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What do EFL Teachers Seek in Professional Development Programs? Voices from Teachers*

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Este artículo da cuenta de los hallazgos de un estudio cualitativo, realizado en Medellín, Colombia, sobre las necesidades reportadas por profesores de inglés como lengua extranjera en su desempeño profesional. En la recolección de datos se incluyeron dos grupos de profesores de colegios públicos y dos de colegios privados. Los instrumentos usados para recoger la información fueron sesiones de grupos focales y un cuestionario. Los resultados sugieren que dichos profesores tienen necesidades en tres ámbitos diferentes de su vida profesional: como trabajadores, como instructores y como aprendices y se concluye que estos profesores buscan programas de desarrollo profesional que abarquen en forma integral dichos ámbitos. Tradicionalmente se sobrestima su papel como instructores y se niega la importancia de los otros dos. También se hace un llamado, a quienes preparan profesores, a explorar posibilidades que satisfagan esas necesidades.

Palabras claves: preparación docente, necesidades de evaluación, entrenamiento de docentes

This article reports the findings of a qualitative study about the needs reported by EFL (English Foreign Language) teachers in their professional work, carried out in Medellín, Colombia. Two groups of public school teachers and two of private school teachers participated in the data collection. Focus group sessions and a questionnaire were used as data collection instruments. Results suggest that EFL teachers experience needs in three different domains of their professional lives: as workers, as instructors, and as learners. Traditional approaches have overestimated their role as instructors denying the importance of the other two domains. The authors conclude that EFL teachers look for professional development programs that address the three domains holistically. They call for teacher educators' attention to explore possibilities to fulfill those needs.

Key words: teachers experience needs, professional development, assessment teacher training

Les auteurs de cet article présentent les résultats d'une recherche qualitative portant sur les besoins professionnels exprimés par des professeurs d'anglais. Cette recherche a été menée auprès de deux groupes de professeurs d'école publique et deux groupes de professeurs d'école privée à Medellín, en Colombie. Les données ont été recueillies au cours de sessions de groupes et par des questionnaires. Selon les résultats obtenus, les besoins de ces professeurs sont de trois ordres: laboral, professionnel et formatif. Les approches traditionnelles ont en général surestimé leur rôle comme instructeur au détriment des deux autres aspects. Ces professeurs souhaiteraient donc que les programmes de formation professionnelle intègrent ces trois aspects. Les auteurs invitent ainsi les formateurs à explorer les possibilités d'un développement professionnel intégral.

Mots-clés: professeurs d'anglais en Colombie, formation professionnelle, développement professionnel, évaluation des besoins.

INTRODUCTION

EFL teachers seek to satisfy some of their personal and professional needs through professional development programs. Although teacher educators may have a clear picture in their minds about what EFL teachers need to gain through some teacher training alternatives, there are very few studies in which the teachers are taken as primary sources of that information. In these traditional approaches to teacher development there has been a major concentration on the teachers' roles as instructors disregarding their needs as workers and as learners. Teachers are considered to be the cornerstones of any program because they will be the direct actors of their own professional development. Imposing agendas in professional growth may not have the results expected. Teachers would be more committed to be agents of their own development if they had more opportunities to say what they need .

When we began the bibliographic search for our study, we also intended to carry out some documentary analysis of prior studies that took place locally or regionally. Nothing was available at the educational offices in charge of teacher training or universities. In the search of documentary evidence of needs

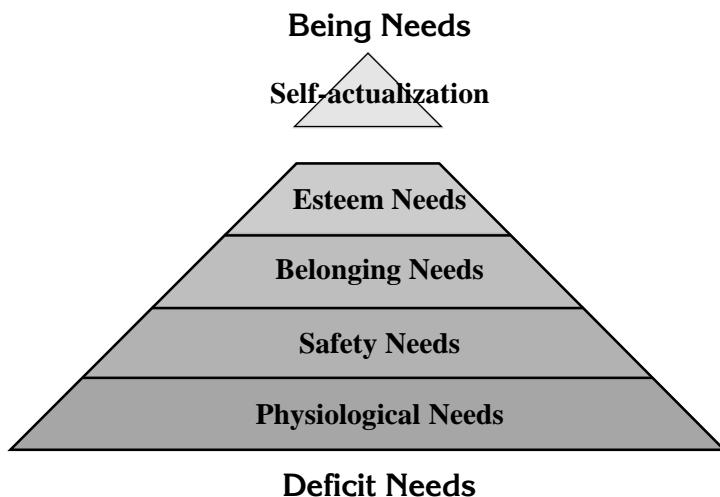
analysis for programs for EFL teachers we found that teachers' voices have not been sufficiently considered. We could dare to say that their voices are unheard. The present study attempts to fill this gap informing teacher educators and teachers on the main needs reported by the teachers themselves.

