachers that their voices can and should be acknowledged, and so that "*the voicing of their lives may reshape both their lives and the social system that excludes them*" (Pennycook, 2001, p. 101). In such a sense, the curriculum would be constructed taking into account the current reality of the learner and such education will have the objective to improve independence and quality of everyone despite their position on a socio-economic structure.

In conclusion, empowerment is about the value of someone voice and allowing the subjects' own voice to emerge and visualize their problematics, through empowerment which according to (Gieve & Magalhães, 1994) is the ability to evaluate one's self-understanding and ideas by critically examining the interpretations and knowledge of others

Local Background Research

In the article written by Ramos the "*State of the art of foreign language teaching 2010-2019*" (2019), it is revealed that on the local level, the research panoramic is not so distant from the global panoramic in regarding the subjects used in the past ten years. For example, one of most research matters on applied linguistics teaching is the teaching process, as several local researches have been published at an international level. Another important subject is the learning process, being this an implication of how researchers tend to study the aspects of the research line that involves the cognitive, affective, metalinguistic categories of language learning. However, it is also shown that teachers-researchers in the local context might not be as interested in studying

critical thinking or translation as the number of researches made during the past ten years on said subjects is relatively small compared with other topics.

Theoretical Framework

Defining Research

It is not easy to define “*research*” and stick to only one ideology, regardless of the several views and definitions given to it. For example, it is commonly described as an exhaustive study of a subject, with the purpose of discovering information and understanding. Some authors as Waltz & Bansell (1981) agree with the description of research as a careful investigation or inquiry especially through the search for new facts in any branch of knowledge by adding that research needs to be methodical, formal, demanding, and exact. (The advanced learner’s dictionary of current English of Oxford) Emphasizing controlled, empirical and critical investigation of hypothetical propositions, all of this with the purpose of finding new solutions, answers, understandings, or relationships between subjects or problems. However, throughout the discussion stage where the teachers provided a definition of “*research*”, it was possible to find out that some of them relate “*doing research*” with science and laboratory processes. Although it is different when talking about research in applied linguistics and EFL teaching context, which instead of using products, formulas, chemicals as subjects, uses students, lesson plans, methodologies, etc. in this case, one of the most recent definitions of research by the international association “*Teaching English to Speakers of Other Languages*” (TESOL) includes:

Considerations pondered (Paltridge & Phakiti, 2015) and a meticulous systematic analysis of data, interpretations, and conclusions according to the ongoing results, on the basis of evidence and inferences, complemented with (Dörnyei, 2007) a systematic behavior and technique to do

research, so that by the end teachers can be confident regarding their disciplined inquiry, similar is the strict precision that shares the research in applied linguistics and EFL teaching contexts with the rigor in laboratory researchers, moreover EFL classroom research might be blameworthy of changes on teaching hence influencing the EFL teaching contexts since a wrong judgment and a poor methodology would provide an erroneous view or solution to the hypothesis or problematic.

Research In Applied Linguistics

Nonetheless, while defining research on applied linguistics, it is important to mention Nunan's book "*Research Methods in language learning*" (1992) where he did a study of the research tradition of applied linguistics by asking a group of graduated students what research was and how it was applied. In their answers, it was possible to identify a big relation with the research definition mentioned above, where research is a systematic, controlled, structured investigation, with the aim of satisfying an inquiry or characterizing a phenomenon.

In this respect, during the analysis of the students' answers, very common characteristics were found as key terms that are given to research in applied linguistics, such as hypothesis, information, evaluation, prove/disprove, solution. Taking these into account, Nunan (1992) proposes a "*minimal definition*" of research in applied linguistics, as a systematic process of investigation made up with three key elements or components: (1) a question, problem, or hypothesis, (2) data, (3) analysis and interpretation of data. Therefore, to Creswell (2008) it is a process of steps that provides an increase of the understanding of the topic. To put it in other words, Creswell's definition of research is very similar to Nunan's as it also consists of three steps, (1) Creating a question, (2) data collection, and (3) using the data to answer the question. This is to say, according to Nunan (1992) for an activity to be considered research, it needs to have all of these elements, since, if one is lacking (for example, data) It can only be classified as something

else but research. With this in mind, it is possible to say that research is in fact a structured process that cannot be disassembled as any missing part might engage the validity of the research, since it is all part of a sequence in which any step cannot exist without the previous one, for example, there cannot be data collection if there is not a question or topic of interest.

While talking of research traditions, (Reichardt and Cook, 1979) it is very commonly discussed the distinction between two approaches: qualitative and quantitative. The researchers that identify the distinctions, variables define a controlled, generalizable, objective analysis of the “facts” external to the researcher. Meanwhile, qualitative research is defined as subjective, ungeneralizable, justifiable, with the assumption that all knowledge is relative. To this end, Nunan (1992) due to the nature of both distinctions, there might be stigmatization around the rigor that the approach provides even being seen as not very precise nor realistic, so, frequently teachers and researchers discard the idea of qualitative research with the fear of falling into nonobjective conclusions, and in the same way, others are scared of quantitative research as it is expected to be very complex and time-consuming.

That being said, some argue that the distinction is rather simplistic and naive as qualitative and quantitative can be very indistinguishable in several ways, and in many occasions, researchers do not follow the principles of a paradigm without following methods and values of the other paradigm at the same time. In fact, Grotjahn (1994) stated his disagreement with the oversimplification of both approaches, arguing that, while analyzing actual research studies, it should not be laid aside the method of data collection (Experimental or non-experimental), the type of data (qualitative or quantitative) and the type of analysis (Statistical or interpretative). Grotjahn's theory (1994) states that by mixing and matching the variables mentioned above, it is possible to identify six “*mixed*” paradigms coming from the two “*pure*”

paradigms, properly called “*exploratory-interpretive*” and “*analytical-nomological*”. During the former, it used a non-experimental method, qualitative data, and it provides an interpretative analysis of the data. The latter uses an experimental methodology with quantitative data subjected to statistical analysis, an example of one of the “*mixed*” paradigms would be an “*experimental-qualitative-interpretive*” paradigm which makes use of an experimental method but qualitative data to be analyzed interpretively.

Likewise, other researchers have attempted to go further into the research tradition in applied linguistics, as is the case of Chaudron (1988), who claimed that there are, in fact, four traditions, (1) *Psychometric traditions* in which it is used an “*experimental method*” to determine language gains from different materials and methods, (2) *Interaction analysis* studies the relationships and interactions given in the classroom, that somehow affect the learners’ behavior by using observation, (3) *Discourse analysis*, as the name indicates, analyzes the classroom discourse in linguistic terms, (4) *Ethnography*, being this the study of the classroom as a cultural system, by observing and describing it while on its natural behaviors.

However, it is important to highlight that, although Chaudron’s theory (1988) is an attempt to transcend the distinction between qualitative and quantitative data, there are many that argued that *interaction analysis* and *Discourse analysis* are methods of data collection rather than research traditions, as Ethnography research can collect and analyze date thought a checklist of interaction analysis as a supplement to naturalistic observations.

Key Concepts

Meanwhile, when it comes to analyzing applied linguistic research, Van Lier (1988;1990) suggests that there are two parameters to consider: an interventionist parameter and a selectivity

parameter. Whenever the current study requires a researcher intervention, it will fall under the interventionist parameter, meanwhile, the selectivity parameter places research according to the degree to which the researcher prespecifies the phenomena to be investigated. According to Van Lier (1988), the intersection between both parameters creates four “*semantic*” spaces: a “*controlling*” space, a “*measuring*” space, an “*asking/doing*” space, and a “*watching*” space.

According to the previously described criteria, the intersection of a highly selective and interventive study will position it in the controlling space, that is, studies in which the experimenters concentrate their attention on a small number of variables and attempt to interfere in some way. In contrast, the measuring space encloses those research methods involving a high degree of selection but a low degree of control.

For the last two spaces, the asking/doing space contains studies in which there is a high degree of intervention, but a low degree of control. The final semantic space lacks selectivity and intervention, in this case, the researcher observes and records without any intent on what is interesting nor has potential. Usually, it's used in case the researcher wants to provide a descriptive and interpretive portrait of the research's population

Finally, despite Lier's model is a simplification of what really happens on research when is being carried out, it helps to respond to the following questions:

- To what extent should I attempt to prespecify the phenomena under the investigation?
- To what extent should I attempt to isolate and control the phenomena under investigation?

In contrast to Van Lier, Brown's research theory (1988) is more focused on the quantitative approach, which he categorizes in “*Primary research*” and “*Secondary research*”. Secondary research comprises the study and review of the literature and synthesis of previous research on the given area, the Secondary research may be considered a prerequisite to the primary research; however, it is not completely attached to it. Conversely, primary research has two branches: Case studies and statistical studies. Case studies are usually defined as “... *an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident*” (Yin, 2009, pag. 638). In other words, a case study focuses on researching a specific phenomenon in its natural context, especially when the researcher finds it difficult to know if the problem is generalizable, or it is attached to the context as it recognizes “*social truths*” and their possible interpretations. Case studies are also more accessible to teachers and institutions since they are suitable for small-scale research.

On the other hand, statistical studies consider the population and sample a group of people with cross-sectional behaviors that might change at distinct points in time, because of this, statistical studies are used to make an approximation to the probability of the results not being affected by chance alone. Statistical studies are divided into survey studies and experimental studies. A survey study is a procedure that allows the teachers to analyze classroom situations by asking questions, it is frequently carried out through questionnaires that gives the researchers a characterization of the population attitudes, opinions, etc. which enable the study to be more descriptive and generalizable on large databases. In this sense, survey studies are a great tool for generating and analyzing information on topics such as curriculum development.

Experimental studies are defined as a research procedure that involves “*...treatment, an outcome measure, units of assignment, and some comparison from which change can be inferred and hopefully attributed to the treatment*” (Cook and Campbell 1979, p. 5). A *treatment* being a theory, methodology or dynamic that the teacher adds to the class in order to evaluate its performance; the *unit of assignment* is the population or sample in which the innovation is going to be tested; the *outcome measure* is the tool that provides the data; at last, an experiment study needs to have two groups with similar characteristics, so the researcher can apply the “*innovation*” to only one of them and then compare the result on both groups. This is to say, experimental studies allow the researcher to regulate the conditions under which the population or subject is going to be observed.

Furthermore, another important design on educational research is Action Research, which is commonly defined as a small-scale study made by a teacher with the aim of solving problems in the teaching and learning context, by the reconstruction of the curriculum and professional development.

Moreover, in the discussion of research traditions on applied linguistics, some key concepts appeared, as is the case of *deductivism* and *inductivism*. Deductive research starts with the researcher’s hypothesis or theory, which later is supported or refuted by searching about it. Inductivism seeks to find general “*truths*” from the research of single instances. However, there is a common concern about Inductive research, as Popper (1968) explains, even if you study 90% of the population, that does not assure that the 10% missing have different opinions or answers. So, it is very hard to generalize the results and expect them to be applicable to the rest of the subjects involved with the phenomenon.

As a solution to this problem, Popper (1968) proposes the *falsificationist principle*, which states that “*while we can never conclusively demonstrate truth through induction, we can in fact falsify an assertion through the documentation of a single disconfirming instance.*” This is to say, to verify a theory, it is necessary to try to refute it by creating a counterexample, so, the only way to corroborate the validity of a theory is when it is not possible to refute it. However, it is important to keep in mind that, knowledge is not always certain and there is no such thing as “*absolute truth*”, in relation to this there are two terms of central importance on research, and these are reliability and validity which are of utter importance whenever research is done due to Reliability being the consistency of the results obtained from research and its reliability depends on the validity of the research, which is the consistency of the research actually investigating the research’s purpose.

Taking into account that Reliability refers to the replicability of the research, Internal reliability refers to the consistency of the data collection, analysis, and interpretation that means the rigorousness of the researcher processes, meanwhile, external reliability refers to the degree to which a different researcher reproduces the research and obtains similar results when researchers get similar results, they are considered externally reliable.

As well as Reliability, Nunan (1992) also proposed two types of validity, internal validity, and external validity. Internal validity refers to the interpretability of the research, meanwhile, External validity refers to the extent to which the results can be generalized from samples to populations. Additionally, it’s important to clarify that External and Internal validity are oppositely interdependent whether the researcher wants to strengthen the validity of the research being more specific, consequently, it makes the research less generalizable as Beretta has shown.

Internal validity has to do with factors that may directly affect outcomes, while external validity is concerned with generalizability. If all variables, such as treatments and sampling of subjects, are controlled, then we might say that laboratory conditions pertain and that the experiment is more likely to be internally valid. However, what occurs under such conditions may not occur in typical circumstances, and the question arises as to how far we may generalize from the results. (Beretta 1986a: 297).

However, despite internal or external validity, according to Nunan (1992), researchers need to pay close attention to construct validity. The term construct is understood as a psychological quality, such as responsibility, that we cannot observe, but we assume exists to explain behavior. Whenever research is carried out, the constructs that are going to be studied must be clearly defined in order to facilitate the interpretation to the outside observer.

The following example provided by Nunan (1992) is going to illustrate an uninterpretable result.

In an investigation of three different methods of teaching grammatical structure, three teachers in three different schools are each trained in one of the methods and apply it to their classes. One teacher has three mixed-ability classes, another has four mixed-ability classes, and the third has two homogeneous groups of fast-track learners. At the end of the term, each group is administered a test devised by their teacher. Group means for each group are computed and compared.

Meanwhile, the external validity was as well under threat due to the small degree of generalizability, Nunan proposes an example adapted from Wiersma (1986), in which a study is investigating the effects of length of visual exposure on the ability to memorize and recall

nonsense words. Subjects are ten postgraduate students, there are five different lengths of exposure, so five groups of two volunteers are exposed to different lengths. A volunteer participates by being exposed to 20 nonsense words individually. After each exposure, the volunteer is to reproduce the nonsense word.

Coming up next is the analysis of the two types of validity under threat. First, Internal validity results are according to the hypothetical research uninterpretable. It is impossible to attribute the results to the method, the proficiency of the students, the skill of the teacher, or the ease of the test due to the researcher decided to test and expose differently each individual to nonidentical variables, which makes the results not reliable at all and moves away from the research's.

In relation to the external variable, there must be a more controlled ambient within the research in order to easily identify possible generalizations. However, the current example is the opposite situation where the study is highly particular, making it since the beginning not very generalizable, according to Nunan (1992) the results may not even be generalizable to the graduate student population, since the participants were volunteers.

Finally, Nunan (1992) summarizes the key questions one needs to ask in relation to reliability and validity and these are:

Type	Key question
Internal reliability	Would an independent researcher, on reanalyzing the data conclude the same?
External reliability	Would an independent researcher, on replicating the study conclude the same?

Internal validity Is the research design such that we confidently claim that the outcomes are a result of the experimental treatment?

External validity Is the research design such that we can generalize beyond the subjects under investigation to a wider population?

In relation to the above, these questions should be constantly checked in order to prevent the researcher from separating from a valid and reliable research purpose and experimental treatment. Then, any action that deviates the researcher from their research objective can be analyzed and corrected if necessary.

Now, it's feasible to state that data is the soul of research; according to Griffe (2012), data links theory and practice, because without it, any assertions would be supported solely by the researchers' testimony and due to data represents something outside our opinions, the researcher's point of view may be properly understood and backed. In this way, the rigor of the research will advocate for the validity and dependability of the research.

However, the information to be examined had to be previously collected by a *DCI* or *data collection instrument* which might be physical or nonphysical, by which data is collected or produced in order to be interpreted, nonetheless, the before mentioned process requires an extent of validation evidence that the data is related enough to the construct of interest.

According to Griffe (2012), the DCI process begins with the production of data, which must then be examined and interpreted. The interpretation is validated by the data created, which can be physical as printed words or intangible as an interview, and can be quantitative or qualitative in nature just as the score of a test, qualitative data might be collected through

observation notes or questionnaires which (Brown, 1995, p. 50; West, 1994, p. 7) are usually paper- or computer- is based on instruments that solicit responses rather than assessing learning.

In addition to physical data discussion, transcriptions (Tuckman, 1999, p.412) are the written version of a spoken conversation, the dialogue is written down so that the many components of what was said can be investigated and analyzed, the duration of pauses, the number of words, the sorts of words, and back channeling are all used as linguistic analytical categories.

And finally, nonphysical data as interviews (Griffee, 2005; Kvale, 1996; Tuckman, 1999, p. 403; West, 1994, p. 7) which are usually one-to-one face-to-face meetings in which the data-gatherer asks questions to someone being interviewed.

However, the data is not useful until it is analyzed and interpreted to be meaningful in the research process. The analysis is the process of selection to reduce a large amount of data to the extent that it can be validated, which is the argument by which the data shows that the analyzed and interpreted data reflects up to some degree the construct.

Given that a DCI provides data that is the characterization of the "*construct*" (Richards, Platt, and Platt, 1992, p.80), it is a conception that is deduced based on the incidents of interest. The TREE, as Nunan refers to the roles of Teacher-Researcher-Educator-Evaluator, should seek to measure the construct through DCI about the analysis and comprehension of events and phenomena.

“Although a DCI collects observable phenomena or data, a DCI is designed to assess a construct,” writes Griffe (2012). As a result, the TREE should try to define the construct using theories from other authors. However, if none are accessible, the TREE should characterize it using his or her own words.

Regardless of what has been said previously, it is critical that we do not simply assume (Campbell, 1969). Essentially, the researcher should ask where the data came from, how it was collected, and who collected it.

In accord with Campbell, Griff (2012) advises that skepticism about the study should be addressed by requesting the collecting instrument or instruments in order to understand how trustworthy the data is, and then inquiring how the findings were evaluated and irrespective of the findings of a study, we should not accept them as absolute truth, but the study must be duplicated, and the same results must be shared in order for it to be granted some credit, Griffe (2012) clarifies as well that the instrument isn't actually the subject of validation, rather, it is the interpretation that was bestowed upon the results which must be validated.

The Construction of Pedagogical: Know-How

It is difficult to draw a narrow definition of what pedagogical know-how is, for example, to Restrepo (2004), it is the adjustment of theories and teaching methodologies made by an individual practitioner according to the needs of his/her teaching personality and context. This is to say, it is an individual and personal construction rather than a collective one. In this sense, Romero says that such construction is a constant dialogue between practice and theory, in which the teacher's pedagogy deals with the hermeneutic and procedural knowledge of the teaching subject, and also involves the theory and construction of what allows the students to understand the topics being taught; in other words, the construction of pedagogical know-how allows the teachers to reflect not only on their empirical/practice doing but also on their reflective/critical practice, enabling them to transform their reality in the classroom.

