

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE RESEARCH**

**TO WHAT EXTENT THERE IS PERCEPTUAL MISMATCH RELATED TO  
LANGUAGE LEARNING IN THE INTENSIVE INTERMEDIATE ENGLISH II  
COURSES IN THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY  
OF EL SALVADOR DURING THE FIRST SEMESTER OF THE YEAR 2016.**

**IN ORDER TO OBTAIN THE DEGREE OF:**

**LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA**

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## **I. INTRODUCTION**

Whenever there is a formal language learner, there is also a teacher who teaches the lesson; both teacher and student do not tend to have the same perception of the classroom events. Language classroom communication is not an exception and mismatches are part of everyday teaching. Perceptual mismatch is what the teacher intends to teach and what the students interpret from the lesson taught by the teacher. The communication between teachers and students inside the classrooms has the potential to have ambiguities and mismatches.

This research project was carried out to observe the perceptual mismatch sources related to language learning in the students of the Intensive Intermediate English II in the Foreign Language Department focused on the B.A in English Teaching. It was intended to find out whether exists or not perceptual mismatch related to language learning and if it exists to what extend is relevant in the students' learning process. The theory for this study comes from the different teaching approaches that emerged in the XX century up to what is now the post method condition proposed by B. Kumaravadivelu.

It was pretended to verify to what extent those sources of perceptual mismatch affected the learning process of the English Language as a foreign tongue in the sample population. In the same way to find out how much the incumbent teachers in the FLD were aware of these perceptual mismatches related to language learning in their regular classes.

For this research project, a mixed research method was implemented to take into account measurable and immeasurable data (objective and subjective). Researchers observed the classes during 1 month and a half; as well, it was provided a questionnaire to find out the general background from students, an interview was carried out for teachers in charge of those chosen groups, pictures were taken from some of the class activities and a checklist was elaborated for the observation. A descriptive study was applied in order to analyze the variables that interacted in this description between the incidence of perceptual mismatches



related to language learning and how the English Intermediate English courses are affected by it. With this project, the research team attempted to discover what sources of perceptual mismatch are more visible among the students of Intensive Intermediate English II in the Foreign Language Department at the University of El Salvador.

## **II. RESEARCH TOPIC**

To what extent there is a perceptual mismatch related to language learning in the Intensive Intermediate English II courses in the Foreign Language Department at the University of El Salvador during the semester I, 2016.

**Time:** 2016

**Place:** Foreign Language Department at the University of El Salvador.

**Population:** Intermediate English II

### **III. STATEMENT OF THE PROBLEM**

As it is well known there might exist ambiguities and mismatches in every day communication and most likely there are certain ambiguities in the teaching learning process as well. With the following research project the research team intends to describe to what extent the perceptual mismatch related to language learning impact the students' performance in the English learning process in the intermediate courses in the Foreign Languages Department (referred from now on as the FLD).

In the twenty century, theories about the language learning process were developed with the only purpose of finding out the most suitable way to teach-learn a second language. From the grammar translation approach through the communicative language approach they have evolved continuously through time until what it is now the post method era. In the post method methodology Professor B. Kumaravadevelu identified ten sources of perceptual mismatch related to language learning.

The researchers tried to answer the question inquiring to what extent is there a perceptual mismatch related to language learning among students in the Intermediate Intensive English II courses?

## **IV. OBJECTIVES**

### **A. General objective**

To find out the extent there is a perceptual mismatch related to language learning in the intermediate English II courses in the FLD at University of El Salvador.

### **B. Specific objectives**

- To identify what are the most relevant mismatching sources in the intermediate English classrooms.
- To search out how much the teachers are aware of the perceptual mismatches related to language learning in their own classes.
- To provide a benchmark for possible future research about perceptual mismatch.

## **V. JUSTIFICATION**

In recent years the performance of the students in the FLD has decreased in certain extent and the new era of English learners is not carrying out a good development of their skills regarding the Language. Perceptual mismatch is not a new term and it took more relevance when Professor B. Kumaravadivelu proposed it in his post-method methodology. The purpose of the research was to observe real classroom environment in order to find out what were the most visible sources of perceptual mismatch related to English learning in the Intensive Intermediate English II classes in the FLD.

Perceptual mismatch has to do with what the teacher intends to teach and what the students interpret from the lesson taught by the teacher. There are ten possible perceptual mismatch sources that the professor discovered and those sources were expected to be observed by the research team in the classrooms of the chosen population, as well to verify to what extent they influenced their English teaching-learning process.

This research project will help teachers and students to be more aware of their learning-teaching process by showing their strengths and areas of opportunity along their regular classes. This will make the teachers as well as the students to diagnose their performance according to what they should be doing instead of what they are doing so far; so that they find about their individual progress and therefore improve their teaching-learning English level.

## VI. THEORETICAL FRAMEWORK

Whenever there is a language learner, the teacher teaches the class and each student has a perception from the class. Language classroom communication is not an exception and mismatches are part of everyday teaching. Teachers and students do not have the same perception at the classroom events. Over the years, teachers of language have adopted, adapted, reshaped, invented a variety of terms which describe the activities and the way teachers develop the class. Those terms are called approaches, methods, procedures, and techniques. **Edward Anthony** (1963) gave a definition that was namely, approach, method and technique.

- **Approach:** according to Anthony, it was a set of assumptions dealing with the nature of language, learning and teaching.
- **Method:** it was defined as an overall plan for systematic presentation of language based on a selected approach.
- **Technique:** they were specific classroom activities consistent with a method, and therefore in harmony with an approach as well.

In the 18th century foreign languages started to appear on the school curricula, requiring a systematic approach to teaching them. The standard system was similar to the system for teaching Latin. By the beginning of the nineteenth century, the systematic study of the grammar of classical Latin and of classical texts had taken over in schools and universities around Europe. At his point, all the approaches have emerged by having the main purpose of helping teachers to fulfill their needs regarding the teaching-learning process. The researchers will point out the nine approaches that will be referring to:

### A. The Grammar-Translation Method

According to **Nunan** (1989), the Classical or Grammar-Translation method represents the tradition of language teaching adopted in western society and developed over centuries of teaching not only the classical languages such as Latin and Greek, but also foreign languages. The focus was on studying grammatical rules and morphology, study, doing written exercises, memorizing

vocabulary, translating texts from and prose passages into the language. Internationally, the Grammar-Translation method is still practiced today, not only in courses, including CRAMLAP respondents, teaching the older forms of languages (Latin, Greek, Old Irish etc.) where its validity can still be argued in light of expected learning outcomes, but also, with less justification, in some institutions for modern language courses. **Prator and Celce-Murcia** (1979) listed the major characteristics of Grammar-Translation:

- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of lists of isolated words.
- Long, elaborate explanations of the intricacies of grammar are given.
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

### **B. The Direct Method**

The Direct Method was a reaction to the Grammar-Translation method due to the failure it had to try to have a communicative classroom. The credit for popularizing the Direct Method usually goes to **Charles Berlitz**. The Direct Method was mainly about oral interaction, spontaneous use of the language, there was no use of the mother tongue, among others.

**Richards and Rodgers** made a summary of the principles of the Direct Method (2001):

- Classroom instruction was conducted exclusively in the target language.
- Oral communication skills were built up in a carefully traded progression organized around questions-and-answer exchanges between teachers and students in small intensive classes.
- Grammar was taught inductively.
- Concrete vocabulary was taught through demonstration, objects, pictures; Abstract vocabulary was taught through association of ideas.
- Both speech and listening comprehension were taught.

- Correct pronunciation and grammar were emphasized, among others.

### **C. The Audio-lingual Method**

The **Audio-lingual Method** was derived from the “The Army Method” because it was created through the USA army program. The main emphasis of this method was to memorize through exercises, conversations, etc. most of the practices regarding this method were controlled by the teacher. The purpose of this was memorization rather than communication. **Prator and Celce-Murcia** (1979) summarized the characteristics of the Audio-lingual Method:

- New material is presented in dialogue form.
- There is dependence on mimicry, memorization of set phrases, and overlearning.
- Structural patterns are taught using repetitive drills.
- There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
- There is much use of tapes, language labs, and visual aids.
- Great importance is attached to pronunciation.
- Very little use of the mother tongue by teachers is permitted, among others.

### **D. Cognitive Code Learning**

According to **Chomsky’s** theory of transforming and focusing the attention about grammar or rule-governed again. The nature of the language is mainly acquired by the rule-governed rather than habit formation. This method rose in the 1960s, which learners were encouraged and focused to work out grammar rules deductively for themselves. The practices were focused in grammar practice rather than communicative one. With this method, there was also confusion for practitioners, with **Nunan** (2003) describing inductive reasoning to it, while **Brown** (2001) notes that proponents of a cognitive code learning methodology injected more deductive rule learning into language classes.



- **Deductive Learning:**
  - Grammatical explanations or rules are presented and then applied through practice in exercises.
  - The learner works from rules/ principles to examples.
- **Inductive Learning:**
  - Learners are presented with examples. They then discover or induce language rules and principles on their own.

Because of many teachers were having troubles regarding their classes and the way they had an impact in their students. The 1970s saw the emergency of some alternative methods such as **Suggestopedia, The Silent Way, and Total Physical Response**. Those methods were provided by Nunan (1989) and Brown (2001).

### E. The Natural Approach

The Natural Approach was developed by **Krashen** and **Terrell** (1983). It emphasised the purpose of “*Comprehensible Input*”, making the distinction between “acquisition” (a natural subconscious process) and “learning” (a conscious process). They argued that learning cannot lead to acquisition. The focus is on meaning, not form (structure, grammar).

**Nunan** (1989) adapted an outline related with the Natural Approach method

Theory of language	Theory of Learning
The essence of language is meaning. Vocabulary not grammar is the heart of language	There are 2 ways of L2 language development: <u>Acquisition</u> a natural sub-conscious process; <u>Learning</u> a conscious process. Learning cannot lead to acquisition

### F. Communicative Language Teaching

During the 1980s and 1990s approaches emerged with the main purpose of communicative functions of language and language classrooms. This approach was characterized by the attempts to make use of authentic materials, meaningful tasks. Communicative Language Teaching (**CLT**) has emerged as the norm in

second language teaching. There are number of definitions and interpretations offered by **Brown** (2001):

- Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence.
- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
- Fluency and accuracy are seen as complementary principles underlying communicative techniques.
- Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
- Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
- The role of the teacher is the facilitator and guide.

As it is well known in the twenty century, theories about the language learning process were developed with the only purpose of finding the most suitable way to teach-learn a second language. From the grammar translation approach through the communicative language approach they have evolved continuously through time until what it is now the post method era. It emerged as a consequence of repeated dissatisfaction with the approaches that arose in the previous centuries. The need of creating a discipline or condition was to help teachers to innovate their teaching in the classrooms. **Kumaravadivelu** (1994) identified what he called the “post-method condition”, as a result of “the widespread dissatisfaction with the conventional concept of method”

## **The post-method condition**

The post-method condition signifies attributes. First, it means a search for an alternative to method rather than an alternative method. While alternative methods are primarily products of top-down processes, alternatives to method are mainly products of bottom-up processes. In practical terms, it needs to refigure the relationship between the theorizer and the practitioner of language teaching. **Edge** (2001): “the thinking teacher is no longer perceived as someone who applies theories, but someone who theorizes practice” to quote Kumaravadivelu (1992):

*“We cannot prepare teachers to tackle so many unpredictable needs, wants and situations; we can only help them develop a capacity to generate varied and situation-specific ideas within a general framework that makes sense in terms of current pedagogical and theoretical knowledge.”*

The post-method condition empowers practitioners to construct personal theories of practice. In other words the post-method condition enables practitioners to promote specific-location, classroom oriented, innovative strategies to develop their classes.