Literature Review

The first theoretical element on which we based our research is the theory of needs. The satisfaction of needs is the source of motivation for human beings. All actions are inspired by a need and it is the satisfaction of that need what moves us to reach further stages in our lives. Maslow (1943) states that human needs can be arranged according to their importance in a hierarchy often represented as a pyramid. Needs located at the bottom of the pyramid must be satisfied before other higher needs. The basic needs refer to those areas in which life is assured. They are also called survival needs. Physiological and Safety needs are included in this category. Higher needs refer to psychological issues that are required for our well being. Figure 1 represents the classification of needs from basic to more complex ones:



Figure 1. Maslow's hierarchy of needs



At the Physiological level humans require air, water, and food to survive. The Safety needs include our demand for consistency, rules, and security of a home or family. In the Love level (some authors also use the term belongingness), we find our desire to belong to groups and be accepted. The Esteem needs refer to the want of being recognized by others as skillful or competent and feeling good about it. The top of the pyramid includes the Self-actualization or Self-realization needs. Those refer to the desire to maximize our potential and become who we really want to be. According to Maslow, only some individuals achieve this level and become leaders in their groups. They are inspired in most cases by the

feeling of helping others and looking for their well-being. The teachers' desire to participate in professional development programs may be considered as a way to satisfy their self-actualization need. Getting involved in activities that promote the expansion of their academic and personal horizons is usually presented as the main motivation to seek professional development opportunities.

To fulfill those needs we get involved in groups and establish interpersonal relations. Schutz (1943) proposed three basic needs as the factors influencing the way we form groups: Inclusion, Control, and Affection. The inclusion need is explained as the desire to be recognized as a unique



individual and be accepted as such. The need of control is understood as the want of having power over others and obtaining a higher status or giving others the power to make decisions over us. The affection need moves us to give and seek emotional warmth and share feelings with others. The author also states that those needs influence the life of groups because our feelings evolve as we become closer to the other group members. For EFL teachers, professional development programs represent a way to fulfill their highest needs and to transcend their daily routines of teaching. They look for alternatives that promote group work and involve the community of teachers to achieve the goals proposed.

A second theoretical component has to do with the specificity of adult learning. Andragogy is defined by Knowles (1970:38) as the art and science of helping adults learn assuming that adult learning is different from child or adolescent learning. The following are the main characteristics of adult learning according to Knowles (1989):

1. Adults want to know why they need to learn something before they begin learning it.
2. Adults see themselves as self-sufficient and responsible for their own learning.

3. Adults have a wealth of life experience which they bring to the learning environment.
4. Adults are ready to learn when they have a need to learn.
5. Adults are problem centered in their learning.
6. Adults' motivation for learning comes more from internal than external factors.

In the search for better professional standards in teaching these characteristics are evident. They will be discussed in more detail in the results.

THE STUDY

Participants and Data Collection

Data were gathered from teachers who work in public and private schools because they represent the majority of EFL teachers in Colombia. Teachers who work in language centers were not included as participants in this study, as they have different curricula, students, resources, and students' needs.

Data were collected through focus group discussions and a questionnaire. Focus groups are held to understand



how people feel and think about a program, service or issue that is of importance (Debus, 1988). Teachers were classified in two groups: public school teachers (PST) and private school teachers (PRST). As one way to validate the data obtained, two different sessions were held with teachers of each category. The focus

group sessions followed the procedures for this technique concentrating on the teachers' needs at the professional level (see Appendix A).

The demographics of the participants in the focus group sessions are summarized in Table 1.

