



## **Understanding English Teaching & Learning Contexts and Their Importance In EFL Education.**

**(Undergraduate work)**

**Author: Adriana Consuelo Pulido Marín**

**Universidad Santo Tomás  
Facultad de educación**

**Programa de pregrado:  
Licenciatura en Lengua Extranjera Inglés**

**BOGOTÁ**

**JUNE 19TH 2017**



**BOGOTÁ • PBX:** (571) 587 87 97 **Línea gratuita nacional:** 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel.** (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





## **Understanding English Teaching & Learning Contexts and Their Importance In EFL Education.**

**(Undergraduate work)**

Research Line: Understanding and characterizing EFL in the LLEI: experiences and phenomena in the preservice teacher's educational context

Título Académico: Licenciatura en Lengua Extranjera Ingles

Director: Manuel Ricardo Medina Téllez.

Universidad Santo Tomas  
Facultad de educación

Programa de pregrado:  
Licenciatura en Lengua Extranjera Inglés

BOGOTA

JUNE 19TH 2017



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





## **Página de aceptación**

### **Director:**

Manuel Ricardo Medina Téllez

### **Jurados:**

Mauricio Buitrago Avilés

Hebelyn Eliana Caro Aguilar



**BOGOTÁ • PBX:** (571) 587 87 97 **Línea gratuita nacional:** 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel.** (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





## CONTENTS

INTRODUCTION .....	5
RESEARCH STATEMENT .....	8
RESEARCH QUESTION .....	9
Objective .....	9
Justification .....	9
CASE STUDY .....	12
CASE STUDIES TENDENCIES .....	18
Tendency one .....	18
Tendency two .....	19
Tendency three: .....	20
DATA ANALYSIS IN CASE STUDIES .....	22
Triangulation: .....	22
1. Select information: .....	23
2. Triangulate the information by each state: .....	23
3. Triangulate the information among all the estates investigated: .....	23
4. Triangulate information with data obtained through the other instruments: .....	24
5. Triangular information with the theoretical framework: .....	24
Descriptive Analysis .....	24
Categories .....	25
CONCLUSIONS .....	30
REFLECTION .....	31
REFERENCES .....	33



BOGOTÁ • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
 Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
 Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT: 860012357-6**



Vigencia por seis años

## INTRODUCTION

Santo Tomas University have incorporated a new dynamic to do research in “Licenciatura en Lengua Extranjera Inglés (LLEI)” because the research teachers have found two main tendencies in the research projects, which lead them to construct two Macro-projects which generate sub-projects with four different themes. From these thematic sub-projects might emerge other projects; they are call micro-projects and these are the individual projects developed by the students of the LLEI. The first macro-project is relate with the understanding and characterizing EFL in the LLEI: experiences and phenomena in the preservice teacher’s educational context, this macro-project include two important subprojects, the first one is the voices of the LLEI realities: life stories and experiences; the second subproject is “Understanding English teaching & learning contexts and their importance in EFL education”.

Macro-project two, include the innovate practices in English teaching and learning practices of the LLEI preservice teachers, this macro-project also is divided in two subprojects: pedagogical innovations resulting from new approaches, methods, methodologies in the english teaching and learning, the other is pedagogical innovations that incorporate ICT (innovation, communication and technology) in EFL teaching and learning context.



**BOGOTÁ** • PBX: (571) 587 87 97 **Línea gratuita nacional:** 01 8000 111 180  
 Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
 Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





According to previous information my work **as a research assistant** is focus in macro-project one, exactly in subproject two “Understanding English teaching & learning contexts and their importance in EFL education”. This subproject try to describe how is the process in EFL teaching and learning in different context according to their specific characteristics, In order to make a relevant description so I needed to make a relevant state of the art, it is look at background previous research, to know what has been done and what lacks to be done on a specific topic, Londoño, Maldonado and Calderon (2014) the main objective is to establish a critical and analytical account on the research tendencies, research outcomes, and hypothesis in regards to the research topic. It is important to do a state of the art before starting any investigation as it allows researchers to use prior knowledge and save efforts in doing research that perhaps has already been investigated. A state of the art can be organized having into consideration topics and subtopics, periods of time and geographical settings. The selection of the approach to conduct the state of the art depends on the researcher’s logic and particular needs.

Having into account this information my first work in this subproject was understanding what state of the art is, how is it done, and the most important to have very clear the approach and necessities of the subproject. In this way, I read and understand the key constructs involved in the subproject and I could identify that when a research try to describe what happen in a specific context its research design is focus



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





on case studies, so I did a broad review on the methodology of case studies and I locate some researches based on studies related with the sub-project. Once I had selected the most pertinent resources for the sub-projects, I read and summarize them in a word document and finally I organize a power point presentation to share the state of the art with my peers and research teachers.

After that, collected, read and analyzed research projects done between 2012 and 2016 about case studies in EFL. The findings of fifteen researchers were comprised into an excel chart in order to organize the information for further interpretation of case studies inquiry and the reflections that I constructed at the end of the work. The chart covered ten important aspects about each research: Research title, researchers, research year, main research question and objectives, aspects investigates type of study, sources or tools used to collect dates, research context, data analysis, theoretical support, results or conclusions. When I finished this work I made an interpretation and analysis of gathered data; for doing this, was necessary review the theoretical information about case studies and I wrote a complete word document with findings, contributions, and results found, then I prepared a power point presentation about it to the teachers' researches.

My final work in this subproject was finding information about how the dates are analyzed in case studies, the main objective of this word was to guide my partners in their process of data analysis, so I explained them the findings in the action research



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6







tutorials. On the other hand I wrote a word document about how to analyze dates in case studies, in order to give a contribution to the sub-project and so that others students can understand this process for their future data analysis.

