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ATTITUDES TOWARD COMMUNICATIVE LANGUAGE TEACHING

Attitudes Toward Communicative Language Teaching:
The Case of EFL Teachers in Iquique, Chile

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Abstract

The purpose of the study was to learn the attitudes that English as a Foreign Language (EFL) teachers working in public, subsidized and private high schools from Iquique, Chile, have toward Communicative Language Teaching (CLT). Fifty-eight high school EFL teachers from three types of schools in Iquique participated in a quantitative non-experimental survey research answering a questionnaire based on an attitude scale by Karavas-Doukas (1996). The scale, which measured five principles of CLT, group/pair work, error correction, role of the teacher, role of the learner, and importance of grammar, underwent reliability and exploratory factor analyses, revealing internal consistencies which led to remove the subscale of role of the teacher. A 3 x 2 ANOVA analysis, with types of school and participation in the courses from the English Opens Doors Program (EODP) as independent variables, was used to analyze the data. Statistically significant differences were found in the attitudes toward error correction ($p = .031$), in relation to EODP participation, and in the attitudes toward the importance of grammar ($p = .028$), in relation to types of school. In general, teachers showed positive attitudes toward only three principles of CLT; thus, a generalization of the attitudes to the whole concept of CLT cannot be made, in part, as the principle of the role of the teacher was not considered. The positive attitudes demonstrate that teachers might be using CLT in their classroom, meeting the objectives in the Chilean National English Curriculum. Nevertheless, a further study must be conducted to confirm this hypothesis.

Key words: Chile, CLT, EFL teachers, English Opens Doors Program, teachers' attitudes.

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Attitudes Toward Communicative Language Teaching:
The Case of EFL Teachers in Iquique, Chile

In the past twenty years, Chile has been undergoing a series of changes in the way its citizens interact with the world. Globalization, tourism, businesses conducted outside the borders, international trade agreements, and both work and educational opportunities abroad have led the Chilean government to take several actions in order to address these events. One of these initiatives has taken place in the field of education. The Ministry of Education (MINEDUC), through the national curriculum, has set the goal of preparing students to actively participate in the new society by developing in them the necessary competencies and skills that will allow them to succeed after finishing high school.

One competency that the MINEDUC has embarked on developing in the national curriculum is English language proficiency. As stated in the document *Fundamentos del Ajuste Curricular en el Sector de Idioma Extranjero Inglés* [Foundations of the Curricular Changes in the Foreign Language Subject, English] (Ministerio de Educación, 2009a), English is seen as a necessary tool that the students should possess when they finish secondary education, especially for its role as an international language (Jerkins, 2000; McKay, 2003). Crystal (1997) and Graddol (1997) explain that English is considered an international language not because of the amount of native speakers of the language, but due to the amount of people who speak it around the world. Therefore, by having English as a tool, the students will have access to new knowledge, information, and technologies, as well as being able to deal with the demands of the society, and to communicate with other communities at a more global level (Ministerio de Educación, 2009b). In other words, the MINEDUC wants the students to be able to communicate and interact in English, proficiently.

Furthermore, the predominant role that English has taken in the national curriculum has led the government to undertake critical initiatives for the learning of this foreign language. The first initiative was the creation of the English Opens Doors Program (EODP) in 2004. The goal of this program is to improve the learning of English in all educational institutions that receive public funding (Matear, 2008; OECD, 2008). The EODP allocates resources that benefit students and teachers with academic and professional development opportunities. In this sense, English as a Foreign Language (EFL) teachers have the chance to apply for scholarships to improve their teaching practice. One type of scholarship is awarded for the participation in courses, offered by the MINEDUC, aimed at updating teachers' methodology in order to respond to the objectives of the English curriculum, focusing mainly on Communicative Language Teaching (CLT). The other type of scholarship awarded provides teachers the opportunity to embark on any educational master program at any of the best 150 universities around the world, under the condition that the teachers must return to work in elementary or secondary schools which are publicly funded for at least two years.

The second initiative is the changes that the MINEDUC has been making to the National Curriculum for the English Subject (2009 for high school, and 2012 for elementary school¹). For this study, the most relevant change is the new emphasis given to the learning and teaching of linguistic skills. Changing from a curriculum focused on the development of the receptive skills (reading and listening), the new curriculum gives equal significance to the four linguistic skills (listening, speaking, reading, and writing). Moreover, this new version of the curriculum suggests that teachers should use a communicative approach, specifically the principles of CLT to work with the students in the classroom (Ministerio de Educación, 2009a; 2012).

Nevertheless, until now (after the new English curriculum, and the implementation of EODP, and particularly, the professional development opportunities for teachers), there is no evidence from research that explains whether EFL teachers in Chile are using CLT, or what they think about the principles of CLT in the classrooms. The only evidence that exists in Chile about using the communicative approach was a research study conducted by Sandra McKay (2003), who explored the Chilean context to teach English. In one section of the study, McKay (2003) inquired about how Chilean EFL teachers from public, subsidized, and private schools perceived CLT to teach and learn English. The results from a 19-question questionnaire and a one-to-one interview administered to the teachers revealed that, no matter the type of school teachers worked at, they raised concerns about the implementation of CLT. The teachers argued that working with CLT required a lot of time to prepare the lessons, they did not have enough resources to work in the classroom, and that it was hard for them to monitor the students' communicative tasks due to the number of students in the classroom (approximately 45 students).

Therefore, it seems imperative to inquire about CLT in the Chilean context, and how the ideas presented by McKay (2003) might have changed in the last ten years, for there is no empirical evidence around this topic. The purpose of the study is to learn about the attitudes that EFL teachers working in public, subsidized and private high schools from Iquique, Chile, have toward CLT to teach English in Chilean classrooms. It has been decided to conduct this study with high school teachers as they experienced the curricular changes (implemented in 2009) before the elementary school teachers (changes implemented in 2012), and have been given more opportunities to participate in the EODP program.

Literature review

The teaching of English in Chile

In Chile, English is taught as a foreign language (Ministerio de Educación, 2012). This characteristic implies that Chilean inhabitants do not use English to communicate with each other, and that the students do not have immediate access to practice this language outside the classroom. Thus, the English classroom becomes the only place where the majority of Chilean students can interact and are exposed to the English language (Yilorm & Lizasoain, 2012).

According to the National Curriculum for the English Subject, the teaching and learning of English officially starts in fifth grade. This fact is true for most public schools, whereas the situation in subsidized and private schools is different. Subsidized schools are considered semi-private educational institutions as they have a double source of income. These schools receive money from the government, as well as from the students' parents and tutors, and have the flexibility to design and implement their own educational programs. Based on this advantage, many subsidized schools and all private schools start the teaching of English in first grade, despite the fact that there are not many EFL teachers prepared to teach young learners (Abrahams, 2012; Vera, 2008). Moreover, some public elementary schools have also embarked on starting to teach English in first grade by creating their own programs and adjusting them to the curriculum of their school. As a way to support this initiative, the MINEDUC has launched an optional curriculum to start English in first grade for schools that decide to teach it at this level, which is still aligned with the objectives of the curriculum which normally begins in fifth grade (Ministerio de Educación, 2012).

In high school, the teaching and learning of English is obligatory for all students, and fosters deeper understanding and production of the subject contents developed in elementary school. The new version of the high school curriculum, implemented in 2009, has two main goals. The first goal is to develop skills in the students that allow them to use English as a tool to access information, new knowledge, and to participate in various communicative situations in order to respond to the demands of global communication. The second goal is to promote the development of higher order critical thinking skills, and to develop the ability to appreciate other types of lifestyles, traditions, and ways of thinking. Therefore, the learning of EFL has formative and personal growth purposes, as well as skills that will help them in academic, working, and social contexts (Ministerio de Educación, 2009b).

The new English curriculum has modified the approaches to teaching and learning the language. Considering that English is learned in an EFL context, the teaching of this language faces some constraints which are related to the methodology in the classroom, and motivational issues to learn on the part of the students (Brown, 2007). As a reaction, the 2009 version of the curriculum has adopted a communicative approach, that is to say, the emphasis is on the development and improvement of the four linguistic skills (listening, speaking, reading, and writing) as opposed to the previous version (implemented 2005), in which only listening and reading were the main objectives of the learning process. The importance of the four skills is also complemented by the role of vocabulary, which has taken a predominant role in the curriculum. In addition to the new communicative approach to the teaching of English, the foundations of the curriculum were defined so that the students communicate using real messages, and that their learning and work in the classroom do not become controlled by the teaching, learning, analysis, and assessment of grammar. Grammar should be seen as a content that supports the

comprehension and production of the language, and not as the core of the course (Ministerio de Educación, 2009b). The changes in the high school curriculum are also supported by the new changes made in the 2012 version of the elementary school English curriculum. The curriculum emphasizes the use of CLT, as well as other methods such as the Natural Approach, Cooperative Learning, Content-Based Instruction, and Task-Based Learning (Ministerio de Educación, 2012).

The changes made by the MINEDUC, which seek to better develop the linguistic skills in the students, seem appropriate to improve the student's level of English after the results from the first national examination of the English subject were obtained. In the year 2010, the *SIMCE* test² (the national examination) was administered to all the students in 11th grade, and aimed to measure the students' listening and reading skills – both skills which had been highly emphasized in the 2005 national curriculum. The results from this test revealed that only 11% of all the students who took the test achieved at least 50% of the score (Ministerio de Educación, 2011), representing a basic level (B1) according to the Common European Framework of Reference for Languages. It is important to highlight that most of the students who scored among the 11% belonged to private schools (64%) (Ministerio de Educación, 2011; Yilorm et al., 2012).

Apart from the curricular changes, and given the importance that English has taken in Chilean education, in the year 2004, the MINEDUC developed a program to support the learning of this language (Matear, 2008; OECD, 2008). The English Opens Doors Program (EODP) was launched with the goal of improving the learning of English in elementary, secondary, and tertiary educational institutions which receive public funding. The EODP program has the following lines of action:

1. English teacher networks in all cities: These are groups where teachers share their knowledge and experiences with other EFL teachers in the city. This group also receives workshops on current educational issues as well as teaching material from universities professors. A crucial issue about participating in these networks is that it enables teachers, their students, and schools to have priority when applying for any program of the EODP (except for numbers 3 and 6).

2. Professional development courses for elementary and secondary teachers of English in public and subsidized schools: Teachers can opt to take courses to improve and update the knowledge in the areas of language skills or instructional methods. Teachers can also apply for scholarships to obtain a master's degree in any of the 150 best universities in the world.