Table 1. Participant Demographics

Focus groups sessions							
	Number of teachers	Male	Female	Age ranges	Average age	Range of years of teaching experience	Average of years of teaching experience
Public school teachers	18	7	11	25 – 54	38.6	3 - 28	15.3
Private school teachers	13	4	9	24 – 45	31.3	1- 20	6.6

Based on the information obtained in the first two sessions of the focus groups with PST, the questionnaire was designed. It contained the main issues mentioned by the participants and was also used to validate the data (see Appendix B). Seven teachers from public schools and eight from private schools returned the questionnaire. Data about their age and years of teaching experience were not considered in the demographics because the items were not provided by all the respondents.

The questionnaires responded by teachers from public and private schools were analyzed paying special attention to items 2, 3 and 4 (see Appendix B). The answers to those questions were directly related to the professional needs of teachers.

Data Analysis

The focus group sessions were tape-recorded and, at the same time, three observers took notes about the



participants' nonverbal language and group dynamics in order to keep track of important information that could not be tape-recorded. The moderator also took notes during the session. Her notes served as a summary of the most important issues addressed in the discussions and were shared with the participants.

Categories for the first question about the teachers' desires from the focus groups were constructed during the reading by the three observers and the moderator using the hierarchy of needs proposed by Maslow. In this etic perspective the teachers' words were given a name and then placed in the category proposed by Maslow that best corresponded. Most of the answers were placed at the levels higher than the physiological needs. This was quite evident and did not show new issues in the teachers' needs. As the categories constructed from Maslow's theory did not really suit the answers provided by the teachers for the second question of the focus groups or the data provided in the questionnaire, we gave a name to each need and then grouped the responses into new categories that emerged from the data. From this emic perspective the needs of EFL teachers were placed in three domains: the teacher as **worker**, the

teacher as **instructor**, and the teacher as **learner**.

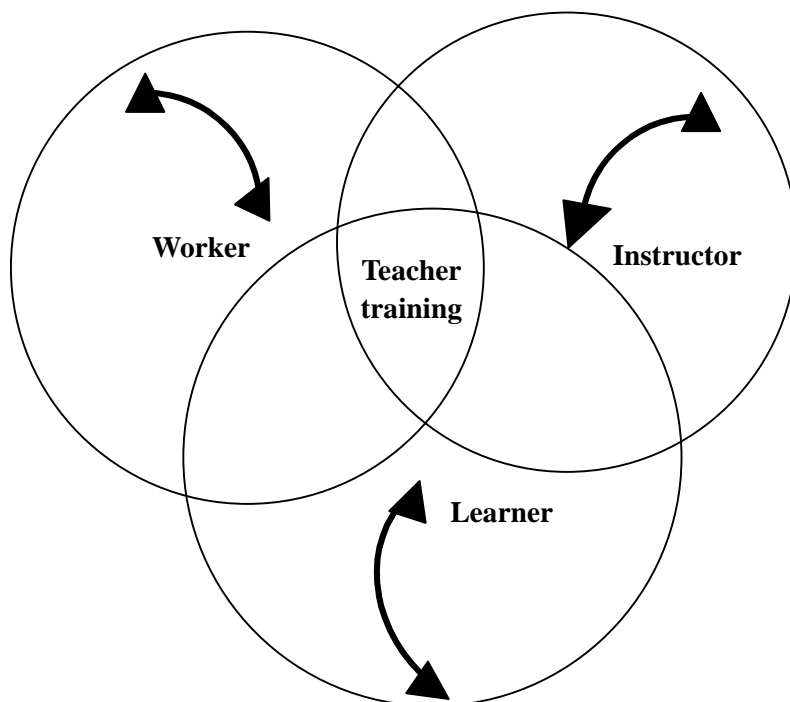
In the first domain we placed all the teachers' necessities regarding their work conditions and rights. In the curricular domain we placed the teachers' desire to improve their subject matter knowledge and the methodologies to better teach their classes. In the third domain – the professional development – we included the teachers' necessity to acquire and develop skills to become independent learners, access research skills, and work on humanistic approaches to more holistic education.

Results

Attending professional development programs becomes one of the best ways to raise the standards of the profession. Although some of the needs reported can not be fulfilled in these programs, they represent the teachers claim to be heard and the vivid picture of their difficult work in the majority of schools. Teachers see the necessity of having professional development programs that aim at fulfilling the needs in the three domains at the same time. The three domains and their interrelationship are presented in Figure 2.