With this in mind, it is important for teachers to recognize themselves as capable of producing theory based on the practices they implement in their classes. Calvo (2003) highlights the teachers' need to start writing about their practices and asking research questions, in order to create new knowledge on educational matters, as these can be understood, qualified, developed, and enhanced through accurate and founded analysis of research studies. Because of it, it is possible to assume that the construction of pedagogical know-how is built through research and can guide the teachers to development and empowerment as they create their own theories based on experiences by embarking on a self-discovery path, making them be more aware, reflective and critical of their professional lives, helping them to assume a more active and critical role to achieve personal and professional objectives.

However, even though classroom research can be, as mentioned before, an empowering tool for teachers, most teachers set aside the idea of making research during their daily practice since they have no time for it and they feel not confident with it as for lack of training, said reaction is derived from the common belief of what research is and how it has to be done (LoCastro 2000). Nevertheless, according to Restrepo (2000), it is possible for teachers to do research during their daily practice if they submit to self-examination via retrospection, introspection, and participatory observation in order to relate their practice with the social environment of the student, and by doing this, they can transform unsuccessful practices. In this regard, teaching should be an activity tied to research, as it should be considered as a reflective activity that can benefit the teachers in the development and transformation of their context.

Moreover, Madrid (2000) argues that classroom research is nothing more than research focused on the classroom with the objective of explaining what happens inside it and the external and internal influences that are related to the students and the teachers' curriculum. This is very

helpful to the educational community as it can be difficult to identify what is happening inside the classroom, so research becomes a tool to understand the relationships of the different variables constantly interacting, such as teachers and learners. In this matter, classroom research can either be focused on the teacher's talk and the decision-making process or on the learner and the different strategies and learning styles. Additionally, Classroom research also creates a link between pedagogical tasks and the classroom interaction between learners and its effect on their development. Because it is possible to say that classroom research not only promotes more critical thinking about the teachers' own practices and allows them to change and grow professionally, but also helps the learners to improve their learning performance.

The Role of Action Research in Applied Linguistics

Action research is nowadays considered one of the most used methodologies in classroom research processes, as it refers to a way to control and observe your own practice in order to check your performance. In that sense, it can be a great self-reflective activity for practitioners as it allows them to think and reflect on their work as it can be done by the self into the self (McNiff, 2002), this is to say, the researchers conduct research on themselves as it requires them to reflect about what they do or how they act and the reason of it. In agreement with this, Kemmis and McTaggart (1988) in order to define Action Research mentioned three important characteristics. Starting with how action research is mostly carried out by practitioners or in this case classroom teachers, and although it is a self-reflective practice, it can also be collaborative as the principal objective of it is to change their system, which cannot be achieved by reflective on self-practice and not sharing the results, so others can benefit of it.

For instance, Burns (1999) defines Action Research as an essential part of teachers' role as researchers as it is a reflective practice that requires them to be critical and systematic in terms

of teachers' own teaching context, as it aims to identify problems or gaps between the practice and the ideal teaching situation that can be found in the classroom that could be solved by asking questions, studying in depth and systematically, and developing new strategies or alternatives. This allows teachers to become "*researchers*" or "*explorers*" of their personal practices and context, in addition to permitting them to be active participants in it. This is with the purpose of taking action or intervening in certain problems or situations in order to achieve changes and improvements based on the information or data systematically collected during the action research, so said changes can be solidified in accurate information rather than assumptions.

Furthermore, McKernan (1996) who gives a very similar definition of action research as other authors mentioned above, defined it as the identification of a problem and intervention on it, where the practitioner becomes involved in the process, which allows them to create a plan of action that may later help them to make improvements and changes in the practice. However, McKernan (1996) adds that there are three kinds of action research in the classroom. "*Scientific-technical view of problem-solving*" during this, the researcher is involved with the context during the identification of the issue and the planning of an intervention, with the objective of obtaining predictive knowledge. "*Practical-deliberative action research*" in the development of this research, the practitioner identifies possible problems, underlies potential causes and creates a plan of action with the purpose of understanding the practice and solving problems. "*Critical-emancipatory action research*" this kind of action research is done with two objectives, the first one is to help the teacher to identify raising problems in the classroom through their collective awareness, and the second one is to relate the problems found by the teachers with the existing theory that can help them explain or solve them.

Taking the above definition into account, Action Research is understood as a reflective process where the main objective is to generate change in the practice of the researcher-teacher, so it is possible to say that as a process, action research can be conducted by following some steps or stages such as: first, identifying or defining the problem; second, creating a plan of action, in which is included the data collection and application of the strategy; and finally, the assessment of its effectiveness, where the participants reflect on the developments and share the results with other researchers or teachers.

Kemmis and McTaggart (1988) give one of the most known theories on the stages or steps to the conduction of action research in the classroom, as they argue the fourth stages create a spiral of cycles which only stops once the researcher-teacher achieves the wished outcome. The first stage is planning, where the problem is identified, and an action plan is developed with the aim of generating some improvements in the area selected. During this phase, Kemmis and McTaggart (1988) recommend thinking about the kind of research that is possible within the teaching context and the possible improvements that are wished. The second stage is action, during this phase it is necessary to intervene in the teaching context by using the plan of action already created; said interventions should be informed as it can help the teacher or researcher to question situations presented and start a new plan. The third stage is Observation, in which it must be carefully observed and identify the effect of the action plan. The last stage is reflection, this phase requires the teacher-researcher to systematically study the outcomes acquired from the observation process; this process is done by reflecting and analyzing the results in order to understand the object of study with more clarity. Once the last stage is completed, the researcher can decide to go further on it or not.

In the same matter, McNiff (2002) argues that action research has, in fact, eight stages starting with an analysis of the current practice, which will lead to the identification of the problem or aspect to study, and later to the creation of a course of action, that will be trying out with the purpose of collecting data so that the procedure can be modified according to the results so that the research can continue with a new course of action, which will also be monitored and finally analyzed and reflected. On the same subject, Burns (1999) gives 9 steps to be followed while conducting action research in the classroom, such stages are: (1) Exploring the context or analyzing the teachers' practice; (2) Once the classroom context was explored, it is necessary to identify the problems or gaps found in it; (3) With the problem in mind, the planning process should start by creating a plan of action; (4) After the implementation of said plan is important to collect data; (5) And to reflect and analyze the data collected; (6) the six-step consist of creating a new hypothesis about the problem, so it is possible to (7) intervene again, (8) observe and (9) report, write and share the results with the community of interest.

With this in mind, it is possible to say that action research in applied linguistics is a process initiated by the teacher-researcher with the purpose of solving an issue derived from a real context, through the collection of data based on classroom integration and language learning, and the analysis and reflection of said data. This process can become an ongoing spiral in which the practitioner reflects, returns, and adapts the action plan into a new course until it satisfactorily achieves the desired objectives.

Chapter III: Methodological Design

Approach

With the purpose of obtaining reliable results, this research aimed to identify, analyze and understand public schools EFL teachers' conceptions regarding classroom research in ELT teachers' conceptions about the classroom research of teachers from the public schools in Bugalagrande through a qualitative approach, which is understood as the process of understanding social or human problems, by building a holistic picture inside a natural setting, created with words and detailed views of informants (Cresswell, 1994). This is to say, the current study is concerned with generating insight, exploring, and understanding the meaning teachers give to classroom research.

Design

Taking into account the above, this research was carried out through complementary design as it enabled the possibility of articulation of different research tendencies, seeing that while conducting social research, it is sought to understand the phenomenon as much as the subjects immersed in it and that this level of understatement is hardly achieved if the research only encompasses small glances (Murcia and Jaramillo, 2001). The design consists of three moments, which interact throughout the entire research and fieldwork process, with the aim of gradually configuring the sociocultural structure, on account of the fact that this has an important social component since what is intended to do is to interpret the teachers' culture towards conducting research in the classroom, their difficulties while developing this process and their practices, with the intention of offering new tools to EFL teachers about doing classroom research, can represent and impact culturally and academically to an institution.

Preset

The first moment is called “preset”, in this stage, an approach to sociocultural reality from a close-up to the formal theory (*deductive perspective*) and substantive theory (*inductive perspective*) is carried out. In this case, for the deductive perspective, this study established the first contact with the subjects by doing a diagnosis, which is referred to as “*Interview one*” during the present document. On this interview the participants were asked 5 questions, which included their basic information (e.g., academic background, years of practices), the importance they give to research in the development of their English classes, and if they apply to research in their classes or not (*See Problem statement*). According to the subjects’ answers, it was possible to establish a problem that was arising from their reality, which manifests through the lack of information regarding the conceptions of teachers towards classroom research and the need of exploring in deep such conceptions and what elements of classroom research can be identified in those in alignment with their practices.

For the inductive perspective, it was necessary a theoretical search for the elements that make up the study theme. Once both perspectives were studied, a brief relation was established to conclude the preset.

Configuration Plan

The second moment is called “*Configuration Plan*” in which a second guide is developed to find the structure proper of the reality under investigation, through a deep process of fieldwork, where it began by analyzing the characteristics of studied phenomenon in order to identify the theoretical relationship of the results (Murcia and Jaramillo, 2000). This research’s configuration plan consisted on a different set of encounters with the population, since according to the results obtained in the “*preset*”, it was necessary to use different instruments in order to find divergent

outcomes. The first interaction was done in the preset. The second interaction was the administration of the already validated questionnaire named “*English language teachers' views of research*” created by Simon Borg (*See Questionnaire*). After the information was obtained in the questionnaire, a single interview (*See Interview*), referred to as “*interview 2*” during the document, was created, validated and carried out to explore in depth several gaps that can be found in this, as questionnaires are countered by certain limitations, particularly when participants are being asked to report their beliefs, since they usually respond with superficial answers and do not allow in-depth exploration of particular issues (Borg, 2006).

Reconfiguration

The third and last moment is called “*Reconfiguration*” where the findings are resized from the relationship between the theory, researcher interpretation, and cultural influences in order to comprehend it in a sociocultural sense. In like manner, the analysis in this complementarity design seeks how tendencies of investigations support each other, similar to the info prosecuted among studies considered descriptive and theory or conceptual (Taylor & Bogdan 1996). Additionally, the reconfiguration of the studied reality is a parallel process where the data is analyzed and articulated as new data emerges. Then, the comprehension is resized according to the comprehension of the cultural categories, data has to be in the constant analysis as it should redirect the process and give some comprehension about the reality.

Finally, in order to keep the evolution of the reality within a timeline, reports are necessary, and it should follow these considerations: how was the data collected and interpreted, time and extension of the study, and the nature and number of scenarios and informants as well as its epistemological position according to the social science researches (Hammersley and Atkin, 1997)

As a result, once all the encounters with the participants were provided all the experiences collected by the instruments were interpreted in relation to the current theory, for that coding and a process of analysis were necessary.

Scope

The current research scope is interpretive which means the categories to be analyzed are determined in an inductive way, shaped by human experiences and social contexts; in other words, it is not about finding cause and effect relations but about understanding the phenomenon and relating the existing theory with the information given by the participants during the interview. In this case, it is pretended to understand the phenomenon from the teachers' experiences on classroom research, engagement and desire to use research as a way to professional development, perceptions of their institutional culture in relation to research, evaluation processes, and instruments, among other possible matters what may emerge during the reconfiguration phase, which these are going to be related with the current theory in order to do a deeper analysis.

Population and Sample

For this research both public educational institutions from Bugalagrande were taken as the population of the research. For the purpose of keeping the privacy, these will be identified as educational institution A and educational institution B.

Both educational institutions have a pedagogical model, guided by the ideal paradigm: humanist - constructivist. Where it is of vital importance to respect the value of the human being for what it is (humanism) and to deliver tools that allow him to access knowledge on his own (constructivism). In addition, these two paradigms prioritize the cognitive part of the human being and the reinforcement of their behavioral part, which is the manifestation of their thoughts, no

longer as a mechanical act, but as an existential act that gives virtues, growth, harmony and value to their being in the time to learn. Therefore, the humanist-constructivist model allows the student to think, generate their own ideas, give their opinions, make judgments, experiment on their own, solve problems, recognize their humanity, virtues, mistakes, etc. This paradigm gives the institutions the possibility of educating integral and humanitarian citizens, helping to fulfill their missions and visions.

On the other hand, both institutions also share the mission to raise their students with knowledge, principles, and values, in addition to creating an environment of inclusion. Both institutions have three English teachers, for a total of six subjects of study.

Teachers from institution A, work with 6 to 11 grades, that is, basic secondary and middle school, have a bachelor's degree in foreign and/or modern languages, although one has a master's degree and one of them has been teaching for 28 years, and the other one did not establish it. Besides, the four teachers from institution B work with 6 to 11 grades (basic secondary and middle school), have a bachelor's degree in foreign and / or modern languages, their time working as teachers varies between one year and 21 years. In addition, Institution A has a limit of weekly hours from 6 to 9 grades of 2 hours, and for 10 and 11 grades, 3 hours. Institution B has a limit of weekly hours from 6 to 9 grades of three hours, and for 10 and 11 grades, four hours.

Furthermore, even though the population universe is a total of six English teachers, once the first phase or "*Preset*" of this study was completed, which was done with the entire population. It was decided to continue the research with only half the population, this is to say, the study's sample for the following phases were three teachers chosen based on criteria such as: voluntary participation and time availability.

Instruments and Analysis

For this research, there were two instruments used during this study: a questionnaire and an interview. It is important to mention that both instruments were analyzed using a process of open and axial coding; in other words, the analysis was done by breaking the data and labeling it with codes to enable the researcher to continuously compare and contrast similar events in the found data. A triangulation of references and theoretical data was required in order to explain the proposed categories result from the open coding process. The categories were explained in terms of the current literature review and the quotes expressed by the participants during the interview process.

Questionnaire

The configuration plan started applying the questionnaire to the selected sample (EFL Teachers from public schools in Bugalagrande). The instrument was taken from Simon Borg's (2009) research study "*English Language Teachers' Conceptions of Research. Applied Linguistics*". Although, the majority of the questions and the topics remained as the original proposed in the instrument, some modifications were needed for it to adapt to Colombian teachers' professional settings, such as details on background information (e.g., type of teaching degree, type of teaching experience, and professional positions nature). Such questionnaire was originally validated in Borg's research in a procedure that consisted of the instrument evaluation developed by a group of 21 English language teachers, who provided feedback in regards of the criteria of length, wording and organization.

The survey was composed of seven categories: background information (e.g., degree, teaching experience), scenarios (participants have to decide whether each scenario represents

research, through a Likert scale), characteristics of good quality research, research culture at their place of work, reading/not reading research, doing/not doing research.

The instrument was administered to all the participants in this study (three subjects) through a google form that was answered in different times during the beginning of the configuration plan phase. Subsequently the answers obtained served as initial guidelines of the interviews designing. Therefore, no statistical descriptive results were required to interpret the instrument.

Interview

The follow-up interview was a semi-structured interview, which was created after the analysis of the questionnaire results to characterize and build a qualitative foundation that collects the perceptions of the teaching establishment, regarding the knowledge, practices and perspectives of research in the classroom in public educational institutions. This interview is referred to as "*Interview two*" and consisted of 16 questions, which were validated by three professionals in the EFL teaching and research field through a rubric (*See appendix D*) where the professors made some suggestions that were taken into consideration in regards of clarity, pertinence, reliability and, whether the questions were meaningful for the study's objective. Said questions were created while having in mind the questionnaire sections and answers as it is shown on the following chart.

Table 1.

Questionnaire Sections in Relation to Interview Questions

Questionnaire Sections	Interview Questions
Section 1	- ¿Cuál es su opinión o percepción general acerca de la

	<p>investigación en el campo de la enseñanza y el aprendizaje de lenguas extranjeras?</p> <ul style="list-style-type: none"> - ¿Cómo considera usted que la actitud de los demás docentes acerca de la investigación en clase influye en su percepción de esta y por qué?
Section 2	<ul style="list-style-type: none"> - ¿Cómo se podría fortalecer el proceso de investigación en lenguas extranjeras desde el campo docente? - ¿Qué tipo de características considera usted que debería tener una investigación en el aula o a nivel institucional acerca de las lenguas extranjeras o bilingüismo? - ¿Qué estrategias, técnicas o actividades recomendaría usted como profesor para realizar investigación en lenguas extranjeras en una institución?
Section 3	<ul style="list-style-type: none"> - ¿Cuál es su opinión frente a la investigación desde el rol de docente de lenguas extranjeras? - ¿Desde su experiencia como docente de lenguas extranjeras cuáles han sido las percepciones de las directivas de su institución frente a la creación de propuestas de investigación? - ¿Desde su experiencia como docente de inglés qué estrategias ha utilizado su institución para incentivar a los docentes a desarrollar investigación en el aula?
Section 4	<ul style="list-style-type: none"> - ¿Considera usted que la investigación permea su práctica como profesor de inglés y por qué? - ¿Qué actividades o estrategias para acercarse a la investigación ha desarrollado dentro de su experiencia como docente de inglés? - Comparta una experiencia positiva frente a algún proceso de investigación que usted haya realizado en su aula de inglés. - ¿Qué factores considera que son desafíos para realizar investigación en el área de inglés? - ¿Qué reflexiones o motivos con relación a su experiencia investigativa considera que lo han desmotivado para desarrollar

ejercicios investigativos?

Section 5

- ¿Qué herramientas, estrategias o procesos utiliza usted para la creación o innovación constante en las clases de inglés?
- ¿Qué tipo de herramientas, estrategias o técnicas utiliza en el aula para hacer evaluación y seguimiento a su práctica como docente de inglés?

Section 6

- ¿Qué relevancia le asigna usted al proceso formación posgradual que debe tener un licenciado de lenguas extranjeras y por qué?

The interview was applied to a total of three subjects, it was carried out in Spanish to encourage the teachers to participate, and it was audio-recorded and orthographically transcribed with the previous permission of the participants. The interview results were analyzed by using an open coding process defined as a constant comparison of the data to bring out the properties and dimensions of each category (Holton, 2010). This is to say, the researchers identified repetitive segments of data through reading and assigned labels and categories with the purpose of better understanding and comparison of the participants' ideas or conceptions.