Another important point, according to **Freeman** (1991) the post-method condition signifies teacher autonomy. The traditional concept of method “overlooks the fund of experience and tacit knowledge about teaching which the teachers already have by virtue of their lives as students”. By this point, the post-method recognizes the teachers’ potential to know how to act autonomously within the imposed situations that might happen in the classrooms. It also promotes teachers to self-observe, self-analyze, self-evaluate their own teaching so that they can work out in their weaknesses and find a way to improve them.

Whenever people try to have a conversation, idea or interaction with other people, there might be the possibility to have ambiguities and mismatches in the messages conveyed. This is something that happens in everyday life. It is the same for the language classrooms where there might be a likeliness of ambiguities to appear between the teacher’s perception in teaching and the students’ understanding of the language.

Perceptual mismatch is what the teacher intends to teach and what the students interpret from the lesson taught by the teacher. The communication between teachers and students inside the classrooms has the potential to have ambiguities in the development of the classes' tasks.

**Kumaravadivelu** identified ten potential sources of mismatches that tend to occur in ESL classrooms. He says, "The gap between teacher and learner perceptions of the aims and activities of classroom events can easily increase the gap between teacher input and learner intake."

The ten potential mismatches that Kumaravadivelu proposed are the following:

- 1. Cognitive mismatch:** This source refers to the incapability of the learner to understand or recognize a particular item in a foreign language. In fact, it "refers to the general, cognitive knowledge of the world that adult language learners bring with them to the classroom. It pertains to the mental processes such as, remembering, perceiving, recognizing, and inferencing".
- 2. Communicative mismatch:** This mismatch occurs when the learner is able to understand but is not confident of talking. This source "refers to the communication skills necessary for the learners to exchange messages or express personal views because, the learners have only a limited command of the target language, they struggle to convey their message"
- 3. Linguistic mismatch:** It refers to a situation in which the learner is able to understand, but not having enough knowledge of the language. "This source refers to the linguistic repertoire - syntactic, semantic, and pragmatic knowledge of the target language - that is minimally required to do a task and to talk about it".

- 4. Pedagogic mismatch:** This mismatch refers to a situation in which learner is not clear about the main purpose of a lesson in the class. It “refers to the teacher and learner perceptions of stated or unstated short - or long - term instructional objective(s) of language learning tasks”.
- 5. Strategic mismatch:** This mismatch refers to a situation in which the learner is not clear about the overall approach to be followed in order to work on an intended subject. It “refers to learning strategies: operations, steps, plans, and routines used by the learner to facilitate the storage, retrieval, and use of information, that is, what learners do to learn and to regulate learning”. The mismatch might happen between the strategies the teacher expects the learners to use and the ones they actually use.
- 6. Cultural mismatch:** “This source refers to the prior knowledge of the cultural norms of the target language community minimally required for the learners to understand and solve a problem-oriented task”. Students come from different cultural backgrounds and due to the fact that the native speaker teacher comes from different cultural background, the learners might not be clearly aware of the cultural nuances that exist.
- 7. Evaluative mismatch:** “This source refers to articulated or unarticulated types of self-evaluation measures used by learners to monitor their ongoing progress in their language-learning activities”. What the learner tries to learn might influence and conflict with the prior knowledge learnt in previous classes and the teacher might be unaware of this self-evaluation.
- 8. Procedural mismatch:** “This source refers to the state or unstated paths chosen by the learners to do a task. The procedural source pertains to locally specified, currently identified, bottom-up tactics that seek an immediate resolution to a specific problem, whereas the strategic source, discussed earlier, pertains to any broad-based, higher level, top-down

strategy that seeks an overall solution in a general language learning situation”.

**9. Instructional mismatch:** “This source refers to instructional guidance given by the teacher or indicated by the textbook writer to help learners carry out the task successfully”.

**10. Attitudinal mismatch:** “This source refers to participants’ attitudes towards the nature of L2 learning and teaching, the nature of the classroom culture, and teacher-learner role relationships. Adult learners, by virtue of their prior experience, have fairly well-established attitudes toward classroom management, and these preconceived notions can easily contribute to the mismatch between teacher intention and learner interpretation”. In addition, there can be various types of attitudinal mismatches arising out of preconceived notions about factors such as participant expectations, classroom management, learning strategies and cultural stereotypes.

With all those perceptual mismatches it can be inferred that the teachers’ perception and students’ understanding of the language have a potential role in the everyday classroom environment. Kumaravadivelu says “If mismatches are identified on time and are correctly addressed, they can be converted into a learning opportunity in class. The mere recognition of the source of a mismatch could help both the learners and the teachers understand that there is an underlying reason for the difficulties the learners may have encountered in making sense of a classroom event”. It means both teachers and students should be aware of the teaching-learning process either inside or outside the classroom. Minimizing the perceptual mismatches is a hard work that has to be done by both parts in the process.

## **VII. RESEARCH METHODOLOGY**

This research project was carried out in the Foreign Language Department (FDL) at the University of El Salvador (UES) in the first semester of the year 2016, involving as general population those students who took Intermediate English II courses specifically in the B.A. in English Teaching major.

It was carried out a mixed research approach in which qualitative and quantitative data was collected, analyzed and integrated to provide better understanding of the research problem. Given the fact that the research was descriptive focused and non-experimental, the researchers did not get involved with any of the activities in the classes.

### **a) Universe**

The universe for the research project consisted of 162 registered Intermediate English students whose sample was done following the simple random sampling calculation made by RAOSOFT. This universe was distributed in 6 groups with students' average between 25 and 35 in each.

### **b) Sample**

The sample consisted of a total number of 54 students who were chosen randomly by taking into account uneven number from the attendance list. Students' group population average oscillated between 25 and 35 students in each group. The schedule was distributed in both morning and afternoon shifts.

### **c) Gathering data**

In order to gather the data, the main technique researchers made use of was observation. In addition, at some specific moments researchers also took written and oral notes describing sample students' behavior or attitudes. Interviews were also taken to collect information about teachers who were in charge of the researched groups to get information of their personal and academic background.

#### **d) Observation**

The research team made use of the observation technique in which students from the Intermediate English II courses were observed during six weeks twice each week, two hours every session. During the observation period, written and oral notes were taken to describe sample students' behavior and performance.

#### **e) Interviews**

Teachers in charge of the observed groups were also asked to have an interview with researchers to know about their background. Even though they were asked with quite enough previous time and a letter was formally delivered to them, two of the teachers did not have the time to have their interview. They were requested several times but their answers were unreliable and did not assign a specific date for the appointment. Therefore, only 4 out of 6 teachers pleasantly gave us some of their time to answer the questions stated in the interview, and were personally asked whether they would allow researchers to record the interview; giving all of them an affirmative answer.

#### **f) Instruments**

Researchers designed three different instruments to gather all those elementary data to carry out the project: a checklist involving the 10 Kumaravadivelu mismatching sources, a questionnaire to get information about students and another questionnaire to inquire more about teachers' background.

##### **i. Checklist**

This checklist involved the ten mismatching sources described by B. Kumaravadivelu *Linguistics' Professor*: cognitive, communicative, linguistic, pedagogic, strategic, cultural, evaluative, procedural, instructional and attitudinal. Every sample student was assigned with a key code and a checklist to monitor their performance regarding the formerly mentioned sources. (See annex 1 page 82.)



## **ii. Students' questionnaire**

It was a questionnaire aimed to get personal and academic information from the whole population. In this, they were asked about their age, gender, former education, and their time studying English at FDL, if they had previous studies before taking the major, among other questions researchers considered may elicit useful information to process and analyze. (See annex 2 page 83.)

## **iii. Teachers' interview**

A structured interview was carried out to teachers to find out about three elementary matters: their general and academic information and their awareness concerning the research topic which was the perceptual mismatching sources. (See annex 3 page 85.)

## VIII. DATA ANALYSIS

### A. Students Questionnaires Results

This questionnaire was conducted with the purpose of discovering the general background about students' basic information, as well to discover what prior knowledge they had about English before starting their major in English Teaching. It was aimed at students who were coursing the Intermediate Intensive English II course the first semester of the current year 2016.

#### Age:

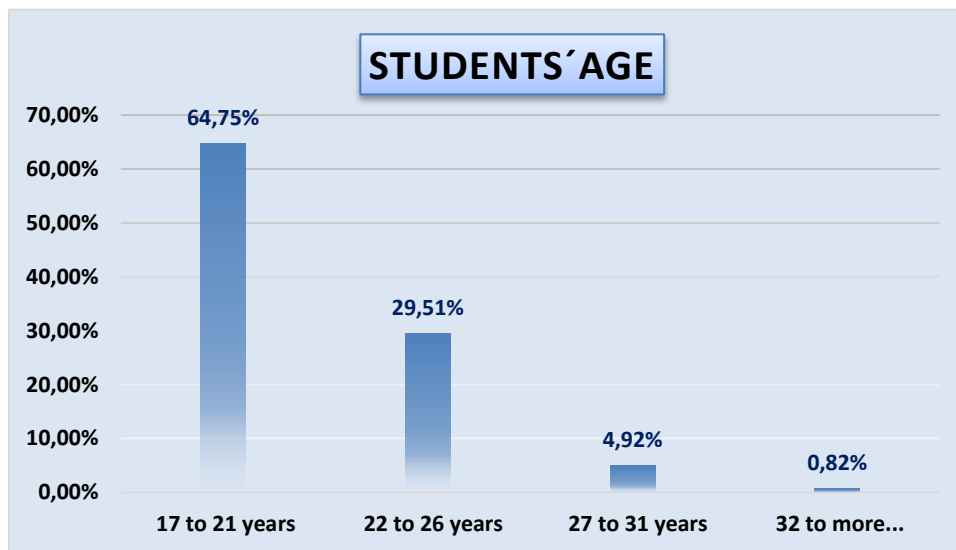


Chart 1

#### Gender:

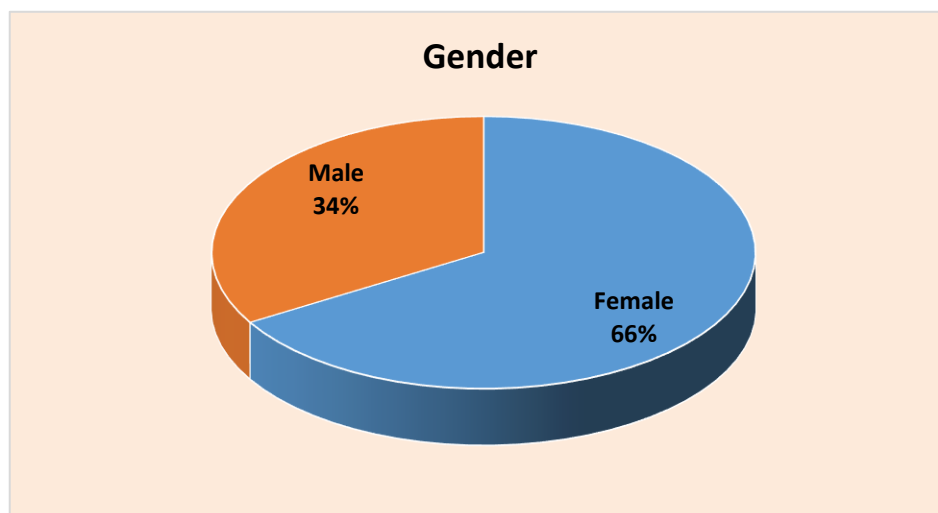
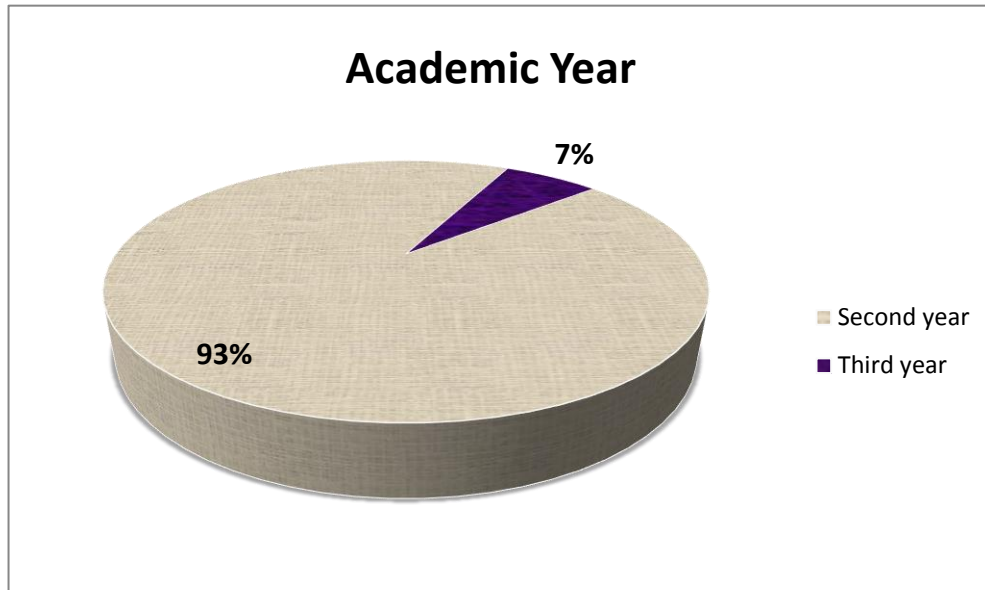