Figure 2. The domains of teacher training



The main issues reported as needs to be addressed for each domain in any professional development program offered to EFL teachers are the following:

1. THE TEACHER AS A WORKER

In this category we placed all the teachers' demands to obtain better work conditions at the individual and group level. They are mainly related to stability, well-being, work

atmosphere and income. The most important issues in this category are the following:

- a. **Better salary:** regardless of the institution where they work, most EFL teachers believe that their salary is not what they deserve. Academic qualifications, time devoted to teaching, and the many responsibilities they face every day require lots of time that is not fairly compensated. As a consequence of the low salaries, many EFL



teachers hold more than one job. Public school teachers usually have fewer hours than private school teachers. This allows them to work extra hours –even as full-time teachers- in private schools or language centers. Another problem public school teachers face is the delay in their payment. Due to budgetary cuts and to the lack of a national policy to sponsor public education, quite often teachers must go on strike in order to receive their salary and benefits on time.

Julián, a-30- year-old teacher with six years of experience in the profession, works in a public high school. He comments on the constant struggle to receive a fair salary on time. His main need is: “first, to work in peace that we do not have to fight every time to get our salary”.

Teresa, 45 years old with twenty years of teaching experience, works in a private school. Although her salary is not so low compared to the income of many other teachers, she considers that: “to be a very well paid person in my profession”, should be a must. In Colombia most teachers are underpaid and their work conditions do not correspond to the

workload. When compared to life standards of other professionals, teachers who make less money, are below most of them.

- b. Less work load:** in addition to the regular teaching tasks many teachers must devote a lot of time to extracurricular activities. It is quite notorious that in the case of private schools owned by religious communities those tasks are more numerous. Teachers are to be available for spiritual retreats, ceremonies, and celebrations programmed by the school. The number of duties does not allow the teachers enough time to work in groups planning their lessons, sharing ideas or doing research. The few empty time slots found in the busy schedule of teachers is filled with paperwork and grading. As a consequence of the overloaded days, teachers barely have time to get to know their colleagues. Therefore, teachers see professional development programs as a way to fulfill that need.

Pedro, 33 years old having ten years in the field, states that his workload does not allow him to do many things. He says: “I would like to have more time for planning, sharing with my students and their parents...”.



Luisa, 35 year old, with ten years of teaching experience comments, "I am an English and a Computer teacher and if someone needs something [I've got to be available].. so it is very difficult, I would like to have more time for them [students]"

- c. A stable job:** Most EFL teachers do not have tenure. Public school teachers have this advantage and can rely on the security of being paid for a twelve-month period. On the contrary, private school teachers may have contracts ranging from nine through twelve months. Very few private schools grant tenure to their teachers.

Ernesto, 26 years old, with seven years in the profession, comments on this issue: "another thing I would really like is to stay there longer because I have felt very good there".

- d. Autonomy to make decisions:** Being able to participate actively in the decisions made in the school life is a constant demand of EFL teachers. School administrators tend to take advantage of their authority to impose their opinions about the selection of textbooks, the frequency of English classes in the curriculum, the resources

acquired, and the institutional policies regarding the teaching of English.

Rafael, 44 years old with twenty-eight years as a teacher, expresses his desire to have an active role in his school as: "I would like to have freedom to create, propose, change, improve... the place where I do not have –administrative ties - schedule, for example".

Maritza, 26 years old having six years in the profession, feels the need to have better informed administrators in order to carry out some changes. She states:

We need more agreement or at least that everyone think or act in a similar way. That the principal, the coordinators, and the teachers aim at the same things. Well, sometimes administrators do not have the knowledge about how to teach the language, so there may be some differences... one knows -above all- what we are doing, so we all should Look at the same way.

- e. Prevention of school violence:** As a result of the national political and social conflicts Colombia



encounters, the presence of violence is increasing among students and between students and teachers in our schools. Critical situations such as teachers' and students' death threats are constant in some schools everyday life. Teachers feel that the national and local governments are not taking the necessary actions to eradicate violence from schools.

Esther, 25 years old with three and half years of teaching experience, says: “[I’d like] violence not to affect education at schools and people that work there”.