3. Resources and professional development for English teaching in rural schools: Teachers receive special training and EFL material to teach in rural areas.

4. Local and national English competitions for students: Students in elementary school can participate in local and national competitions, such as spelling bees and public speaking. For high school students, they can participate in debates, both locally and nationally.

5. Summer and winter English camps and retreats for both students and teachers. Teachers and students (separately) spend one week immersed in the English language. Students have the opportunity to interact with native speakers of English and university faculty, in order to improve their language proficiency. Teachers have the opportunity to hone their teaching methodology, also working with university faculty and native speakers of English.

6. Semester abroad scholarships. EFL student-teachers and faculty in EFL teacher preparation programs can spend one semester studying ESL or EFL learning/teaching in an English-speaking university.

7. National Volunteer Center. Schools can apply to have native speakers of English spend either one semester or two semesters as volunteers helping the teacher facilitate the teaching and learning of this language.

From the seven lines of actions previously described, the opportunities given to teachers are of importance for this study. The teachers have the opportunity to improve and update their teaching methodologies in the courses offered by the EODP. The courses, especially the methods-oriented ones, are created in order to meet the objectives in the English curriculum, in other words, working with a communicative approach in the classroom.

Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach, rather than a method, to second and foreign language teaching (Nunan & Carter, 2001; Richards & Rodgers, 2001). CLT aims to make communicative competence the goal of language learning by emphasizing the use of listening, speaking, reading, and writing in different contexts and purposes, acknowledging the interdependence of language and communication (Larsen-Freeman, 2008; Richards et al., 2001). In CLT, as a learner-centered and experience-based approach, the learner takes on an active role in a wide range of communicative activities and tasks mediated and guided by a teacher (Nunan et al., 2001).

History of CLT

CLT emerged in the early 1970's as a reaction to the Situational Language Teaching in the United Kingdom, and the Audiolingual approach in the United States. At that time, the focus of learning languages was on linguistic knowledge, which means that the learners had to master the rules and forms of the language. Applied linguists in Britain, however, began to view the

need to reform the approach to language learning due to the dissatisfaction of learners to use their linguistic knowledge outside the classroom (Breen, 2001; Richards et al., 2001). As a consequence, a language teaching approach based on communicative competence rather than on formal aspects of the language would improve the weaknesses of the previous two methods (Hymes, 1971; Richards et al., 2011). For instance, Widdowson (1978) expressed that knowing the rules of a language did not guarantee communication, and instead a change toward the linguistic functions of the language was needed (The Council of Europe, 1971; Wilkins, 1976).

Savignon (2002) pointed out that the concept of communicative competence, which was coined at that period of time, was introduced around language use and learning by Habermas (1970), Hymes (1971), and Jakobovits (1970). Communicative competence was defined as “the expression, interpretation, and negotiation of meaning, and looks to both psycholinguistics and sociocultural perspectives in second language research to account for its development” (Savignon, 2002, p. 1). Of particular significance, it is the definition provided by Hymes (1972), who adopted this term to contrast a communicative view of language and the theory of competence suggested by Chomsky (1957). For Hymes (1972), when a person acquires communicative competence is also acquiring both knowledge and the ability to use a language (see also Hymes, 1972).

Similarly, Savignon (2002) defined the term communicative competence to “characterize the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogs or perform on discrete-point tests of grammatical knowledge” (p. 3). Savignon’s (2002) definition refers to the use of leaning to make meanings on their interactive communicational process, rather than on memorization of grammar points or tests.

Based on a communicative competence design created by Canale and Swain (1980), and the ideas from Canale (1983), Savignon (1983) designed a model for communicative competence which helped explain how learners could gradually expand their communicative competence through practice and experience (Savignon, 2002). The model encompasses four components which are interrelated and cannot be worked in isolation: grammatical competence, discourse competence, sociocultural competence, and strategic competence.

1. Grammatical competence refers to the “sentence-level grammatical forms, the ability to recognize the lexical morphological, syntactical, and phonological features of a language and to make use of those features to interpret, and for word and sentences” (p. 9). This type of competence is not connected to the theory of grammar.

2. Discourse competence refers to the “interconnectedness of a series of utterances or written words or phrases to form a text” (p. 9).

3. Sociocultural competence refers to the “understanding of the social context in which language is used” (p. 9). It is about the roles of the participations, the information shared, and the function of interaction.

4. Strategic competence refers to the “coping strategies that we use in unfamiliar contexts, with constraints arising from imperfect knowledge of rules, or such impediments to their application as fatigue or distraction” (p. 10).

The creation of CLT had its roots in the threshold syllabus of Van Ek (1973), and on the idea of the functional and communicative potential of language addressed by Wilkins (1976). Wilkins (1976) described two types of systems of meanings which lay behind the communicative uses of language. The first meaning was of notional categories, which involved concepts such as time, sequence, quality, location, and frequency. The second meaning was of communicative

function, which involved communicative functions such as requests, denials, offers, and complaints.

Finally, the need to make CLT successful implied that the approach had to go over phases at the beginning of its creation (Richards et al., 2001). The first phase was recognizing that the importance of the learner. This idea was based on the fact that learners possess unique interests, styles, needs, and goals, which should be accounted for in the design of the class. Thus, identifying the learners' needs resulted in a crucial needs analysis component to the communicative approach (Munby, 1978). The second phase was the communicative role of the activities. The learner should be exposed to multiple activities in the classroom, such as group work, task-work, and information gap activities.

Principles of CLT

Defining and working with CLT is a challenging task (Savignon, 2002). As contexts vary, and learners' needs are different, establishing what specific job is to do in the classroom should not be overgeneralized to similar or different settings. Instead, several authors (Berns, 1990; Larsen-Freeman, 2008; Richards et al., 2011) propose different principles that teachers can consider when working with CLT in their classrooms. These principles are related to the role of the teacher, role of the learner, importance of grammar, error correction in the classroom, activities (group work), and the materials in CLT. For the purposes of this study, all these principles will be measured with the exception of the materials in CLT.

Role of the teacher in CLT

CLT changed the view of teaching languages from a traditional teacher-centered approach to a learner-centered approach. As a consequence, the role of the teacher also changed

from a transmitter of knowledge to a co-communicator and guide (Larsen-Freeman, 2008; Richards et al., 2001). However, as the goal of CLT is to enable the learners to communicate in the second or foreign language, the teacher needs to take on different roles in the classroom.

The teacher can be a facilitator, guide, and mediator. The teacher's primary role is that of a facilitator. The teacher facilitates, and mediates communication for all the learners through communicative experiences and interactions. The facilitation needs to be between all the participants in the classroom, among these participants, and between the participants and materials (Breen and Candlin, 1980). Hence, the role of the teacher becomes secondary, while learners take the main role in the learning process. When working with the materials, the teacher guides the use of the material and procedures inside the classroom.

Another role is being an analyst and a researcher. The teacher observes and analyzes the interactions that happen inside the classroom, as well as the learners' capabilities, knowledge, and abilities they bring to the English class (Breen et al., 1980). The teacher pays attention to the learners' language needs and interests to plan the lessons. The teacher talks to the learners in groups and individually to know them best, and also administers needs assessment instruments to determine the learners' motivational needs for learning the language, and so work in conjunction with them.

Finally, the teacher is a counselor, and a group manager. The teacher provides feedback, clarifies questions, and confirms what the learners have expressed to reassure that the messages are understood by, or are understandable for the intended hearer. The teacher also organizes the classroom to meet all the learners' needs. The teacher needs to provide the learners with a communicative setting and activities to foster communicative competence in the new language.

Role of the learner in CLT

The role of the learners is to be communicators, active negotiators of meaning, and responsible for their own learning (Larsen-Freeman, 2008; Savignon, 2001). Breen et al., (1980) saw the role of the learner as that of negotiator between him/herself, among the other learners in the classroom, between the materials, and between the activities. Learners should make use of their previous knowledge to communicate with, interact with, and contribute to their peers in the classroom. They are the center of the learning process, and main contributors to their knowledge.

Importance of grammar in CLT

Explicit analysis of language forms and mastering of language rules are not the purposes of CLT. Grammar is seen as a tool to achieve communication that needs to be related to the learner's communicative needs and experiences (Lightbown & Spada, 2011). Moreover, in CLT, grammar and vocabulary should follow from functional and situational contexts, and the roles of the interlocutors, noting that attention should be given to meaning rather than accuracy (Larsen-Freeman, 2008). For Savignon (2002), grammar should have an implicit treatment in the curriculum to facilitate the understanding of messages. The teacher should suppress an excessive attention to gaps in lexis and grammar in benefit to communication.

Errors in CLT

Errors are seen as a natural process of learning a language. Errors are tolerable, and their treatment should be oriented to communicative competence, rather than on language form. The teacher does not make note of the errors to work on immediately (Larsen-Freeman, 2008). The teacher can postpone the clarification of errors for later moments in the class in order to promote communication.

Activities in CLT

Activities are crucial for CLT. Activities should help foster and develop communicative competence through games, role-plays, and problem solving tasks. According to Larsen-Freeman (2008), the activities should have an information gap to be solved by the students, a choice of language, and feedback on the learners' performance. In this sense, the learners will share information, negotiate meaning, and interact with each other.

Moreover, the activities in CLT are connected with the principles of Cooperative Learning. CLT encourages the use of small group activities, such as pairs, triads, small groups, and whole group to foster communication.

Materials in CLT

The materials in CLT should be authentic, oriented to promote communication, and should provide opportunities to develop strategies for communication (Larsen-Freeman, 2008). Richards et al., (2001), based on the idea that the material should influence interaction and language use in the classroom, suggested three types of materials in the CLT classroom:

1. Text-based materials: Textbooks that are used in the language classroom, and which should be used to promote communicative competence.
2. Task-based materials: Games, role-plays, simulations, and task-based communication activities to promote communication.
3. Realia: Authentic material from real life, for instance magazines, objects, or toys, among any other tangible element.

However, no matter the type of materials, there are pedagogical implications that the teacher needs to account for before choosing the material. The teacher should pay attention to the course goals, learners' needs, and social context where communication will take place.