## RESEARCH STATEMENT

One of the research tendencies identified by English teachers at the LLEI of Santo Tomas University is strongly related to the understanding and characterization of the EFL that deserves to be investigated from two important constructs: the experiences, which would be developed under a narrative research design; and the phenomena in the educational context of the teacher, that are understood through the research design of case studies, which is the focus of attention of this paper.

Research problem is related with the need to provide theoretical and historical support for the creation of a Subproject, so is interesting identify phenomena and particular characteristics in educational contexts through the state of the art, to give theoretical bases to the Subproject.

Most case studies are focused on three research aspects: Factors involved in teaching and learning EFL; EFL perceptions and believes from teacher and students; and challenges, willingness, oral competency in teaching and learning EFL. Therefore, the subject of the Subproject deserves to be investigated to try to generate new findings that involve a broader concept through the different Micro-projects.



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





## RESEARCH QUESTION

- What is in the state of the art between 2012- 2016 regarding case studies that contribute to understanding English teaching & learning contexts and their importance in EFL education?

### Objetivo

- To provide state of the art foundations regarding case studies for the Subproject Understanding EFL Teaching and Learning Contexts.

### Justification

The contexts are important aspects in learning and teaching EFL, it provides learning opportunities which give rise to learner's outcomes. In fact, students acquire a language by using it in social interaction with speakers of that language, when people ignored the context is possible the final outcome of second language learning can be not satisfactory, (Reza Gholami, 2012) Foreign language classrooms, learners have limited social interaction with their teacher or peers in their target language since that language is not used as a means of communication among them outside or even inside classrooms (Reza Gholami, 2012). Social interaction is an integral process in language learning based on Vygotskyan sociocultural theory which claims that human cognition is formed through social activity (Lantolf & Johnson, 2007; Cheon 2008). In other words, students acquire a language by using it in social interaction with speakers of that



language. Learning is rooted in the learner's participation in social practice and continuous adaptation to the unfolding circumstances and activities that constitute talk-in-interaction. Moreover, social context is not simply a background variable affecting the learning, but also an essential part of cognitive development itself, Mondada Pekarek Doehler (2004, p. 501). Context of learning influences learning processes profoundly; therefore, accepting the occurrence of learning in context is not adequate because the context shapes cognitive development, (Jacknic, 2008). Attitudes of various kinds appear in learners as motivation that joins with personal characteristics which all together justify the use a learner makes of accessible learning opportunities. The interaction between learner and learning opportunities determines the outcomes for the learner, (Spolsky, 1989, p. 28). Formal and informal learning opportunities are influenced by the social context. In fact, the availability of formal and informal opportunities depends on the social context. Language is principally a social mechanism. This is why languages are learned in social contexts. Although language learning is an individual process, it certainly occurs in society. For this reason, learning is significantly affected by the social factors indirectly.

A learner's second language learning can be definitely affected all through the contact and exposure to the social context. Social context determines the nature of possibilities for social intercourse and other communicative transactions, (Spolsky, 1989, p. 26). Learning occurs through social interaction with others within specific



**BOGOTÁ** • PBX: (571) 587 87 97 **Línea gratuita nacional:** 01 8000 111 180  
 Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
 Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





contexts and communities Social context is crucial in development of attitudes towards the target language, its speakers, and the language learning situation, (Fagan, 2008). Sociocultural theory clarifies that the development of higher-order processes (of learning) are rooted in experience in the socially situated context that is present in all human activities (Hawkins, 2008). Sociocultural theory is considered as the affective aspect of communicative process. It is the intersection of culture and affect. Learner and teachers' acts are conducted within a cultural and social milieu and cannot be completely separated from that context (Brown, 2007, p 169).

The society provides educational opportunities (formal situations) whose availability depends on the social context i.e. when there is formal instruction in a school, the school's rationales, goals, and priorities account for formal learning. It is also the social context that is the source of informal opportunities for language use and learning. Informal situations are available in different kinds and amount according to social conditions which determine the potential opportunities for a learner to interact with speakers and writers of the target language. (Reza Gholami, 2012)

Previous author's description are relevant evidence about the importance of understanding the contexts in the teaching-learning process of EFL and therefore is a factor that deserves to be investigated, this is one of the reasons why Santo Tomas University has designed the Sub-project "Understanding English teaching & learning contexts and their importance in EFL education" because



**BOGOTÁ** • PBX: (571) 587 87 97 **Línea gratuita nacional:** 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





According to Reza Gholami, (2012) social contexts are essential triggers in EFL contexts and can bring about opportunities that if used by learners, can cause linguistic and non linguistic outcomes.

Make a state of the art allows to provide relevant theoretical basis to create research sub-projects in LLEI program.

This state of art is an useful theoretical guide to identify patterns about how this Subproject works. So, it's interesting that all students of the program "Licenciatura en Lengua Extranjera Inglés" (LLEI), who focus their investigations on case studies follow the same design in their documents in order to establish standar information for critical and relevant analysis.

## CASE STUDY

Researches that focus on analyzing and describing specific aspects studied within a context are usually developed following the case study design; this methodology allows understanding phenomena in unique educational entities from different perspectives.

The state of the art for this subproject has been elaborated with investigations that comprise a period of time between 2012-2016 and that have been developed through the case study design and they're focused on teaching-learning of EFL, taking into account that these are the main constructs of the sub-project.

Authors like Robert Yin, Robert Stake, and Zaidah Zainal are the main exponents of the case studies.



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





A case is a unique situation or social entity that deserves research interest (e.g. a person, organization, teaching program, event, etc.)