Rosa, 43 years old and with twenty years working as an English teacher, comments about violence in her work:

[I’d like] to teach my students to live without violence because I consider that it is easy to live with poverty, but violence is terrible. It is one of the reasons for having low academic standards.

f. Logistic support from administrators: Teachers require help in the creation of networking and collegiality to carry out their

work. These conditions improve the work atmosphere and help the teachers experience a stronger sense of belonging to their institution. Teachers demand some space for sharing ideas and concerns bridging the gap between their role as instructors and as educators. Another issue to bear in mind is the need of administrators' attendance to professional development programs. If they were better informed about teaching, they would be able to support the teachers' decisions and interest in promoting changes in the design and implementation of the syllabi.

Catalina, 35 years old, and with seven years as a teacher, says: “we need a better work atmosphere.... [better] rapport among teachers”.

Anna, 43 years old and having twenty years of experience as an English teacher, reports as a need: “that the school principal accepts that [we teachers] may be right too”.

Raul states this need as: “[We need] some more dynamic and cooperating staff; systematic and permanent training in interpersonal relationships”.



2. THE TEACHER AS AN INSTRUCTOR

We placed here the EFL teachers' requirements to be able to carry out their instructional procedures more effectively. These requirements are:

- a. Smaller classes:** The number of students assigned to EFL classes is considered as quite large by teachers. Having so many students impedes the development of more communicative classes, the control of discipline problems, and more individualized attention to students' processes of learning. This issue affects both private and public schools in Colombia. Lucia 34 years old, a teacher with two years of experience says: "[I'd like] smaller classes, more hard working, in which I can give a lot more".

Andrés comments on this issue as a public school teacher accustomed to have larger classes: "It's not the same to work with small classes than with massive classes. There is a huge difference".

- b. More teaching aids:** Resources for teaching English classes are one of the main concerns reported by teachers. They consider that

having access to audiovisual equipment, plenty of books and printed materials, as well as "a bilingual classroom" would guarantee more successful teaching and learning processes. It is important to highlight the frequent request to have a computer room in which teachers and students can access internet and electronic mail.

Esther comments on this issue: "To acquire resources that make our educational task more research-oriented and extended [to more students]".

Nancy says: "A photocopying machine, a TV set, a VCR and a tape recorder".

Lucía, expresses her wish as: "I wish there were sufficient resources, let's say an English classroom with a VCR and videotapes".

Gloria, 24 years old and with two years as an English teacher, states: "Tools such as a language lab, books, textbooks, worksheets, all the good things that we need for teaching a class and for [our] pedagogical training".

Most teacher educators and teacher trainers that participate in



professional development programs do not have access to financial resources to provide teachers with materials and equipment. They are paid to do their job as facilitators of the academic work of teachers. Nevertheless, teachers expect from them any sort of intervention to obtain materials or even supply some lesson plans samples to use in their classes. Training activities in which teachers can obtain any kind of resource are evaluated as better than those that do not “give” them anything. It would be interesting to explore whether Colombian teachers have a paternalistic view of training or that limited resources for their job make them take advantage of the presence of external agents that could be potential sponsors.

c. More English classes per week:

It is a general claim that the amount of time allocated to English classes is not enough to complete the programs. Teachers believe that their students would learn more effectively if they had more hours of exposure to the language in smaller classes and with appropriate resources.

Andrés, 40 years old and having twenty years in the profession, comments on that issue as a need:

“More intensive courses because it’s so sad that in public schools the intensity of the English courses is poor. That’s a constant struggle. The scarce two hours a week”.

Esperanza, 48 years old with twenty-five years of experience, says: “There should be more class hours to attain the achievement standards”.

d. Cross curricular integration:

Teaching English through content as a way to integrate the different subjects would be a possibility for EFL classes. Teachers report that they need training on how to integrate themes with their colleagues from other subjects. Besides, they claim lack of time to plan their lessons integrating topics due to their excessive workload.

Rosa:

One of the needs is to work with teachers from other subjects. I work with some teachers, only from two disciplines because the others are very narrow-minded and it obviously requires extra time.

Raul, 30 years old with three years experience, reports as a need: “To be able to share more with my colleagues, with other teachers,



what they do, how they do it, when, why”.