Chapter IV: Analysis and Discussion of Results

Findings

The first segment shows the findings obtained from the questionnaire in relation to the teachers' professional background and experience as teachers-researchers in a EFL context. The second segment shows the findings from the interviews, which questions were created based on the questionnaire results.

Questionnaire Findings

In order to explore English teachers' conceptions of research from the public institutions in Bugalagrande, this study conducted Borg's questionnaire (2009) (*See appendix B*). It has 6 sections in which it was asked to the participants to select characteristics of quality research and their research culture and for the frequency they read and do research. Most questions are through Likert scale and just a few of them are open questions. The results of the questionnaire are analyzed on the following pages

Participant's Background

This section sought to gather information of the participants in terms of their profile information (e.g., academic background, years of practices), the importance they give to research in the development of their English classes, and if they apply to research in their classes or not. Table 2 shows a total of 4 questions in regard to the teacher level of education as well as their years teaching and the age of their learners and finally, whether they teach full time or half-time.

Table 2***Participants' Professional Background*****Participants' Professional Background**

Participants	Years of Experience	Highest Relevant Qualification	Learner's Age	Teacher Position
Participant 1	+ 25 years	Bachelor	13-19	Half-Time
Participant 2	10-14 years	Master	13-19	Full Time
Participant 3	0-4 years	Bachelor	13-19	Full Time

The teachers who fulfilled the questionnaire had considerably heterogeneous years of experience, where the participant with less experience had up to 4 years teaching, and the participant with more experience accumulated has more than 25 years of experience teaching English.

The highest qualification to ELT among the teachers is a Master Degree, plus on top of that all teachers share the same range of student's age, between 13 and 19 years old. The difference between the actual developmental level and the degree of potential development is determined by autonomous problem-solving, as it is also assessed under adult supervision or in partnership with more capable peers (Chaiklin, 2012). Taking this into account, it ends up being valuable for the study so this factor could homogenize the student age incidence on the study. Finally, the participant with the longest teaching experience teaches half-time.

Section 1. Scenarios

The first section of the questionnaire contains ten scenarios the participants had to classify as *classroom research or not research*. Some scenarios had very defined situations of classroom

research that included data collection and testing hypotheses, other scenarios were more focused on reflective practice or headmasters' efforts to know more about the teachers' practice.

Table 3.

Aspects Considered as Important and Unimportant on Research by the Participants During Section 1

It is considered research when a scenario is focused on/involves	It is considered not research when a scenario is focused on/involves
<ul style="list-style-type: none">• Efficiency• Reading• Working with peers• Testing theories	<ul style="list-style-type: none">• Headmaster reports• Less than half the population

The first section of this questionnaire asked the participants to decide whether some scenarios presented could be classified as classroom research. During this section, the teachers found the 1st, 2nd, 5th and 6th scenarios (*See Appendix B*) as research. This showed that teachers are aware of the importance of research, as it allows them to know the effectiveness of their lessons and what strategies they can apply to improve them. They also agreed that to do quality research, it is important to involve scientific aspects such as testing theories during an experimental method and statistical analysis.

Another aspect highlighted by the teachers questioned is the importance of reading about new teaching approaches and classroom strategies to later apply them on their practices. As well as analyzing and presenting results to their peers, since classroom research can be an activity conducted within peers for improving each other's practices. In this sense, the teachers thought that for research to be valid and worth publishing and sharing, more than half the population should be studied as it would provide more reliability in other EFL teaching context.

However, they agreed that the 7th and 8th scenarios were not research, as classroom research can focus on students' opinions about teaching strategies, it should not be based on teachers' opinions on strategies or teaching instruments as it would help more a headmaster's report than to give teachers information about the effectiveness of their practices.

Section 2. Characteristics of Good Research.

This section had eleven aspects that are commonly related to classroom research, and the participants had to mark the level of importance they give to each aspect in regard of doing good quality research.

Table 4.

Important and Unimportant Aspects of Good Quality Research

Important	Unimportant
<ul style="list-style-type: none">• Hypotheses are tested• Information is analyzed statistically• The researcher is objective	<ul style="list-style-type: none">• A large number of people are studied• Variables are controlled.

The second section gave the teachers some aspects they had to classify into important or unimportant characteristics of good research. According to the teacher's answers, quality research must include some important scientific aspects such as experimental methodologies where the researcher tests a hypothesis using a valid instrument as questionnaires. Contrarily, the results must be statistically analyzed by an objective teacher, so the results not only can have an effect on the researcher's practice as a teacher but also have reliability on another ELT context and at last be published in an academic journal.

The teachers do not consider that having a large population or controlling the variables is important because they think that the information collected from a single classroom can be enough

to give the teacher-researcher functional ideas to improve their lesson plans. Furthermore, this section's results are in contradiction with the first section's answers as they previously established the need of the entire population to be studied, but during this section the length of the population was classified as unimportant.

Section 3. Research Culture.

The third section of the questionnaire had nine items related to the research culture of the participants and their institutions. This is to say, it was asked for the practices or facts about their research doing and the management of their institutions in regard to research. In this sense, the participants had to select their level of agreement with the sentences established.

Table 5.

Aspects of Culture Research Reported by the Participants on Section 3

Agree	Disagree
<ul style="list-style-type: none">• Teachers have access to research books and journals.• Teachers feel that doing research is an important part of their job.• The management encourages teachers to do research.• Time for doing research is built into teachers' workloads.	<ul style="list-style-type: none">• Teachers have opportunities to learn about current research.

According to the results, the teachers think that classroom research should be conducted by the teachers themselves, and because of it they agreed that their workloads give them time to conduct research in their classrooms, and the management encourages them to do so. In this sense, teachers agreed that they have the means to read published research, as they have access to research books and journals. However, they feel like there are not many opportunities to learn about the current research or attend EFT conferences.

Section 4. Reading Research.

This section inquires on the reading experience of the teachers, on Table 3 there are four questions about teachers' research reading frequency, the means for reading it, and in the opposite case the reasons for not reading it, and the influence that reading research exerts on their teaching practice.

Table 6

Participants Reading Research Culture

Participants Reading Research Culture

Participants	Reading Research Frequency	Means of reading research	Influence research on teaching	Reasons for not conducting research
Participant 1	Sometimes	❖ Books ❖ Newsletters	Moderate	I do not have time
Participant 2	Sometimes	❖ Newsletters ❖ Web-Based Sources	Moderate	
Participant 3	Sometimes	❖ Books ❖ Newsletters ❖ Web-Based Sources	Moderate	

According to teachers, they are not used to reading research as they consume published language teaching sometimes when they find it mostly on newsletters, on books and web-based sources of research. Additionally, teachers consider that the research they read has a moderate influence on what they do in the classroom, however, two out of three teachers have enough time to carry on the frequency they do.

Additionally, teachers mentioned that the most important reason why they do not read research as often is because they lack time to do so. It might be possible to say that teachers consider that reading research has a moderate influence on what they do in the classroom, as they have not deepened on the sources of knowledge.

Section 5. Doing Research.

This section aimed to gather teachers' experiences on conducting research, on Table 4 there are three questions in regard to the frequency they do research and the reasons for doing research or not.

Table 7.

Participants' Doing Research Culture

Participants' Doing Research Culture

Participants	Doing Research Frequency	Reasons For Research	For Doing	Reasons For Not Doing Research
Participant 1	Sometimes		<ul style="list-style-type: none"> ❖ Because I Enjoy It ❖ Because It Is Good for My Professional Development 	
Participant 2	Rarely			There Is Not a Topic I'm Fully Interested in
Participant 3	Often		<ul style="list-style-type: none"> ❖ Because I Enjoy It ❖ Because It Is Good for My Professional Development ❖ To Contribute to The Improvement of The School Generally 	

The incidence of teachers doing research is reported to be between rarely and often, this could be understood differently since there is not a precise or most common answer, which means that the participants have their individual reasons to do or not do research. Hence, two out of three

teachers stated that their reasons to do research are related with their practice as it allows them to improve and learn new ways of learning, plus, it is an activity they enjoy.

However, as the reason why they do not conduct research as often only mentioned their lack of interest on the subject; additionally, it is important to highlight that this has no direct relation with the teacher's years of practice.

Interviews Finding

The interview's results were analyzed through an open coding process, starting with a reflective reading of the answers' transcript (*See appendix C*) in order to organize focuses of analysis and to structure the theory. The second step was to find trends and patterns in the participants' narratives through a reflective reading. In this sense, the more a topic is discussed, the more it helps to create and assign codes and categories. Each category and code were analyzed by taking into account the substantive theory (participants' answers) and the formal theory (theoretical backgrounds). The substantive theory had to be translated to English as the participants answered in Spanish. There were three categories created with nine codes distributed by subject, as observed on the following chart.

Table 8.***Categories and Codes of the Interview Answers*****Categories and Codes of the Interview Answers**

Factors Hindering Classroom Research	Teachers' Perspectives on Educational and Classroom Research	Classroom Strategies for Innovation
Teachers' qualification and training needs.	Teachers' conceptions on research	Need for classroom innovation.
Issues affecting classroom research practice.	Teachers as researchers self-awareness	Teaching strategies for diverse contexts.
Deficit of institutional and governmental support.	Transformative role of educational research.	Assessment practices in the classroom

The first category found was “*factors hindering classroom research*”. This category is focused on several aspects that the participants described as a challenge in their research process. In this regard, Barkhuizen (2009) reported that the factors affecting teachers' research engagement often are the time and research resources constraints. This is related with the participants' answers, since some of the most common factors mentioned as demotivating are the institutional and governmental minimal support in regard to resources, management and training, English class time and the working context.

In this sense, three codes were created for this category after a deep study of the participants' answers. The first code created was “*Teachers' qualification and training needs*” and it is composed of the reflections of the teachers who express that in their vision, the teachers should be learning forever and for this they perceive the need of a greater support from the government and the institution. According to Sharples (2000) and Bentley (1998) the core idea of

lifelong learning is that it is impossible to provide students with all the knowledge and skills they will need to succeed throughout their lives in school, college, or university. As a result, people will need to constantly improve their knowledge and abilities in order to solve urgent challenges and participate in a process of ongoing vocational and professional growth.

About it, the participants commented on their needs of constant training and asked for more programs available about research for their lifelong learning. On this matter participant 1 said that “*The government sends us workshops, things for one to improve the research process, there are learning processes where teachers have to pay something, there it is already demotivating because in the end we are from the state, so the state should give the teachers the process of free research to improve education*” (Interview 2). On the other hand, participant 2 mentioned that her institution has been “*...updating the curriculum lesson plans according to the governmental requirements, although the real hardship is to assess the English level on the institutions when the national test ICFES is applied before they graduate*” (Interview 2).

Taking this into account, in order to achieve high-quality education, the institutions should offer a greater support throughout the teaching process as well as the financial or training which are still to improve. Nevertheless, as Miller explains (1994) a teacher’s adaptability determines the teaching quality hence teachers should practice their adaptability and overcome the teaching hardships with greater support from the institutions.

However, the teachers perceive that there is a greater amount of training regarding ICT rather than research or other teaching related activities. The European Commission's Study Group on Education and Training (1997) is aware of the teacher role as an agent of constant change in a society providing a multidimensional service as it is increasingly incorporating social, behavioral, civic, economic and technological dimensions. Hence, as participant 2 stated “*It always has to*

exist a constant update, either from the teachers' will or by government mandate in the case of us.” (Interview 2).

Overall, the participants highlighted the importance of long-life learning. Participant 1 said “*I believe that if you want to improve you should continue studying*” (Interview 2). On this topic, London and Smither (1999) view on long-life learning conceptualized career-related continuous learning as a pattern of formal and informal activities that people sustain over time for the benefit of their career development. Candy (1991) supports studying four basic aspects of self-direction for lifelong learning: personal autonomy, willingness and competence to manage one learning process, autonomous pursuit of learning without formal institutional support, and learner-control. Taking this into account, the teachers have this belief rooted in their constant learning experiences, as they perceive that education is the means that provides improvement on their professional and personal development.

The second code is called “*Deficit of institutional and governmental support*” and it collects all the comments teachers have about their research process and how it is affected by lacking institutional and governmental support as English teachers regarding resources, funds and management. On the subject, participant 1 mentioned that “*Innovation issues are a bit more complex, since there is no internet there, there is nothing*” (Interview 2) while talking about the limitations encountered on the practices due to lack of resources. Participant 3 also mentioned limitations due that they “*don't have the tools*” to do research, focusing especially on the lack of technology by saying that they need technology “*to advance, to improve, for research, for everything*” (Interview 2).

On the matter, Hill and Charalambous (2012) talk about the impact of curriculum material and how this enables but not ensures high-quality teaching. This theoretical posture is supported

by the OECD (2010) although it mentions the importance of technological resources on education, it also highlights the fact that having access to internet and ICT (information and communication technology) does not ensure quality education on its own, but it has a positive effect on teachers' motivation. All things considered, even though institutional and governmental support on funds and resources is needed as expressed by the participants, it should not be the main reason for teachers to not do research.

The participants also highlighted the limitations they have on their teaching and research practices due to lack of resources. Participant 1 and 3 said they have to "*trabajar con las uñas*" (Interview 2), this is a Spanish idiom and can be translated as "*making and effort to work with insufficient tools*", about it, participant 3 specified that "*the material is received, but it falls short in many aspects*" (Interview 2). These statements show that the participants feel demotivated not only on their research processes but also on their teaching practice. The reason for said demotivation could be due to the relation between teachers' stress and burnout by high demands and low resources, established by Bottiani (2019). This is to say, the participants' demotivation due to lack of resources is usual, and it is an issue that should have great importance during the institutional planning process and management.

Moreover, all the participants expressed their worries on the administrative management and how it influences their research practices. Participant 3 mentioned that "*There are several factors that demotivate, but definitely the institutional management part because there are moments where one says, 'well, and what one does without their support?'*" (Interview 2). This shows that teachers feel discouraged to do research because of insufficient guidance and support from their institutions' management. Referring to this, Ruiz (2000) affirms that institutional management promotes the conduction of institutional goals based on educational planning, with

knowledge, skills and experiences, taking into account the people involved in educational tasks. Thus, it is possible to add that one of the educational goals should be related with classroom research.

Furthermore, participants seemed to agree with Ruiz statement as they talked about the importance of including research on the institutional plans. On the subject, participant 1 said "*the research must be in the PEI...then we need that it remains in the PEI and can be developed in the PEI with a work table and there is a council*" (Interview 2). Participant 2 also mentioned the importance of including research on the creation of the PEI goals for each academic year, since "*if these quality goals were managed in a classroom research style, there would be a greater follow-up*" (Interview 2). The participants suggestions about the creation and inclusion of research as an important part of the institutions' PEI, is in agreement with Alfaro's (2007) opinion on how the educational culture should be solidified by research practice, and because of it an institution must identify the cultural capital and generate appropriate learning instruments that allows the teachers to learn and practice research on their work space and use their results on the curriculum planning.

Another difficulty hindering research and teaching processes is the context of their work space. The third code of this category, "*Issues affecting classroom research practice*", recollects all participants' experiences and opinions on the matter. The work space context can be understood as the school regulation, facilities, atmosphere, location, culture, and other aspects that can affect the institution. Teachers accept that besides of conducting research for any post educational degree they have not carried out research, as participant 2 said "*The challenges in the English area are; The factor time where real time class varies from the expected on the schedule, the heterogeneous English level of the students and the students' indifference to teacher*

innovation" (Interview 2). According to Herzberg (1966) two-factor theory, individuals' discontent with work is influenced by elements such as managerial quality, pay, corporate policies, physical working conditions, and job security. Then, promotion opportunities, personal development, recognition, responsibility, and success are all considered internal motivational factors, with this in mind, teachers find themselves lacking motivation to innovate and overcome the shortages if their students are apathetic and do not provide positive feedback to carry on this duty.

The participants also highlighted the effect of the students' attitudes on their practices. For the participants this is related to their workplace context as they have had different experiences on each institution they have worked on. However, they mentioned that "*the student shows apathy towards English*" (Participant 3, interview 2) and whenever they try to innovate, the "*students have that rejection of 'no, I don't like that, that is so boring'*" (Participant 2, Interview 2). These attitudes towards innovation and English teaching seem to be present in the participants' context. On the matter, Baker (2018) says that the school context and appropriate resources have a positive effect on students' outcomes. This statement can underline that low receptivity of the students found by the participants can, in fact, have a relation with the deficit of resources on the institution, also mentioned by the participants as a hindering factor on their practices as teacher and researchers.

Furthermore, the participants talk about the importance of always taking into account the institutional context because "*how are we going to do research in a rural school where all the children are starving? It depends on the context*" (Participant 1, Interview 2). Participant 2 and 3 mentioned the difficulty of doing research in a context where the students do not have the same

academic level and receptivity “*because being in a group that is not homogeneous, what is planned for one is not going to work for the others*” (Participant 2, Interview 2).

The participants point out the influence of COVID-19 on their practices. Participant 3 stated “*It must be borne in mind that this pandemic stopped a number of situations at the level of schooling*” (Interview 2), as referring to the lockdown and isolation that took place during 2020 and the start of the virtual classes’ methodology. About it, this posture was supported by the other participants who mentioned the hardships of working during a pandemic “*How am I going to do research knowing that those students, because of COVID, they don't do anything, they don't have a dictionary, they don't have anything?*” (Participant 1, Interview 2) and how they had to “*try more to innovate, adapt what existed to what the students had as resources*” (Participant 2, Interview 2).

OECD (2020) reports that 78% of Colombian teachers in 2018 felt “*quite a bit*” capable of supporting the students’ learning through digital technology. This refers to how teachers should have been able to quickly adapt to post Covid-19 educational methodologies. However, the participants talked about their negative feelings towards virtual education. “*I hate virtual education, I don't like it and I don't like it, there are some things that are interesting because of the time, but I don't like virtual education*” (Participant 1, Interview 2). In spite of these opinions, it is worth of highlighting the fact that the teachers are aware of the importance of them innovating and researching during the pandemic on each context, as they stated: “*Education has been very hard and more so with the issue of covid because it forced us to restart the whole chip, so one does a lot of things to innovate, but that also depends on the context of each institution*” (Participant 1, Interview 2). This statement shows that teachers are constantly innovating and

trying to do as much as they consider possible with what they have available, according to their context and student's needs.