According to Zainal (2007) Case studies enables a researcher to closely examine the data within a specific context. In most times, a case study selects a small geographical area or a very limited number of individuals as the subjects of study. Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships. The case study is the study of the particularity and complexity of a single case, Stake (1995). The cases are primarily people, can also explore in depth an institution, an organization, or community. Most Case Studies don't require an implementation, though it depends more on the role of the researcher and the researcher's intention, Verschuren (2003).

According to Yin a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. The case study as a research strategy comprises an all-encompassing method-with the logic of design incorporating specific approaches to data collection and to data analysis. In this sense, the case study is not either a data collection tactic or merely a design feature alone (Stocker, 1991) but a comprehensive research strategy.



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





Case study design usually combines a variety of data collection methods such as interviews, observation and document archives. There are six possible sources of evidence for case studies: documents, archival records, interviews, direct observation, participant-observation, and physical artifacts, YIN (2003). The Case study's unique strength is "its ability to deal with a full variety of evidence documents, artifacts, interviews, and observations" (YIN, 2003a, p.8) and they do not imply the use of a particular type of evidence and they can be done using either qualitative or quantitative evidence.

YIN (2003) maintains that data analysis consists of "examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study" (p.109), although a case study is usually discussed under the label of quality research because a single case can't be representative of a population. The Cases are studied in their real-life context; understanding how the case influences and is influenced by its context is often of central interest to case researchers. (Yin, 2009).

Yin (1984) notes three categories: exploratory, descriptive and explanatory case studies, but according to the sub-project from Santo Tomas University "Understanding English teaching & learning contexts and their importance in EFL education" the main focus of this article is **descriptive case studies**, because its interest is explain natural phenomena which occur within the data in question, for instance, what different



BOGOTÁ • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
NIT: 860012357-6







strategies are used by a reader and how the reader use them. McDonough (1997) suggest that descriptive case studies may be in a narrative form. The challenge of a descriptive case study is that the researcher must begin with a descriptive theory to support the description of the phenomenon or story. If this fails there is the possibility that the description lacks rigour and that problems may occur during the project.

In a **descriptive study** a series of concepts or variables are selected and each one is measured independently of the others, in order to precisely describe them.

These studies seek to specify the important properties of individuals, groups, communities or any other phenomenon. But at no time is it intended to establish the form of relation between these characteristics. Its purpose is the delimitation of the facts that make up the research problem, such as: Establish the demographic characteristics of the units investigated (population number, age distribution, level of education, etc.).

Identify ways of behavior, attitudes of the people that are in the research universe (social behaviors, preferences, etc.) Establish concrete behaviors.

These studies describe the frequency and the most important characteristics of a problem. In order to make descriptive studies, two fundamental elements must be taken into account: sample size and the instrument of data collection (Vásquez, 2005).

**Exploratory case studies** set to explore any phenomenon in the data which serves as a point of interest to the researcher. To explore a relatively unknown subject, a wide range of means and techniques are available to collect data in different sciences such



BOGOTÁ • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
NIT: 860012357-6







as specialized bibliographic review, interviews and questionnaires, participant and non-participant observation, and case follow-up.

Exploratory research will end when, from the data collected, it has been possible to create a theoretical and epistemological framework strong enough to determine which factors are relevant to the problem and therefore need to be investigated.

They are characterized by being more flexible in their methodology, are broader and dispersed, for example Historical research and documentary research are exploratory. Historical research deals with past experience, describes what it was, and represents a critical search for the truth that underlies past events. The researcher depends on primary and secondary sources which provide the information and which the investigator must carefully examine in order to determine its reliability through internal and external criticism. In the first case verifies the authenticity of a document or trace and in the second, it determines the meaning and validity of the data contained in the document that is considered authentic. (Grajales, 2000). From the exploratory studies the descriptive investigations are generated.

**Explanatory** case studies examine the data closely both at a surface and deep level in order to explain the phenomena in the data. Explanatory studies are intended to lead to a sense of understanding or understanding of a phenomenon. They point to the causes of physical or social events. Therefore, they are oriented to hypothesis testing;



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





That is, identification and analysis of the causals (independent variables) and their results, which are expressed in verifiable facts (dependent variables).

Studies of this type involve researcher's efforts and a great capacity for analysis, synthesis and interpretation. It should also state the reasons why the study can be considered explanatory. Its realization supposes the spirit of contributing to the development of scientific knowledge ". (Vásquez, 2005).

According to McDonough and McDonough (1997) other categories include interpretive and evaluative case studies. Through interpretive case studies, the researcher aims to interpret the data by developing conceptual categories, supporting or challenging the assumptions made regarding them. In evaluative case studies, the researcher goes further by adding their judgment to the phenomena found in the data.

According to Hartley (2004) case study design is "the argument for the logical steps which will be taken to link the research question(s) and issues to data collection, analysis and interpretation in a coherent way" Introduction, theoretical framework, research design, general objective, research question, context, participants, instruments, procedure, data analysis, results and discussion and Bibliographical references, Kohlbacher (2006). In a final step or a final series of steps, the results and findings of a case study need to be brought to closure. This step is called reporting, with numerous forms of reports being available, and the typical case study report being a lengthy narrative (YIN, 1981, p.64, 2003a, p.141). Stake, (2000, p.436).