- e. Teaching techniques:** The need for new activities, games, lesson plans and teaching strategies is a source of motivation for attending developing programs. The majority of teachers express their interest in materials and techniques of immediate application in their classes. Abstract theoretical issues are not their major concern in professional development programs. Rosa says: “To acquire more elements to interact with adolescents. To get to know other strategies that would help me to motivate a greater number of students”.

Nancy, 29 years old and with six of teaching experience, states as a need: “A greater mastery of the didactics of English”.

3. TEACHERS AS LEARNERS

In this group of needs, teachers have placed all the elements that promote the search for enhanced individual professional satisfaction. They imply better language proficiency, networking, graduate studies, reflective teaching, and humanistic approaches to teaching EFL.

- a. Better language proficiency:** EFL teachers feel the need to maintain their language proficiency through advanced English courses. They report the need to develop speaking, writing, listening, and reading through programs different to those available for regular students. As a particular demand, teachers express the necessity to create conversation clubs in which they can acquire elements from the language and the culture they teach. Many report their difficulty trying to create those clubs in their own schools. Factors such as workload and the fear to face their low language proficiency may impede the development of these kinds of activities. It seems that teachers are more willing to speak English with colleagues with whom they do not work on an everyday basis because they feel less threatened by their linguistic limitations.

Hilda, 54 years old with twenty-seven years as a teacher in public schools, comments: “[I wish I had] the possibility to acquire more fluency in English”.

Raul expresses his need to have English classes designed for teachers saying: “For me it is



essential the pronunciation and grammar components, of course, advanced grammar, not verb to be grammar or Dr. Seuss grammar”.

Catalina states it as: “Teacher training should include elements to improve [the teachers’] four language skills”.

- b. Networking:** EFL teachers are aware of the many difficult situations they have to handle in their schools. Dealing with those problems implies working with peers through interdisciplinary approaches. Teachers require the presence of professionals from other fields related to education to help them have a wider picture of the reality they encounter. Very few professional programs for EFL teachers focus on problems beyond methodological issues.

Gabriel, 42 years old and with twenty years as a public school teacher, says that universities in charge of professional development for teachers should have as an intention:

To create academic communities because in Colombia there are no academic communities. We are all islands, we are fragments and from

fragmentation there cannot be progress in knowledge.”

Roberto, 40 years old and having twenty years as a teacher in public schools, claims:

[I’d need] a wise man that could teach me how to handle forty-four students so that I could have at least thirty attentive students because there are some kids that are excellent in the teacher-student rapport. They want to learn, but there are another twenty that do not let [the others learn] and I cannot take them out of the classroom... who could help me handle that? who could help me?

Teresa says that she would like to attend a course “based on everyday classroom problems... down to earth, based on everyday life”.

Martin, 36 years old with eight years as a teacher in private schools, comments on some issues as possible topics for training:

One of the problems I have faced is kids’ hyperactivity... What can I do with a hyperactive kid, where can I find some real instruction that allows me to handle, not one but almost half of the



class... Even students' nutrition [is an issue].

- c. Graduate studies:** for many EFL teachers the need to pursue further academic training is originated in the possibility of a salary raise. Although this is a valid reason, for most of them it is an individual effort to acquire skills and tools to improve their teaching, language proficiency, and to get involved in classroom research. Nevertheless, some teachers that have been involved in local graduate programs claim that the orientation of their studies tends to be too theoretical and does not contribute to the solution of their everyday problems. Therefore, EFL teachers have the tendency to believe that graduate programs abroad would provide them with the language skills and research experience they require. These graduate programs would also give teachers the opportunity to grow personally and get to know other cultures expanding the horizons of language teaching. Several participants reported an evident interest in pursuing further education abroad.

Susana, 44 years old and with twenty-two years as a public school teacher, states:

I'd love that all teachers pursued graduate studies, a master or any other graduate program, one after the other because education nowadays must be different. [A graduate program] makes [the teacher] work harder, love the profession.

Ernesto says: "[I'd like] to have the possibility of keeping abreast, to get training, if it is possible abroad, to project that to my students and to the institution itself."