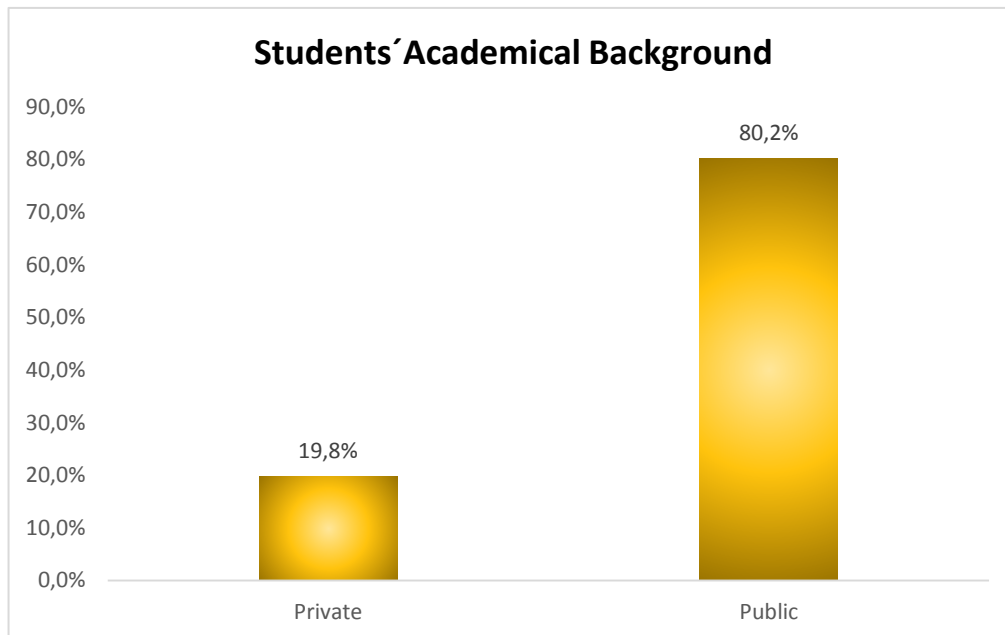
Chart 2

**Academic year:**



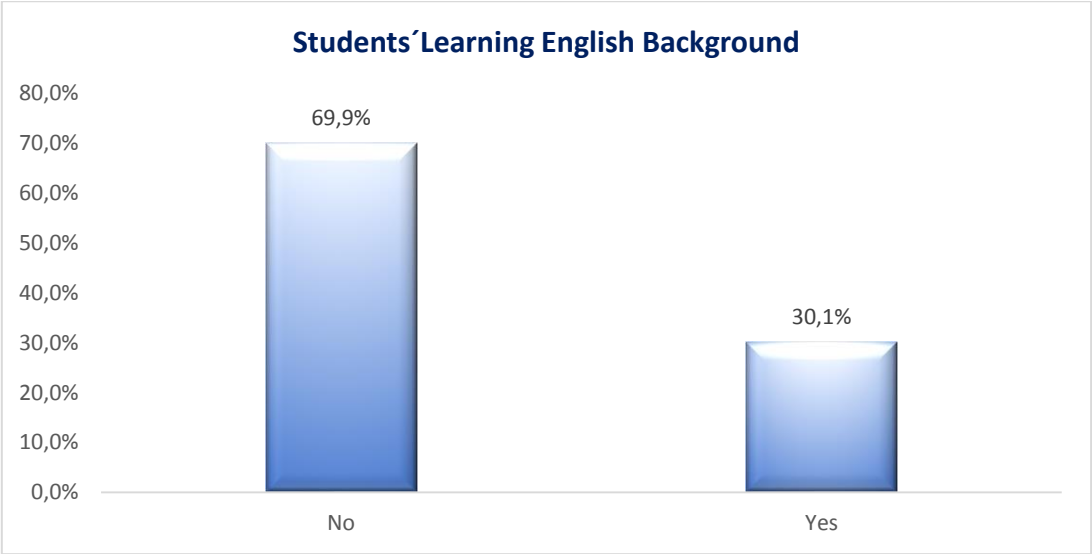
**Chart 3**

**1. Did you study high school in a private or public institution?**



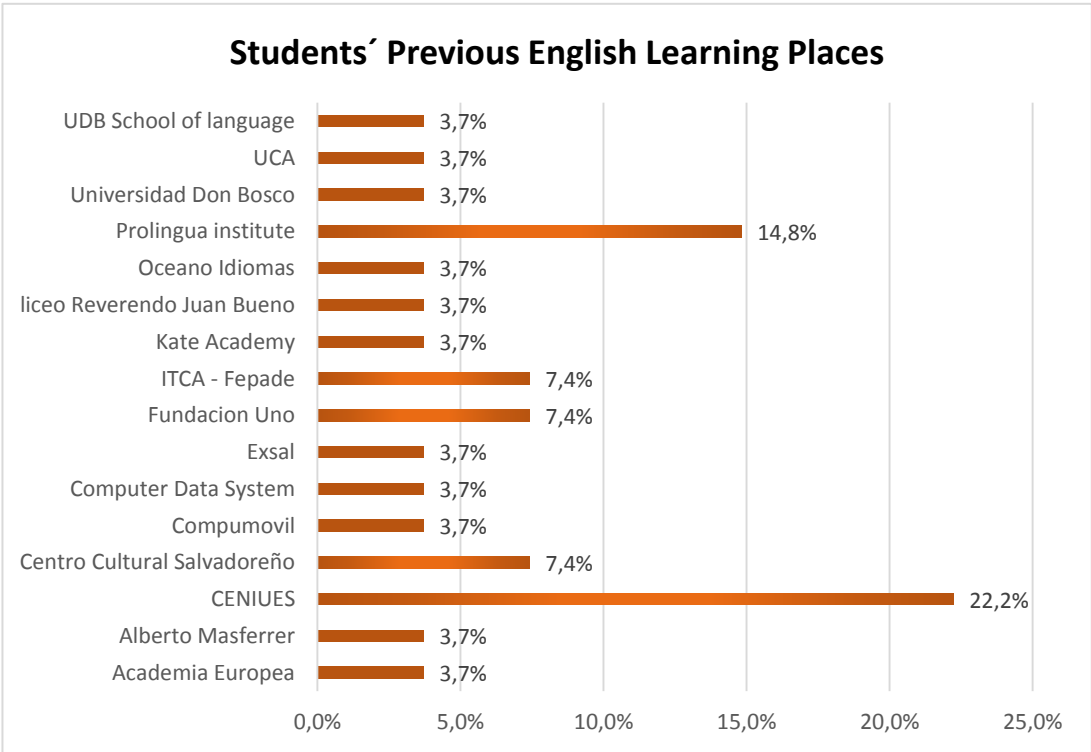
**Chart 4**

**2. Did you study English apart from the English classes you received in high school before coursing the major at the University of El Salvador?**