Research on teachers' attitudes toward CLT

The existing research around the teachers' attitudes toward CLT has been limited to 1996, and mostly to EFL contexts in Asia. The research studies that exist around CLT are about the implementation of this approach in schools, and the perceptions teachers had toward it, usually being negative. For example, results from Burnaby and Sun (1989) showed that teachers in China found it difficult to use CLT in the classrooms. The reasons identified were that teachers continued using the traditional teaching methods in the classroom, the size and schedules of the classes, resources to implement CLT, teachers' instructional methods, and the teachers' linguistic skills in English.

A similar outcome was obtained in the study conducted by Chau and Chung (1987) in Hong Kong. The researchers found that teachers rarely used CLT as it takes extra time to prepare the lessons. Anderson (1993) reported that it was troublesome to implement CLT in China. The problems were related to teachers' training on the approach, lack of resources and materials, students being used to a teacher-centered approach, and evaluation issues regarding CLT. In a different study, Sano, Takahashi, and Yoneyama (1984) found that teachers preferred to not use CLT in Japanese classrooms. The teachers argued that there was not a need for the students to use English outside the school, and as a consequence, they did not make communication a goal of the class. On the contrary, and even though this study is after 1996, and was done in India, Karim (2004) surveyed 36 EFL Indian teachers working at universities to learn about their

attitudes toward CLT. The results showed that their attitudes were positive and that implementation of CLT in universities was feasible.

With the creation of a scale to quantitatively explore the teachers' attitudes toward CLT (Karavas-Doukas, 1996), the studies around this way of teaching took a two-fold methodological approach. The research studies combined the quantitative instrument of the scale, and complemented it with qualitative techniques such as class observations and/or interviews with the teachers.

Karavas-Doukas (1996) attempted to know the attitudes that 101 public secondary Greek teachers had toward CLT, using a mixed method approach. For the quantitative part, Karavas-Doukas (1996) designed a scale to learn the teachers' attitudes on five principles of CLT; they were group/pair work, error correction, role of the teacher, role of the learner, and importance of grammar. For the qualitative part, class observations and interviews were conducted. The results from the scale showed that the teachers had positive attitudes toward CLT. However, when 19 teachers were observed and interviewed, the results revealed that the teachers did not use the principles which they favored for in the questionnaire. The reasons were attributed to teachers combining CLT with other instructional methods, having teacher-centered lessons, assigning passive roles to the students, having individual work rather than group work, and lack of understanding of the CLT principles. Karavas-Doukas (1996) suggested a mismatch between the teachers' attitudes and practices, and questioned the validity of the results from the scale.

Similarly, Mangubhai, Dashwood, Berthold, Flores, and Dale (1998) used Karavas-Doukas's (1996) quantitative approach, and investigated the attitudes of 39 primary LOTE (Languages Other than English) teachers in Australia, in a two-phase project. In the first phase,

the scale was administered, revealing positive attitudes toward CLT in the five subscales that the scale measured, especially in regards to the learners' role. In the second phase, six teachers were interviewed and videotaped. The researchers concluded that the teachers showed different understanding and beliefs from the literature existing on CLT (Mangubhai, Marland, Dashwood, & Son, 2004).

Razmjoo and Riazi's (2006), who also used Karavas-Doukas's (1996) scale, studied the attitudes that Iranian EFL teachers had toward CLT. The researchers first gave the scale to 50 teachers working in public schools, and 50 teachers working in private schools, finding that the EFL teachers from both types of school had positive attitudes toward this approach. However, as in Karavas-Doukas (1996), the attitudes did not match the qualitative gathered from class observations done to 60 teachers, particularly with the teachers from public schools. The researchers found that teachers did tend to correct errors immediately, there was a reduced amount of authentic material, teachers made little use of the target language (English), there was explicit teaching of grammar, and the lessons were teacher-centered.

Nonetheless, there is a body of research in which the results showed positive relations between what the teachers expressed, and the practice in the classroom. Liao (2003) investigated the attitudes toward CLT with 321 high school teachers working in China via the administration of a survey, and interviews. In the survey, Liao (2003) found that teachers had positive attitudes toward the principles of CLT. Besides, during the interviews to four teachers, they recognized the importance of having the students as the center of the lessons, and communication in English as a goal of the class. At the same, the teachers revealed that they were willing to use CLT in the classroom. Similar results are expressed by Chang's (2011). In a mixed-method study, Chang (2011) administered Karavas-Doukas's (1996) scale to 55 Taiwanese college teachers, revealing

that the teachers held favorable attitudes toward the five principles of CLT. The results are supported by the interviews conducted to eight teachers, which revealed that the teachers displayed the characteristics of CLT in their beliefs, demonstrating that CLT can make the learning of English more effective and meaningful.

Research conducted in Chile around CLT

The research around EFL teachers and teaching in Chile is limited. Most of the studies conducted are restricted to the learning skills and strategies that students from elementary and high school use (Cataldo, 2008; Concha & Paratore, 2011; Díaz, 2011; Germany & Cartes, 2000), students' perceptions toward the techniques used by their EFL teachers (McBride, 2009), English language teaching material (King, 2007; Kiss, Morales & Guarda, 2007), EFL teachers' skills to approach behavioral problems in the classroom (Díaz, 2012), EFL teachers' beliefs and cognition (Díaz & Guerra, 2012; Díaz, Martínez, Roa & Sanhueza, 2010; Díaz & Solar, 2011), EFL teachers' identity (Menard-Warwick, 2010), the learning of English in university settings (Bañados, 2006; Díaz, 2007; Díaz, 2008; Farías & Obilinovic, 2009; Yilorm et al., 2012), EFL teacher preparation (Blázquez & Tagle, 2010; Morales & Ferreira, 2008; Trajtemberg & Yiakoumetti, 2011; Véliz, 2011; Véliz, 2012), and teachers' teaching styles, and personality types (Díaz, Rodríguez & Poblete, 2011; McKay, 2003).

From this body of research studies, McKay's (2003) work is the most pertinent to this study. McKay (2003) explored the teaching of English in the Chilean context in three areas: the role of culture in the materials used to teach English, the prevalent methodology to teach English at that time (CLT), and the attitudes toward native and non-native English-speaking teachers. To answer her research questions, McKay (2003) collected data from a questionnaire and interviews

administered to 50 pre-service and in-service teachers working in public, subsidized, and private schools, as well as school administrators, and members from the MINEDUC.

The results from McKay's (2003) study revealed that culture in EFL materials was predominantly local, rather than from native English speaking countries. In relation to the teachers' perceptions of local teachers and English-speaking native teachers, Chilean teachers recognized their bilingualism and familiarity with the local culture as their strengths in comparison to teachers who were native speakers of the foreign language.

Finally, and what it is of utmost importance to this study, the teachers agreed that using CLT, particularly group work, has benefits for the students' leaning and communication, but it is not effective in the Chilean classrooms. When the teachers were asked about the principle of group work within CLT, 40 teachers said that they sometimes used it (from a scale that ranged from every class, sometimes, rarely to never). However, when the teachers were asked whether they used group work for communicative purposes, the majority of teachers (33) said that it was unnecessary. Some of the reasons that the teachers provided for not using group work: students did not like to speak English, the amount of students in the classroom made it difficult to control the class and practice the language, not all the students worked in the classroom, discipline problems, lack of time to prepare and conduct the activities, and a tendency to go off-task. In general, McKay (2003) concluded that teachers de-emphasized the use of CLT on the grounds that this approach was not appropriate for the Chilean context.

Research questions and hypotheses

After a revision of the Chilean context to teach EFL, the literature and research around CLT, this study aims to learn the attitudes that EFL teachers working in public, subsidized, and

private high schools from Iquique, Chile, have toward CLT to teach English in Chilean classrooms. The questions that this study will attempt to answer are:

1. Do EFL teachers working in the three different types of high schools in Iquique differ in their attitudes toward the use of CLT to teach English in Chilean classrooms?

2. Do EFL teachers who have participated in at least one EODP course differ in their attitudes toward the use of CLT to teach English in Chilean classrooms?

There are two hypotheses underlying this study.

1. The teachers who work in private schools will have more positive attitudes toward CLT, due to their work in immersion English programs at their schools, and for the results obtained in the *SIMCE* test.

2. The second hypothesis is that the teachers who have participated in the EODP courses have more positive attitudes toward CLT, no matter the type of schools they worked at.

In order to answer these questions and confirm the hypotheses, a quantitative non-experimental survey research was conducted, using a questionnaire for the collection of data.

Method

Participants

The participants of this study were teachers of English working in public, subsidized, and private high schools in Iquique, Chile. From a total of 76 teachers working in secondary educational institutions in Iquique, 58 teachers agreed to participate in this study, which represents a response rate of 76.31%, an acceptable number for the analysis of this study

(Johnson & Christensen, 2012). Of this total, 16 teachers (27.6%) worked in public schools, 32 (55.2%) in subsidized schools, and 10 (17.2%) in private schools.

From the total amount of the participants, 44 of them were female, and 14 were male. In terms of the teachers' nationalities, 56 teachers were Chilean, one was Cuban, and one was Chilean-Canadian.

Table 1

Ages and Years of Experience in Types of School

Types of school	Age	<i>N</i>	Years of experience	<i>N</i>
Public	22-25	0	0-5	4
	26-30	3	6-10	1
	31-35	1	11-15	2
	36-40	2	26-20	1
	41-45	0	21-25	2
	More than 45	10	More than 25	6
	Total	16	Total	16
Subsidized	22-25	2	0-5	8
	26-30	7	6-10	12
	31-35	8	11-15	6
	36-40	6	26-20	1
	41-45	1	21-25	4
	More than 45	8	More than 25	1
	Total	32	Total	32
Private	22-25	0	0-5	7
	26-30	5	6-10	2
	31-35	4	11-15	1
	36-40	0	26-20	0
	41-45	1	21-25	0
	More than 45	0	More than 25	0
	Total	10	Total	10

The ages of the teachers varied from 22 to 45 years old, with an average of $M = 38$ years old ($SD = 9.25$), and their teaching experience varied from less than 5 years to more than 25 years of experience, with an average of $M = 12$ years ($SD = 9.38$) (see Table 1).

Regarding professional training, nine teachers held a master degree³, and nine teachers held a post-degree certificate⁴. The remaining 41 teachers did not hold any postgraduate degree or certification; they just had their teaching degree in EFL. In the area of the courses offered by the MINEDUC through the EODP, 31 teachers had participated in at least one course, whereas 27 had not⁵ (see Table 2).