- d. Reflective teaching:** teachers need to move from individual awareness to groups of schools working together doing research to improve their work conditions (see Table 2). This process requires the establishment of networks among teachers and schools. In this dynamics teachers will be able to get involved in classroom-based research through the reflection process at the individual and group levels. It is through collaborative efforts that EFL teachers could find ways to solve their problems. As an example of the need expressed by the teachers from public and private schools to work collaboratively is their students' lack of motivation. Teachers



confess their failure to motivate students to learn not only English but most subjects. This apathy towards learning needs to be addressed from multiple perspectives.

e. Humanistic approaches: EFL teachers require strategies to educate their students holistically. The traditional views of professional development programs provide them mainly with theoretical and practical elements of content and teaching strategies. The need to solve problems that affect their students' personal lives pushes the teachers to new agendas that address them. More

pedagogical caring is needed as a corner-stone to new professional programs.

Arias (1994) (see Table 2) describes teacher development as a dynamic process that begins with the individual teacher and evolves towards the collaborative work of teachers associated in groups of institutions. EFL teachers' needs reported in this study could be classified in the different groups of teachers the author proposes. We agree with her on the fact that the three domains we have identified are dynamic units that must interact to guarantee the success of any teacher development program.

Figure 1. Dynamics of Teacher Development (Arias, 1994)

	Awareness	Reflection on Teaching	Reflective Teaching	Research: Action Research	
Individual Teachers					<i>Training,</i>
Groups of Teachers					
Institution					<i>Education,</i>
Groups of Institutions					
	<i>Needs, Interests, Capabilities, Resources, and GOALS</i>				



CONCLUSIONS

EFL teachers seek professional development opportunities to improve their work conditions. This implies having gains in their roles as workers, as teachers, and as learners. Most of the programs offered to teachers aim at their role as a teacher disregarding the other domains of their job. Teacher educators and teacher education programs need to become aware of the teachers' needs as learners and provide them with opportunities to develop their autonomy in learning as an additional component to their keeping abreast with the new teaching techniques required. School administrators ought to acknowledge the teachers' efforts to be involved in professional development programs. They should motivate teachers to pursue that growth through monetary compensation and some kind of recognition system in which the teachers can share their new knowledge. Although it would be very satisfactory for teachers to have better salaries after getting involved in professional development programs, reality shows that budgetary cuts do not allow schools to use this as an incentive. Besides, this alternative would encourage the teachers to register in any program to obtain a certain number of credits that would

become money. Moreover, this kind of reward may have counter-productive effects on the teachers' interests to fulfill their professional needs. Having a recognition system in which teachers are seen as contributors to their school development represents a great stimulus in itself. One of the most frustrating situations for the teachers and a great source of their lack of motivation to attend professional programs is the little effect that their participation may have at schools. In many cases teachers are willing to implement new ideas and share them with colleagues, but school administrators show little interest in providing spaces for that kind of activity. Promoting the use of group development based on the teachers experiences in training programs may also represent an opportunity to motivate other colleagues, and create communities of teachers sharing concerns and interest to engage in growth as a group.

Questions for further studies

Further studies are needed to unveil the EFL teachers' needs. Two main points were not fully addressed in the article. First, it was evident in this study that some EFL teachers still see professional development programs as some alternative in which they are



recipients of knowledge through the action of some experts. Researchers and teacher educators ought to explore the local realities in more detail to determine if that belief applies to most EFL teachers. And second, the need to investigate the teachers' understanding of their participation in their professional growth as agents of change. Issues such as their motivation, commitment, responsibility, and decision-making require new studies.

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APPENDIX A

Guía de preguntas para grupos focales

1. ¿Si yo fuera un genio y pudiera concederle todo lo que usted necesita en este momento, qué pediría? Escriba las cuatro necesidades mayores para usted. Tiene un minuto. (se da espacio para la lectura de dichas necesidades)
2. ¿Si hablamos de su trabajo actual, cuáles serían esas cuatro necesidades mayores?. Organícelas de mayor a menor en orden de importancia
3. ¿Qué medidas ha tomado para suplir esas necesidades?.



APPENDIX B

ELT Conference, agosto 11 de 2000
 Universidad de Antioquia, Escuela de Idiomas

Apreciado Colega:

Queremos conocer sus impresiones frente a algunos elementos que han surgido del análisis de la información preliminar de la investigación desarrollada por este grupo sobre Necesidades de capacitación de los docentes de inglés como lengua extranjera vinculados a instituciones de carácter formal y no formal en el área metropolitana de Medellín. Hasta la fecha hemos trabajado con cuatro grupos de docentes. La información suministrada por usted nos permitirá validar las respuestas obtenidas y será utilizada sólo para propósitos de la investigación.