To sum up, according to the participants' answers, classroom research is being hindered by the need for new learning opportunities that help the teachers to level up their research knowledge and experiences. About it, the participants think that those opportunities should come from their institutions and governments, as those should not only offer them training but support regarding resources and management due that research should be an important aspect of institutional PEI and the teachers should receive enough resources to work towards improving their classes. Institutional and governmental support play an important role when other aspects such as students' low receptivity and lack of homogeneous classrooms are constant factors on the teacher's practices, especially during post-pandemic education. However, although those aspects make it difficult for the teachers to conduct research, it can help them to contemplate new strategies to overcome said factors and obtain research experiences.

The second category found was the "*Teachers' perspectives on educational and classroom research*" focusing on the teachers experiences in the role of researchers, their conceptions on it, and the impact it has on teaching. Due to the above, the first code was "*Teachers' conceptions on research*" collecting all participants conceptions on research where the participants seem to agree that "*the research process is something totally complex, a very large branch to talk about*" (Participant 1, Interview 2). Participant 3 said "*We have been teaching with the text that the government provides, and I would not consider it research, research is so wide and complex...*" (Interview 2). On this topic Brown (1988) explains that research is developed in different steps, initially is to find a topic and next to have a goal on how the information will be collected then

hypothesizing and experimenting with the result, representing an important part of research as the replicability of the study in the end is as being a trial-and-error method.

Participant 2 agrees on this definition when saying "*I consider that it is important to take into account the times, take into account the contents and have a clear purpose, at the beginning of the year you define goals, I think it is important to define those goals, I think it is important that those goals that are defined at the beginning of the year are taken into account throughout the process*" (Interview 2). Additionally, Participant 2 comments that on the real context teachers usually do not document their research processes, but they do apply some tips or positive results found on studies. "*...then in the investigation at all times there are other investigations that one can apply, or other tips that one can take that benefit one's own practice the detail is that it is not always documented, so an investigation that is not documented does not go beyond there.*" (Interview 2). This demonstrates that teachers might not perceive some resources provided by the government as support on their research processes however, they still consider that what they discover and learn in classroom is a sort of research or production of knowledge that enhances his or her teaching processes.

The second code "*Teachers as researchers' self-awareness*" gathers the teachers' reflections and awareness around their researcher role. On this topic participant 1 said "*I believe that without research we could not identify the different contexts that each institution and each teacher have and since education has to be a constant change, so without research, how are we going to have a favorable education*" (Interview 2). According to participant 1, the teacher in its researcher role finds an updated and more contextualized view of the classroom realities teachers face daily. According to Brown (1988), with the world gradually changing, research allows us to study new information and knowledge that may arise.

Additionally, the participants consider that there are some exercises they do that imply research, as participant 2 said “*And although the research may be from third parties that one reads as well as what applies will always permeate, because in education in the process, the way is always sought for the student to understand and for the process to be satisfactory*” which demonstrate awareness on the impact that teachers’ researcher role has on their classes.

In relation to the above, participant 3 said “*I will continue to think that not only the English teacher, I believe that our role as a teacher and in the face of the globalization phenomenon that we have been presenting, we all have to be competitive not only in English, in systems but many other areas*” (Interview 2). Therefore, the teachers agree with Brown acknowledging that the world constantly changes and recognize that the teacher has to be competent in research and other areas to go along with modern time contexts.

The third code is called “*Transformative role of educational research*” and focuses on the teachers experiences in the role of researchers and their perceptions in regard to the impact research had on education. On this matter participant 1 said “*Without research, When are going to have a favorable education, but again, there is a long, long way to go for education to be equitable as it says in the national education program, there is still a long way to go*” (Interview 2) which according to the work of authors like Kemmis & McTaggart, (1988), Nunan (1989), Allwright & Bailey (1991) Hopkins (1993) and Freeman (1998) research is a component of teacher education to transform their work, to study their reality and to participate in the construction of understanding teaching.

About it, Participant 1 exemplified his situation where he is conducting activities that show improvement in a student cognitive development, “*We identified a girl, she is in tenth grade and has low understanding, she will never understand that it is a fractional, but she is very visual,*

even though she does not interpret things, it is very visual, so she loves to look, she listens to you and everything, she develops that part a lot, so we are working with that” (Interview 2). Thus, teachers perceive the transformative impact research has had on education in regard to further related contexts, providing them a way of self-reflection to achieve what was expected for the next class.

However, despite the previous exemplification of participant 1, in general, teachers still do not consider that they are doing classroom research, although they recognize their will to adapt their methodology if their findings require it, as participant 2 said “*one in education starts to do trial and error work but does not have a documentation process that allows keeping a history of that trial and error, which is what has worked, and is where one fails, when one is in a thesis process, it is when one begins to document*” (Interview 2). Taking the aforementioned comment, and teachers’ previous comments on research, it is possible to say that EFL teachers in Bugalagrande are conducting classroom research although due to the lack of documentation and their previous scientific notions of research they are not engaged with their researcher role as they perceive they do not conduct research.

Teachers’ misconceptions on research are affecting their engagement in their researcher role as they do not consider their daily practices and efforts to help the students as research. On this case, teachers could learn about action research. Kemmis and McTaggart (1982) suggest that the linking of the terms ‘action’ and ‘research’ highlights the essential feature of the method: trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning. The result is improvement in what happens in the classroom and school, and better articulation and justification of the educational rationale of what

goes on. Action research can provide the teacher with a way of working by linking the theory and practices into the one whole: ideas-in-action.

The fourth and last category found was “*classroom strategies for innovation*” and it is focus on the participants' comments on the importance of teaching and assessment strategies that helps them to innovate during their classes. The first code is named “*Need for classroom innovation*” and it collects all the participants' comments on the necessity of constant innovation in the classroom since “*in the face of the globalized world, we cannot be left behind*” (Participant 3, Interview 2). According to Hoffman and Holzinger (2021) innovation can be described as mutating and evolving to become better. Pedagogical innovation is the process of inquiring new ideas in a collective way, in order to solve problem situations during the teaching practice, which can lead to changes in the context and practice of the institutions (Imbernón, 1996).

Hence, pedagogical innovation can be developed through pedagogical practices, learning processes and methodological approaches, with the purpose of making a significant change in teachers' practices and students' learning. The participants seem aware of the importance of innovating during their classes in order to make the student's learning process more efficient and enjoyable, as “*the teacher is the one who has to find a way to make the students fall in love with learning*” (Participant 1, Interview 2). Moreover, the participants mentioned a change in their strategies and a need for innovation during virtual and post-pandemic education. Participant 2 said that “*in times of pandemic, innovation was mostly in trying to adapt the processes, that already existed, videos, guides and links to the conditions of the students*” (Interview 2).

The second code of this category is “*Teaching strategies for diverse contexts*” and it covers all the strategies developed by participants in order to adapt their teaching to different contexts. According to Friedrich & Mandl (2006) teaching and learning strategies are key

components of the classes and these should help the students reach the course's goals and develop their own strategies. Meaning this, a teaching strategy is a method to help the students become participants in their own learning process. About it, the participants mentioned they are very methodological and didactic with the purpose of constantly innovating. Participant 1 talked about how one of his strategies was to “*give classes of Zumba...so that they change their chip, their environment...*” (Interview 2). Participant 3 said that a good strategy is to use movies without subtitles because “*they catch their attention, and they like it.*” (Interview 2).

Dyer and Osborne (1995) established the importance of selecting the right methodology, since the students react differently to each teaching strategy. About this, the participants seemed aware of the necessity of their planning to be “*according to the context*” (Participant 1, Interview 2) and the student's needs. The participants gave examples of their students' learning styles and levels while mentioning students with different native tongues, learning disabilities and others. It is important to underline the teacher's awareness of their context and their ability to adapt to it in order to help the students in each context in spite of the factors that can be hindering the process, as participant 1 stated “*There is when one asked, what tools can I use? That is our challenge. That is when one does different things*” (Interview 2).

On the other hand, the participants were also asked about assessment strategies. Their answers are collected on the third code called “*Assessment practices in the classroom*”. Poehner (2007) defined assessment as a process to measure learners in terms of skills, knowledge and attitudes. On the matter, participants explained how “*there are some teachers who are still on the chip to assess quantitatively*” (Participant 1, Interview 2) but they prefer a more qualitative assessment. This is to say, teachers use a formative assessment, which is defined as a constant update of the teachers' understanding of the learners' need and progress through the academic

year or course (Afflerbach, 2008). Participants also clarified that although their assessment was formative, they have previously established goals related with the language, as for example, that the student “*manages to understand grammatical structures and vocabulary within texts, oral participation and written production at a basic level*” (Participants 2, Interview 2).

Despite the participants efforts to correctly assess their students, they also highlighted that their only means of knowing for sure the learners’ English level was through ICFES, “*which is the only one that presents a measure of English and only does it up to grade 11*” (Participant 2, Interview 2). Due to this, it is difficult for the teachers to select an appropriate teaching and assessment approach according to their students’ level and needs.

In this regard, according to the teachers’ statements, more accessible proficiency tests are needed to know their students’ English level, as according to Hilliard (1999) even the “weakest” proficiency test are important since without them it is not possible to pin teaching or learning. And, hence, select appropriate teaching strategies for the students’ needs, to boost their knowledge and help them achieve the course goals. Knowing the students’ learning styles and level is a step towards understanding their needs, which is an important task that teachers should assume, especially during a pandemic, in order to constantly innovate their teaching practices to help the students overcome learning barriers by selecting suitable classroom strategies.

Conclusions

Despite its limitations, this study demonstrates that EFL teachers from public schools in Bugalagrande thoughts on classroom research are consistent with those found in Borg (2009) and Banegas (2018). With this in mind, the first objective was fulfilled as the conceptions about classroom research in EFL provided by the teachers from public schools in Bugalagrande were identified. It was found that workspace context, teaching and research resources, and teaching training all have an impact on teachers' research engagement. In particular, workspace context and institutional management were very common factors that hinder teachers' research process. They found it difficult to do classroom research due to the deficit of student's motivation and receptivity, as well as minimal institutional and governmental support.

Regarding the second objective, which focused on describing the conceptions about classroom research in EFL in regard to the teachers' practice experiences, the participants argued that doing research in a context where they do not have enough resources and funds is not feasible and lowers their motivation and engagement. However, teaching and researching processes are not entirely dependent on resources, especially not in the classroom, as the teacher's role is to use and adapt their strategies to the student's and context needs. Because of this, even though funds and resources provided by the government and institutional management are insufficient as mentioned by the participants, it should not be one of the main reasons for teachers to not do research in their classrooms.

Nevertheless, to fulfill the third objective of the present study, it was necessary to establish the relationships between the conceptions and practices regarding classroom research in EFL of the teachers from public schools in Bugalagrande. About it, it is important to highlight that teachers' awareness on the transformative role of research on education differs from their

behavior. Since the experiences gathered through their teaching suggest a deficit of external support such as low financial support, the lack of training opportunities, the lack of teachers-teamwork regarding research, as the blame to avoid doing classroom research.

However, teachers understand classroom research as a component of education that transforms their work, allowing them to study their reality and participate in the construction of understanding teaching. The teacher-researcher role can be characterized as those practitioners who attempt to better understand their practice, and its impact on their students, by researching the relationship between teaching and learning. Ramani (1987) shows how teachers in training can move towards' theory discovery from the starting-point of their own observations of the raw data of recorded classes, lesson plans, and so on. Murphy (1985) discusses the necessarily active role of teachers in all stages of the process of course evaluation. In agreement with this, through this study, it was possible to identify that those teachers not consider their reflection and teaching improvement through trial-and-error experiences in classes as research, due that it does not follow the scientific notions of research, such as hypothesis testing, statistical analysis, and academic written format.

In outline, the teachers' conception of their teacher-researcher role with the characteristics mentioned before may not be relatable for teachers when their daily routines of instructing students, grading papers, taking attendance, evaluating their performance as well as looking at the curriculum leaves no time for filling formats and conducting classroom research. However, this might be a teachers' misconception and lack of engagement with their researcher role as they conduct teaching processes based on their previous experiences and adapt to the constant change. For this reason, teachers should appropriate their researcher role and find more efficient means to ease following up classroom research, since, despite their research engagement being closely

affected by the perceptions of their context, their role as teachers-researchers should be adaptable and independent of it.

Recommendations

Nonetheless, understanding teachers' conception of classroom research and barriers teachers face in the field of ELT remains limited in Latin America as the only studies with a few exceptions have been carried out in foreign countries across the sea, on top of that this research should be applied in a wider number of teachers for having deeper detailed results on the matter. Additionally, it is suggested to create focus groups to offer teachers a space for contrasting their perception and reflect on it in order to build a deeper understanding of classroom research and their roles in it.

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Appendix A

First Interview Transcripts

Participant 1:

“DESDE 6 A 11 GRADO. LICENCIATURA EN LENGUAS MODERNAS Y TRADUCCION Y ESPECIALIZACION EN PEDAGOGIA DE LA LITERATURA INFANTIL Y LA CREATIVIDAD. LLEVO 21 AÑOS EN LA DOCENCIA. SON 22 HORAS. LA INVESTIGACION ES IMPORTANTE PUES ESTA SIRVE PARA MEJORAR EL PROCESO DE ENSEÑANZA. CLARO”

Participant 2:

“Yo enseño de grado 6 a 11. Formación académica es licenciado en educación básica con énfasis en lenguas extranjeras de la Uceva

Llevo ejerciendo graduado desde el año 2013 y desde ese entonces estoy ejerciendo, llevo 4 años en el sector público. Horas semanales son 22 horas de acuerdo a las recomendaciones por el gobierno.

La investigación se hace muy importante para nosotros para poder realizar clases que son efectivas y sobre todo significativas para nuestros estudiantes y también para que los materiales no se hagan repetitivos año a año o periodo a periodo entonces lo que trato es investigar, leer, conseguir nuevo material, nuevos libros, y tratar de estarlos aplicando de manera diferente en cada grado y de acuerdo también a las edades de cada estudiante.

Pues como tal investigación que digamos que hacemos un proyecto y lo aplicamos con objetivos, no tanto de esa manera, pero si hacemos investigación en cuanto a prepararnos y a estudiar y a preparar nuestras clases de acuerdo a lo que hemos aprendido tanto en la universidad como lo que aprendimos a lo largo de nuestra experiencia”.

Participant 3:

“Bueno, muy buenas tardes, mi nombre es Soy docente de la institución educativa B de Bugalagrande. Bueno, las preguntas sobre una investigación que ustedes están desarrollando es de que ¿en qué grado enseño? Enseño desde los grados 6 hasta los grados 11, es decir básica secundaria y media. Mi formación académica es de licenciatura en lenguas modernas, adicionalmente tengo otras carreras y en estos momentos estoy haciendo una maestría en educación. Llevo aproximadamente un año y medio como docente y tengo una intensidad horaria de 22 horas en la institución.

Bueno para mí es muy importante la investigación en nuestras aulas, bueno en estos momentos que estamos con el tema de la pandemia, en las casas, ya que esto sirve para comunicarse con el mundo académico y con todas las personas que están a nuestro alrededor, ya que es un requisito fundamental para sobresalir en este planeta, ya que la ciencia, la tecnología, se han convertido en por decirlo hace nuestras casas, nuestra aldea. Es indudablemente que el inglés es un idioma que está generando grandes oportunidades, no solamente en nuestra vida como profesional, sino también como agente trasmisor, sobre una cultura orientada hacia la búsqueda del bien común que en estos momentos, es lo que nos importa a todos nosotros los docentes del área de inglés, y no solamente de inglés sino de todas las áreas, para que nuestros estudiantes puedan tener un futuro mucho mejor. El impacto de la investigación es un factor pues

transformador en nuestra sociedad y pues es aquí donde el inglés fortalece las posibilidades pues de desarrollo científico, también cultural y económico, que es para que nuestros muchachos también puedan salir adelante.

Sobre el tema de que, si aplico la investigación, yo creería que todos, todos los docentes del aula de inglés y todos los docentes de todas las áreas aplican investigación en las clases, ya que ahorita sobre el tema, importante sobre el COVID nosotros los docentes nos hemos tenido que reinventar de una forma u otra para que nuestros estudiantes salgan adelante. Aunque también hay dos cosas que uno tiene que saber que es que hay una sobre la desmotivación de los alumnos, bueno de los estudiantes y la otra es que haya necesidades en la cual el estudiante vaya adquiriendo y desarrollando, para que ellos mejoren. Entonces están esos dos polos, donde uno no sabe en qué momento poder meter la investigación ahí para que el estudiante mejore y tengo una mayor capacidad de producción en el aula y en todas las habilidades que tiene pues el idioma del inglés. La investigación va inmersa desde cualquier parte donde usted va a desarrollar por ejemplo las guías de aprendizaje para nuestros estudiantes que nosotros tenemos que cada momento buscar, indagar información para que nuestros estudiantes puedan pues aprender el idioma, desde el trabajo colaborativo, para la resolución pues para el desarrollo pues de tareas, es una forma de que los estudiantes puedan desarrollar el inglés por medio de claramente las clases virtuales que sería pues sincrónica, y también las formas asincrónicas como las guías de aprendizaje ya que pues muchos estudiantes no tienen acceso al internet. Yo, por ejemplo, como docente trato de ser pues muy didáctico y de implementar la investigación y que los muchachos puedan ser un poco más autónomos en su aprendizaje. Tratar de que las guías sean didácticas, sean por decirlo así más kinestésicas, porque de por si yo soy un docente que no soy capaz de quedarme quieto, y trato de que mis estudiantes aprendan el idioma de forma interactiva, ya sea por medio de roles... bueno

hay cantidades de actividades por las cuales muchos estudiantes pueden desarrollar el idioma, considero que también el ministerio de educación nos ha colaborado en el tema de mucha información para que los estudiantes puedan aprender el idioma, por ejemplo hace poco se creó un aplicativo una app en la cual los estudiantes pueden aprender inglés, entonces todo eso es investigación, se llama BE THE ONE CHALLENGE, donde los muchachos deben de ingresar en su celular y resolver algunos acertijos y pasar unos mundos, y claramente todo esto en el idioma inglés, entonces yo considero que la investigación es importante y se utiliza en todo momento para que nuestros estudiantes puedan tener un futuro mejor.”.