Table 2

Postgraduate Degrees, Post-degree Certificates, and EODP Participation in Types of School

Types of school	Certifications	<i>N</i>	EODP	<i>N</i>
Public	Post-degree	7	Attended	12
	No post-degree	9	Did not attend	4
	Total	16	Total	16
Subsidized	Post-degree	7	Attended	16
	No post-degree	25	Did not attend	16
	Total	32	Total	32
Private	Post-degree	3	Attended	3
	No post-degree	7	Did not attend	7
	Total	10	Total	10

Instrument

The instrument used in this study was a questionnaire containing 31 questions, divided in two parts (see Appendix A).

The first part of the questionnaire was an adaptation of the attitude scale developed by Karavas-Doukas (1996) (see Appendix B), which measured five CLT principles. The principles are briefly described below (see the section of Communicative Language Teaching in this paper for more details):

1. Group/pair work: Communication is fostered when students work in collaboration with each other, in either pairs or small groups.
2. Quality and quantity of error correction: Errors are a natural and tolerable part of the learning process, in which a minimal focus on form is given. Student trial and error is encouraged.
3. The role and contribution of learners in the learning process: Learners are the center of the attention, are encouraged to take initiatives, and to participate in spontaneous communication tasks.
4. The role of the teacher in the classroom: The teacher is a facilitator and guide in the students' language learning process, rather than a transmitter of knowledge and authority.
5. Place/importance of grammar: Explicit instruction on language rules or grammar is less emphasized, but not rejected. Grammar, however, should not be the core of the language course.

The scale had 24 statements on a five-point scale in the Likert format, in which 12 were favorable items, and 12 unfavorable items⁶. The statements were anchored from *strongly agree* = 5, *agree* = 4, *uncertain* = 3, *disagree* = 2, to *strongly disagree* = 1. Karavas-Doukas (1996) calculated the reliability of the scale using the split-half method, in two different occasions, and

with different subjects. The first testing was done with 60 non-native English language teachers completing their MA degree in the United Kingdom. The reliability coefficient obtained by this group was $r = .81$. The second testing was performed with 30 Greek English language teachers teaching English at private language institutes within the Athens area in Greece. The reliability coefficient for this analysis was $r = .88$. In a different study, Razmjoo et al. (2006) examined the internal consistency of the scale based on a revised version of the items in the scale. In a pilot study with the instrument, the Cronbach's alpha obtained was $\alpha = .79$. Razmjoo et al. (2006) also validated the scale with a confirmatory factor analysis. The researchers randomized the 24 items of the scale, and distributed it to 104 teachers from high schools and institutes in order to confirm the subscales which are shown in Figure 1.

▪ **Figure 1.** Items per Subscales

Subscales	Items
1. Group work	5 statements (Items 2, 9, 13, 21, & 22)
2. Error correction	4 statements (Items 6, 10, 14, & 15)
3. Learners' role	6 statements (Items 4, 5, 8, 11, 18 & 20)
4. Teachers' role	4 statements (Items 7, 16, 19, & 24)
5. Grammar	5 statements (Items 1, 3, 12, 17, & 23)

Figure 1. Proposal for the classification of scale items in each subscale according to Razmjoo et al. (2006).

The second part of questionnaire had seven questions, and asked for the teachers' demographic and academic information. For instance, type of school where the teachers worked at, number of years teaching English, participation in any of the EODP courses, postgraduate degrees or post-degree certificates, sex, age, and nationality.

In order to evaluate the appropriateness of the questionnaire for Chilean teachers, four cognitive interviews were conducted with Chilean teachers of English, who worked in the same settings where this study took place. According to Dillman, Smyth, and Christian (2009) cognitive interviews are helpful modes to pretest questions and questionnaires as they provide insightful information about the wording, understanding, order of the questions, as well as visual design, and navigation problems.

In the first two cognitive interviews, the teachers expressed problems concerning the wording of five items (2, 5, 9, 11, and 21). After analyzing the comments made by the teachers, these items were modified from the original version of the scale (Karavas-Doukas, 1996). For instance, item 5 said: “Training learners to take responsibility for their own learning is futile since learners are not used to such an approach”. The teachers expressed their concern with the adjective “futile” (unknown adjective for the teachers); and the noun phrase “an approach” (it was unclear to understand what kind of approach it was being referred to). To make it clearer and more understandable for the teachers, the adjective “futile” was changed to “not productive”. The noun phrase “an approach” was eliminated from the statement. The reason for this deletion lies on the fact that the phrase referred to the communicative approach, which could influence on the teachers’ answers. The final statement was as follows: “Training students to be responsible for their own learning is not productive”.

The third and fourth cognitive interviews were conducted with two other different teachers after the revisions were done. They did not express any further changes. It is important to note that none of the four teachers participating in the cognitive interviews was part of the sample group who answered the questionnaire.

Data collection

In this study, the mode of instrument delivery was paper-pencil, and in person. For the sample, stratified random sampling was the technique originally chosen to collect the data. However, the amount of teachers that would classify in each stratum would not be a representative sample number to conduct the planned statistical analysis and make accurate generalizations about the population (see Table 3).

Table 3

Teachers in Stratified Sampling and Convenience Sampling

Types of school	Stratified sampling		Convenience sampling	
	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>
Public	18	4	18	16
Subsidized	47	29	47	32
Private	11	2	11	10
Total	76	35	76	58

Convenience sampling was selected to collect the data, instead. Johnson et al. (2012) describe this type of sampling as “people who are available, volunteer, or can be easily recruited to participate in the study” (p. 230), and that it is convenient for some researchers when there are practical constraints. Nonetheless, they suggest that, per technical issues, it is not a good method to generalize to a population due to not everyone in the population has equal chances of being included in the sample, and that it is not “what specific population a convenience sample comes from” (p. 203). In order to deal with this issue, they suggest that a description of the subjects is to be provided. For the purposes of this study, convenience sampling appeals for practical

constraints (have access to a closer number of the population), and information about the participants was given to meet Johnsons et al.'s (2012) suggestion.

The procedure to recruit the teachers to answer the questionnaire consisted of four steps. The first step was to send a pre-notice e-mail to all the schools' principals whose schools taught high school students. The purpose of this letter was to ask for the authorization to conduct the questionnaire with some of the teachers of English in their schools. The second step was to send a reminder e-mail to all the principals who did not respond to the first request of participation of the schools, re-stating the petition to allow their teachers to cooperate in the research. The third step was to contact the teachers who were authorized, and schedule an appointment to answer the questionnaire. This contact was done via e-mail or telephone, according to the information provided by the principals. For the teachers who were contacted via e-mail, they received a pre-notice letter asking them to participate in the study. The fourth step was to visit all the schools which did not provide an answer to the e-mail, and talk to either the principals or teachers of English to request their participation for this study. In this step, a pre-notice letter for the teachers was left.

Once the teachers had agreed to participate in the study, an appointment time was set to meet with them. In this visit, the teachers received a presentation letter explaining the purposes of the study. After explaining the study, the teachers were given the questionnaire, which took approximately 15 minutes to answer.

Data analysis

In order to answer the questions, "Do EFL teachers working in the three different types of high schools in Iquique differ in their attitudes toward the use of CLT to teach English in Chilean

classrooms?”, and “Do EFL teachers who have participated in at least one EODP course differ in their attitudes toward the use of CLT to teach English in Chilean classrooms?”, the data gathered was analyzed using the statistical program SPSS v.19. The data was subjected to descriptive statistics, reliability analysis, bivariate correlations, factor analysis, a two-factor ANOVA analysis, and a one-way t-test. For the ANOVA analysis, the dependent variable was the score obtained in the subscales in the questionnaire, and the dependent variables were the types of schools, and the participation in the EODP course. It must be clarified that the analysis did not consider the variable of postgraduate degrees or post degree certifications, as they accounted for different disciplines of education, and not necessary for the teaching of English (see Footnotes 3 & 4).

Results

The results from the questionnaire underwent three steps in order to have clear information to answer the two research questions of the study. The steps were reliability analysis, validity analysis, and 3 x 2 ANOVA analysis.

Reliability analysis

Before analyzing the reliability of the questionnaire, the 12 negative items of the scale were recoded. The values changed from 1 to 5, 2 to 4, 4 to 2, and 5 to 1, respectively. After the recoding of items, a reliability analysis was conducted for the internal consistency of the questionnaire, obtaining a reliability coefficient of Cronbach's alpha of .70, an acceptable value for the study. The analysis showed that there were some corrected-item total correlations which were below the acceptable level for this type of indicator, $p = .30$. The analysis showed that 10 items had values between 0 - .30, which indicated that these items should be revised, as

participants' scores on these items were not consistent with the scores on other items. In the same analysis, four items had values below zero ($p \leq 0$) (6, 7, 16, 24), which indicated that the items should be deleted. However, the items were not deleted in this occasion as the values might have been influenced by other items. Thus, a reliability analysis per scale was conducted.

The internal consistency test was done using the subscales proposed by Razmjoo et al. (2006). The subscale of group/pair work (items 2, 9, 13, 21, 22) had $\alpha = .589$. Only two values were between 0 - .30 (2, 21). The subscale of error correction (items 6, 10, 14, 15) had $\alpha = .338$. One item was between 0 - .30 (6), and item 15 was negatively correlated. The subscale of the role of the learner (4, 5, 8, 11, 18, 20) had $\alpha = .407$. Four items had values between 0 - .30 (4, 5, 8, 20). The subscale of the role of the teacher (7, 16, 19, 24) had $\alpha = -1.062$. In this subscale, all the items were negatively correlated among each other, in which three of them already reported negative correlation in the overall reliability analysis. The subscale of the importance of grammar (1, 3, 12, 17, 23) had $\alpha = .641$. Only one item had a value between 0 - .30 (12).

The results from the reliability tests showed serious internal inconsistencies in some scales. The reasons might be attributed to the small sample size ($n = 58$), which was a number below the suggested size ($n = 100$) to conduct statistical analysis, and to the wording of some statements, which were modified to make them more comprehensible to the teachers of English in Chile. A revision of the items and their corresponding subscales was done in a new proposal by the researcher.

The first step for the new proposal was to re-arrange the items according to the principles they attempted to measure. The re-arrangement was supported with a bivariate correlation analysis to learn about how correlated the items were with each other. The new proposed version

deleted the subscale of role of the teacher. The subscales are in Figure 2, and measured the four principles which were already described in Figure 1.