Institución donde labora	<input type="checkbox"/> Pública	<input type="checkbox"/> Privada	
Nivel	<input type="checkbox"/> Primaria	<input type="checkbox"/> Bachillerato	<input type="checkbox"/> Centro de Idiomas <input type="checkbox"/> Universidad
	<input type="checkbox"/> Clases particulares		

1. Con cuáles de estas palabras asociaría usted el término Capacitación Docente?. Elija tres de las siguientes posibilidades:

Desarrollo Profesional	Ascenso en el escalafón	Reconocimiento social	Aburrimiento
Trabajo extra	Pérdida de tiempo	Incremento salarial	Oportunidades
Contactos personales	Compartir vivencias	Teoría	Solución de problemas
Estudio	Actualización	Monotonía	Descontextualización

Otras palabras _____

2. Los siguientes factores han sido reportados por los docentes como decisivos en la escogencia de un programa de capacitación. Clasifíquelos en orden de importancia de 1 a 3

Factores que intervienen en la selección	1. Muy importante	2. Medianamente importante	3. Poco importante
El tema central			
El horario			
La duración			
El precio			
El numero de créditos que otorgue			
El sitio en que se lleve a cabo			
La(s) persona(s) que lo orienta(n)			



¿Qué otros factores determinan su decisión? _____

3. Los siguientes temas han sido propuestos por los participantes como esenciales en un programa de capacitación. Clasifíquelos en orden de importancia de 1 a 3

Temas	1. Muy importante	2. Medianamente importante	3. Poco importante
Motivación de los estudiantes a aprender inglés			
Estrategias de enseñanza del inglés			
Cursos de inglés avanzado			
Solución de problemas de disciplina			
Solución de problemas afectivos de los estudiantes			
Juegos y dinámicas			
Investigación en el aula			
Uso de computadores y multimedia			

¿Cuáles otros temas sugiere para un programa de capacitación? _____

4. Escoja la opción que mejor refleje su opinión. Para usted, los programas de capacitación deberían ser diseñados teniendo en cuenta :

- a. La separación de los profesores por sector (público/privado) y el nivel de los estudiantes (primaria/ bachillerato/universidad) haciendo programas diferentes para cada grupo.
- b. La combinación de profesores de sectores público y privado de diferentes niveles dentro de un mismo grupo.
- c. La conformación de los grupos de profesores no le parece un factor decisivo en los programas.

5. Escoja la opción que mejor refleje su opinión. Para usted el mejor horario de un programa de capacitación sería:

- a. Durante el horario de trabajo
- b. Fuera del horario de trabajo
- c. Durante los fines de semana
- d. Durante las vacaciones



6. Escoja la opción que mejor refleje su opinión. La duración de un programa de capacitación ideal sería :
- Un día
 - Una semana
 - Un mes
 - Un semestre
7. Escoja la opción que mejor refleje su opinión. En caso de que un programa de capacitación requiera pago de su parte, usted:
- No lo tomaría.
 - Haría un esfuerzo por pagarlo si es un buen programa.
 - Lo tomaría si consigue cofinanciación.
8. Escoja la opción que mejor refleje su opinión. El lugar más adecuado para desarrollar la capacitación sería:
- Su sitio de trabajo
 - Una institución académica cercana al sitio de trabajo
 - Un sitio cercano a su hogar
 - Un sitio de recreo o de descanso
9. Las siguientes características han sido consideradas como importantes para un orientador de programa de capacitación. Clasifíquelos en orden de importancia de 1 a 3

Tipo de orientador	1. Muy importante	2. Medianamente importante	3. Poco importante
Que sea hablante nativo(a)			
Que tenga un buen nivel de inglés			
Que sea investigador(a)			
Que tenga experiencia docente			
Que conozca la realidad educativa colombiana			

¿Qué otra característica considera importante? _____

Sus opiniones son de gran valor para nuestra investigación. Complete la siguiente información si le gustaría participar en nuestro estudio.



Nombre _____
Institución donde labora _____
Teléfono del sitio de trabajo _____ Teléfono residencia _____

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