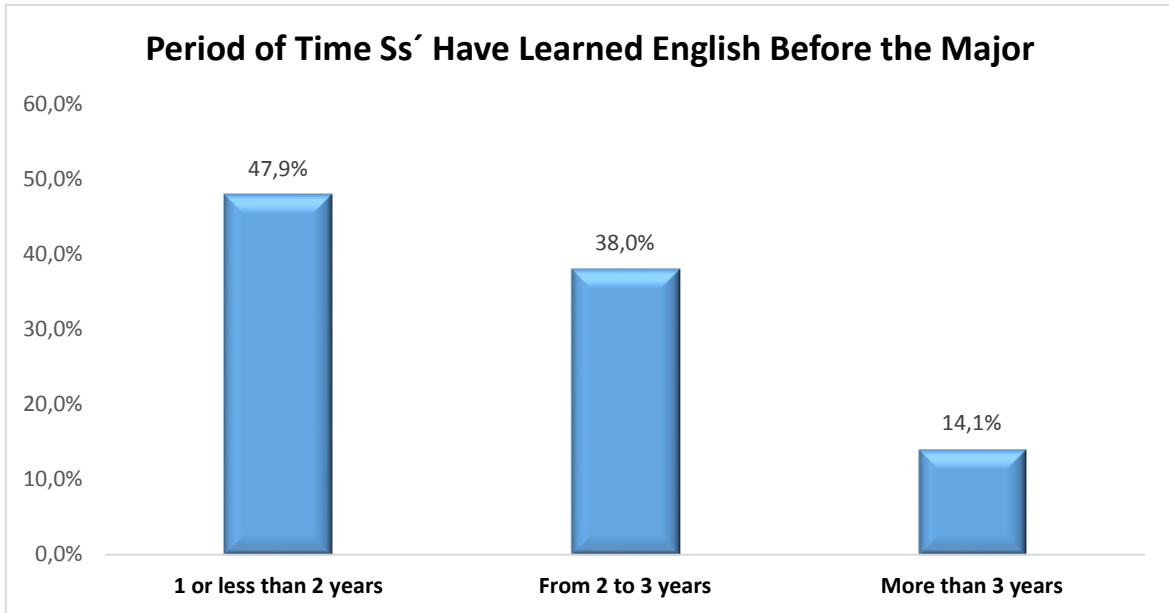
**Chart 5**

**3. If yes where did you study?**



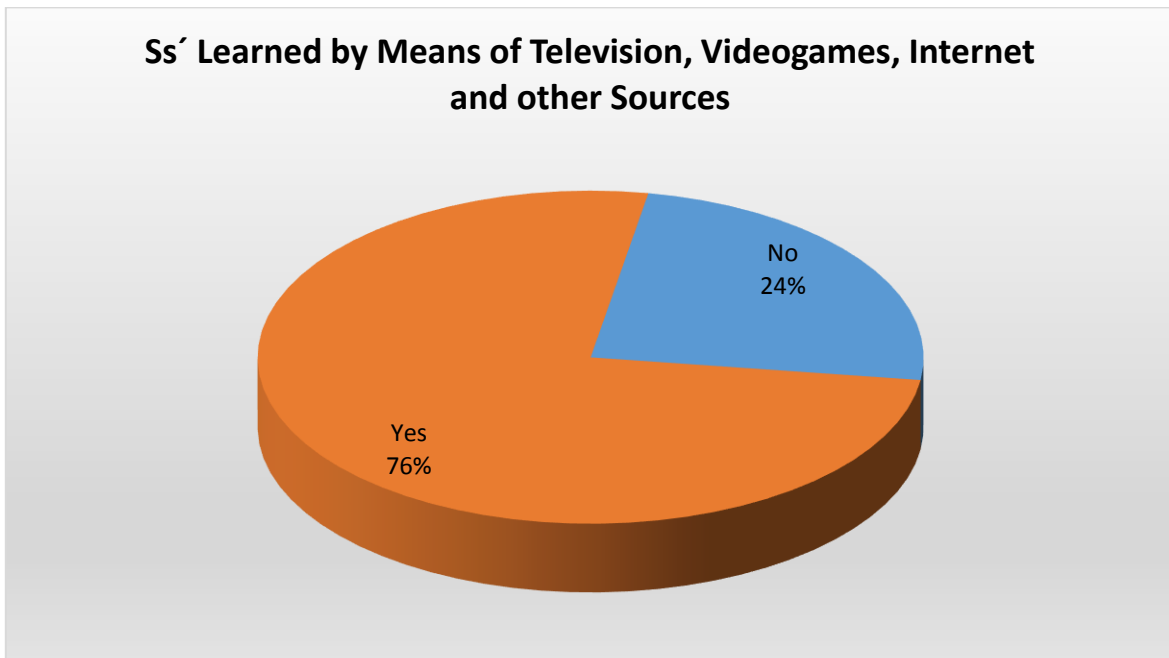
**Chart 6**

**4. How long have you studied English before starting the major?**



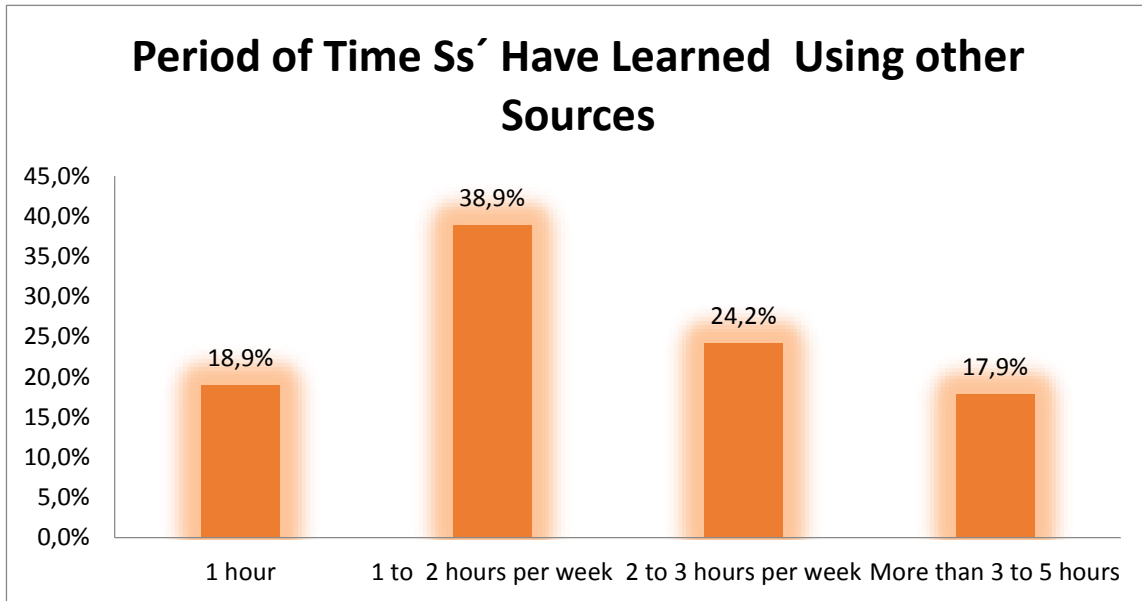
**Chart 7**

**5. Did you learn English by means of television, videogames, internet and other sources?**



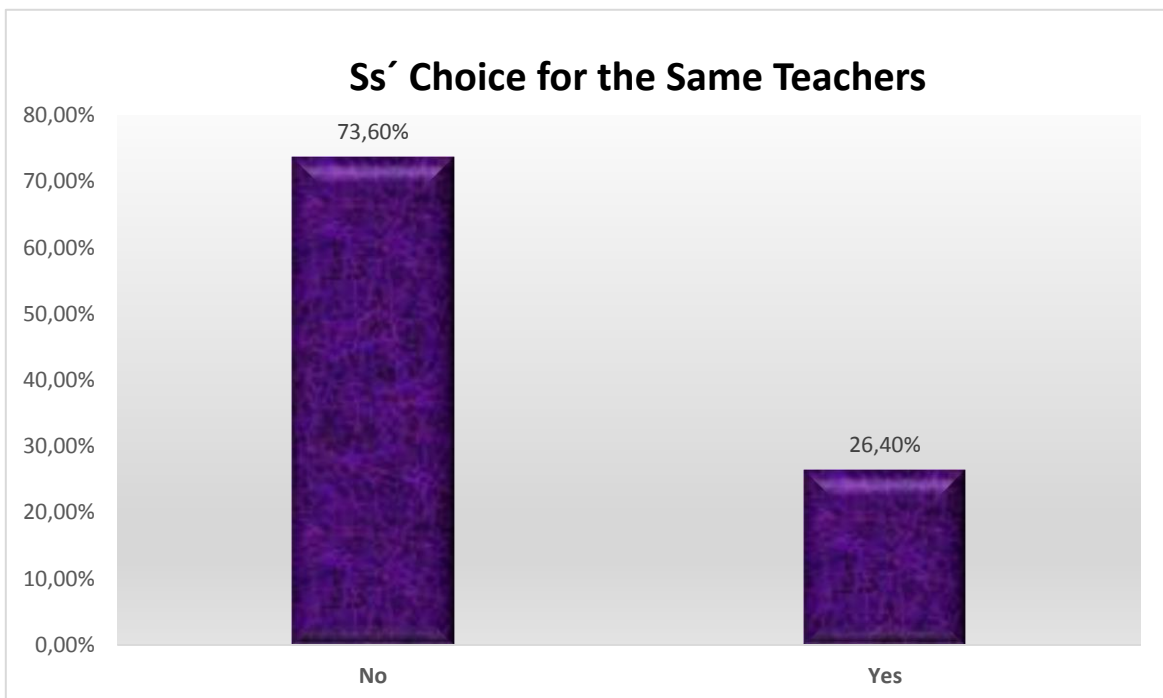
**Chart 8**

6. If yes, how much time did you spend in learning English by using these sources?



**Chart 9**

7. Have you taken the English classes with the same teachers?