All items fitted Razmjoo et al.'s (2006) proposal of subscales. Item 15 was not considered in this re-arrangement, for it explicitly asked for the benefits of the communicative approach, and not for the principles of the subscales proposed. The subscale of the role of the teacher and its items were removed from the scale, especially for the negative correlation among all its items (7, 16, 19, and 24).

▪ **Figure 2.** Proposed Items per Subscales

Subscales	Items
1. Group work	5 statements (Items 2, 9, 13, 21, & 22)
2. Error correction	3 statements (Items 6, 10, & 14)
3. Learners' role	6 statements (Items 4, 5, 8, 11, 18 & 20)
4. Grammar	5 statements (Items 1, 3, 12, 17, & 23)

Figure 2. Proposal for the classification of scale items in each subscale according to the researcher of this study.

This new version of the subscales underwent a new analysis for internal consistency. In this reliability analysis, the corrected item-total correlation, and the Alpha-if-item-deleted were examined. The first analysis shows the correlation among the items in a subscale. The Alpha-if-item deleted factor shows how the overall alpha level of the subscale will change if an item is removed from the subscale. If the alpha level increases by .05, then the item should be removed.

In the analysis, the subscale of group work had $\alpha = .597$. Item 2 was deleted to increase reliability and consistency. The subscale of error correction had $\alpha = .474$. Item 6 was deleted to increase reliability and consistency. The subscale of the role of the learner had $\alpha = .461$, by

removing items 5 and 8. The deletion of both items increased the value of alpha over .05. The subscale of grammar had $\alpha = .641$. After the revision of the scale was finished, all further computations were done with the subscales in Figure 3.

The overall Cronbach's alpha with the 15 items was of .737, an acceptable figure for the first part of the questionnaire.

▪ **Figure 3.** Final Version of the Proposed Items per Subscales

Subscales	Items
1. Group work	4 statements (Items 9, 13, 21, & 22)
2. Error correction	2 statements (Items 10 & 14)
3. Learners' role	4 statements (Items 4, 11, 18 & 20)
4. Grammar	5 statements (Items 1, 3, 12, 17, & 23)

Figure 3. Final version of the proposed classification of scale items in each subscale, after the conduction of reliability and validity analysis

Validity analysis

For the validity analysis, an exploratory factor analysis (EFA) was performed. The analysis used a Varimax rotation on the items of each scale to examine the underlying structure of those items. The results of this analysis were important as they helped determine whether the two-factor ANOVA analysis would be done with the overall scores of the subscales, or per subscale, based on the dimensional model.

The results showed that a two dimensional model fitted better the patterns of score variation rather than a one dimensional mode (see Appendix C). Therefore, the ANOVA analysis was done per subscale.

ANOVA analysis

The ANOVA analysis conducted in this study was a two-factor or 3 x 2 ANOVA analysis in which two independent variables, types of school and participation in the EODP courses, were included in the analysis. Lomax and Hahs-Vaughn (2012) posit that using this type of factorial design in contrast to One-Way ANOVA provides more accurate information about the data for three reasons. The first reason is that a two-factor design tests the effect of each individual factor (main effect), and the effect of both factors together (interaction). The interaction effect provides information about “whether the two factors are operating together to produce some additional impact (i.e., an interaction exists)” (p. 83). The second reason is that by using a second variable or factor in the analysis, the error variation can be reduced, in other words, a more precise estimate of error variance is obtained. As a consequence, the two-factor design will be more powerful than using only one factor, as the second factor and the interaction control for extraneous variability. The third reason is that using two factors collectively permits the generalization of results to more similar situations.

Notwithstanding, using this type of factorial design has certain implications when there are unequal sample sizes (n 's), as it is in the case of this study. Lomax et al. (2012) explain that in these circumstances, “the main effects and the interaction effect are not orthogonal. In other words, the sums of squares cannot be portioned into independent effects, and thus, the individual SS do not necessarily add up to the SS_{total} ”. Another issue that arises when there are unequal n 's is the fact that the F values are sensitive to violations of the assumptions of normality and homogeneity of variances. Therefore, to deal with this issue, three computational approaches have been developed: a) the sequential approach, b) the partially sequential approach, and c) the regression approach (Lomax et al., 2012). For the purposes of this study, the regression

approach, also known as the marginal means, and a homogeneity of variances test (Levene's Test of Equality of Error Variances) for each subscales were addressed to analyze the data.

Group/Pair work

The Levene's test for group/pair work was $p = .292$; hence, the assumption of homogeneity of variance was not violated. The overall means obtained in this principle was $M = 3.94$ ($SD = .55$). Table 4 displays the means and standard deviations for the types of school and participation from the EODP.

Table 4

Group Means for Types of School and EODP Participation in Group/Pair Work

Type of school	EODP participation	Mean	SD	N
Public schools	Yes	4.06	.41	12
	No	3.90	.48	4
Subsidized Schools	Yes	3.88	.62	16
	No	3.75	.51	16
Private schools	Yes	4.60	.35	3
	No	4.03	.64	7

The results of the ANOVA analysis are in Table 5. The results reveal that there is no statistically significant difference among the types of schools ($p = .059$) in relation to the principle of group/pair work. Also, no statistically significant difference was found among the teachers who had participated in a course from the EODP ($p = .102$), and no difference was found in the interaction between type of schools and EODP participation ($p = .559$).

Table 5

Analysis of Variance Summary Table for Group/Pair Work

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Type of school	1.716	2	.858	2.988	.059
EODP Participation	.797	1	.797	2.776	.102
Type of school x EODP participation	.338	2	.169	.588	.559
Error	14.931	52	.287		

The means for the interaction between the types of schools and the EODP participation are shown in Figure 4.

▪ **Figure 4.** Adjusted Means for Group/Pair Work

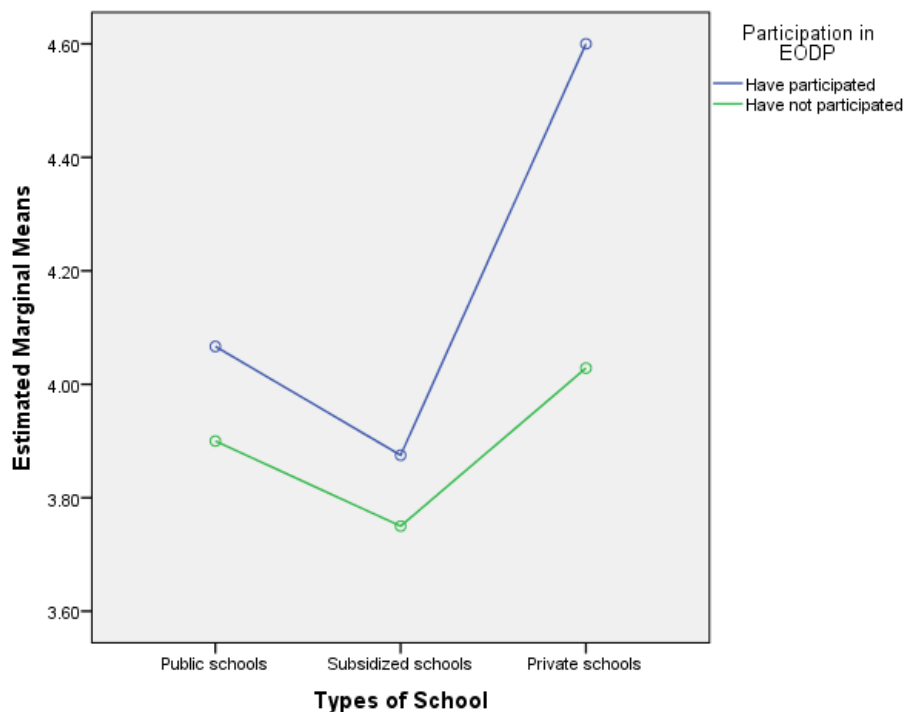


Figure 4. Adjusted means for the interaction between types of school and participation in the EODP courses in relation to Group/Pair Work.

Based on a pairwise comparison of the interaction, a statistically significant difference ($p = .036$) was found between those teachers who worked in private schools and had taken an EODP course compared to those teachers in subsidized schools, who had not taken any EODP course.

Quality and quantity of error correction

The Levene's test for quality and quantity of error correction was $p = .054$; hence, the assumption of homogeneity of variance was not violated. The overall means obtained in this principle was $M = 3.17$ ($SD = .84$). Table 6 displays the means and standard deviations for the types of school and EODP participation.

Table 6

Group Means for Types of School and EODP Participation in Error Correction

Type of school	EODP participation	Mean	SD	N
Public schools	Yes	2.89	1.02	12
	No	3.08	.50	4
Subsidized Schools	Yes	3.58	.86	16
	No	3.08	.67	16
Private schools	Yes	4.00	.58	3
	No	2.62	.49	7

The results of the ANOVA analysis are in Table 7. The result reveal that there is no statistically significant difference among the types of schools ($p = .420$) in relation to the principle of error correction. On the contrary, the results did reveal a statistically significant difference ($p = .031$) in the teachers who had participated in the courses from the EODP. The teachers who participated in the EODP courses obtained a score of $M = 3.49$ ($SE = .18$), and

those who did not scored $M = 2.93$ ($SE = .18$). No statistically significant difference was identified in the interaction between type of schools and certification from the EODP ($p = .092$).

Table 7

Analysis of Variance Summary Table for Error Correction

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Type of school	1.088	2	.544	.833	.420
EODP Participation	3.044	1	3.044	4.941	.031*
Type of school x EODP participation	3.072	2	1.536	2.494	.092
Error	32.030	52	.616		

The means for the interaction between the types of schools and the participation in one of the courses from EODP are shown in Figure 5.

Based on a pairwise comparison of the interaction, significant statistically differences were found among the teachers with EODP course experiences versus those without such experiences. A significant difference ($p = .024$) was found between the teachers from public schools ($M = 2.89$, $SE = .23$), and subsidized schools ($M = 3.58$, $SE = .20$). Similarly, a difference of $p = .033$ was found between the teachers from public schools, and private schools ($M = 4.00$, $SE = .45$).

Likewise, a statistically significant difference ($p = .014$) was found between the teachers working in private schools. The teachers who had taken an EODP course scored higher ($M = 4.0$, $SE = .45$) than the teachers who had not ($M = 2.62$, $SE = .30$).