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





According to previous information on case studies, the state of the art created about EFL in different contexts and using case studies designs, have been identified three different points of view, as several investigations tend to consider common aspects in their research topic; So, I designed three categories the first one is about the factors involved in teaching and learning EFL; the second is focused on determining the EFL perceptions and believes, and the last category focuses their researchers on challenges, willingness and oral competency in teaching and learning EFL. (See Annex 0.1)

## CASE STUDIES TENDENCIES

### **Tendency one:** factors involved in teaching and learning EFL

In this category there are three researches, whose objective is to explore and identify social conditions in teaching and learning process of EFL, so, they cover topics such as Language acquisition, age, socio-economical/cultural context, motivations for English language, and learning strategies. The contexts in this category are: rural areas in Colombia, Pacific Campus of the University of Costa Rica and national University of Laos. Three investigations grouped results into categories, and then analyzed them, with Microsoft excel program. The data collection was trough questionnaires, audio recordings and semi-structured interviews, Dorney (2007). Bonilla (2014) declares that rural language contexts do not offer ideal conditions for learning a second language; consequently progress is slower than expected, teaching of foreign languages in rural



**BOGOTÁ** • PBX: (571) 587 87 97 **Línea gratuita nacional:** 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





areas must face many challenges, and socio-cultural factors make language teaching in rural areas a complex process in which teachers have to mediate between local particularities and global demands, however students have a positive attitude towards language learning, because socioeconomic factors have created a clear resolution in students' minds, students feel motivated to learn english language, because some of them think that when they finishing their studies, they getting a good job to improve their economic situation, Lopez (2014);

In addition Rany (2013) says that teachers are not well trained, for example, they use mother language (Lao) when they are teaching, and students do not have the confidence to use other language because they are afraid and feel ashamed if they make mistakes and they do not have the possibility to practice speaking English with native English speakers; The classroom is crowded as well as the environment is not suitable.

### **Tendency two:** EFL perceptions and believes from teachers and students

This category covers six investigations made in Pereira Colombia, Mainland China, Belarous, Chile, Medellin Colombia and public university of Colombia. Some common objectives in this category are to explore and analyze teachers' conceptions and students' perceptions about teaching and learning EFL. Explanatory and descriptive designs were used in this category. Data analysis used closed coding, classifying information into categories and subcategories, Atlasti qualitative software, excel



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





spreadsheet and then exported to SPSS 22.0 for statistical analysis, qualitative data analysis software QRS NVIVO® v.10; and combination of the analysis frameworks of Burns (1999) and Creswell (2009).

According to Gutierrez (2015) an important conclusion was: acknowledge the need for a more critical approach to education in Colombia, and also the challenges of shifting education in that direction. Likewise Diaz (2015) says that materials, resources and the number of students per class are definitely important aspects and they are not fully met in public education, in addition Macias (2013) declares that teachers emphasized their initial teacher education and teaching experience as the only sources of their pedagogical knowledge. On the other hand and according to Blackman (2014) it's demonstrated that range of endogenous and exogenous factors influence teachers' use of and attitudes towards the L1. But in contrast Duque (2013) says that teachers studied seem to underestimate the students' abilities.

**Tendency three:** challenges, willingness and oral competency in teaching and learning EFL.

The countries participants in these researchers are: Jordan, King Khalid, Korea, Iranian and Sri Lankan. Every one of them uses qualitative and quantitative methods to collect the data and descriptive case study design, however every one of them analyze them in different ways, for example Pinzon, CRJ (2013) and Safari (2015) used a triangulation. Unlike Mahdi (2014) who analyzed the dates by descriptive analysis. The main characteristic in this last category is these types of research are common in the



BOGOTÁ • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
NIT: 860012357-6





Asian continent. But their contributions are really interesting and there are some similarities with EFL teaching and learning process in Colombia.

According to Parvin Safari 2015, insufficiencies and limitations in ELT in Iran promote the insufficiency in the development of students' linguistic and communicative skills, limitations in the use of poorly designed books, non-use of technology and teachers are not prepared for this, Safari concludes that actually, a consciousness awareness of the possible constraints appropriately helps all ELT stakeholders to take actions towards the betterment of language curriculum in Iranian public schools; similarly, Withanarachchi. S (2016) revealed that instructional practices and teaching materials are not effective enough to help students improve their oral communication as the teaching practices and materials are rather deviant from the principles of CLT and she suggested that using unorthodox teaching approaches and classroom techniques along with the appropriate materials can help students studying English in rural contexts improve their oral proficiency, Samaranayake, (2016).

However, Mahdi. D (2014) says that EFL students in KKU (King Khalid University) prefer to communicate more in interpersonal conversations and group discussions than in other contexts, such as public speaking and meetings. The findings show that personality traits greatly affect the WTC (willingness to communicate) in two types of communicative situations, meetings and public speaking, and two types of interlocutors, known and unknown. In the same way reading is also a linguistic skill, so Ro. E (2013)



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





through his research deduced that intrinsic and extrinsic motivational desires influence the reading of pleasure and vice versa, this study contributes to understanding what increases motivation and reduces anxiety in reading L2, in addition, Pinzon. R (2014) reveals that students are motivated to learn English by addressing context-related issues, they have vocabulary in their mind when they associate it with pedagogical activities in which they actively participate; and finally, the mini-project strategy further reinforces the student-teacher relationship.

## DATA ANALYSIS IN CASE STUDIES

The objective of analyzing data is to find useful information within an investigation, and to give some veridical conclusions of the researched subject to generate a new knowledge.

Case studies identify two significant methods for data analysis: triangulation and descriptive analysis. Below you will find the principles that guide the application of each of these data analysis methods.

### Triangulation:

It is a control procedure implemented to ensure the reliability between the results of any research (Donolo, 2009) According to Denzin, N. (1970) it is the combination of two or more theories, data sources, methods Research in the study of a singular phenomenon. There are different types of Triangulation but we'll focus on the





triangulation of research data; it refers to the confrontation of different sources of data in the studies and it occurs when there is agreement or discrepancy between these sources. To triangulate data, it is necessary that the researcher used at least three different instruments in data collection, i.e. classroom observation, interviews, and surveys, (Cisterna, 2005). The triangulation takes place after data has been collected and it must follow five steps:

### **1. Select information:**

The information must be selected with relevance according to the interests of the research.