**Chart 10**

8. If yes, what are the changes you have perceived in the way the classes are taught?

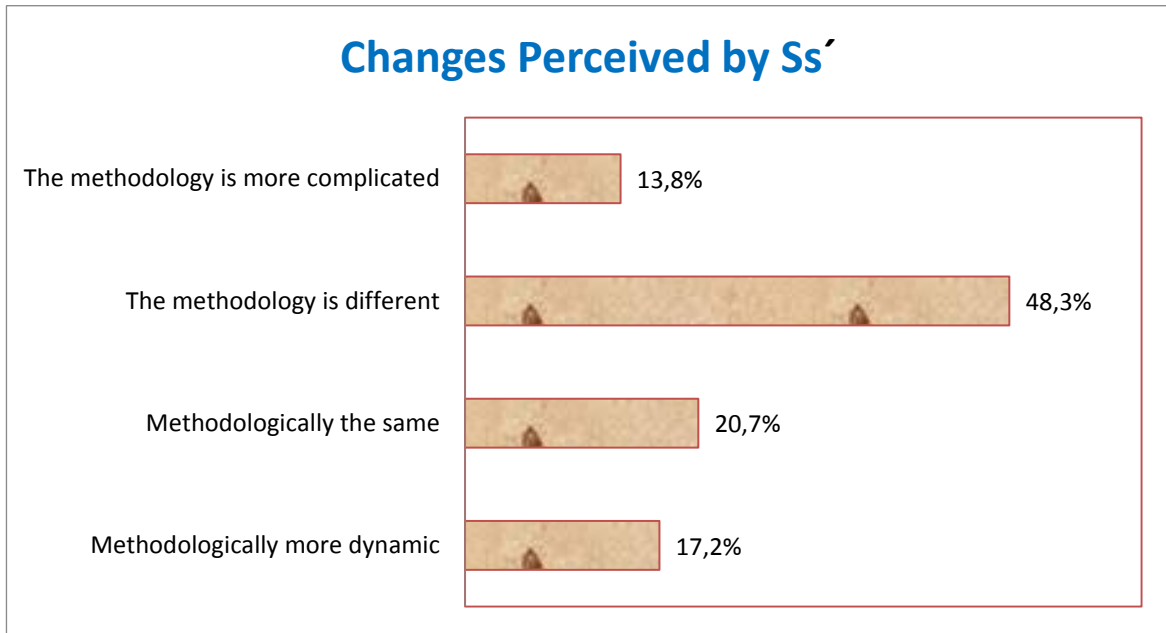


Chart 11

9. If not, what are the innovative activities you can notice?

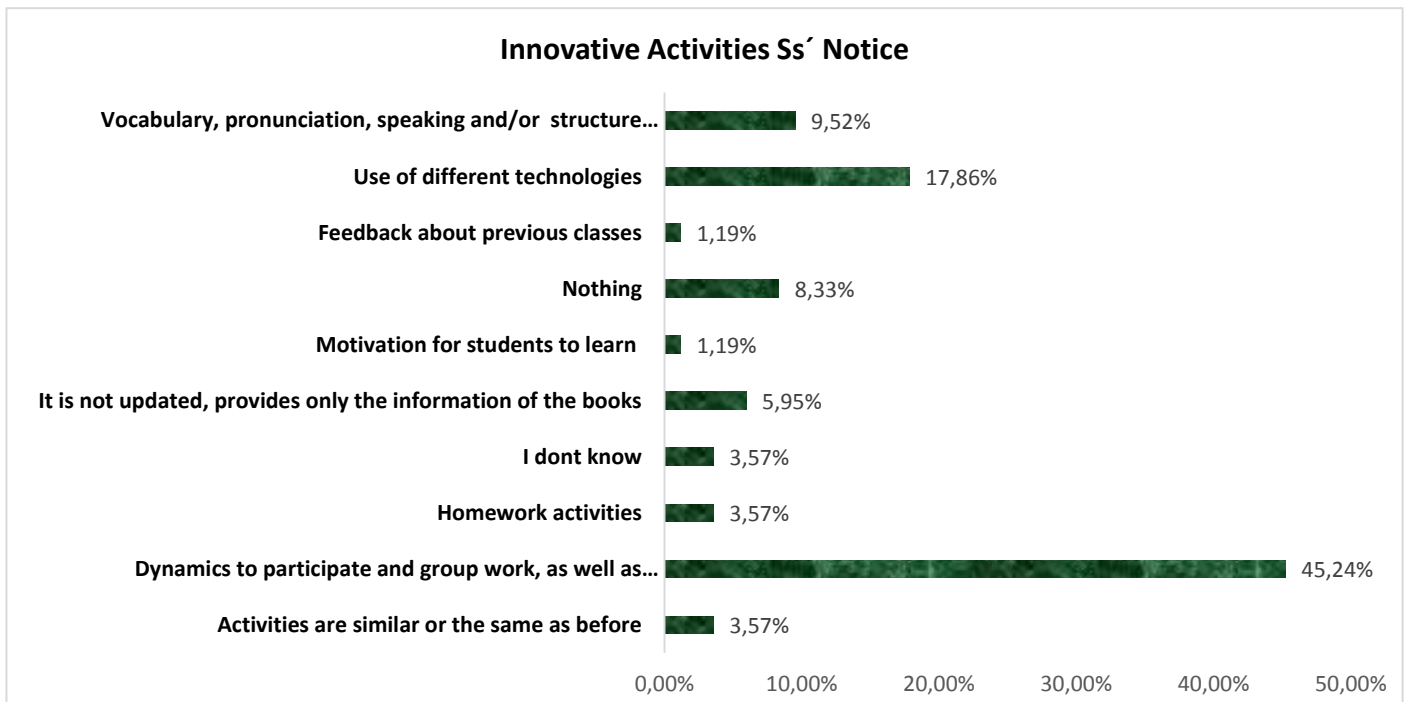
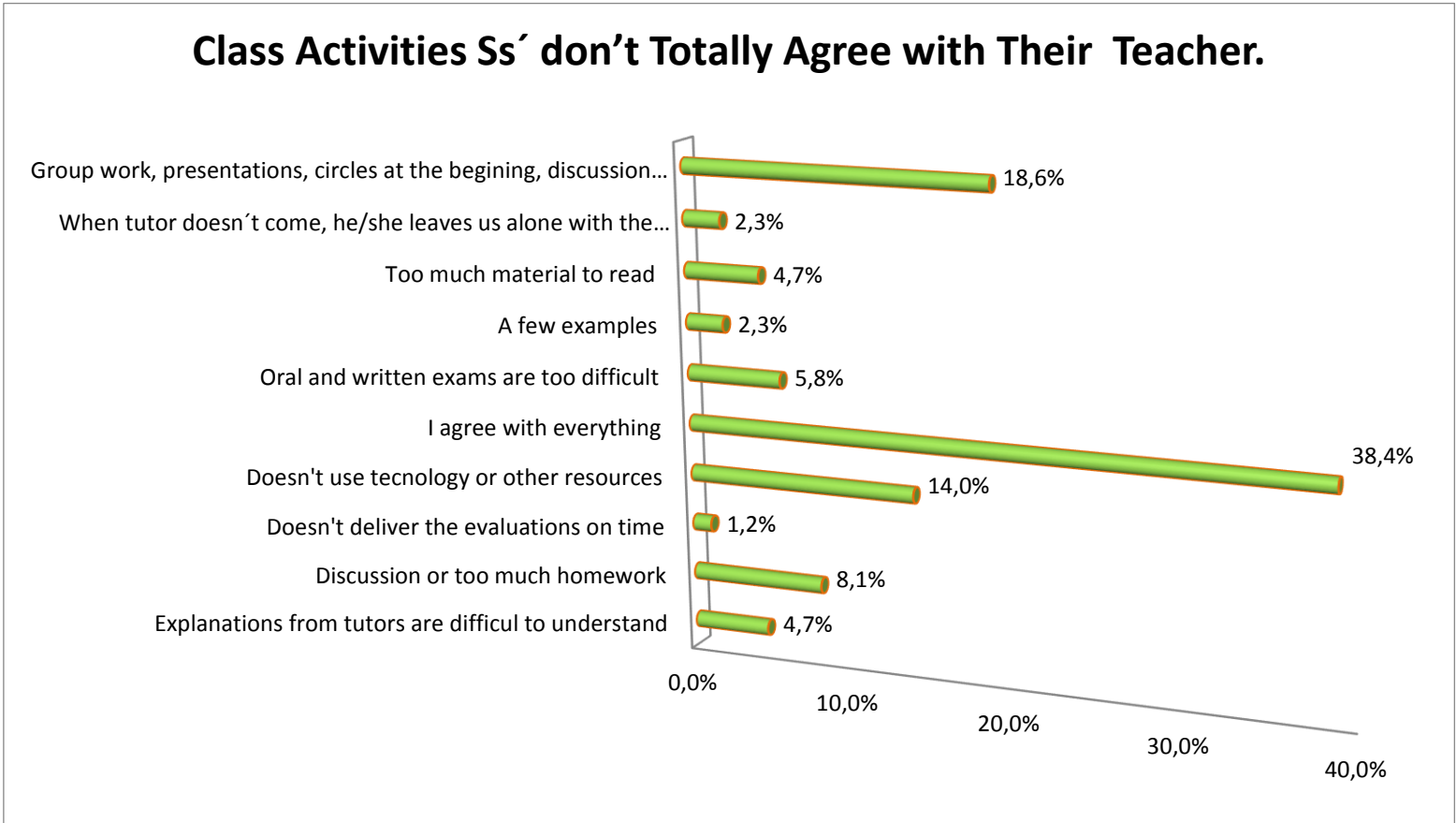


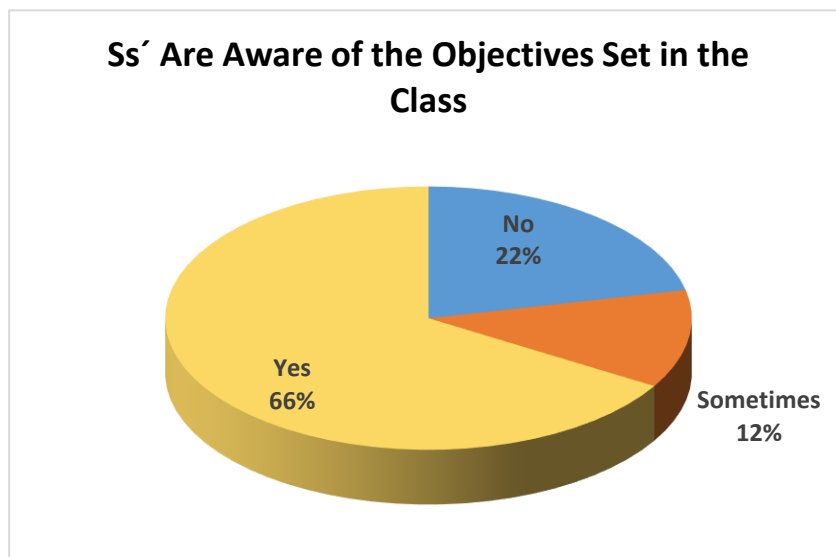
Chart 12

**10. Mention some activities you don't totally agree with your teacher?**



**Chart 13**

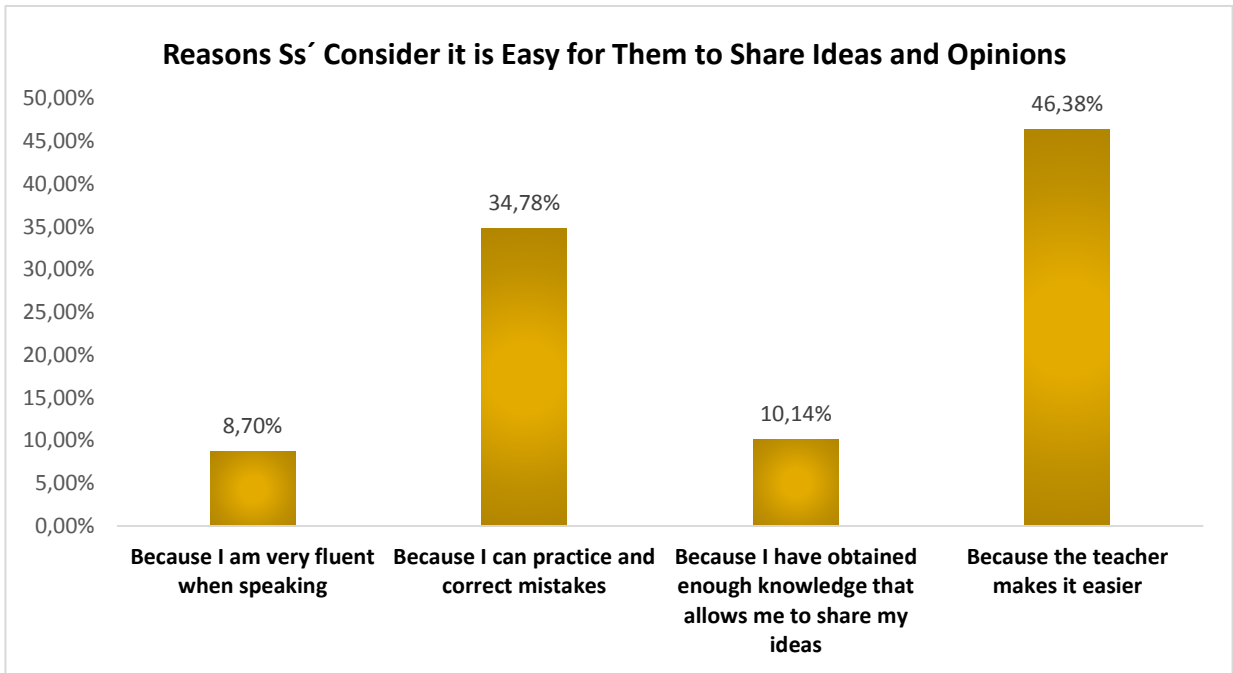
**11. Does your current teacher let students know the class objectives before each session?**