▪ **Figure 5.** Adjusted Means for Error Correction

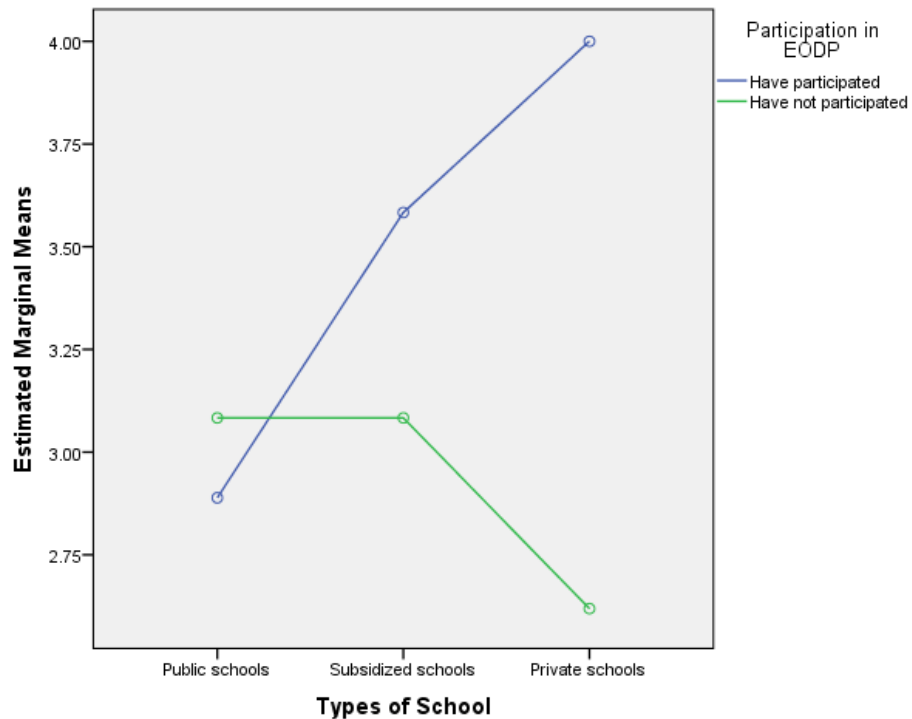


Figure 5. Adjusted means for the interaction between types of school and participation in the EODP courses in relation to error correction.

The role and contribution of the learner to the classroom

The Levene's test for the role and contribution of the learner to the classroom was $p = .170$; hence, the assumption of homogeneity of variance was not violated. The overall means obtained in this principle was $M = 3.97$ ($SD = .57$). Table 8 displays the means and standard deviations for the means for the types of school and EODP participation.

Table 8

Group Means for Types of School and EODP Participation in the Role of the Learner

Type of school	EODP participation	Mean	SD	N
Public schools	Yes	3.92	.56	12
	No	3.55	.41	4
Subsidized Schools	Yes	4.03	.67	16
	No	3.91	.60	16
Private schools	Yes	4.27	.16	3
	No	4.17	.47	7

The results of the ANOVA analysis in Table 9 reveal that there is no statistically significant difference among the types of schools ($p = .180$) in relation to the principle of the role of the learner. Also no statistically significant difference was found among the teachers who had a certificate from the EODP ($p = .308$). No difference was found between type of schools and EODP participation ($p = .794$).

Table 9

Analysis of Variance Summary Table for Error Correction

Source	SS	df	MS	F	Sig.
Type of school	1.181	2	.591	1.774	.180
EODP Participation	.353	1	.353	1.060	.308
Type of school x EODP participation	.154	2	.077	.231	.794
Error	17.315	52	.333		

The means for the interaction between the types of schools and the certifications from the EODP are shown in Figure 6. In this subscale, there was no interaction among the variables, as confirmed by pairwise comparisons.

▪ **Figure 6.** Adjusted Means for Role of the Learner

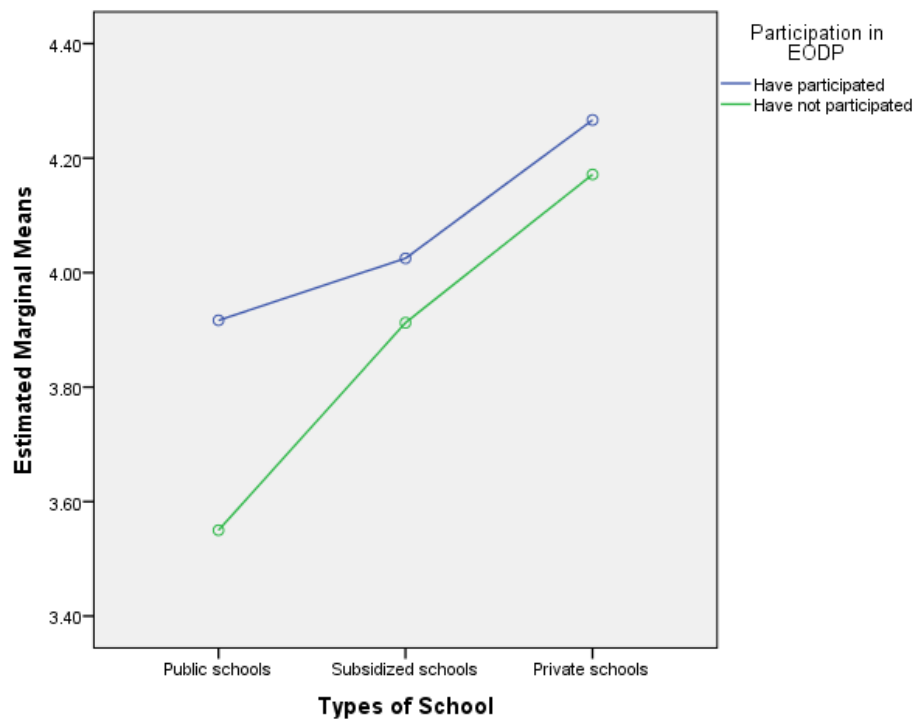


Figure 6. Adjusted means for the interaction between types of school and participation in the EODP courses in relation to the role of the learner.

Importance/Place of grammar

The Levene's test for importance/place of grammar was $p = .112$; hence, the assumption of homogeneity of variance was not violated. The overall means obtained in this principle was $M = 3.69$ ($SD = .70$). Table 10 displays the means and standard deviations for the types of school and EODP participation.

Table 10

Group Means for Types of School and EODP Participation in the Importance of Grammar

Type of school	EODP participation	Mean	SD	N
Public schools	Yes	3.23	.70	12
	No	3.40	.43	4
Subsidized Schools	Yes	4.09	.67	16
	No	3.63	.56	16
Private schools	Yes	4.40	.00	3
	No	3.54	.74	7

The results of the ANOVA analysis in Table 11 show a statistically significant difference in the types of schools ($p = .028$). There was no difference in relation to the variable of EODP participation ($p = .063$), and in the interaction between types of school and EODP participation ($p = .174$) in regards to the importance of grammar.

Table 11

Analysis of Variance Summary Table for the Importance of Grammar

Source	SS	df	MS	F	Sig.
Type of school	3.026	2	1.513	3.836	.028*
EODP Participation	1.422	1	1.422	3.606	.063
Type of school x EODP participation	1.429	2	.715	1.811	.174
Error	20.511	52	.394		

To determine the difference in the types of schools, a pairwise comparison analysis was conducted. The outcomes showed a statistically significant difference ($p = .014$) between the teachers working in public schools ($M = 3.32$, $SE = .18$) with those in subsidized schools ($M = 3.86$, $SE = .11$), and between the teachers working in public schools and private schools ($M =$

3.97, $SE = .22$) at $p = .024$. In both cases, the teachers from public schools scored the lowest of the three groups.

The means for the interaction between the types of schools and the participation in one of the courses from the EODP are shown in Figure 7.

▪ **Figure 7.** Adjusted Means for the Importance of Grammar

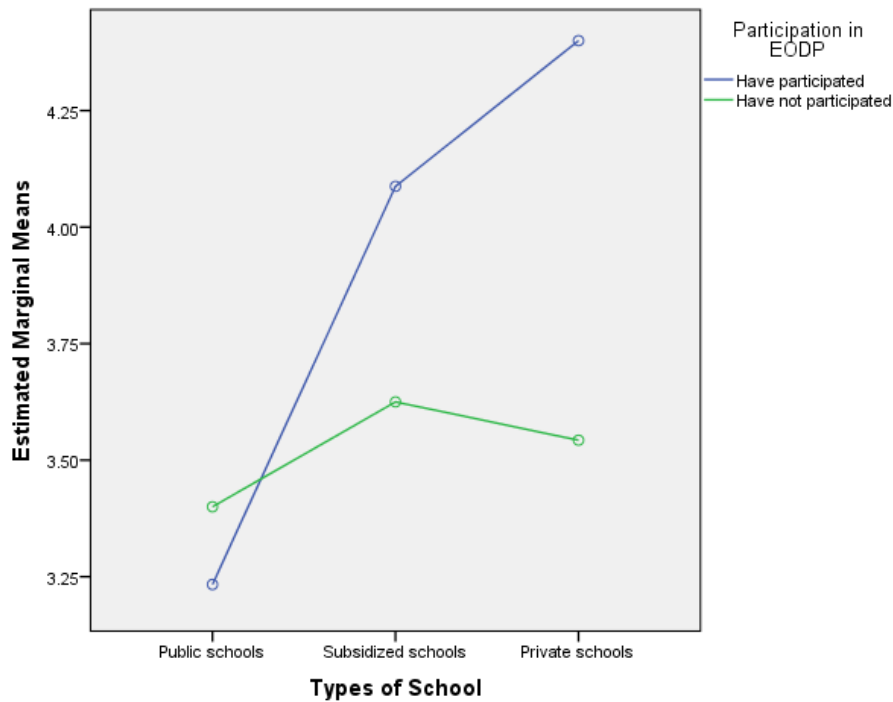


Figure 7. Adjusted means for the interaction between types of school and participation in the EODP courses in relation to the importance of grammar.

Based on a pairwise comparison of the interaction, a statistically significant difference was found between the teachers from public schools ($M = 3.23$, $SE = .18$) and subsidized schools ($M = 4.09$, $SE = .16$) who had taken an EODP course ($p = .001$). Similarly, a statistically significant difference was found between the teachers from public and private schools ($M = 4.40$, $SE = .36$) who had taken an EODP course ($p = .006$). In both cases, the public school scored the

lowest. Furthermore, another statistically significant difference was found within the teachers from subsidized schools. The difference between the teachers who had taken an EODP course ($M = 4.09, SE = .16$) from those who had not ($M = 3.63, SE = .16$) was statistically significant at $p = .043$.