Participant 4:

Hola, Buen día, respondiendo a la encuesta, te cuento que nuestra institución me desempeño como docente del área de inglés de los grados 9, 10 y 11, yo soy licenciada en lenguas extranjeras y actualmente curso maestría en educación y docencia, llevo aproximadamente 8 años ejerciendo como docente de inglés. En la institución tenemos un límite de horas semanales de 6 a 9 de tres horas, una asignación de 3 horas, y lo que son 10 y 11 se trabajan 4 horas, la investigación para mi es muy importante, la considero que el hecho de estar buscando siempre herramientas diferentes, estrategias, metodologías, para como llegar a los estudiantes de una manera asertiva debe ser uno de los quehaceres del maestro. Claro que aplicó la investigación en mis clases, claro que sí. De hecho a medida pues que he venido desarrollando todo también mi tesis, pues lo que es la tesis de la maestría, trato de con mis estudiantes recorrer la mayor información necesaria que me orienten y que me ayuden en todos los procesos académicos que se desarrollan y también a desarrollar diferentes estrategias y metodologías, aplicar cuales de acuerdo que, que a quienes son mis alumnos por medio de diferentes diagnósticos, teniendo en cuenta que conocer a los

estudiantes conocer quienes son, en qué contexto se desarrollan es una de las fases de mayor importancia y relevancia para el contexto educativo y para la práctica pedagógica.

Participant 5:

Soy Enseño en los grados 10 y 11 de la institución educativa A. mi formación académica es licenciada en educación básica con énfasis en lenguas extranjeras y magister en tecnologías aplicadas a la educación. La enseñanza de inglés son 2 horas semanales más una hora que corresponde al área técnica por convenio con el Sena. La investigación tiene una parte fundamental de la educación y del desarrollo de las clases y se maneja de forma muy interna, básicamente no existe un protocolo o un campo específico para la investigación dentro de la institución como tal, pero en el caso particular mío la investigación aplicada en mis clases fue durante el desarrollo de la maestría ya que se hizo con estudiantes de la institución.

Participant 6:

1. Grados 8 y 9
2. Especialización
3. 28 años
4. 3 horas semanales
5. Innovar siempre es importante en cualquier área del conocimiento humano. Ante un mundo globalizado la tecnología, e investigación son imprescindibles.

6. En nuestra institución por ser oficial estamos carentes de ayudas que apoyen nuestra labor, laboratorio de idiomas, TV o video beam en casa salón etc. Es un trabajo más de ayudas didácticas, metodologías de acuerdo al alcance de nuestras manos

Appendix B

Borg's questionnaire

English language teachers' views of research

What does 'research' mean to you and what role does it play in your life as a professional English language teacher? These are important questions in our field—especially at a time when in many countries teachers are being encouraged to do research as a form of professional development. This International Survey of English Language Teachers asks you for your views on these issues and will take 15–20 minutes to complete. Participation in this study is voluntary. Thank you for your interest in contributing.

SECTION 1: SCENARIOS

The purpose of this section is to elicit your views on the kinds of activities that can be called research. There are no right or wrong answers. Read each description below and choose one answer to say to what extent you feel the activity described is an example of research.

1. *A teacher noticed that an activity she used in class did not work well. She thought about this after the lesson and made some notes in her diary. She tried something different in her next lesson. This time the activity was more successful.*

<i>Definite research</i>	<i>Probable research</i>	<i>Probably not research</i>	<i>Definitely not research</i>
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2. *A teacher read about a new approach to teaching writing and decided to try it out in his class over a period of two weeks. He video recorded some of his lessons and*

collected samples of learners' written work. He analyzed this information then presented the results to his colleagues at a staff meeting.

Definite research	Probabilistic research	Problem-solving research	Descriptive research
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3. A teacher was doing an MA course. She read several books and articles about grammar teaching then wrote an essay of 6000 words in which she discussed the main points in those readings.

Definite research	Probabilistic research	Problem-solving research	Descriptive research
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4. A university lecturer gave a questionnaire about the use of computers in language teaching to 500 teachers. Statistics were used to analyze the questionnaires. The lecturer wrote an article about the work in an academic journal.

Definite research	Probabilistic research	Problem-solving research	Descriptive research
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5. Two teachers were both interested in the discipline. They observed each other's lessons once a week for three months and made notes about how they controlled their classes. They discussed their notes and wrote a short article about what they learned for the newsletter of the national language teachers' association.

Definite research	Probabilistic research	Procedural research	Descriptive research
-------------------	------------------------	---------------------	----------------------

6. To find out which of the two methods for teaching vocabulary was more effective, a teacher first tested two classes. Then for four weeks, she taught vocabulary to each class using a different method. After that, she tested both groups again and compared the results to the first test. She decided to use the method which worked best in her own teaching.

Definite research	Probabilistic research	Procedural research	Descriptive research
-------------------	------------------------	---------------------	----------------------

7. A headmaster met every teacher individually and asked them about their working conditions. The head made notes about the teachers' answers. He used his notes to write a report which he submitted to the Ministry of Education.

Definite research	Probabilistic research	Procedural research	Descriptive research
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8. Midway through a course, a teacher gave a class of 30 students a feedback form. The next day, five students handed in their completed forms. The teacher read these and used the information to decide what to do in the second part of the course.

Definite research	Probabilistic research	Procedural research	Descriptive research
-------------------	------------------------	---------------------	----------------------

9. A teacher trainer asked his trainees to write an essay about ways of motivating teenage learners of English. After reading the assignments the trainer decided to write an article on the trainees' ideas about motivation. He submitted his article to a professional journal.

Definite research	Probabilistic research	Problematic research	Descriptive research
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10. The Head of the English department wanted to know what teachers thought of the new coursebook. She gave all teachers a questionnaire to complete, studied their responses, then presented the results at a staff meeting.

Definite research	Probabilistic research	Problematic research	Descriptive research
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SECTION 2: CHARACTERISTICS OF GOOD QUALITY RESEARCH

1. Here is a list of characteristics that research may have. Tick ONE box for each to give your opinion about how important it is in making a piece of research 'good'.
 2. If there are any other characteristics which in your opinion a study must have for it to be called 'good' research, please list them here.

SECTION 3: RESEARCH CULTURE

Tick ONE box for each statement below to give your opinion about the general attitude to research in your school.

	Disagree strongly	Disagree	Don't know	Agree	Agree strongly
Teachers do research themselves	<input type="checkbox"/>				
The management encourages teachers to do research	<input type="checkbox"/>				
Teachers feel that doing research is an important part of their job	<input type="checkbox"/>				
Teachers have access to research books and journals	<input type="checkbox"/>				
Teachers have opportunities to learn about current research	<input type="checkbox"/>				
Teachers talk about research	<input type="checkbox"/>				
Teachers are given support to attend ELT conferences	<input type="checkbox"/>				
Time for doing research is built into teachers' workloads	<input type="checkbox"/>				
Teachers read published research	<input type="checkbox"/>				

SECTION 4: READING RESEARCH

1. How frequently do you read published language teaching research?

(Tick ONE)

Never	Rarely	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Often
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If you chose Rarely or Never go straight to Question 4 in this section.

2. You said that you read published language teaching research often

or

sometimes. Which of the following do you read? (Tick all that apply)

- Books*
Academic journals (e.g. TESOL Quarterly)
Professional Journals (e.g. ELT Journal)
Professional Magazines (e.g. ET Professional)
Newsletters (e.g. IATEFL SIG Newsletters)
Web-based sources of research
Other (please specify) _____
-
-

3. *To what extent does the research you read influence your teaching?*

Choose ONE.

- It has no influence on what I do in the classroom*
It has a slight influence on what I do in the classroom
It has a moderate influence on what I do in the classroom
It has a fairly strong influence on what I do in the classroom
It has a strong influence on what I do in the classroom

Now go to Section 5

4. *In Question 1 of this section you said that you read published research rarely or never. Here are some possible reasons for this. Tick those that are true for you.*

- a. *I am not interested in research*
b. *I do not have time*
c. *I do not have access to books and journals*
d. *I find published research hard to understand*
e. *Published research does not give me practical advice for the classroom*
f. *Other reasons (please specify)* _____

SECTION 5: DOING RESEARCH

1. *How frequently do you research yourself? (Tick ONE)*

Never	Rarely	<input type="checkbox"/>	Some	<input type="checkbox"/>	Often
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If you chose Rarely or Never go straight to Question 3 in this section.

2. You said you do research often or sometimes. Below are a number of possible reasons for doing research. Tick those which are true for you.

I do research ...

- a. As part of a course I am studying on
- b. Because I enjoy it
- c. Because it is good for my professional development
- d. Because it will help me get a promotion
- e. Because my employer expects me to
- f. Because other teachers can learn from the findings of my work
- g. To contribute to the improvement of the school generally
- h. To find better ways of teaching
- i. To solve problems in my teaching
- j. Other reasons (please specify)

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3. You said that you do research rarely or never. Below are a number of possible reasons for not doing research. Tick those which are true for you.

I don't do research because ...

- a. I do not know enough about research methods
- b. My job is to teach not to do research
- c. I do not have time to do research
- d. My employer discourages it
- e. I am not interested in doing research
- f. I need someone to advise me but no one is available
- g. Most of my colleagues do not do research
- h. I do not have access to the books and journals I need
- i. The learners would not co-operate if I did research in class
- j. Other teachers would not co-operate if I asked for their help
- k. Other reasons (please specify)

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SECTION 6: ABOUT YOURSELF

1. Country where you work: _____

2. Years of experience as an English language teacher (Tick ONE)

<input type="checkbox"/>						
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3. Highest relevant qualification to ELT (Tick ONE)

<input type="checkbox"/>	Cel	D	<input type="checkbox"/>	Bac	<input type="checkbox"/>	M	<input type="checkbox"/>	Do	
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4. *Type of institution you teach English in most often (Tick ONE)*

<i>Private</i> <input type="checkbox"/>	<i>State</i> <input type="checkbox"/>	<i>Other</i> <input type="checkbox"/>
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5. *Is your language school or center part of a University? (Tick ONE)*

Yes *No*

6. *The age of the learners you teach most often (Tick ONE)*

<i>12 or younger</i> <input type="checkbox"/>	<i>13-19</i> <input type="checkbox"/>	<i>20-25</i> <input type="checkbox"/>	<i>26+</i> <input type="checkbox"/>
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7. *How would you describe your work as an English language teacher? (Tick ONE)*

I teach English full-time

I teach English part-time

This completes the questionnaire. Thank you for taking the time to respond. Dr Simon Borg, School of Education, University of Leeds, Leeds LS2 9JT, UK

Appendix C

Second Interview Transcripts

Participant 1

1. ¿Cuál es su opinión o percepción general acerca de la investigación en el campo de la enseñanza y el aprendizaje de lenguas extranjeras?

La investigación... yo creería que en mi punto de vista la investigación en las instituciones educativas ha sido muy poca, sí hay cositas que normalmente el ministerio hace, normalmente el ministerio como tal hasta a nosotros nos dan para charlas informativas, nos dan temas para uno inscribirse, por ejemplo con el ministerio TIC hay millones de programas para uno entrar pero sigue siendo algo que es: "haga, muestre el resultado y ya" así que parte investigativo yo diría que nos falta muchísimo más, estamos muy quedados todavía en cuanto a la investigación en la enseñanza y hay que tener los distintos contextos que tiene cada sede cada institución.

La mía ha sido una institución rural, las 13 sedes son rurales la única central es la que está ahí en todo Bugalagrande, pero si vamos a hablar sobre eso, las otras 12 sedes son las que sostiene el central por el número de estudiantes que tenemos en cada sede, y por eso digo que el contexto también lo es para esos temas de investigación, cómo van a hacer investigación en una escuela rural donde todos los niños pasan hambre, entonces todavía estamos quedados en muchas cosas, pero sí hay, si se hace un proceso, se hace investigación, hay docentes muy juiciosos, en la institución hay docentes muy juiciosos que hacen investigación, me incluyo ahí que actualmente estoy haciendo mi maestría entonces sí hay, sí hay pero falta mucho.

2. ¿Cuál es su opinión frente a la investigación desde el rol de docente de lenguas extranjeras?

Bueno, nosotros hacemos lo posible pues, somos como muy metodológicos, didácticos, hacemos entonces el uso de esta investigación, yo creo que todo está incluido ahí, también eso hace parte de las necesidades especiales que puede tener cada estudiante entonces uno como docente entra ahí a investigar qué pasa con cada estudiante, con los otros estudiantes que puede que no presenten alguna discapacidad, en mi tesis como tal era sobre el tema de inclusión entonces ahí que he abarcado mucho el proceso de investigación como docente, mis estudiantes que pueden presentar alguna necesidad especial, por ejemplo nosotros tenemos una que tiene baja visión, uno con síndrome de down, uno con asperger, tengo otro que tiene creo que es, no recibe bien o toda la información, tiene baja comprensión, en cuanto uno le dice algo a ese estudiante, entonces nosotros hacemos todo el proceso conductual con ellos para pues de una forma u otra mejorar el proceso de educación con ellos, y de enseñanza.

3. ¿Qué relevancia le asigna usted al proceso formación posgradual que debe tener un licenciado de lenguas extranjeras y por qué?

Yo creo que si uno quiere mejorar debe seguir estudiando, yo creo que uno siempre ... riega otra vez el vaso para poderlo llenar de conocimiento, entonces yo creo el tema posgradual y todo lo que tiene que ver con eso es supremamente importante. Creo que ustedes tienen esa opción de tesis para entrar a la maestría de bilingüismo y educación yo estaba estudiando bilingüismo y educación con la UCEVA y creo que eso de una forma otra le enriquece a uno en los procesos de enseñanza, hay cosas que también uno como licenciado se queda en licenciado, es más, yo vengo a tomar la maestría este año, yo debí hacerlo el año pasado, entonces hay gente que se queda en la licenciatura y no progresá, entonces yo creería que el tema posgradual sigue siendo algo más a profundidad que la licenciatura, la licenciatura siempre va a ser algo como el primer escalafón para uno progresar, el posgrado siempre va a ser algo más top the top, y siempre le va a ayudar a

uno a mejor sus proceso de enseñanza claramente , las pocas clases que he llevado en la maestría ya me han hecho a mi mejorar, mejorar como los procesos, hay cositas que uno ignorantemente hace, por lo que uno no entiende a veces y el posgrado a uno le ayuda a uno a mejorar muchísimas cosas.

4. ¿Qué herramientas, estrategias o procesos utiliza usted para la creación o innovación constante en las clases de inglés?

Bueno, eso de nuevo de acuerdo al contexto y les voy a contar el contexto en el que yo vivo, yo trabajo en chorreras y en chorreras, si conocen chorreras o saben o les han hablado de chorreras es un municipio muy complejo, perdón, una vereda muy compleja, los muchas pasan hambre esta semana no más llego un estudiante y llego tarde, llego tardísimo y yo le dije “entonces que paso pues” y él me dice no profe me levanté a las 3 de la mañana para hacerle el desayuno a mañana a mis papas y pues por eso llegué tarde, y normalmente yo me tomo dos horas caminando. Entonces eso a mí me partió el alma, entonces yo como que no, hágale relájese, hágale... Entonces depende también del contexto como tal, yo soy un docente que trata de innovar a los muchachos pero es muy complejo llevarles material entonces pienso como hago yo para llevarle un papel bond a chorreras, iba yo a hacer la actividad de los countries, les iba a dividir todos los países a décimo y once porque ellos son unidos, a ellos les hago una unión así y en otra sede como en paila arriba tengo octavo y noveno, y tengo sexto y séptimo, están unidos, están fusionados, entonces en chorreras yo estaba pensando , bueno yo hoy quiero trabajarles a ellos los países y quiero pues darle a un grupo Brasil a otro Colombia y que en el papel bond me escriban todas las características de los países, las culturas, todo, y ahora yo, ahora como consigo el papel bond si allá no hay, no hay papelería, no hay nada, no hay absolutamente nada y yo como me voy a llevar ese papel bond doblado en la moto si esa trocha es horrible, eso es lodo, entonces pues eso depende también del

contexto como tal y yo he tratado, con lo que tengo o poco que hay allá pues innovar, entonces nosotros como institución hicimos un proceso de innovación en cuanto a guías, nosotros creamos una guía para todo el año, este segundo semestre, nosotros hicimos una guía que tenía los temas, redujimos un plan de área de todo el año a cuatro meses en una guía que tiene solamente 18 páginas, cosa que me parece terrible, la educación no se reduce a un número de páginas entonces de igualmente toca, toca hacerlo así e imprimimos las guías y pues es sabroso desarrollar las guías con ellos y pues con eso ya está la guía en el papel y resolvemos el tema, para temas de innovación es un poco más complejo, allá no hay internet no hay nada, y yo solamente tengo chorreras y paila arriba, aunque paila arriba es diferente, paila arriba los muchachos tienen más acceso a internet en chorreras no hay nada para proyectar, lo bueno es que si tenemos video beam, entonces yo les llevo películas, pero todo tiene que ser offline allá porque no hay nada, cuando dije lo del papel bond pues omití esa actividad no la hice, no puedo hacerla entonces trato como de con hojas de bloc innovar con ellos porque es muy complejo, la educación ha sido muy dura y más con el tema del covid pues nos obligó a nosotros a reiniciar todo el chip entonces si uno hace muchas cosas para innovar, pero eso depende también del contexto de cada sede.

5. ¿Qué tipo de herramientas, estrategias o técnicas utiliza usted en el aula para hacer evaluación y seguimiento a su práctica como docente de inglés?