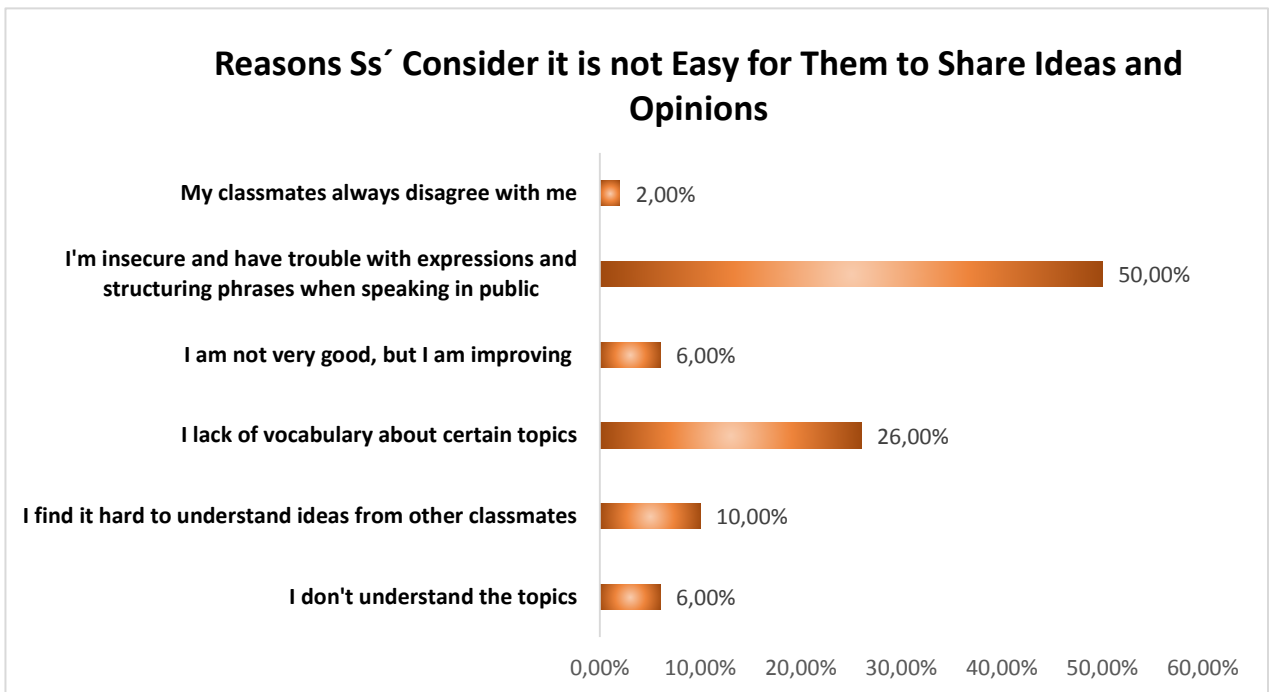
**Chart 14**



**12. Do you consider it is easy for you to share your ideas or opinions in the classroom? Why yes? Why not?**

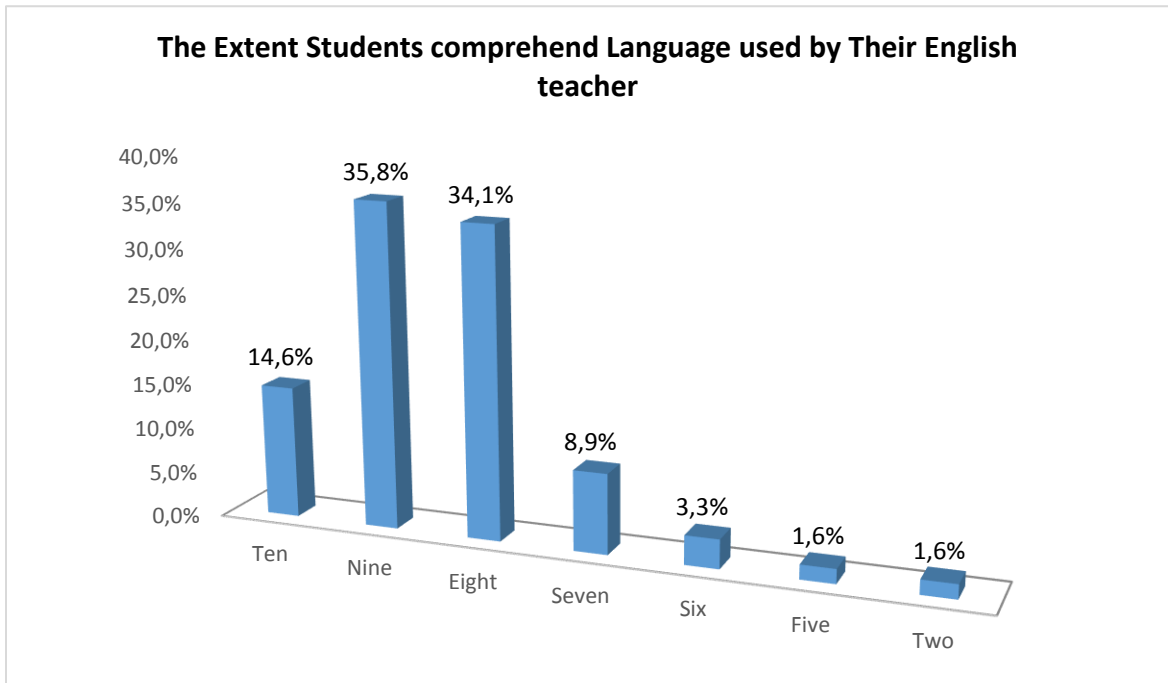


**Chart 15**



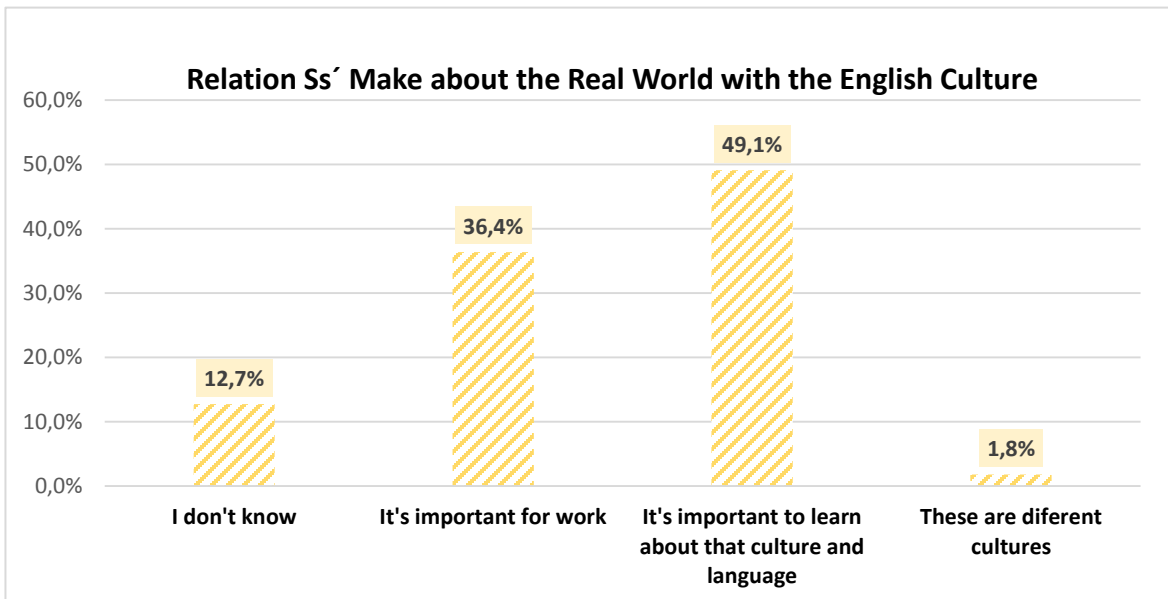
**Chart 16**

**13. From 1 to 10, to what extent are you able to comprehend the language used by your English teacher in your Intermediate English Class?**



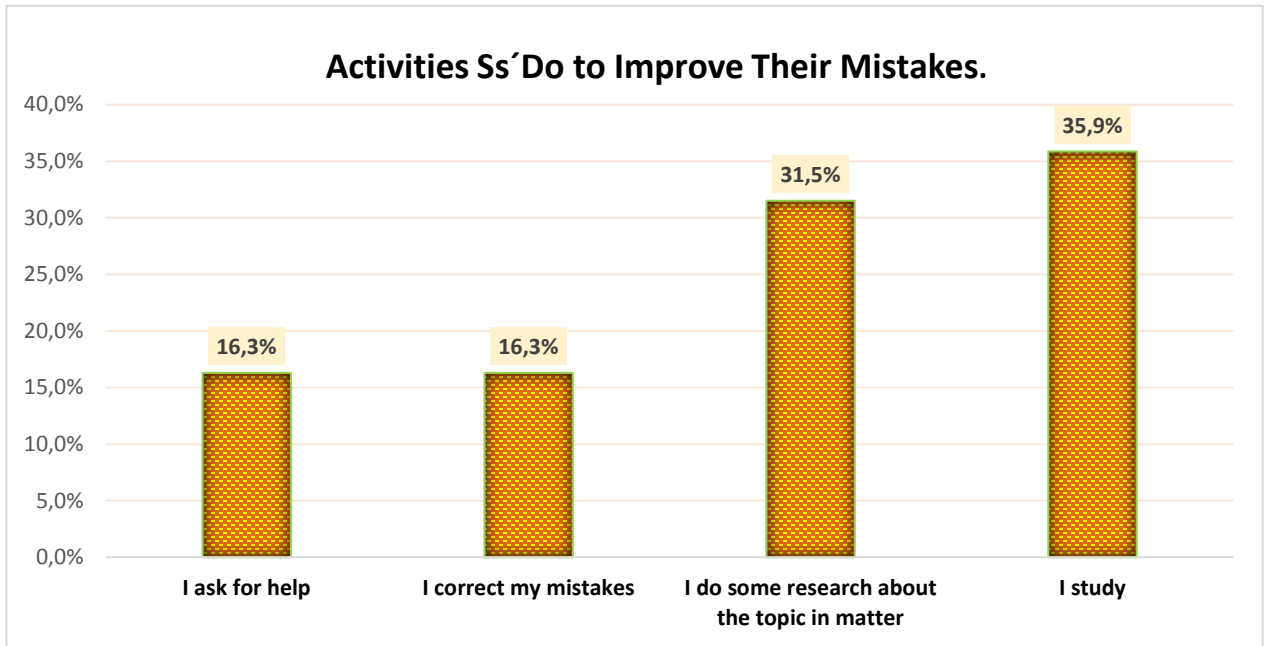
**Chart 17**

**14. What can you relate from our real world and context the English language culture?**



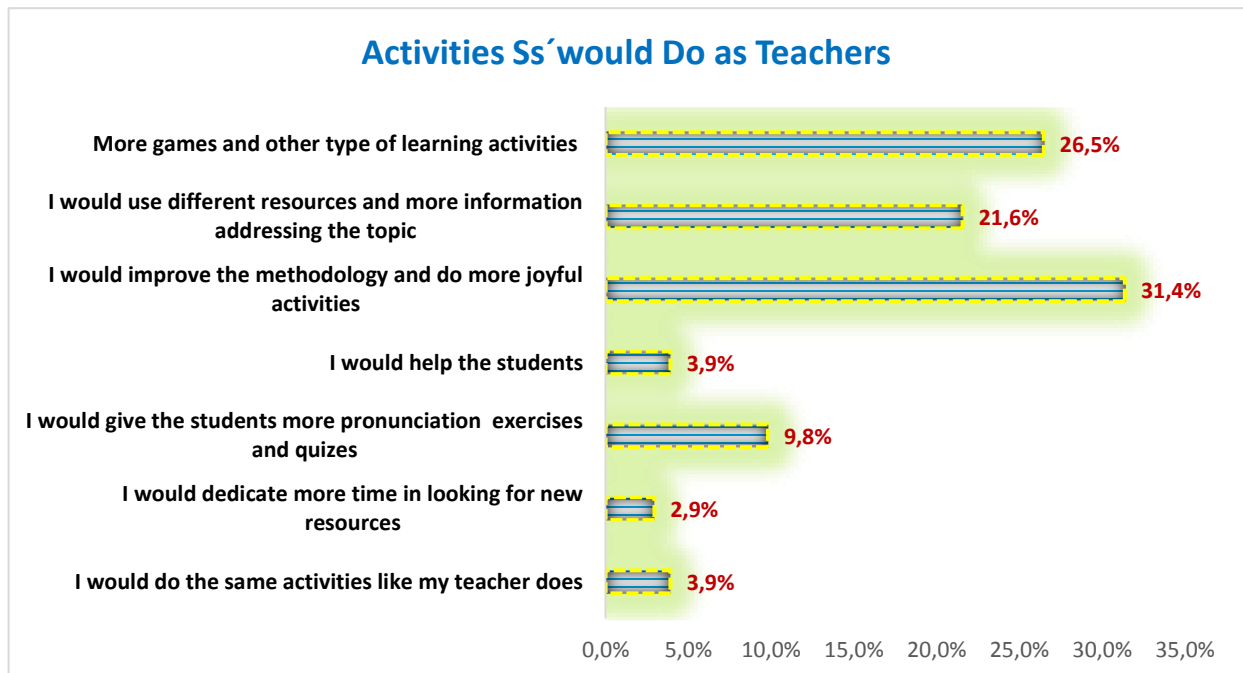
**Chart 18**

**15. What do you do to improve those mistakes you probably do not notice in yourself or the ones your teacher does not assess you?**