In general, the benefit of the EODP was only reflected by teachers in private schools for most dimensions. This trend was observed in teachers from subsidized schools, but had an opposite effect on teachers from public schools, although not statistically significant.

Discussion and Conclusions

Attitudes toward CLT

The discussion about the attitudes toward CLT is based on the two research questions and hypotheses that guided the investigation. The research questions were:

1. Do EFL teachers working in the three different types of high schools in Iquique differ in their attitudes toward the use of CLT to teach English in Chilean classrooms?
2. Do EFL teachers who have participated in at least one EODP course differ in their attitudes toward the use of CLT to teach English in Chilean classrooms?

The research hypotheses underlying this study were:

1. The teachers who work in private schools will have more positive attitudes toward CLT, due to their work in immersion English programs at their schools, and for the results obtained in the *SIMCE* test.

2. Teachers who have participated in the EODP courses have more positive attitudes toward CLT, no matter the type of schools they worked at.

Because the analysis was done per subscale, the research questions and hypotheses are addressed in regards to each principle discussed.

Finally, prior discussing the results from the 3 x 2 ANOVA analyses, it is important to define what is considered positive attitude toward CLT. According to Chang (2011), positive attitudes toward CLT are a value which is greater than 3 points. For the purposes of this study, the same value (3) is considered to determine either positive or negative attitudes toward this approach using a one group t-test.

Group/Pair work

The overall score obtained in this subscale was $M = 3.94$, a value statistically greater than 3. Hence, the teachers' attitude toward the principle of group/pair work was revealed as positive. About the research questions, the teachers from the three types of schools did not differ from one another, and participation in the EODP program did not make any difference in the teachers' attitudes toward this principle. Therefore, the two hypotheses have been rejected.

It can be argued that teachers' positive attitudes are moved by the benefits of promoting collaboration among the students, and developing communicative competence while working in groups. Teachers might perceive the need of providing students with scaffolding and learning experiences through the interaction among the students, as proposed by Vygotsky (1987), especially in the theory of the Zone of Proximal Development (ZPD) (see Vygotsky, Rieber, & Carton, 1987). Students will build their own knowledge, and be responsible for their own learning as proposed by the principles of CLT.

Finally, the positive attitudes toward group work seem to contrast McKay's (2003) results with Chilean teachers. In this study, teachers showed positive attitudes toward group work, while in McKay's (2003), the teachers' opinions were not favorable for this principle.

Quality and quantity of error correction

The overall score obtained in this subscale was $M = 3.17$, a value which is not statistically greater than 3. Hence, the teachers' attitude toward the principle of error correction was revealed as negative. About the research questions, the teachers from the three types of schools did not differ from one another, rejecting the first hypothesis. However, having participated in the EODP program made an impact on the teachers' attitudes toward this principle; thus, retaining the hypothesis. The teachers who did not take an EODP course had negative attitudes toward error correction.

Despite the overall negative attitudes toward this principle, there are two interesting points worth being mentioned from the analysis. The first point is about the scores obtained by public school teachers in relation to the EODP participation. Different from subsidized and private school teachers, where participation in the EODP influenced to have positive attitudes toward error correction, public school teachers who participated had more negative attitudes toward this principle. Nonetheless, this extraneous tendency did not have a significant difference in the overall attitudes from public school teachers.

The second point is the interaction that happened in private schools regarding the participation in an EODP course. Teachers who had participated in these courses had positive attitudes toward error correction, compared to those teachers who had not, with slightly negative attitudes. Two interpretations can be drawn from these results. The first interpretation is that the

teachers who had participated in the EODP courses also had a postgraduate degree or certificate. This hypothesis is elaborated on the fact that there is an equal number of participants who took an EODP course, and held a postgraduate degree or certification in this type of school (see Table 2).

The second interpretation is that error correction is necessary for the students to score well on examinations of English. According to the results from the first *SIMCE* test, 64% of the students in private schools scored above the national average, in contrast with public schools (4%), and subsidized schools (8%) (Ministerio de Educación, 2011). This interpretation is supported by two facts. The first fact is that private schools can create their own English programs, starting language instruction in pre-K. The second fact is the existing studies about error correction on language forms. Research has found that focusing on form has significant advantages over focus on meaning in terms of language acquisition, longer retention of forms, and more accurate use of the language (Doughty & Willis, 1998; Norris & Ortega, 2000, 2001; Ellis, 2002). Nonetheless, if this interpretation is true, the private-school teachers' attitudes toward error correction would not be valid.

Similarly, differences in teachers who participated in the EODP courses were also identified in the interaction with the types of schools. In both cases, public school teachers had negative attitudes toward error correction in contrast to the subsidized and private schools. This result seems curious as the general understanding of the attitudes toward this principle were positively influenced by the participation in the EODP. It can be argued that there might have been other factors influencing the results, such as years of experience in the classroom, and participation in postgraduate programs or post degree certifications.

Finally, an important remark must be made regarding the Levene value used for the analysis of this principle. For a test to assume homogeneity of variance, the p value should be above .05. In this analysis $p = .054$, a figure close to .05. This result could have implications on the variances of the population, as some may observe it as statistically different, concluding in the non-confidence of the results.

The role and contribution of the learner to the classroom

The overall score obtained in this subscale was $M = 3.97$, a value statistically greater than 3. Likewise, the score in this subscale was the highest of the four principles measured in the study. Hence, the teachers' attitude toward the principle of the role of the learner was revealed as positive. About the research questions, the teachers from the three types of schools did not differ from one another, and participation in the EODP program did not make any difference in the teachers' attitudes toward this principle. Therefore, the two hypotheses were rejected.

In regards to this principle, it seems that teachers acknowledge the role of the learner as active participants of the learning process, and also as contributors. Nonetheless, it would be interesting to learn how the teachers address and promote the active role of the students in the classroom, and how they inquire and incorporate the students' needs in their syllabus. If teachers teach according to the principles of CLT, they would be accounting for the students' critical thinking skills, as part of the objectives from the National English Curriculum (Ministerio de Educación, 2009b).

Importance/Place of grammar

The overall score obtained in this subscale was $M = 3.69$, a value statistically greater than 3. Hence, the teachers' attitude toward the principle of importance of grammar was revealed as

positive. About the research questions, the teachers from the three types of schools differed from one another, retaining the hypothesis. On the hand, participation in the EODP program did not make any difference in the teachers' attitudes toward this principle; thus the hypothesis was rejected.

Even though the three types of schools have positive attitude toward the importance of grammar, the teachers from public schools scored the lowest of the three. It is difficult to determine the reasons of their answers through the questionnaire. Notwithstanding, considering the brief description of Chilean classrooms (McKay, 2003), teaching grammar could appeal for its ease in teaching. Hypothesizing on this fact, teacher might be led by what Swan (2010) considers seven bad reasons to teach grammar. These are: grammar is there; grammar is tidy; grammar is testable; grammar is a security blanket; grammar made me who I am; you have to teach the whole system; grammar is power; the results; and the other extreme (see also Swan).

Furthermore, a repeated issue was found in relation to the interaction between public schools and the participation in the EODP courses. As well as in error correction, there was a tendency in public school teachers who had participated in the EODP courses to have more negative attitudes toward the principle of the importance of grammar. Nonetheless, the tendency did not have a significant difference in the overall attitudes from teachers in public schools.

In the same line of interaction, the types of schools seemed to have influenced the results on the participation in EODP courses. Despite the overall positive attitude toward the importance of grammar, the teachers from subsidized and private schools had more positive attitudes than those from public schools. Nevertheless, this argument can be questioned as there might have

been other factors that could influence on the scores, and which were not accounted for in the analysis, such as age, years of experience, and postgraduate degrees or post degree certificates.

Instrument

The adaptation of Karavas-Doukas's (1996) attitude scale seemed to be an appropriate instrument to quantitatively inquire about teachers' attitudes toward CLT. The questionnaire measured the principles of CLT on five different subscales (group/pair work, error correction, role of the teacher, role of the learner, and importance of grammar). Though these appropriate categories are aligned with the theory of CLT, the analysis for internal consistency of the scale revealed three issues that led the researcher to question the reliability of the instrument, and the data obtained from the teachers.

The first issue encountered had to do with the structures and wording of the statements. Some of the items asked for two different types of information. Such is the case of item number 2: "Group work activities are essential in providing students opportunities to develop co-operative relationships, and to promote genuine interaction among them" (see Appendix A). The first type of information asked was if group work activities provided opportunities for co-operative relationship, and the second type of information was about group work activities promoting interaction. Based on the theory of CLT and of Collaborative Learning (see Richards, et al., 2001), the first type of information reinforced the idea that in group work the learners collaborate with each other, while the second means that group work help develop communicative competence. A similar situation happened with item 8: "The learner-centered approach to language teaching encourages responsibility and self-discipline, and allows each student to develop his/her full potential." This item asked for the learner-centered approach and

its influence on responsibility and self-discipline, and also for the learner-centered approach to develop the learners' potential in the language. As a result of the inconsistency, and negative correlation values, the two items had to be deleted.

The second issue is the effect of the rewording done to some items. Although the rewording was intended to make the adapted version more aligned with the instructional methods of EFL teachers in Chile, the revision may have altered the original meaning of those items.

The third issue identified with the instrument was the value of negative alpha for the subscale of the teacher of the role ($p = -1.062$). Nichols (1999) expresses that obtaining a negative alpha value implies that the items within a scale or subscale might not be measuring the same thing due to a negative average covariance among items. There are at least three reasons for the negative average covariance. One reason that Nichols (1999) gives for this issue is the coding of items (negatively or positively), and that adjustment should be done before coding. Another reason, which is related to small sample sizes, and small number of items (as it is the case in this study), is that while the true population covariances among items are positive, sampling error has produced a negative average covariance in a given sample of cases. The last reason is that the items do not have positive covariances as they are measuring different things. This study appeals for the second and third reason suggested by Nichols (1999).

A revision of the items for the teacher's role (7, 26, 19, & 24) showed that the items met the descriptions in the literature of CLT; however, they measured different dimensions of the teacher's role, and were connected to the use of materials and activities in the classroom.