### **2. Triangulate the information by each state:**

The opinion of the different participants in relation to the main topics of the research. It is done through an inferential procedure, i.e. ascending conclusions are established, grouping the relevant responses by trends, it can be done by coincidence or divergence in each of the instruments applied. Coincidence indicates that the opinions of the participants in the research are similar or are the same, while the divergence indicates that their opinions are totally different.

### **3. Triangulate the information among all the estates investigated:**

Triangulate the information of the central estates with a specific character, to establish relationships of significant comparison.



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6



#### **4. Triangulate information with data obtained through the other instruments:**

This action allows knowing, for example, if what a classroom teacher reported in their answers in an interview, is consistent or not with what the researcher could observe directly in the room of classes. This creates something called the corpus that is: research results.

#### **5. Triangular information with the theoretical framework:**

It is indispensable that the theoretical framework is not only a bibliographic framework, but also another essential source for the process of knowledge construction that all research must contribute, to give research a significant totality. The bibliographic discussion must be resumed and a new one should be produced. Finally, the information must be triangulated between three different aspects.

### **Descriptive Analysis**

It is used when the researcher has only one or two instruments in data collecting.

Descriptive analyzes are performed through a semantic content analysis to identify categories and subcategories (Corbetta, 2007: 75). Semantic content is synonymous or repeated expressions in several contexts. Initially, a manual encoding of each response is performed to identify words, phrases or groups of words and phrases for the purposes of the analysis. Manual coding consists of assigning a number, letter or color to each response option and including repeated or synonymous expressions.



This definition indicates that the categories that are developed must fit the data and not vice versa. The coding process consists of quantifying the qualitative data, can be characterized as a classification procedure, which consists of "applying a set of pre-established categories to the data, according to explicit and accurate rules with the main objective of quantifying the frequency of the items in each category "(Maxwell, 1996: 13). A code or number is assigned to each of the response options (categories) to close the open answers, i.e. they are re-grouped into a closed category system.

### Categories

The categorization is the segmentation of singular elements, or units, that are relevant and significant from the point of view of our research interest, is done by assigning numbering units to the data collected. (Unify similarities) all ideas or data collected must be included in a category, when constructing the categories do not make previous interpretations and always respect the information obtained. When many ideas have been included in a category, the possibility of dividing it into sub-categories should be analyzed. Some researches design the categories before data collection, i.e. create codes and go including the information within them simultaneously, to see whether the collected data fits with existing codes or new codes emerge.

**“Iranian EFL teacher’s challenges with the new ELT program after the reform: from dream to reality”**



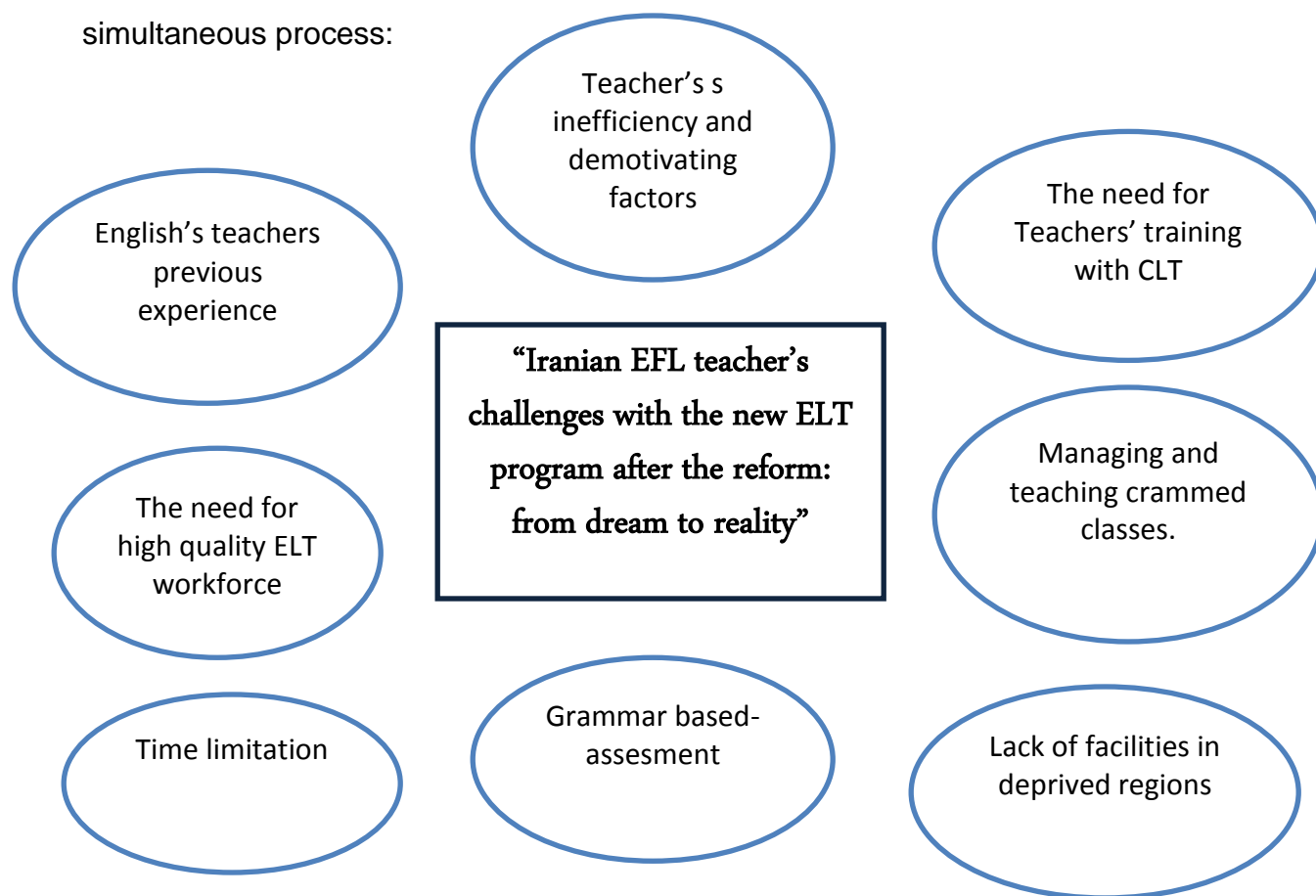
**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6