Bueno, nosotros utilizamos, o yo, bueno muchachos, hay unos que todavía están el chip de calificar cuantitativamente, yo califico cualitativamente y como les acabo de mencionar el caso del muchacho que llegó tarde por x o y razón, por qué le voy a poner 0 porque llegó tarde y se ha demostrado que un niño tiene baja rendición por desnutrición y yo diría que muchos de mis estudiantes están desnutridos, no desayunan y pues tratamos de hacer lo posible , hablar con ellos, implementar cosas, materiales , hay una docente que , retomando lo del papel bond, una docente

estaba yéndose en el carro, en willis porque ella no sabe manejar moto, ella llevó willis llevó unos papeles bond, hicimos unas actividades con ellos y bueno, la sede está en unas condiciones no muy favorables y llevamos 18 meses sin ir al colegio, se imaginaran de todo, qué plagas habría por allá, entonces las paredes sucias todo, entonces entre todos hicimos cosas dinámicas para embellecer la sede, con el papel bond que trajo la profe hicimos entre todos con las manos y con pinturas que pusiera su mano, en el salón identificaran el grado que es, decoramos el salón, actividades pues lúdicas para con ellos, yo soy licenciado en lenguas modernas pero también soy licenciado en educación física y deporte, yo con ellos hago rumba terapia yo normalmente trabajo en smart fit, también tengo otro trabajo aparte de ser profesor en el magisterio, trabajo en smart fit y doy clases de rumba, zumba, etc entonces esto también lo hago con ellos para que cambien de chip, de ambiente entonces sí, eso es lo que hacemos.

6. ¿Considera usted que la investigación permea su práctica como profesor de inglés y por qué?

Total... digamos que el proceso de investigación es algo totalmente complejo, una rama muy grande para hablar y... pero sí ha hecho que mejore mis procesos entonces, creo que sin investigación no podríamos identificar los diferentes contextos que tiene cada institución y cada maestro. Entonces sí ha permeado, ha hecho mucha mejora la investigación y pues la educación tiene que ser un constante cambio entonces sin la investigación pues como vamos a tener una educación favorable, pero de nuevo, falta muchísimo, muchísimo para que la educación sea equitativa como dice en el programa nacional de educación, todavía falta mucho.

7. ¿Qué actividades o estrategias para acercarse a la investigación ha desarrollado dentro de su experiencia como docente de inglés?

¿He desarrollado? No, ahora es que vengo a hacerlo y retome después de que salí apto para la maestría y estoy empezando pues como tal, yo llevaba un proceso desde la licenciatura, mi tesis fue sobre la formación inicial en docentes de lenguas modernas que promueve la relación docente estudiante con capacidades especiales, entonces a mí me encanta la inclusión, las cosas que tienen que ver con personas que tienen alguna discapacidad, aunque ese tema de discapacidad ya está mandado a recoger, entonces la educación tiene como diferentes nombres; “la educación para las mujeres, para el discapacitado, que la educación para el...” la educación es una, una, entonces desde las actividades que yo hice pues en mi tesis, yo la paré, no seguí más si les soy sincero yo paré ahí mucho la investigación, retome apenas este año, entonces quiero y he hecho procesos de inclusión, nosotros tenemos muchos estudiantes que tienen discapacidad en algunas sedes y pues eso me ha ayudado a empoderar un poco y saber cómo es el proceso, por ejemplo, tener el caso de que esta semana pasó algo con una docente de español, la docente de la español es muy cansona y se los digo acá, yo soy muy relajado para hablar muchachos, la docente es muy cansona entonces con la puntualidad con esto que la enseñanza que todo pero entonces se pasa ósea, hay cosas como que ya, cálmate, estamos en una zona rural donde no se le puede llegar a los estudiantes por las condiciones, vuelvo y le digo son muchachos pobres hay demasiada pobreza , entonces llega ella, si no sabían allí hay muchos indígenas, embera chamí, ellos no hablan español, entonces llega la profe y les empieza a dar español y entonces empieza ta ta ta... yo soy director de grupo de grado 6 que son mis bebés, mis pequeñitos y tengo 4 que son indígenas pero “ellos 4 hablan español” hasta que ayer lo pude identificar, entonces aquí es donde va el contexto pues de que la investigación entonces pues hay que investigar de una vez porque mire el contexto que uno está viviendo el momento, entonces los muchachos agachaban la cabeza cada vez que la profesora enseñaba entonces, ella me pone la queja de que “Lizandro y algunos estudiantes no estaban

poniendo atención, se salían de la clase o a veces agachaban la cabeza” entonces yo le dije, ah si profe yo los voy a regañar etc, entonces hable con una de ellas y le dije “venga mamita qué pasó” entonces ahí identifique, investigue, que la niña habla español perfectamente, pero en su cultura cuando nacen al inicio no les hablan español a ellos solo les hablan embera, luego cuando hacen la transición la transición de la lengua materna esa, luego si viene por añadidura español bien, si no, no. Entonces ella habla español y el idioma de su comunidad y ella me dice “profe yo lo entiendo todo porque yo estudié, yo... I'm facing it ... yo estoy en frente de todas las situaciones que pasa entonces yo tengo que hablar obligada pero mis otros hermanos no, entonces ellos me dijeron “profe nosotros casi no hablamos, casi no entendemos el español”. Entonces allí es donde de nuevo es increíble, entonces es por eso que se le salían de la clase, porque no le entienden, entonces primero hay que entender los contextos, de nuevo, y miren que eso es investigación, si yo no hubiera sabido que ellos no hablaban investigación, entonces ellos hubieran seguido siendo enseñados así y yo que les enseño inglés, si no saben español ahora inglés...

8. Comparta una experiencia positiva frente a algún proceso de investigación que usted haya realizado en su aula de inglés.

Un proceso exitoso, yo diría que todavía no he tenido un proceso exitoso como tal, estamos haciendo pues apenas identificamos a una niña, la que ya les había dicho, ella está en décimo y tiene baja comprensión y no debería estar en décimo por lo que pasó, de nuevo les digo, la mamá trabaja, el hermano es niño Down y ella tiene... no recuerdo bien, por ejemplo ella lee pero no te entiende, puede leer en voz alta la libra de arroz vale 5000 pesos pero ella no entiende que eso es lo que vale 5000 pesos pero ella lee, que es lo bueno, pero entonces estamos haciendo todo ese proceso, nosotros le estamos haciendo el PIAR y el DUA que son estos procesos para con los estudiantes que tienen estas condiciones, entonces entre nosotros como docentes que

estamos matemáticas, humanidades entonces ahí está español e inglés, ciencias naturales que son las macro, entonces estamos haciendo ese proceso ahora, es más puedo pasárselos ese formato que estamos haciendo con ella si les interesa. entonces estamos haciendo actividades, está en décimo y no identifica los patrones de como se dice mama en inglés y es más, todos los estudiantes, no solo ella, el covid jodió todo y odio, odio la educación virtual, no me gusta y no me gusta, hay unas cosas que son interesante que por el tiempo, entonces no me gusta la educación virtual, y actualmente soy docente de la universidad pontificia bolivariana y doy un programa de reading comprehension y les doy a ellos pero ni prenden cámara, nada pero yo como voy a saber si estoy hablando solo, igual yo doy la clase, entonces la educación virtual nada, nada, entonces ahora con ellos (los del colegio) que cada mes hacemos una guía de tres hojas para un mes con los estudiantes, esos muchachos literalmente no saben nada, y ahora que estuve en las ICFES con ellos, con los de 10 y 11, los de 11 obviamente hicieron el ICFES al tiro en la marina y yo les dije, bueno, ya que, este año fue pésimo porque volvimos con la virtualidad... Entonces ese éxito es apenas con la muchacha, apenas estamos en el proceso con ella y me reúno con los docentes a ver que le hacemos, entonces yo le estoy haciendo matching con los family members, números del 1 al 20, cosas básicas y la de español le está enseñando algunas cosas, el de matemáticas les está enseñando a sumar, restar, multiplicar, dividir, ella jamás va a entender que es un fraccionario, pero ella es muy visual, a pesar de que no interpreta cosas es muy visual, entonces a ella le encanta mirar, ella te escucha y todo, ella desarrolla mucho esa parte, entonces nosotros estamos haciendo eso, entonces digamos que ese es un posible proceso exitoso.

9. ¿Qué factores considera que son desafíos para realizar investigación en el área de inglés?

Bueno, primero, dinero, no hay, nunca hay dinero, la gobernación siempre es lo mismo nunca hay nada, dos: corrupción, tres: que falta de capacitación. Si hay capacitación, pero siempre

es lo mismo, o sea no pasan de un mismo modelo y el programa nacional de bilingüismo se quedó, se quedó, está quedado, es más ni se ha renovado, el programa nacional de bilingüismo esta del 2006 al 2019 o sea no se ha actualizado, no se ha podido actualizar. Hicieron una pequeña modificación ahí está como hasta el 2022, entonces todavía falta mucho, mucho, mucho, vuelvo y les digo falta muchísima capacitación, y por ejemplo cosa que me pareció superfatal y me molesto mucho es que la gobernación del valle hizo una cosa que me gustó mucho, English time - valle, y entonces yo vi que varias instituciones del valle estaban en ese programa, pero yo ya me di cuenta por cositas que no se pueden mencionar que eso era solamente para esas instituciones y que no eran para todas las instituciones. Entonces yo dije: cómo así yo quiero participar. Pero entonces por qué no meten a todas las instituciones o al menos un docente de inglés que represente toda la institución. Ahorita sacaron unas cosas super buenas con el colombo americano, que son las TALKATIVES y esas TALKATIVES son clubes conversacionales con docentes de las instituciones educativas públicas de todo el país, nos ayudan a mejorar el proceso de inglés, pero son solo como 4 veces, 4 secciones en el mes, ponen un tema... ya estuve en uno el año pasado. No me gusto, el nivel no mejora, los docentes de las instituciones todavía les falta capacitación, yo no sé por qué no hacen un posgrado, o sea que tan difícil es hacer un posgrado. Entonces esto que quede pues confidencial, hay dos, para que sepan 22/77 y 12/78 nosotros, 12/78 somos los que más sufrimos, 22/77 no. Entonces son los que menos se capacitan ven todo relajado y estuve en esos clubes conversacionales y literalmente me salía, no es como por chicanear, pero tengo tanto nivel y con unos docentes que literalmente no saben ni como decir "hello" entonces me sacaba el mal genio entonces prefería salirme. Entonces falta eso, capacitación con los docentes es más ni capacitación porque ellos ni quieren aprender, son ganas de ellos.

10. ¿Qué reflexiones o motivos con relación a su experiencia investigativa considera que lo han desmotivado para desarrollar ejercicios investigativos?

Voy a hacer empalme con lo que estaba hablando. Bueno, de nuevo, me encanta enseñar, pero hay momentos en que siento que quiero desertar. El mismo contexto, ya no es chorreras porque a mí me encanta, chorreras es una cosa espectacular, aunque allá no hay nada, literalmente para poderles enseñar a los muchachos le toca a uno con las uñas. A los muchachos les gusta aprender, ellos como que ven que en el colegio es como el cambio, un ambiente diferente porque pues ellos trabajan, mis muchachos de 11 - 12 años recogiendo plátanos así cargando y caminando 2 horas, yo creo que deben de estar mamados, entonces para cambiar el ambiente. Pasa lo contrario en Paila arriba, los muchachos de paila arriba son muy groseros y eso es lo que me ha desmotivado, yo podría hacer un cambio con ellos, pero ellos no quieren, y eso es lo que me pasa con ellos, el contexto de allá es muy pesado y los muchachos como que no quieren y uno trata de meterles una cosa y otra diferente pero siempre es lo mismo, entonces yo trato de darles cosas diferentes. Es más, he identificado que por ejemplo cuando estoy yo, es artística español e inglés que se da ese día. Entonces ellos ven que cuando llego yo, no dicen que pereza, sino que ya trabajan, por que nos les gusta español y artística por el docente. Entonces el docente de una forma u otra hace que el muchacho le guste o no le guste. Entonces el docente es el que mira a ver cómo hace para enamorar a los muchachos, y eso que no los he terminado de enamorar. Pero es muy complejo, entonces hay momentos en los que digo con ellos no quiero hacer absolutamente nada. Me voy a enfocar el guía y les pongo trabajo, trabajo, trabajo, porque ellos me están obligando a eso. A que no quieran aprender. Entonces por ejemplo la semana pasada, esta semana que pasó, estuve allá y entonces les di una infografía sobre los osos polares y todo, pero es que como voy yo a investigar sabiendo que esos muchachos por el COVID, por todo, no hacen nada, no tienen un diccionario,

no tienen nada, no saben cómo decir mamá, entonces me queda muy complejo a mí, entonces que herramientas son las que yo hago, entonces ahí sí es el reto mío, entonces ahí es cuando uno hace cosas diferentes que esto, que empieza con esto, pero hay momentos que he desertado, hay momentos que he pensado en desertar más no que he desertado.

11. ¿Cómo se podría fortalecer el proceso de investigación en lenguas extranjeras desde el campo docente?

Primero: que haya una persona que este enfocada en un tema investigativo

Dos: s. ¿Ustedes trabajan o han trabajado?

(Entrevistadora: yo estuve trabajando por poco tiempo.)

¿privado? Privado es durísimo. Lo siento mucho. En privado es complejo, pero es mucho mejor el tema de la enseñanza, obviamente. Que haya una mesa de trabajo grupal de humanidades. Es que privado y público totalmente diferente.

Pero en público siempre es lo mismo, ah bueno, hay un docente que le gusta la investigación, dejemos a ese docente que haga todo. Entonces ahí ya es cuando yo me desanimo, ya no..., aquí yo no hago nada porque es que ¿siempre yo? No. Y eso es lo que me pasa en estos momentos, soy jefe del área de inglés y somos 4 docentes de inglés y yo soy el único que hago todo porque hay dos de 22/77 que no quieren hacer nada, entonces de nuevo somos nosotros lo que dele y dele y dele. O sea, ya hay que cambiar ese chip, me tienen mamado con eso. Entonces 1: que haya una persona que sea de investigación, con eso ya tenemos un bloque ganado.

2: que haya una mesa de trabajo, no solamente del área de inglés sino en todo, que a la final eso va a estar ligado, sociales, inglés, filosofía, matemáticas, todo, a mi me encanta el Cliff,

la metodología que todas las áreas se enseñan en inglés, pero pues si es difícil enseñar inglés en el área ahora enseñar matemáticas en inglés, entonces todavía falta mucho para eso.

Entonces para eso una concentración primero con 1 persona, dos: una concertación con mesa de trabajo con todos los docentes o al menos uno por jefe de área y ahí mira a ver que se implementa para investigar.

(cuenta algo exitoso parte de la 7 pregunta: 33:42)

12. ¿Qué tipo de características considera usted que debería tener una investigación en el aula o a nivel institucional acerca de las lenguas extranjeras o bilingüismo?

Yo diría que características como tal, un personal capacitado en este tema investigativo, dos: generar algún como un objetivo como tal para el desarrollo de algo como tal, de un proceso o un proyecto. Dinero, no puede faltar o sea necesitamos presupuesto para cualquier desarrollo, capacitaciones, charlas. Que esté incluido en el marco institucional el tema de investigación, es que si no está. Debe haber una característica en el PEI, en el PEI debe estar la investigación, nosotros como institución tenemos parte investigativo en el PEI pero a veces se queda por allá escrito en el papel, entonces necesitamos que característicamente quede en el PEI y se pueda desarrollar en el PEI con una mesa de trabajo, que haya un consejo, es más, nosotros tenemos un consejo académico, consejo de padres, consejo estudiantil, falta el consejo de investigación, entonces cuando haya consejo de investigación ahí si ya se puede hacer investigación, pero no hay, entonces esas características son las que faltan.

13. ¿Qué estrategias, técnicas o actividades recomendaría usted como profesor para realizar investigación en lenguas extranjeras en una institución?

Bueno, cuando vi metodología de la enseñanza de inglés en la universidad habían unos momentos en que nosotros nos comportábamos como si fuéramos estudiantes, la docente nos puso eso, y entonces uno de los estudiantes enseñaba un tema, entonces la idea era que la profesora nos daba un papelito y nos decía: “angry” “bad behavior” otro que “sad” y entonces eso hacia representación de normalmente como se siente cada estudiante, entonces el compañero exponía, no sé phrase adverts, un ejemplo, y nosotros con lo que nos daba el papelito de la profesora era una emoción, entonces esa emoción era cada estudiante, entonces nosotros nos teníamos que comportar como cada estudiante y tener esa emoción. Entonces ella nos podía como la realidad que uno vive y esa es la realidad que vivimos en estos momentos. Que mis estudiantes son así, que tengo unos Embera Chami, que uno no comió, este que sí. Entonces primero identificar que es lo que pasa en el aula, y de ahí hacer algo integrado y después de esa integración como tal y esos presaberes, porque necesitamos saber los presaberes y que sabe el muchacho para poder luego impartir la clase, porque yo voy a llegar con el verbo to-be y por allá el Embera chami no habla español y no me entiende. Es más, hasta les hablo en español, trato de ser bilingüe en la clase, es más yo diría que un ochenta por ciento hablo español y el otro inglés, por lo mismo que los muchachos no entienden español. Y dos, porque llevamos todo este año de COVID y eso ha sido muy difícil, entonces literalmente con los muchachos hemos estado, hagan de cuenta que los de 6 a 11 son los de básica primaria entonces tenemos que empezar de nuevo los pre saberes y después de los pre saberes empezar los temas que uno ahora si para poder que el muchacho avance, a la final necesitamos avanzar y que el niño pueda enfrentarse a un ambiente bilingüe o sea nosotros no enseñamos y eso es lo que tengo yo entendido que nosotros no enseñamos para que el muchacho se quede con eso, pero al momento que se vaya a un lugar se pueda defender.

14. ¿Desde su experiencia como docente de lenguas extranjeras cuáles han sido las percepciones de las directivas de su institución frente a la creación de propuestas de investigación?

No, pocas, solamente una, y solamente hablo por chorreras y la única investigación es esta que acabo de mencionar sobre el proceso que los muchachos hacen, por ejemplo, ayer estuvimos con el tema de las máquinas, mirando las máquinas y pues que funcionaran las máquinas entonces tenemos máquinas industriales para todo el proceso de hacer cosas con los muchachos, entonces por ejemplo hicimos la crema que las lociones, en este momento que es lo del plátano entonces estamos mirando lo del plátano. Y mire que me pareció muy charro eso porque el profe es compañero de nosotros, él no es del Sena, es compañero, él enseña agropecuaria. Y entonces nos pedía el favor al de matemáticas, castellano y yo, que por favor le podíamos redactar la propuesta, mire que de ahí ya falta mucha cosa de la parte institucional pero lo administrativo si nos están dando y yo no puedo hablar nada porque si nos están dando, el rector nos va a dar una plata para poder ir ahora, hay una cosa de la gobernación que es la otra semana, creo que es algo como muestra tu emprendimiento algo así y que todos los políticos y toda la gobernación va a estar allá, entonces cada institución lleva su propuesta, concursa, si pasa bien ,si gano pues le dan mas plata para ese proyecto para hacerlo crecer y que sea una demanda entonces la parte administrativa si da, nuestra institución, no sé cómo serán las demás instituciones, pero nuestra institución si nos colabora y tenemos un rector nuevo que ha sido un espectáculo entonces eso también depende de la administración.