For example, item number 7, "The teacher as 'authority' and 'instructor' is no longer adequate to describe the teacher's role in the language classroom," was about the teacher's role

as a facilitator. Item number 16, “The teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson,” encompasses all the different roles of the teacher, and it is connected to the activities in the classroom. Item number 19, “The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and providing examples” also encompasses all the different roles of the teacher, and it is connected to the learner’s active role in the classroom. Finally, item 24, “A textbook alone is not able to meet all the needs and interests of the students. The teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students”. This questions asks for two different types of information. The first part of the questions inquires about teaching material, while the second asks for the analyst role of the teacher to prepare the lessons. The result of this inconsistency and the negative value of alpha led to the deletion of the complete subscale of teacher’s role.

Final comments

This research is the first quantitative study conducted in Chile about EFL methodologies with high school teachers in the city of Iquique. The purpose of this study was to learn about the attitudes that EFL high schools teachers working in Iquique, Chile, have toward CLT to teach English in Chilean classrooms. In general, the EFL teachers have positive attitudes toward three of the four principles of CLT (group/pair work, role of learner, and importance of grammar). Thus, generalizing the positive attitudes of these three principles to the whole concept of CLT cannot be made, in part to the negative attitude to error correction, and because the role of the teacher was not included in the statistical analyses.

The teachers' positive attitudes on three of the four principles demonstrate that the EFL teachers might be using these principles of CLT in their classrooms. Theory and research have shown that teachers' attitudes shape, and influence their performance, teaching styles, and behavior in the classroom (Bennet, 1976; Brindley, 1990; Brophy & Good, 1994; Kadel, 2005, Macalister, 2010; Shawer, 2010; Stern & Keislar, 1977), having an impact on the students' learning (Karavas-Doukas, 1996). Hence, it is expected that the teachers are meeting the learning objectives established by the MINEDUC in the National English Curriculum if their attitudes are positive. However, as it was shown in the case of Karavas-Doukas (1996), despite the fact that the teachers showed overall positive attitudes toward CLT in the scale, the results from the observations and interviews revealed that the teachers were not using CLT in the classrooms.

Therefore, the follow-up question that emerges after this reflection is whether a similar situation as the one observed by Karavas-Doukas (1996) will happen with EFL teachers in Chile. It is expected that, based on the results of the impact that the EODP had on the teachers' attitude toward CLT, that there is a high number of teachers who are using this approach in the classroom. Nevertheless, a further study must be conducted to explore what the teachers are doing, learn if the results relate with this study, and understand the reasons for their answers.

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Footnotes

¹ High school considers the levels from 9th – 12th grades. Elementary school considers the levels from 1st – 8th grades.

² The *SIMCE* test was the TOEIC Bridge (Test of English for International Communication) from ETS® (Educational Testing Service).

³ The area of the master degrees that the teachers said to have were: Master in Curriculum (2 teachers), Master in TEFL (4 teachers), Master in Education (1 teacher), and Master in Elementary Teaching (1 teacher).

⁴ The post-degree certificates that the teachers said to have were: Educational Administration (1 teacher), Methodology in Teaching English (2 teachers), Educational Counseling (1 teacher), Planning and Evaluation (1 teacher), Educational Psychology (1 teacher), Social Studies for Elementary School (1 teacher), Curriculum (1 teacher), and Learning and Language Disabilities (1 teacher)

⁵ The programs that the teachers said to have participated are ALTE 3 (25 teachers), and Methodology Course for Teaching English in High School (12 teachers).

⁶ The favorable statements were items 2, 3, 6, 7, 8, 9, 12, 14, 16, 108, 20, and 24. The remaining items were the unfavorable statements.

Appendix A

Questionnaire used in the research study. Part I is an adaptation of the scale in Karavas-Doukas (1996). Reproduction and adaptation was authorized by Oxford University Press. Personal information from the researcher has been deleted from the questionnaire.

Presentation

I am currently interested in learning about the attitudes that EFL teachers have toward some principles and techniques used to teach English in the Chilean classrooms. For this reason, I would appreciate if you could help me by answering this confidential questionnaire. Thank you very much.

Instructions:

Read the following questions and answer as requested:

PART I:

To what extent do you <i>agree</i> or <i>disagree</i> with the following statements? Circle <i>one</i> option.	Strongly Disagree					Strongly Agree
1. Grammatical correctness is the most important criterion by which language performance should be judged.	1	2	3	4	5	
2. Group work activities are essential in providing students opportunities to develop co-operative relationships, and to promote genuine interaction among them.	1	2	3	4	5	
3. Grammar should be taught only as a means to an end, and not as an end in itself.	1	2	3	4	5	
4. Since the learner comes to the language classroom with little or no knowledge of the language, he/she is in no position to suggest what the content of the lesson should be or the activities to be done.	1	2	3	4	5	
5. Teaching learners to be responsible for their own learning is not productive.	1	2	3	4	5	

To what extent do you <i>agree</i> or <i>disagree</i> with the following statements? Circle <i>one</i> option.	Strongly Disagree				Strongly Agree
6. For students to become effective communicators in the foreign language, the teachers' feedback must be focused on the appropriateness and not the linguistic form of the students' responses.	1	2	3	4	5
7. The teacher as 'authority' and 'instructor' is no longer adequate to describe the teacher's role in the language classroom.	1	2	3	4	5
8. The learner-centered approach to language teaching encourages responsibility and self-discipline, and allows each student to develop his/her full potential.	1	2	3	4	5
9. Group work allows students to explore problems for themselves, and to have some control over their own learning. It is therefore an invaluable means of organizing classroom experiences.	1	2	3	4	5
10. The teacher should correct all the grammatical errors students make. If errors are ignored, this will result in imperfect learning.	1	2	3	4	5
11. In a large class, it is impossible to organize your teaching in order to satisfy all the students' needs.	1	2	3	4	5
12. Knowledge of the rules of a language does not guarantee ability to use the language.	1	2	3	4	5
13. Group work activities take too long to organize and waste a lot of valuable teaching time.	1	2	3	4	5
14. Since errors are a normal part of learning, much correction is wasteful of time.	1	2	3	4	5
15. The communicative approach to language teaching produces fluent, but inaccurate learners.	1	2	3	4	5
16. The teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson.	1	2	3	4	5

To what extent do you <i>agree</i> or <i>disagree</i> with the following statements? Circle <i>one</i> option.	Strongly Disagree					Strongly Agree
17. By mastering the rules of grammar, students become fully capable of communicating with a native speaker.	1	2	3	4	5	
18. For most students language is acquired most effectively when it is used as a vehicle for doing something else, and not when it is studied in a direct or explicit way.	1	2	3	4	5	
19. The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and providing examples.	1	2	3	4	5	
20. Tasks and activities should be negotiated and adapted to meet the students' needs rather than be imposed on them.	1	2	3	4	5	
21. Small group work may occasionally be useful to vary the routine, but it can never replace formal instruction by a competent teacher.	1	2	3	4	5	
22. Group work activities have little use because it is very difficult for the teacher to monitor the students' performance, and to prevent them from using their mother tongue.	1	2	3	4	5	
23. Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively.	1	2	3	4	5	
24. A textbook alone is not able to meet all the needs and interests of the students. The teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students.	1	2	3	4	5	

Adapted from Karavas-Doukas (1996)

Part II:

25. What type of school do you currently work at? Mark the ones that apply.

- Public
 Subsidized
 Private

26. How many years have you been teaching English? Mark only one option.

- 0-5 years 6-10 years 11-15 years
 16-20 years 21-25 years More than 25 years

27. Have you ever attended any of the courses offered by the Ministry of Education, and the English Opens Door Programs? (For instance, Alte 3, Methodology for teaching in high school, post-degree). Mark only one option.

- Yes No

28. Do you have any graduate degree in education or in English language teaching, such as master's or a postgraduate diploma (*postítulo* or *diplomado*? If so, specify type and area. If you do not, write N/A.

Type of Degree	Area of Specialty

29. What is your sex?

- Female Male

30. What is your age? Mark one option.

- 22-25 years old 26-30 years old 31-35 years old
 36-40 years old 41-45 years old More than 45 years old

31. What is your nationality? Mark one option.

- Chilean Other (*specify*) _____

This is the end of the questionnaire. I really appreciate your help in answering all the questions, as your opinions are of crucial relevance to this study.

Appendix B

Attitude scale created by Karavas-Doukas (1996). Use and replication for the scale in Karavas-Doukas (1996) was authorized by Oxford University Press.

	Strongly agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly disagree 1
1. Grammatical correctness is the most important criterion by which language performance should be judged.					
2. Group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students.					
3. Grammar should be taught only as a means to an end and not as an end in itself.					
4. Since the learner comes to the language classroom with little or no knowledge of the language, he/she is in no position to suggest what the content of the lesson should be or what activities are useful for him/her.					
5. Training learners to take responsibility for their own learning is futile since learners are not used to such an approach.					
6. For students to become effective communicators in the foreign language, the teachers' feedback must be focused on the appropriateness and not the linguistic form of the students' responses.					
7. The teacher as 'authority' and 'instructor' is no longer adequate to describe the teacher's role in the language classroom.					
8. The learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential.					
9. Group work allows students to explore					

problems for themselves and thus have some measure of control over their own learning. It is therefore an invaluable means of organizing classroom experiences.					
10. The teacher should correct all the grammatical errors students make. If errors are ignored, this will result in imperfect learning.					
11. It is impossible in a large class of students to organize your teaching so as to suit the needs of all.					
12. Knowledge of the rules of a language does not guarantee ability to use the language.					
13. Group work activities take too long to organize and waste a lot of valuable teaching time.					
14. Since errors are a normal part of learning, much correction is wasteful of time.					
15. The communicative approach to language teaching produces fluent but inaccurate learners.					
16. The teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson.					
17. By mastering the rules of grammar, students become fully capable of communicating with a native speaker.					
18. For most students language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.					
19. The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example.					
20. Tasks and activities should be negotiated and adapted to suit the students' needs rather than imposed on them.					

<p>21. Students do their best when taught as a whole class by the teacher. Small group work may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher.</p>					
<p>22. Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue.</p>					
<p>23. Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively.</p>					
<p>24. A textbook alone is not able to cater for all the needs and interests of the students. The teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students.</p>					

Appendix C

Exploratory Factor Analysis: Varimax rotation.

▪ **Figure C 1.** Component Matrix

	Component	
	1	2
Group work	.885	-.200
Error correction	.411	.748
Learner's role	.684	-.582
Grammar	.700	.381

Figure C 1. Extraction method: Principal Component Analysis. Two components extracted.