It is an example about how this research created the categories before to analyze the data; but for to do it, next conditions are necessities:

- **Open coding:** Develops the main dimensions of concepts.
- **Axial coding:** Data are analyzed to relate them between concepts. (Kolb, 2012).  
It is a process of data comparison to define categories and sub-categories.
- **Selective coding:** The main stage is identified and developed and related to the other concepts and categories.

Next image shows us the codes that researcher designed to include information in a simultaneous process:





Other investigations follow a well-founded approach to establishing the data; I mean that the analysis is started without presetting any category. Instead, they name key ideas and concepts, group those ideas together, look for relationships and patterns between them, they show the data and finally define the general categories that emerge from the whole process (Freeman, 1998).

Next case study is a good example when data analysis is made without presetting any category. Below there are some general characteristics of the research to better understood what the focus is it.

**TITLE: “A Case Study on EFL Teachers’ Beliefs about the Teaching and Learning of English in Public Education”**

- **Research question:** What beliefs does this group of teachers of English hold about teaching and learning English?
- **Objective:** To analyze the beliefs of sixteen English teachers from some Chilean public schools about some key components of language teaching and learning at the secondary school level.
- **RESEARCH INTERESTS**
  - ✓ The teacher role
  - ✓ The student role
  - ✓ Language contents (selection and teaching, materials and resources, and assessment).
- **RESEARCH DESIGN**



**BOGOTÁ** • PBX: (571) 587 87 97 **Línea gratuita nacional:** 01 8000 111 180  
 Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
 Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





This is a case study whose focus is a group of teachers of English's beliefs about language teaching and learning in the public school context.

### ➤ INSTRUMENTS

An eight question semi-structured interview; and a twenty-two statement survey were administered to the participants. The participants were interviewed orally and individually. The survey was applied to participants after the interview.

### ➤ RESEARCH CONTEXT

This research was made in the urban public school sector in Chile, with sixteen secondary school teachers of English. They teach English from 9th to 12th grades. Their native language is Spanish and their ages range between 35 and 55.

### ➤ DATE ANALYSIS.

A semantic content analysis of all the interview responses was conducted to identify categories and subcategories to describe the content (Corbetta, 2007:75). Initially, manual coding of each response was conducted. The answers from the survey were analyzed by the principles of frequency analysis and were organized into graphs (Mackey & Gass, 2012:61; Richards, Steven & Seedhouse, 2012:97).

This case study used two instruments in data collection (interviews and surveys) however to validate the findings, the researcher's triangulation was used to make the final results more reliable (Wilkinson and Birmingham, 2003: 56), So, of-course they don't use



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6







the instruments to triangulate (because there are only two), they triangulate the information between the research interests (The teacher role, The student role and Language contents), they compare the collected information in these three aspects to make possible the triangulation process. According to the research interests this case study designed the categories taking into account the answers from the surveys and interviews.

**Category A:** The use of English in EFL lessons

**Category B:** The teacher role

**Category C:** The student role

**Category D:** Main components in the instructional process.

**Sub-category D1:** Materials and resources

**Sub-category D2:** EFL Activities

**Subcategory D.3.:** Learning aims

**Sub-category D.4.:** Contents

**Subcategory D. 5:** Teaching methodologies

**Subcategories D.6:** Assessment

**Category E:** The role of the teaching and learning context

**Category F:** The role of the language curriculum

**Category G:** The relationship between the language curriculum and the textbook contents.



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6







Previous categories include all collected information from the surveys and interviews, remember that we can't omit any collected data; all the information should be included in a category or subcategory and therefore the importance of designing a good and useful instrument before collecting data.

## CONCLUSIONS

Previous literature allows a significant understanding of the importance of contexts in EFL teaching and learning, taking into account that context is the main source of results and therefore the formal classes must be adapted in a logical way, and promote the Informal as a language is learned to be able to communicate and communication becomes effective within a society. If people study a language that they will not be able to use as a means of communication perhaps their learning will not be significant, in fact this is evidenced in some formal education schools; generally those who have an informal education in EFL learning have clear professional goals which helps them to achieve more useful learning in less time.

The context as reflected in the state of art engages well-educated teachers in the area of English invest in both physical and technological resources, promote the language in media, i.e. national television for example should have some comics or some series in English; this help to adapt the contexts.



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
 Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
 Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





Understand how is the process in teaching and learning EFL deserve to be investigate because the context is where this process happen, context is which give formal or informal conditions to teach or learning a second language.