15. ¿Desde su experiencia como docente de inglés qué estrategias ha utilizado su institución para incentivar a los docentes a desarrollar investigación en el aula?

El rector es muy enfático, es muy pila, yo diría que pocos rectores son así, normalmente los rectores son administrar y ya, entonces hay un momento en que esta nueva administración que tenemos ha sido como, vea le soy sincero, los anteriores rectores no sabían crear un link de acceso a Meet, ahora este señor hace con un poco de cosas que ni yo ni sabía, hace infografías, hace que esto, hace que lo otro, o sea, tiene mucho manejo de las tic y el nos da desde lo que manda la gobernación porque nosotros nos basamos es en lo que da la gobernación, la gobernación nos envía a nosotros talleres, cosas para uno mejorar el proceso de investigación, hay cosas que si como que hay que parar mejorar el proceso de investigación pues deben de pagar alguna cosa, ahí si ya pues ya empiezan con el tema de plata y ya ahí es cada persona pues se desmotiva porque a la final pues somos del estado entonces debería el estado dar a los docentes el proceso de investigación gratis para mejoras, es que es para mejorar lo de ellos, para mejorar estadísticas en cuando a educación y demás pero ya que la parte administrativa si nos envía a nosotros cosas para investigar pero de nuevo y me voy a la primera pregunta, falta mucho por eso, siempre es lo mismo pero si hay, si hay, solamente que es lo mismo, pero si hay, pero también y se quedaron también en lo del tic, salen capacitaciones de investigación en las tic. Quiero algo diferente, no sé hableme, capacíteme que el bilingüismo y que como va a afectar eso a los embera chami, no sé, me estoy inventando algo, pero es capacitación en el manejo del tic, desarrollo del tic, y yo no ah... no hay tic en chorras, no hay, yo para qué voy a tomar ese curso si no hay internet allá.

16. ¿Cómo considera usted que la actitud de los demás docentes acerca de la investigación en clase influye en su percepción de esta y por qué?

Eso sí es una pregunta ya grupal, pero es que mire que uno investiga, siempre cuando uno está en una institución o está teniendo clase con los estudiantes ahí ya está haciendo investigación de una forma u otra y cuando vimos que a nosotros nuestros compañeros docentes y yo nos

correspondía chorreras quedamos como: “¿y ahora que vamos a hacer acá? ¿Qué vamos a dar?, bueno póngase pues pilas porque yo no se que vamos a dar, pero tenemos que dar algo para que esos muchachos si...” Entonces nos dividimos el trabajo, por ejemplo, yo estaba enseñando esta semana noveno la conjugación de los verbos y entonces no sabían que era un verbo, dios mío bendito, y llego yo y les digo: que es un verbo, y ellos: ja. Y entonces llego yo a la de español y le digo: “necesito que por favor me les refuerce a los estudiantes que es un verbo porque no saben que es un verbo, entonces yo no puedo enseñarles verbos en inglés porque pues si no saben que es caminar entonces que es una acción que se ejecuta, entonces necesito porfa profe, adecúese e investiguemos que hay aquí y que hay acá y por qué los muchachos no tienen”. Y ahí pues normalmente. Entonces la percepción, la actitud de los profes es super buena en cuanto a la mejora y es chévere porque es que a la final estamos enseñando, muchachos, y enseñar no es malo, es espectacular, entonces nosotros enseñamos super bien, si el muchacho no entiende nosotros volvemos y se lo explicamos. Entonces la actitud de nosotros es súper buena, o sea no hay nada que nos afecte, hay momentos como que uff dios mío, los pre saberes básicos están, pero nulos, entonces vuelvo, nos toca irnos a básica primaria para poder otra vez meterlos a secundaria. Un niño que está en octavo y noveno no sabe que es un verbo y eso es de básica primaria y entonces la actitud de todos es excelente en cuanto a la investigación, lo hacemos, investigamos, miramos cosas nuevas, innovamos con lo que tenemos, no podemos ahí cosas que ya se nos queda imposible, yo sigo todavía pensando cómo voy a hacer yo porque quiero enseñarles los países y sigo sin todavía, estoy pensando en cómo voy a hacer para enseñarles los países a los de décimo y once, lo bueno es que tenemos video beam, podría proyectar muchas cosas, pero yo quiero que ellos hagan algo en papel e interactúen, pero no me puedo llevar un papel boom porque es una trocha terrible y esa trocha, yo doblar un pliego de papel boom como me lo voy a llevar doblado

y la trocha es de lodo, si se me llega a ensuciar todo el papel de lodo no voy a poder dibujar con ellos o hacer algo. Estoy todavía pensando entonces, ese es el reto que nos toca a nosotros, entonces ahí estoy pensando, ya se me ocurrirá algo porque el lunes tengo que darles si o si eso, y ya este fin de semana tengo que tener cuadrado que les voy a dar para que se aprendan los países y entonces si tengo que hacer eso y esa actitud y la actitud que genere, que genere fue de rechazo, como que dios mío yo no sé qué voy a hacer yo mejor no voy a dar nada acá, yo estaba como tratando como de desertar, pero pues no..., hay que seguir, los muchachos necesitan saber, necesitan aprender sobre eso.

Participant 2

1. ¿Cuál es su opinión o percepción general acerca de la investigación en el campo de la enseñanza y el aprendizaje de lenguas extranjeras?

Buenas tardes, yo creo que mi percepción respecto a la investigación es que en el caso de las lenguas extranjeras existe de parte de la gobernación en el caso de nosotros Bugalagrande, existe un acompañamiento y todos los proyectos son gestionados y liderados por ellos, nosotros nos encargamos de hacer el acompañamiento en ejecución más no han sido proyectos que han nacido de nosotros, entonces el área de lenguas extranjeras se presta para la aplicación de proyectos pero a nivel internos no están siendo generados por la institución como tal.

2. ¿Cuál es su opinión frente a la investigación desde el rol de docente de lenguas extranjeras?

Dentro del rol de cada docente creo que de ser más aplicado, sería de gran ayuda, siendo así que pues el docente puede realizar investigaciones básicas sobre avances o sobre el progreso que tienen los estudiantes, la aceptación ósea, es un tema muy amplio entonces uno debe manejar ahí lo que es la motivación, el rechazo que tienen los estudiantes, entonces el docentes como tal

si está muy involucrado en qué tanto es el nivel de aceptación que tengan los estudiantes y de ahí pueden partir investigaciones que lleven a procesos satisfactorios.

3. ¿Qué relevancia le asigna usted al proceso formación posgradual que debe tener un licenciado de lenguas extranjeras y por qué?

Yo creo que es bastante importante en el caso de las lenguas extranjeras mantener como en una constante actualización, ya sean cursos o títulos más avanzados como posgrados, maestrías, especializaciones, siempre tiene que existir como una actualización, sea de la docente voluntaria o ya por mandato gubernamental en el caso de nosotros, pero siempre de la gobernación ha existido ese apoyo a la investigación y propio de cada docente creo que también es importante uno estar siempre actualizándose.

4. ¿Qué herramientas, estrategias o procesos utiliza usted para la creación o innovación constante en las clases de inglés?

Creo que en el tiempo de pandemia nos tocó tratar de más que innovar, adaptar lo que existía a lo que los estudiantes tenían como recursos, entonces si es de la educación en tiempos de pandemia la innovación fue más que todo en tratar de adaptar los procesos, lo que existía, videos, guías, enlaces existentes a las condiciones de los estudiantes. Ya pasando a la presencialidad es el acompañamiento al estudiante sea capaz de hacer las cosas solo, porque en la pandemia nos apoyamos mucho de la tecnología y al estar en un salón sin esas herramientas creo que existe una inseguridad que volvió a crecer en ellos, entonces en estos momentos la innovación como tal es estar con ellos de que se adapten nuevamente a realizar cosas por ellos mismos y a confiar en sus habilidades.

5. ¿Qué tipo de herramientas, estrategias o técnicas utiliza usted en el aula para hacer evaluación y seguimiento a su práctica como docente de inglés?

Se utiliza aparte de la clase magistral que pues no se puede obviar del todo, también estamos utilizando lo que consiste en la implementación de audios, trabajo con libros, lecturas, textos interpretaciones de textos, que logren comprender estructuras gramaticales y vocabulario dentro de los textos, participación oral, producción escrita en un nivel básico porque muchos están en un nivel básico en este momento entonces volver a que ellos se adapten a los recursos existentes, la aplicación de los recursos en estos momentos serían los libros que el ministerio ha donado al igual que la gobernación del valle entonces hay una edición de libros que se está utilizando y que se implementa según el nivel de los estudiantes y el nivel de los mismos.

6. ¿Considera usted que la investigación permea su práctica como profesor de inglés y por qué?

Yo creería que sí y si bien la investigación puede ser de terceros que uno lee así como lo que aplique siempre va a permear, porque en la educación en el proceso siempre se busca la manera de que el estudiante entienda y que el proceso sea satisfactorio, entonces en la investigación en todo momento hay otras investigaciones que uno puede ir aplicando, u otros tips que puede ir uno tomando que beneficien la propia práctica, entonces el hecho de que a un docente le funcione más la técnica de producción textual eso lo anima a uno a aplicarlo a ver si en la población que uno tiene se dan los mismos casos o si en el contrario en lo definitivo eso no sirve se va descartando, el detalle está en que no se va documentando siempre, entonces una investigación que no se documenta no pasa de ahí.

7. ¿Qué actividades o estrategias para acercarse a la investigación ha desarrollado dentro de su experiencia como docente de inglés?

En mi experiencia como docente pues aparte de los trabajos que se han hechos propios de cuando se han hecho cursos o en mi caso como la maestría, aparte de eso como tal no hay nada documentado, lo que les digo, uno en la educación entra a hacer trabajo de ensayo y error pero no lleva un proceso de documentación que permita llevar un histórico de ese ensayo y error que es lo que ha funcionado, y es en lo que uno falla, cuando uno está en un trabajo de presentación sea tesis, ya ahí se empieza a documentar qué sirve y que no, entonces al momento de tener que uno hacer un entregable a alguien existe una documentación y hay un seguimiento y todo, pero mientras uno no está estudiando creo que es cuando se falla y se deja de documentar.

8. Comparta una experiencia positiva frente a algún proceso de investigación que usted haya realizado en su aula de inglés.

Para el trabajo de maestría que fue en el año 2019 el tema era sobre el flip learning y entonces era que los estudiantes tenían que trabajar por medio de una plataforma donde semanalmente les llegaban actividades y seguían con el transcurso normal de las clases para ese 2019 que previo a la pandemia a los estudiantes les pareció supremamente aburrido tener que recibir trabajos desde la casa, ósea tener que estar pendientes de una plataforma, de un trabajo autónomo y el nivel como de aceptación de ellos era más bien bajo, lo hacían por cumplir pero pues ya cuando vimos en el 2020 de haber tenido esas experiencias del 2019 se sabía que la aceptación iba a ser igual, entonces presentamos la misma dificultad de que el trabajo autónomo se considera más bien pesado donde si no hay acompañamiento y guía del docente entonces el estudiante siempre se va como tratando de dejar el tema a un lado, entonces de ese trabajo pues ya llevaba como una experiencia de cómo era trabajar en una especie de virtualidad guiada.

9. ¿Qué factores considera que son desafíos para realizar investigación en el área de inglés?

Yo creo que en el área de inglés los desafíos están en que muchos de los trabajos se truncan si se parte de los diferentes factores: 1. Factor tiempo porque las clases en tiempo estimado a tiempo real varían bastante. 2. en los contenidos porque al ser un grupo que no es homogéneo en el nivel entonces lo que se planea para uno no le va a servir a los demás. Y lo otro sería en el sentido de uno como docente la frustración de llevar una idea que puede ser innovadora y que a uno en el papel le parece muy chévere y cuando lleguen los estudiantes tener ese rechazo de “no, eso no me gusta, eso tan aburrido”, entonces lo que le digo, siempre y cuando sea algo voluntario uno al ser voluntario trata como de obviarlo un poco o “no luego lo hago o no” y como no hay una fecha límite entonces hay cosas que se quedan en el aire, cuando ya es un trabajo obligatorio uno si trata de luchar con esos factores y trata como de sobreponer esos factores de no importa que no esté motivado, no importa que el tiempo no me dé, voy a sacarlo adelante, cosa que no pasa cuando uno está haciéndolo de forma libre.

10. ¿Qué reflexiones o motivos con relación a su experiencia investigativa considera que lo han desmotivado para desarrollar ejercicios investigativos?

En el caso del aula como tal, desmotiva mucho el factor tiempo, el nivel tan diverso que hay en un salón de que de 10 estudiantes hay 1 con un nivel muy alto y otro con un nivel A- entonces las actividades no van a rendir igual y eso también afecta pues el tiempo de que uno planea una hora, pero la hora se volvió 30 minutos, 20 minutos de desorden, que en un día vinieron 10, en el otro faltaron, en el otro hay nuevos. Entonces el hecho de que no sean homogéneas las condiciones si afecta bastante los procesos en el aula. Yo creo que esa es la mayor dificultad que se presenta siempre, que no existe una homogeneidad, que uno no tiene el salón que se imagina con el mismo nivel todos los niños, con la misma motivación todos los niños.

11. ¿Cómo se podría fortalecer el proceso de investigación en lenguas extranjeras desde

el campo docente?

En el caso de mi perspectiva, es muy personal, yo creo que el fortalecimiento se ha enfocado mucho en los docentes en darnos estrategias a los docentes para aplicar con los estudiantes, pero creo que también es bueno darles estrategias a ellos, tal vez con un docente no funcione con el otro si, tal vez una metodología no funcione, pero la otra sí. Entonces ya hemos recibido capacitaciones los docentes nos han dado todos los tips todas las herramientas creo que también los estudiantes se merecen esos espacios lúdicos que nos crean a los docentes en ocasiones o que nosotros mismos buscamos para beneficio de ellos que ellos vean que también es importante que ellos sepan, porque un docente capacitado si lo mueven de una institución a otra se fue el conocimiento, si lo estudiantes reciben la capacitación tal vez exista un proceso más largo de aplicación y de unos beneficios mayores.

12. ¿Qué tipo de características considera usted que debería tener una investigación en el aula o a nivel institucional acerca de las lenguas extranjeras o bilingüismo?

Considero que es importante tener en cuenta los tiempos, tener en cuenta los contenidos y tener un propósito claro, a inicio de año uno se define unas metas, creo que es importante definir esas metas, creo que es importante que esas metas que se definen a principio de año se tengan en cuenta durante todo el proceso, entonces nosotros a principio de año diseñamos lo que son las metas de calidad, unos procesos y quedan en el papel, tal vez si se manejaran esas metas de calidad en estilo de investigación de aula habría un mayor seguimiento y entonces eso permitiría dentro de las instituciones que se implementen procesos de investigación más estructurados.

13. ¿Qué estrategias, técnicas o actividades recomendaría usted como profesor para realizar investigación en lenguas extranjeras en una institución?

El número uno, identificar el propósito. Que propósito se quiere buscar al momento de investigar si lo que se quiere es beneficiar a los estudiantes, si lo que se quiere es beneficiar al docente o si se quiere identificar que tan buena o que tan efectiva es una u otra herramienta. Partiendo del propósito ya se desarrollaría el resto. En el caso de nosotros para la investigación en el aula el progreso es como lo más fundamental porque eso es lo que nos exigen, a fin de cuentas, que un estudiante avance en determinado nivel y eso se toma a partir de un examen inicial o de un placement test y aplicar una estrategia determinada y volver a evaluar a ver que sucede, creo que esa es la forma de investigación más sencilla que podemos aplicar como docentes en el caso de los idiomas.

14. ¿Desde su experiencia como docente de lenguas extranjeras cuales han sido las percepciones de las directivas de su institución frente a la creación de propuestas de investigación?

Dentro de la institución, si se tiene apoyo en lo que sea gubernamental en cuanto a tiempo para capacitación del docente y tiempo y permisos para asistir a determinadas capacitaciones teniendo en cuenta que llevamos desde la ordenanza del bilingüismo en el valle, la gobernación ha invertido una cierta cantidad de dinero en capacitación hacia los docentes de inglés y pues esas capacitaciones lo que más requieren son tiempo y disposición del docente que es en lo que se presentan dificultad muchas veces porque unas ocupan tiempo de clase y otras tiempo contra jornada, entonces si debe de haber un mayor compromiso de los docentes, entonces la institución, en el caso de la mía, en cuanto al tiempo han sido bastantes flexibles y han permitido que se

participe en los diferentes proyectos que hay y que se han ejecutado en años anteriores y que se ejecutan en este momento.

15. ¿Desde su experiencia como docente de inglés qué estrategias ha utilizado su institución para incentivar a los docentes a desarrollar investigación en el aula?

Ya dentro de la institución como tal, hemos, yo creo que tratado de aplicar en lo que más se pueda y en la mayor medida todo lo que hemos recibido, se han hecho actualizaciones del plan de estudios siguiendo las directrices externas que nos han llegado, se ha hecho actualización del plan de estudios teniendo en cuenta los resultados ICFES, se hacen planes de mejoramiento teniendo en cuenta los resultados ICFES. Entonces dentro de la institución se ha tratado de apropiar de todas las herramientas que tenemos disponibles para buscar un mejoramiento del nivel por que el único examen como tal que tenemos a nivel nacional sería el ICFES que es el único que presenta una medida de inglés y solo lo hace hasta grado 11, o sea, solo hasta grado 11 es que nos damos cuenta del nivel que se tiene en las instituciones.

16. ¿Cómo considera usted que la actitud de los demás docentes acerca de la investigación en clase influye en su percepción de esta y por qué?