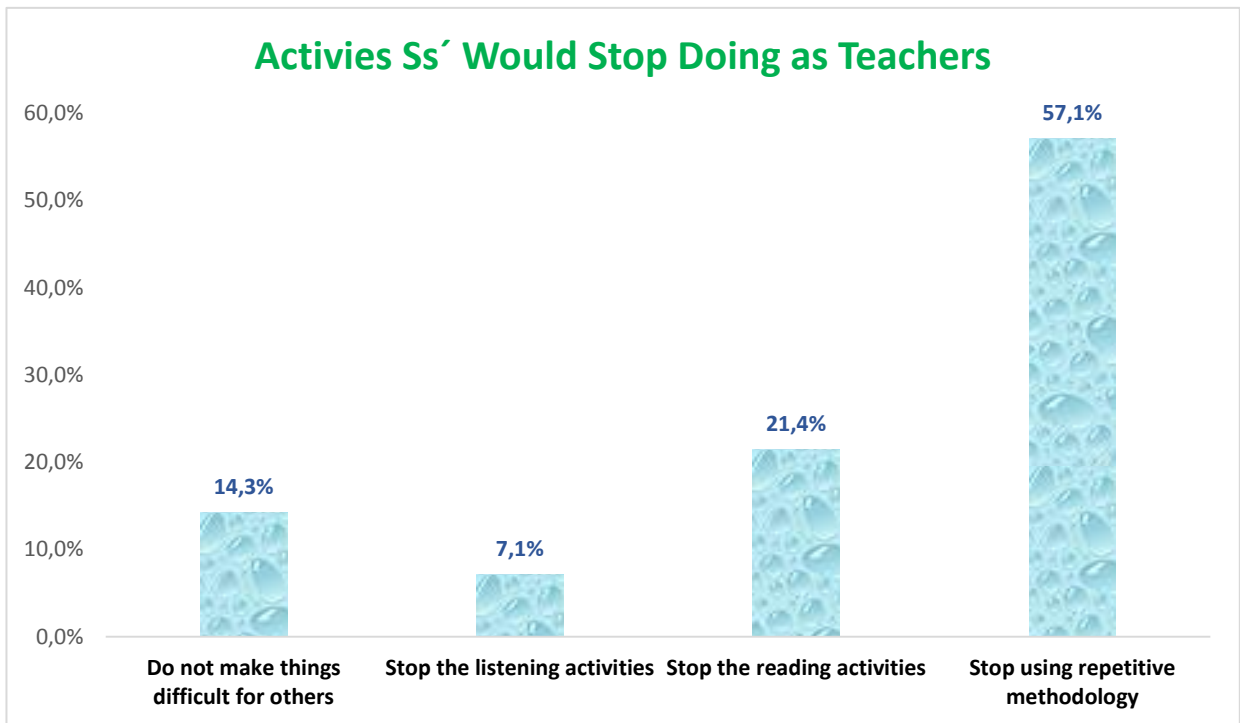


**Chart 19**

**16. If you were the teacher, which activities would you do and which activities would you stop doing?**

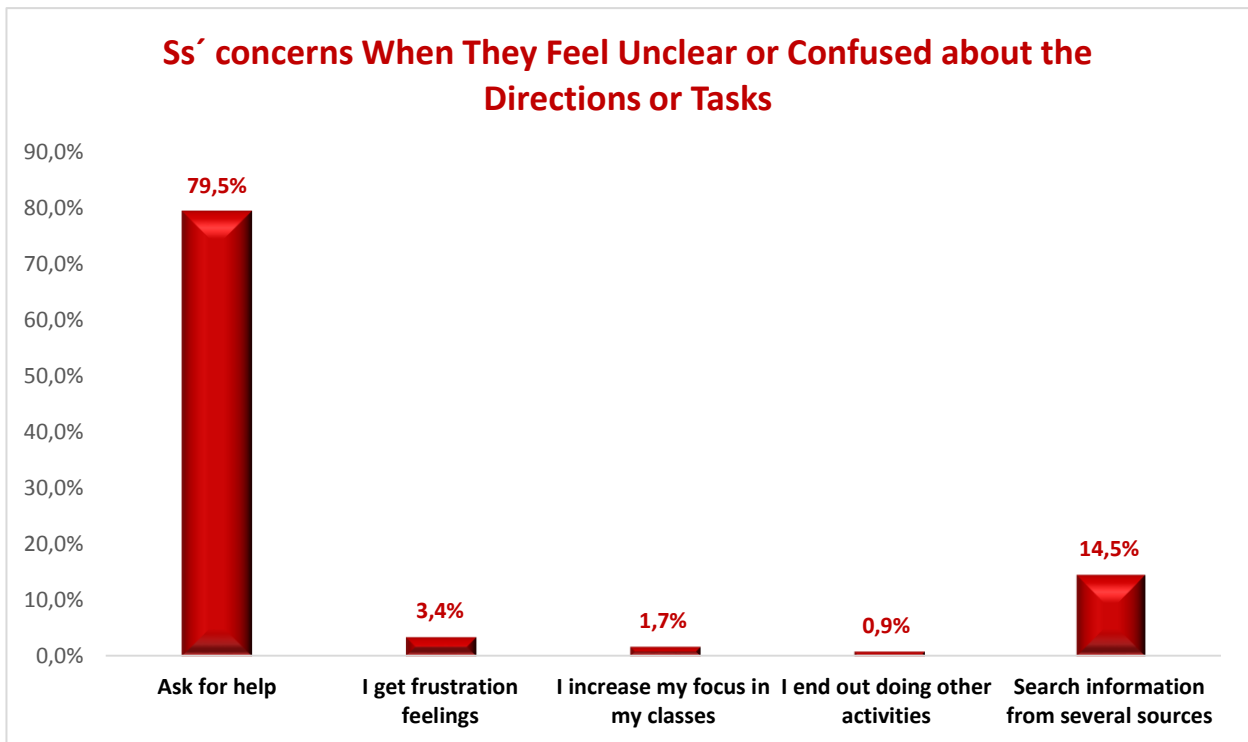


**Chart 20**



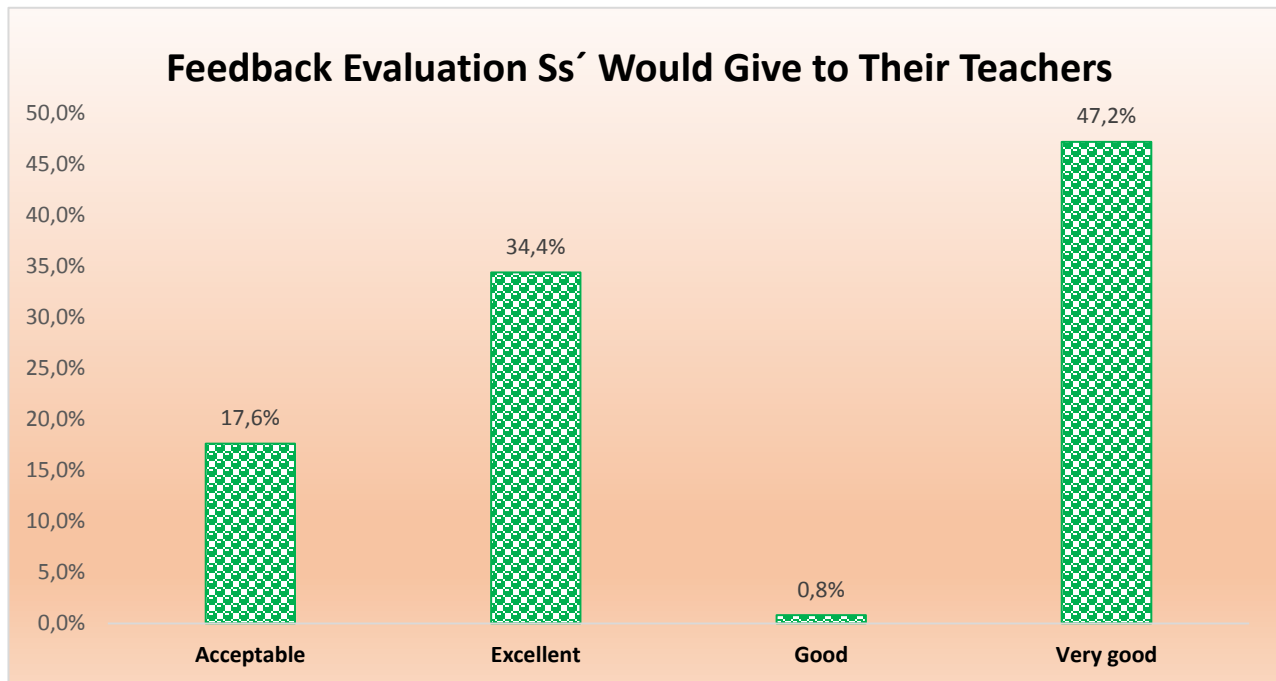
**Chart 21**

**17. What do you do when you feel unclear or confused about the directions or the tasks assigned by your teacher?**



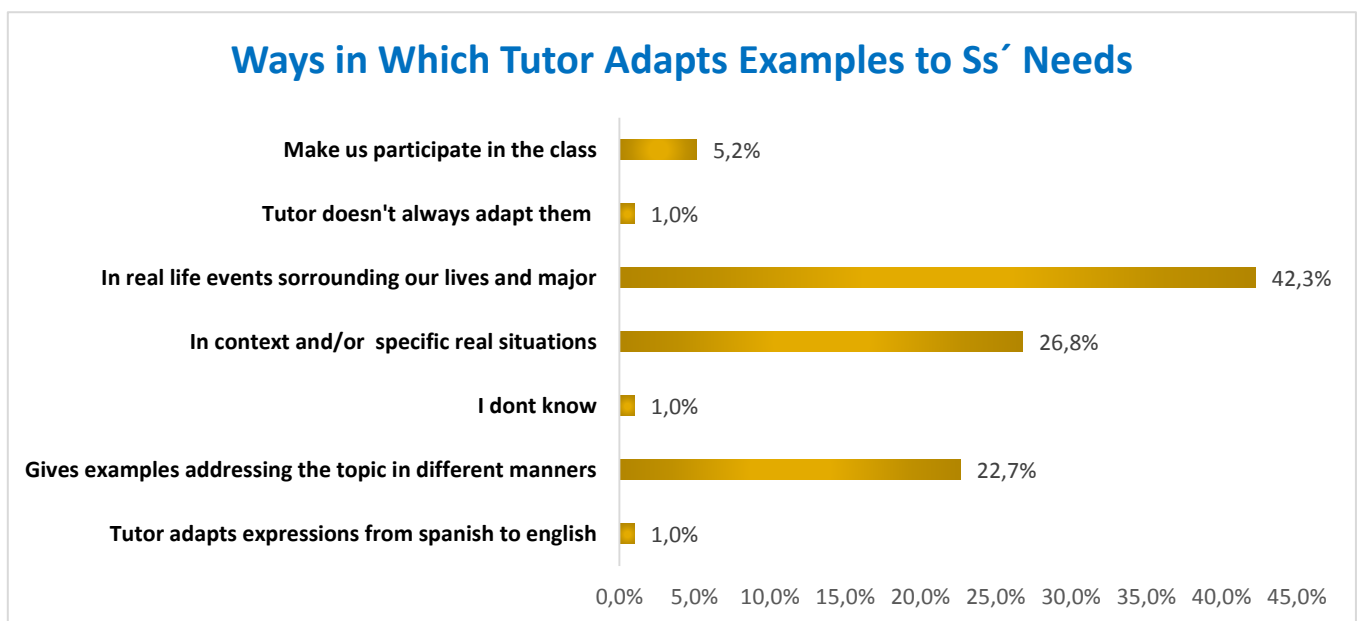
**Chart 22**

**18. If you could evaluate directions and instructions provided by your teacher, which would be the grade for him/her?**



**Chart 23**

**19. In which ways does your English teacher adapt the examples provided by the book to your needs, context and situation?**