## REFLECTION

Making a state of the art, focusing on case studies has been a significant experience for me, I can now understand exactly what a case study is, and what the difference with narratives (auto-biographical, biographical and life-stories) is. I consider during my process in the research courses at Santo Tomas University I had many gaps and confusions. Making theoretical supports for a project, choosing the type of research proper to my research project, and selecting the type of study for my project were really complicated to me. Really I didn't like research course, I hated it, and I said I would never be a researcher. Although I accomplished with all my works, it was difficult to me explain them to others because I had not clear many concepts. In fact I think many students are in this situation. When I was selected as a research assistant, I experienced many feelings. One, I did not like research. I felt that I would not be able to do it. But in that moment, I could recognize the importance of motivating a student. I was very happy because my teachers counted on me and in contribution I proposed not to let them down. Now I like to do research. I understand many things and I have been able to guide others. When I sit in front of my computer to do my research work, I feel excited. It is no longer boring and frustrating.



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
 Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
 Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





Definitely have worked as a research assistant was an excellent opportunity to improve some research concepts and off-course this work gave me the chance to progress in my english knowledge, So I consider that this is the appropriate moment to thank God who gave me the wisdom to take on this work, my teachers but in special way to Professor Manuel Medina who throughout my process guided me with wisdom, and dedication, thank you teacher for appreciating my effort, for correcting my terrible mistakes, for being aware of my time and my level in this language to help me the best way, thank you for allowing me to be your assistant because I learned not only theoretical concepts I learned how to be a teacher.



**BOGOTÁ • PBX:** (571) 587 87 97 **Línea gratuita nacional:** 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel.** (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6



## REFERENCES

- Blackman, N. (2014). EFL teachers' perceptions on the use of L1 in a primary and secondary classroom in Belarus. Recuperado el 12 de Setember de 2016, de EFL teachers' perceptions on the use of L1 in a primary and secondary classroom in Belarus:  
[https://englishagenda.britishcouncil.org/sites/default/files/filefield\\_paths/efl\\_teachers\\_perceptions\\_on\\_the\\_use\\_of\\_l1\\_use\\_in\\_belarus\\_v2\\_0.pdf](https://englishagenda.britishcouncil.org/sites/default/files/filefield_paths/efl_teachers_perceptions_on_the_use_of_l1_use_in_belarus_v2_0.pdf)
- Betrián Ester Villas\*, N. G. (25 de mayo de 2013). La triangulación múltiple como estrategia metodológica. Recuperado el 13 de Mayo de 2017, de La triangulación múltiple como estrategia metodológica: HYPERLINK  
<http://www.rinace.net/reice/numeros/arts/vol11num4/art1.pdf>
- Castañeda, R. J. (Juy de 2014). English teaching through project based learning method, in rural area. Recuperado el 15 de September de 2016, de English teaching through project based learning method, in rural area:  
<http://www.scielo.org.co/pdf/clin/n23/n23a09.pdf>
- Chen, S. (18 de April de 2016). EFL learners' perceptions and preferences of written corrective feedback: a case study of university students from Mainland China. Recuperado el 11 de September de 2016, de EFL learners' perceptions and preferences of written corrective feedback: a case study of university students from Mainland China:  
<https://sfleducation.springeropen.com/articles/10.1186/s40862-016-0010-y>
- Cisterna Cabrera, Francisco, Categorización y triangulación como procesos de validación del conocimiento en investigación cualitativa. Theoria [en línea] 2005, 14 ( ): [Fecha de consulta: 10 de abril de 2017] Disponible en: HYPERLINK  
["http://www.redalyc.org/articulo.oa"](http://www.redalyc.org/articulo.oa)  
<http://www.redalyc.org/articulo.oa?id=29900107>> ISSN 0717-196X
- Dey, A. K. (2000). Understanding and Using Context . Recuperado el 15 de October de 2016, de Understanding and Using Context :  
<http://www.cc.gatech.edu/fce/ctk/pubs/PeTe5-1.pdf>
- Dornyei, Z. (2007). Research Methods in Applied linguistics. Oxford New York: Oxford university press.

Franklin Gualteros Duque, S. G. (2013). Exploring the conceptions about teaching english as a foreign language of two efl teachers in the rural area of pereira (risaralda). Recuperado el 23 de september de 2016, de exploring the conceptions about teaching english as a foreign language of two efl teachers in the rural area of pereira (risaralda):  
<http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/4109/371102G912.pdf?sequence=1>

Gerring, J. (2007). Case Study Research principles and practices. United States of America: Cambridge University Press

Gutierrez, C. (2015). Beliefs, attitudes, and reflections of EFL pre-service teachers while exploring critical literacy theories to prepare and implement critical lessons. Recuperado el 02 de junio de 2016, de HYPERLINK  
["http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/8089/11046"](http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/8089/11046)  
<http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/8089/11046>

Kohlbacher, F. (Enero de 2016). The Use of Qualitative Content Analysis in Case Study Research. Recuperado el 14 de Octubre de 2016, de The Use of Qualitative Content Analysis in Case Study Research: <http://www.qualitative-research.net/index.php/fqs/article/view/75/153#g3>

Larenas, C. D. (23 de enero de 2015). A case sstudy on EFL teacher's believes about the teaching and learning of english in public education. Recuperado el 31 de mayo de 2016, de study on EFL teacher's believes about the teaching and learning of english in public education HYPERLINK  
["http://www.ugr.es/~portalin/articulos/PL\\_numero23/11%20%20Claudio%20Diaz.pdf"](http://www.ugr.es/~portalin/articulos/PL_numero23/11%20%20Claudio%20Diaz.pdf)  
[http://www.ugr.es/~portalin/articulos/PL\\_numero23/11%20%20Claudio%20Diaz.pdf](http://www.ugr.es/~portalin/articulos/PL_numero23/11%20%20Claudio%20Diaz.pdf)