Ya en cuanto al entorno de los demás docentes yo creo que ya ahí entran a jugar muchos factores teniendo en cuenta de que cada docente puede opinar desde su perspectiva o desde su punto de enseñanza, los docentes que tienen una apreciación hacia el inglés son más prestos a apoyar las ideas que se presenten y aquellos docentes que tienen determinada aversión al tema o tuvieron un proceso educativo fallido tienden a subestimar el inglés, a no considerarlo importante, a que “eso para que, hay otras cosas más importantes”, entonces el apoyo se presenta creo que también en cierto punto de vista desde el enfoque personal y también que al ellos desconocer la

lengua creen que no pueden apoyar de ninguna manera, entonces como “yo no sé, yo no me involucro” y por lo general en las instituciones educativas pasa que los proyectos de inglés o las actividades de inglés se las asignan al docente de inglés, las ejecuta solo el docente de inglés por que los demás asumen que al no entender no van a estar involucrados.

Participant 3

1. ¿Cuál es su opinión o percepción general acerca de la investigación en el campo de la enseñanza y el aprendizaje de lenguas extranjeras?

Bueno, Iván y valentina, buena tarde para ustedes también nosotros tenemos una gran dificultad en el sector oficial, a diferencia del sector privado, me toca hablar desde la óptica que tenemos nosotros en el sector oficial, no tenemos desafortunadamente la cantidad de recursos del sector privado, tú vas a una institución privado encuentras desde el aula de inglés desde una cantidad de metodología y de situaciones que se presenta para mejorar, de la misma capacitación a docentes que es muy amplia, lo que no nos pasa en el sector oficial que nos toca trabajar literalmente con las uñas ¿sí? lo único que ha hecho el gobierno realmente con nosotros es mandar unos textos y textos y bueno, a penas este año se ha estado adecuando en el colegio una sala de bilingüismo, que los textos, el audio etc. y demás. Investigación como tal para nosotros, no lo llamaría así porque es que me parece que la investigación es algo tan amplio con tantas cosas y a nosotros de verdad no solamente es que no nos den la suficiente ayuda, sino que también yo pensaría, tristemente me toca decirlo aquí pero es que las directivas de las instituciones tienen que gestionar muchísimo ante eso y en la nuestra no hay gestión para eso, definitivamente que no, cuando han llamado a capacitación va la docente ***** que es excelente, recibe el material pero como que se queda corto allí en muchas otras cosas, entonces la investigación parte también de

que el docente sea capacitado en todo lo que hay nuevo en todo lo que va avanzando ante el mundo globalizado que no nos podemos ir quedando atrás definitivamente.

2. ¿Cuál es su opinión frente a la investigación desde el rol de docente de lenguas extranjeras?

Bueno, yo pienso que lo poquito que se ha hecho antes de la pandemia porque hay que tener en cuenta que esto de la pandemia paró una cantidad de situaciones a nivel de escolaridad impresionante ¿no? Se hacía la semana cultural y digamos como la feria de la ciencia entonces en esa partecita se hacía que se trabajara con los estudiantes como el stand de inglés, como trabajar por países, situaciones, costumbres, que los muchachos participaran de esos espacios, pero esto fue antes de la pandemia, realmente que después de esto no hemos podido hacer mucho, ha sido como lo único que se ha visto a nivel de investigación, de que el muchacho entre en el cuento que sea diferente, porque también hay otra situación y es que hemos chocado incluso hasta con las pruebas del estado, las pruebas del estado se presentan y el estudiante se queda en la primera parte y no continua, cuando ya viene la parte de comprensión lectora los textos grandes se queda pegado porque también está lo otro porque la intensidad horaria para el inglés en una institución no es la adecuada, dos horas de inglés en una institución no sirve tampoco para avanzar ni en investigación ni en absolutamente nada.

3. ¿Qué relevancia le asigna usted al proceso formación posgradual que debe tener un licenciado de lenguas extranjeras y por qué?

Considero que es muy importante y vuelvo y pego aquí en el mismo cuento con todo el respeto, en las escuelas de inglés cualquier profesor por llenar el espacio, entonces tú encuentras que el profesor de educación física que hace el relleno de inglés, encuentras al profesor de x o y que llena los espacios porque no hay, es importante la formación, que el estudiante se esté

capacitando, que haga el posgrado, que haga la maestría, que se siga acomodando en lo que es su área y que se le dé la carga académica al docente que es, sin desmeritar el trabajo que hacen los demás, porque no sé si saben esto pero en las escuelas pagan profesor de inglés por fuera, yo creo que Iván lo sabe, porque los profesores de primaria no se sienten preparados para esto.

4. ¿Qué herramientas, estrategias o procesos utiliza usted para la creación o innovación constante en las clases de inglés?

Bueno, ahora que se está haciendo lo de la sala de bilingüismo que por fin la dieron, en el poquito espacio que se ha dado se ha tratado de trabajar con ellos con videos de YouTube, colocando pues el video bean y que ellos puedan hacer la parte oral y demás, ha sido muy poco el trabajo aquí en esto, porque no contamos con las herramientas de verdad que sí.

5. ¿Qué tipo de herramientas, estrategias o técnicas utiliza usted en el aula para hacer evaluación y seguimiento a su práctica como docente de inglés?

Volvemos a lo mismo que te digo, ahorita estamos trabajando en la sala de bilingüismo y se llevan hasta allá con unos libros que dio ministerio de educación, el libro tiene un audio para trabajar con ellos, es el único avance que se ha hecho hasta el momento, no hay absolutamente nada más.

6. ¿Considera usted que la investigación permea su práctica como profesor de inglés y por qué?

Totalmente que sí, yo seguiré pensando que no solamente el profesor de inglés, creo que nuestro rol de docente y ante el fenómeno de globalización que venimos presentando todos tenemos que ser competitivos no solamente en el inglés, en sistemas y muchas otras áreas, hay que hacerlo realmente.

7. ¿Qué actividades o estrategias para acercarse a la investigación ha desarrollado dentro de su experiencia como docente de inglés?

No, realmente que no, es que mira, hay otro factor que es bien complicado a parte de los pocos recursos y es que ustedes en el transcurso de todo este tiempo que han hecho cantidad de cuestionarios entrevistas y demás se habrán dado cuenta que el estudiante presenta una apatía por el inglés, por más que uno esté diciendo que es una herramienta que hoy hay que tener al alcance es muy complicado meterlos en el cuento, bueno yo recuerdo que hace unos años yo trabajaba mucho con canciones, en las canciones como un método para que ellos les guste como de completar, escuchar para que afine el oído, era una buena estrategia vuelvo y te digo seguimos paraditos con esto del covid que apenas estamos regresando a la presencialidad.

8. Comparta una experiencia positiva frente a algún proceso de investigación que usted haya realizado en su aula de inglés.

Colocarles a los estudiantes una película en inglés sin los subtítulos es una buena experiencia, uno sabe que ellos no van a entender al 100% pero definitivamente que algunas cosas se les quedan y es importante cuando uno al final hace como la retroalimentación, lo que entendieron de la película, de que se puede interpretar, ellos les llama la atención y les gusta, no totalmente pero sí.

9. ¿Qué factores considera que son desafíos para realizar investigación en el área de inglés?

Pues yo creo que básicamente la tecnología, o sea, definitivamente que necesitamos la tecnología para avanzar, para mejorar, para la investigación, para todo, para lo más mínimo, si todavía tenemos colegios, no hablemos del mío, si todavía tenemos colegios donde solamente tienen el diccionario colgado allí en la biblioteca y nada más, pues realmente estamos escasos de

todo eso, cuando debería de inclusive implementarse software donde el muchacho fuera a la sala de cómputo y trabajara desde un software con un programa de inglés específico. ¿Quieren que les cuente? Hace unos años hubo un docente que se capacitó en estados unidos y por el ministerio de educación, el software puesto en el colegio y ¿qué hizo?, renunció y se fue a vivir fuera del país, se llevó la experiencia y nosotros nos quedamos así.

10. ¿Qué reflexiones o motivos con relación a su experiencia investigativa considera que lo han desmotivado para desarrollar ejercicios investigativos?

Bueno, yo creo que

1. A nivel institucional definitivamente la falta de gestión de las directivas, si hay una directiva que no está a la vanguardia de la tecnología, de salir adelante, de lo importante que es el bilingüismo, de darle la importancia y la relevancia, esto desmotiva un poco.
2. que definitivamente que la apatía de los estudiantes cuando uno encuentra un grupo donde los interesados en querer aprender o en querer continuar son tan pocos, ¿no? Y lo otro es que yo seguiré pensando que para aprender una segunda lengua siempre necesitan espacios más personalizados entonces tener un grupo con estudiantes de 30, de 40 estudiantes es supremamente complicado cuando realmente uno debe de trabajar con pocos estudiantes. lo otro es que de la casa desde muy pequeños se les debe inculcar mucho eso a los niños de que empiecen con esta lengua desde muy temprana edad, ¿no? Hay varios factores que desmotivan, pero definitivamente que la parte de gestión de las directas pues hay momentos donde uno dice, bueno y que hace uno ya sin el apoyo de ellos realmente.

11. ¿Cómo se podría fortalecer el proceso de investigación en lenguas extranjeras desde el campo docente?

Si, bueno es importante también que el ministerio de educación esté dando capacitaciones permanentes a los docentes, ¿no? Esto es importantísimo, hace mucho rato que no hay capacitaciones para los docentes de inglés, creo que ese es un punto grande para todos y lo otro necesariamente, los colegio que tengan tecnología, que tengan wifi disponible. Mire hoy por ejemplo estábamos en clase y “profe a este lado no coge el wifi, hay que correrse para la biblioteca para que coja un poquito, ¡y se cayó! Entonces no pudimos ver este video” entonces un colegio que no tenga la conectividad bien tampoco funciona porque la necesitamos definitivamente para trabajar.

12. ¿Qué tipo de características considera usted que debería tener una investigación en el aula o a nivel institucional acerca de las lenguas extranjeras o bilingüismo?

Pues yo creo que primero hay que hacer como una encuesta, para saber qué tipo o qué nivel de inglés se maneja en la instituciones, una encuesta para saber que tanto interés hay de parte del estudiante o qué expectativas tiene del futuro también, antes que montar como toda una situación de investigación y además hay que hacer un trabajo de campo primero no solo con los estudiantes sino con la comunicación educativa en general e incluyó también docentes de otras áreas, porque es que se ha pensado que esto es solamente de los docente de inglés y donde está la interdisciplinariedad de las áreas, o sea yo trabaje hace muchos años en el sector primado y les estoy hablando de 10 a 12 años, trabaje con un cura que era el rector y tenía una visión a esta hora, la visión de él era que las áreas debían de darse todas en algún momento en inglés, y nos colocó hace tanto tiempo nos colocaba un día a la semana donde rotábamos las áreas del inglés así fuera 10 minutos cada profesor tenía que aprender a hacer una actividad de inglés, no estaba tan lejos de la realidad para lo que se vive hoy en día.

13. ¿Qué estrategias, técnicas o actividades recomendaría usted como profesor para realizar investigación en lenguas extranjeras en una institución?

Yo pienso que algunas entidades privadas o institutos privados de inglés serían una buena manera de llegar a los colegios a las instituciones públicas que nos brindasen como la oportunidad de poder hacer intercambio con los estudiantes de tenerlos acá, de llevarlos, de mostrarles, no solamente vender el producto y decir a mire es que aquí hablamos inglés y vale tanto, sino que se pusiera hacer como se hace con el Sena hacer un intercambio para un lado y para el otro, eso sería ideal.

14. ¿Desde su experiencia como docente de lenguas extranjeras cuales han sido las percepciones de las directivas de su institución frente a la creación de propuestas de investigación?

Nulo. Tristemente nulo, cuando se han presentado propuestas como por ejemplo la de la sala que hace años estábamos que una sala, que un archivo para nosotros, que un televisor, bueno todo eso, siempre hubo como mucha negatividad hacia eso, solo ahora se dio un espacio y no realmente por que fuera la institución que nos lo diera, sino porque una sala de sistemas que quedó desubicada por que el docente fue trasladado entonces nos la dieron, realmente ha sido complicado en esto.

15. ¿Desde su experiencia como docente de inglés qué estrategias ha utilizado su institución para incentivar a los docentes a desarrollar investigación en el aula?

No, los docentes en la institución, no ha habido ninguna estrategia porque son apáticos, o sea el comentario casi siempre los compañeros, sobre todo los compañeros más antiguos no de la gente que está llegando ahora es: “que pereza el inglés, no entiendo el inglés, nunca me gusto, yo

qué sé". Están llegando ahora como de la edad de ustedes, están llegando docentes nuevos, han llegado bastantes que son un poco más jóvenes. Tienen una visión diferente porque saben que lo necesitan que necesariamente ahora todo se maneja a través de manejar una segunda lengua, de la tecnología, de bueno, de todo esto. Es difícil, con la gente ya antigua es muy complicado realmente.

16. ¿Cómo considera usted que la actitud de los demás docentes acerca de la investigación en clase influye en su percepción de esta y por qué?

Si, totalmente que sí, claro, definitivamente si, además de eso es que yo creo que esta situación viene como viciada de que es que a mí me paso esto cuando estudiaba, que es que mi profesor de inglés fue esto, a ustedes no les toco porque están terminando en este momento, pero hace muchos años, bueno a mí tampoco, pero a los docentes más antiguos les tocaron docentes de inglés, digamos, muy psico rígidos donde no había mucha metodología para aprender donde no había tanta innovación hasta del simple celular hablemos, no había ni celular para eso, yo les digo a los muchachos hoy en día, mire es tan simple yo cojo mi celular y abro Duolingo y hago el cursito de Duolingo y hasta juego, y definitivamente que es algo para arrancar, ¿no? Yo les digo a los muchachos por lo menos arranco, juego, gano moneditas, uno les dice todo eso y algunos estudiantes lo hacen definitivamente, inclusive con los mismos profesores, usted puede arrancar motivándose simplemente por algún juego de los que aparecen allí en mi celular.

Appendix D

Interview Validation Rubric

ENTREVISTA SEMIESTRUCTURADA DOCENTE

Introducción:

En el marco del proyecto “COMPREHENDING THE CONCEPTIONS ABOUT THE CLASSROOM RESEARCH OF EFL TEACHERS FROM THE PUBLIC SCHOOLS IN BUGALAGRANDE”, se solicita la revisión del presente instrumento de recolección de datos.

Objetivo de la entrevista: Recoger las percepciones del estamento docente, con respecto al conocimiento, prácticas y perspectivas de la investigación en el aula en las Instituciones educativas públicas.

Instrucciones para la revisión:

Sección 1: Observaciones al cuestionario a nivel semántico y contexto

Junto a cada sección del cuestionario se presenta un recuadro de observaciones para que las personas evaluadoras agreguen las observaciones, cambios y recomendaciones que consideren necesarios respecto a la semántica y forma del instrumento.

Sección 2: Validación del instrumento

Se presentan las categorías que los evaluadores marcarán en las casillas de validación según considere pertinente.

Sección 3: Declaración de cumplimiento de la evaluación

Se incluye datos de contacto y firma de la persona que evalúa.

Muchas gracias.

Sección 1: Observaciones al cuestionario a nivel semántico y contexto

Objetivo: Reconocer las concepciones que tienen los docentes de inglés en relación a la práctica investigativa dentro del aula de clase.

Número	Pregunta	Observaciones evaluador/a
1	¿Cuál es su opinión o percepción general acerca de la investigación en el campo de la enseñanza y el aprendizaje de lenguas extranjeras?	
2	¿Cuál es su opinión frente a la investigación desde el rol de docente de lenguas extranjeras?	
3	¿Qué relevancia le asigna usted al proceso formación posgradual que debe tener un licenciado de lenguas extranjeras y por qué?	
4	¿Qué herramientas, estrategias o procesos utiliza usted para la creación o innovación constante en las clases de inglés?	
5	¿Qué tipo de herramientas, estrategias o técnicas utiliza usted en el aula para hacer evaluación y seguimiento a su práctica como docente de inglés?	
6	¿Considera usted que la investigación permea su práctica como profesor de inglés y por qué?	

7	¿Qué actividades o estrategias para acercarse a la investigación ha desarrollado dentro de su experiencia como docente de inglés?	
8	Comparta una experiencia positiva frente a algún proceso de investigación que usted haya realizado en su aula de inglés.	
9	¿Qué factores considera que son desafíos para realizar investigación en el área de inglés?	
10	¿Qué reflexiones o motivos con relación a su experiencia investigativa considera que lo han desmotivado para desarrollar ejercicios investigativos?	
11	¿Cómo se podría fortalecer el proceso de investigación en lenguas extranjeras desde el campo docente?	
12	¿Qué tipo de características considera usted que debería tener una investigación en el aula o a nivel institucional acerca de las lenguas extranjeras o bilingüismo?	
13	¿Qué estrategias, técnicas o actividades recomendaría usted como profesor para realizar	

	investigación en lenguas extranjeras en una institución?	
14	¿Desde su experiencia como docente de lenguas extranjeras cuales han sido las percepciones de las directivas de su institución frente a la creación de propuestas de investigación?	
15	¿Desde su experiencia como docente de inglés qué estrategias ha utilizado su institución para incentivar a los docentes a desarrollar investigación en el aula?	
16	¿Cómo considera usted que la actitud de los demás docentes acerca de la investigación en clase influye en su percepción de esta y por qué?	

Sección 2: Validación del instrumento

La persona evaluadora marcará con (X) en los casilleros respectivos

Instrumento: Entrevista Concepción docente

INDICADORES	Suficiente	Medianamente Suficiente	Insuficiente
1. ¿Considera usted que las preguntas son claras?			
2. ¿Considera usted que las preguntas aportan al objetivo de recoger datos sobre las concepciones de los docentes de inglés acerca de las lenguas extranjeras?			
3. ¿Considera que el instrumento evaluado es válido y pertinente?			
4. ¿Considera que el instrumento evaluado es confiable?			
6. ¿Qué aspectos del instrumento considera			

usted que deben ser
modificados?

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Sección 3: Declaración de cumplimiento de la evaluación

Yo, _____ documento de identidad _____

Por medio de la presente, hago constar que he validado el instrumento **Entrevista Concepción docente** en el marco del proyecto “COMPREHENDING THE CONCEPTIONS ABOUT THE CLASSROOM RESEARCH OF EFL TEACHERS FROM THE PUBLIC SCHOOLS IN BUGALAGRANDE”.

La evaluación se realizó (fecha): _____

Lugar: _____

Firma de la persona que evaluó el instrumento