Mahdi, D. A. (2014). Willingness to Communicate in English: A Case Study of EFL Students at King Khalid University. Recuperado el 10 de September de 2016, de Willingness to Communicate in English: A Case Study of EFL Students at King Khalid University: <http://www.ccsenet.org/journal/index.php/elt/article/view/37812>

Macías, D. F. (17 de marzo de 2013). An Exploration of EFL Teachers' Awareness of the Sources. Obtenido de HYPERLINK ["http://files.eric.ed.gov/fulltext/EJ1053733.pdf"](http://files.eric.ed.gov/fulltext/EJ1053733.pdf)  
<http://files.eric.ed.gov/fulltext/EJ1053733.pdf>

Olga Lucía Londoño Palacio, L. F. (2014). Guía para construir estados del arte. Recuperado el 14 de Octubre de 2016, de Guía para construir estados del arte.:



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
 Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
 Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





[http://www.colombiaaprende.edu.co/html/investigadores/1609/articles-322806\\_recurso\\_1.pdf](http://www.colombiaaprende.edu.co/html/investigadores/1609/articles-322806_recurso_1.pdf)

Parvin Safari, R. S. (2015). Iranian EEFL Teachers' Challenges with the New ELT Program after the Reform: From Dream to Reality. Recuperado el miércoles de Junio de 2016, de EFL Teachers' Challenges with the New ELT Program after the Reform: From Dream to Reality: HYPERLINK  
 "https://www.academia.edu/19728088/Iranian\_EFL\_Teachers\_Challenges\_with\_the\_New\_ELT\_Program\_after\_the\_Reform\_From\_Dream\_to\_Reality"  
[https://www.academia.edu/19728088/Iranian\\_EFL\\_Teachers\\_Challenges\\_with\\_the\\_New\\_ELT\\_Program\\_after\\_the\\_Reform\\_From\\_Dream\\_to\\_Reality](https://www.academia.edu/19728088/Iranian_EFL_Teachers_Challenges_with_the_New_ELT_Program_after_the_Reform_From_Dream_to_Reality)

Rany, S. (2013). Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos. Recuperado el 20 de September de 2016, de Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos:  
[https://www.academia.edu/2442165/Factors\\_Causes\\_Students\\_Low\\_English\\_Language\\_Learning\\_A\\_Case\\_Study\\_in\\_the\\_National\\_University\\_of\\_Laos](https://www.academia.edu/2442165/Factors_Causes_Students_Low_English_Language_Learning_A_Case_Study_in_the_National_University_of_Laos)

Reza Gholami, S. Z. (03 de March de 2012). *Social Context as an Indirect Trigger in EFL Contexts: Issues and Solutions*. Recuperado el 12 de May de 2017, de *Social Context as an Indirect Trigger in EFL Contexts: Issues and Solutions*:  
<http://files.eric.ed.gov/fulltext/EJ1078920.pdf>

Ro, E. (October de 2013). A case study of extensive reading with an unmotivated L2 reader. Recuperado el 9 de September de 2016, de A case study of extensive reading with an unmotivated L2 reader:  
<http://nflrc.hawaii.edu/rfl/October2013/articles/ro.pdf>

Rosberly López Montero, M. J. (2014). Social Factors Involved in Second Language Learning: A Case Study from the Pacific Campus, Universidad de Costa Rica. Recuperado el 23 de September de 2016, de Social Factors Involved in Second Language Learning: A Case Study from the Pacific Campus, Universidad de Costa Rica: <http://revistas.ucr.ac.cr/index.php/rfm/article/viewFile/15077/14350>

Sandra Ximena Bonilla, F. C. (25 de marzo de 2014). Critical Socio-Cultural Elements of the Intercultural Endeavour of English Teaching in Colombian Rural Areas. Recuperado el 02 de junio de 2016, de HYPERLINK  
 "http://www.revistas.unal.edu.co/index.php/profile/article/view/40423/47728"  
<http://www.revistas.unal.edu.co/index.php/profile/article/view/40423/47728>



**BOGOTÁ** • PBX: (571) 587 87 97 **Línea gratuita nacional:** 01 8000 111 180  
 Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
 Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6





Samaranayake, S. W. (22 de July de 2016). Oral Competency of ESL/EFL Learners in Sri Lankan Rural School Context. Recuperado el 17 de September de 2016, de Oral Competency of ESL/EFL Learners in Sri Lankan Rural School Context: <http://sgo.sagepub.com/content/6/2/2158244016654202>

Yin, R. (2009). Design and methods 4th.Ed. London: Sage Publications Ltd., 4. BIBLIOGRAPHY Yin, R. K. (s.f.). *CASE STUDY RESEARCH Design and Methods Second Edition*. Recuperado el 02 de March de 2017, de CASE STUDY RESEARCH Design and Methods Second Edition: <http://www.madeira-edu.pt/LinkClick.aspx?fileticket=Fgm4GJWVTRs%3D&tabid=3004>

Zainal, Z. (9 de Junio de 2007). Case study as a research method. Recuperado el 8 de Agosto de 2016, de [http://psyking.net/htmlobj-3837/case\\_study\\_as\\_a\\_research\\_method.pdf](http://psyking.net/htmlobj-3837/case_study_as_a_research_method.pdf)



**BOGOTÁ** • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180  
Carrera 9. n.º 51-11 / [www.usta.edu.co](http://www.usta.edu.co) / [contactenos@usantotomas.edu.co](mailto:contactenos@usantotomas.edu.co)  
**VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA** • Tel. (571) 595 00 00  
Carrera 10. n.º 72-50 / [www.ustadistancia.edu.co](http://www.ustadistancia.edu.co) / [admisiones@ustadistancia.edu.co](mailto:admisiones@ustadistancia.edu.co)  
**NIT:** 860012357-6