**Chart 24**

20. How often do you feel it is difficult for you to understand the directions provided by your teacher?

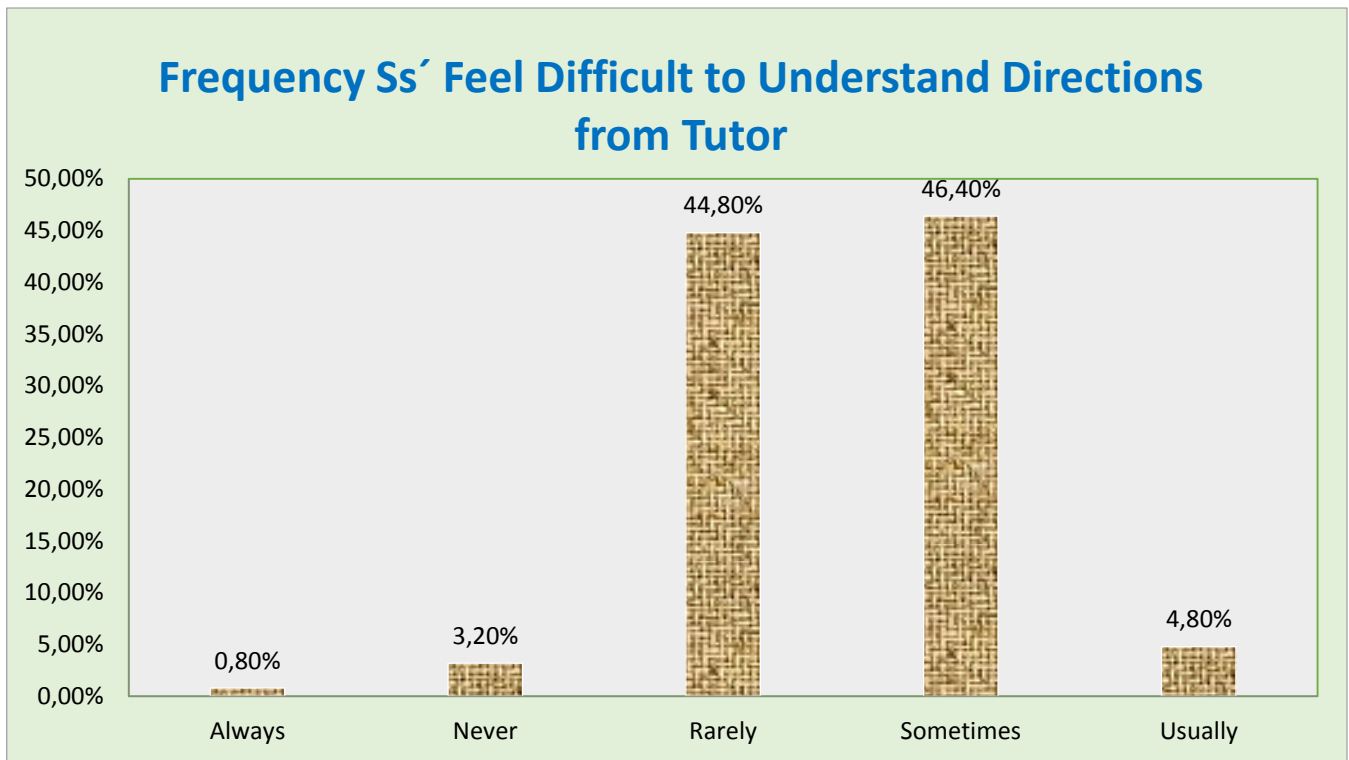


Chart 25

## Students Questionnaire Results

The students' questionnaire consisted on a set of 20 items that were addressed in order to gather background information about the set of students to whom the observation was carried out. The aim was as well to find out the knowledge the students had about the English language in regards to their learning and their perceptions on the language being taught. It was launched for students coursing the Intermediate English II during the first semester of the year 2016.

The items were as follows.

**Student's age:** The 64.75% of students are among the ages 17 to 21 years old, the other 29.51% rounds the ages 22 to 26 years, while the 4.92% of the students are from 27 to 31 years, and just the 0.82% for students whose age is more than 32. It can be noticed that most of the students in the intermediate courses are in their early age of teens almost becoming real adults. This is proof that most of them have been passing massively from the previous English courses to the next levels. Though is important to emphasize that more young people is interested in learning a new language for it to be part of their academic background. (See chart 1.)

**Students' gender:** The distribution by gender from the interviewed students is set up in the following way: based on the results, it was found that 66.4% of the population in the intermediate English II courses from the Bachelor in English Teaching are mostly women, whereas the other 33.6% are men. (See chart 2.)

**Academic Year:** In regards to the academic year that students are coursing in the major, the distribution is set in the following way: 93.4% are from the second year and the other 6.6% are coursing the third year. Due to these results it can be said that most of the students have been following the same process in learning the language since the very starting of the major. On the other hand the small percentage of people from 3<sup>rd</sup> year could have been repeating the course or taking the subject because they were not able to register it before. (See chart 3)

**Did you study high school in a private or public institution?** : From the observed population 19.8% of the students come from private institution and the 80.2% come from public institutions. Making reference to the obtained results it can be said that almost 20% of the surveyed students were able to obtain more knowledge about the English language they were taught in their private institutions, since it is well known that the education in most private institutions seems to be better than that one from public institutions. On the other hand the 80% percent of them come from public institutions whose educational level is apparently not as good as the one from private ones, due to the fact that the Public Educational System in the country is somehow failing and not updating their knowledge banks in the current era. In some way this background from students tends to be reflected in their performance when they are at university level, especially in the English learning branch. (See chart 4.)

**Did you study English apart from the English classes you received in high school before coursing the major at the University of El Salvador?:** From the students' population was obtained that apart from the English classes in high school, 30.1% of them took extra English courses before entering the university and the 69.9% did not have the opportunity to attend any English courses. It can be inferred that the small percentage who attended previous English courses had certain advantages over those who never went to one. For this reason some students might have felt afraid of sharing their opinions or ideas because there were other students in their classes who knew more English than they did. (See chart 5.)

**If yes where did you study?** : According to the graphic on chart 6 from question 3, a few students had the chance to study English before entering the university either because they had a scholarship or because they had the economical possibility to pay for it. As could be noticed the most common places where they studied English were: Pro-lingua Institute, UDB, UCA, Academia Europea, CENIUES and so on. Given the fact that they studied previously, they were more knowledgeable regarding the English language. (See chart 6.)



**How long have you studied English before starting the major?** : As it could be seen in the graphic on chart 7 from question 4, the period of time students have learned English before starting the university is set as follows: 47.9% the ones who studied 1 or less than 2 years, then the other 38 % have learned from 2 to 3 years, and just a 14.1% have learned English more than 3 years. Due to that reason they had some previous English knowledge and when they got to the university, they knew the basics and it was a little bit easier for them to be in an English environment, so they had certain advantage over the other classmates that were not able to attend an extra English course. (See chart 7.)

**Did you learn English by means of television, videogames, internet and other sources?** : Even though, some students went to an English academy to learn the language itself; 76% of the students in the intermediate English II have been learning it by making use of other sources such as video games, television programs, internet, music, reading books, magazines etc. It could be noticed that students who mentioned these learning sources have reinforced their learning in the major since they have been getting in touch with authentic material found on the web. They can learn and have an excellent input, though not necessarily in the academic or formal way. They might develop more the speaking and listening skills, but they might still have some problems with the writing skill and grammar as a sub-skill. Though some students used this means to learn it, some others did not have the sources to do it or did not take advantage of it appropriately. (See chart 8.)

**If yes, how much time did you spend in learning English by using these sources?** : The students who said they have used other means to learn English such as TV, Videogames, internet and other sources spent an average learning time distributed in the following way: The 18.9% spent 1 hour, The 38.9% spent from 1 to 2 hours, the 24.2% from 2 to 3 hours and the final 17.9% spent 3 or more hours. The result was most of the students spent from 1 to 2 hours per week at learning English by making use of the means mentioned before. Most of them devoted so much time at practicing and getting new knowledge while others didn't.

It can be said that the students' improvement will depend as well on the willingness and commitment they show to practice and learn English outside the classroom. (See chart 9)

**Have you taken the English classes with the same teachers?** : From the interviewed students, the majority of them said they have not taken English with the same teacher since they started the major. It means they have been coursing the subject with different methodologies and techniques at learning it. As it can be observed in the following results: 26.4% said they have taken the English subject with the same teacher while 73.6% said they have not taken the subject with the same professor. It can be said that if they switched to be with a different tutor they might have been expecting changes in their learning, though those changes were expected to be positive rather than negative or not change at all. (See chart 10.)

**If yes, what are the changes you have perceived in the way the classes are taught?** : The students who have received classes from the same teacher were asked what changes they have perceived regarding the teaching. And the 48.3% said the changes perceived are related to the methodology since they claimed is different. They mentioned some aspects such as the following: they have learned new vocabulary, new writing techniques, new grammatical structures, more practical and understandable teaching, more in class practice and more discipline.

The second higher percentage 20.7% claimed that the methodology was the same. It could be noticed from students' answers that teachers only use the book. They do not frequently use other sources to teach English. They do not seem to make good use of the tools they have on the internet to share the authentic English in the classrooms. The following percentage 17.2% said the methodology was more dynamic. It means teachers sometimes used different ways to teach the classes. The ways they used were: games, pictures, funny stories to discuss, role plays.

The last percentage 13.8% claimed the methodology was more complicated to understand and follow instructions in classes. It could have been that students were not confident at learning the language and needed to get attached to the

periods of learning in which some Spanish can be used, though at this level no Spanish should be spoken in the English classes. (See chart 11.)

**If not, what are the innovative activities you can notice?** : The students who said they have not taken the class with the same teacher provided different answers such as the ones shown in the following sequence: Dynamics to participate and group work, as well innovative games was the aspect which obtained the higher percentage of 45.2% this group of students considered their teacher have provided them with a set of innovative ideas to learn; the Use of different technologies obtained the 17.9% what encompasses the use of projector, laptop, CD player or online devices, the other aspects such as Vocabulary, pronunciation, speaking and/or structure reinforcement obtained the 9.52%.

Feedback about previous classes and motivation for students to learn were given 1.19% respectively . Homework activities and students who did not know the changes with 3.57%. Just a small 8.8 % said no new activities were observed. It can be noticed that almost the half of the chosen population said the activities have been innovated, during the observation there were some sessions in which students were very motivated and pleased with the class, as well as taking part of it and involving themselves with their classmates. Those classes could have been the result of the innovation tutors took to the classroom. (See chart 12.)

**Mention some activities you don't totally agree with your teacher:** It Was found that a vast majority of students agree with the performance of the teachers in relation to the activities they carry out in the classroom. However some others disagree with them because they don't use too much technology or other teaching resources and also 18.6% of students do not agree when the tutors put them to work in groups, presentations, circles at the beginning or discussions in the class. Though those activities are good for them to develop their fluency and pronunciation when speaking they rather are in their desks receiving what the tutor is saying instead of being the ones sharing the information and their own ideas.

As well other activities which are not pleasant for students are homework assignments or too much material to read, the 4.7% claimed that the explanations from the tutors are not totally clear or are difficult to understand. The 2.3% of students explained that they don't agree with the tutor when he or she does not arrive and they have to be in the classroom working on the material. With this information can be inferred that some students agree with the activities carried out in the classroom but some others have disagreements with their tutor because they feel their needs are not met. Even so, some activities mentioned are for students to take advantage of their learning and put it into practice but they don't like to be the ones leading their learning they prefer to be led and told rather than practice and discover. All the information stated before points out that students need to be exposed to a wide range of different activities as well as innovative classes and new methodology to improve their learning so that they feel motivated. (See chart 13.)

**Does your current teacher let students know the class objectives before each session?** : Upon observing the results from the data collected was found out that a wide majority of students with the 66.38% agreed that their tutor lets them know the objectives at the beginning of the class before the session started. It is great to know that tutors at the FLD set objectives in order for students to be able to know what they will be doing during each session so that they don't lose the pace of the class nor the aims set per each session. Though there is a 21.6% that said tutor does not set objectives before each session and another 12.1% said sometimes the objectives are set. In relation to what tutors said, not all the objectives are set at the beginning of the class but at the beginning of the unit or at the beginning of the course. That could be the reason some students could not perceive the objectives on each session, though they were implicit on it. (See chart 14.)

**Do you consider it is easy for you to share your ideas or opinions in the classroom? Why yes? Why not?:** Students from the chosen population were asked to explain the reason why it was easy for them to share ideas and opinions and they said: The highest percentage was for students who said that the tutor

facilitated the learning process with 46.4% among these aspects they mentioned the teacher allows students to share their own opinions, teacher helps to express themselves, and teacher makes students feel comfortable in the classroom environment.

The following important aspect to share ideas and own opinions was “practice and correct their mistakes at the moment they are using the language” with 34.8%. It was due to the vocabulary they have and therefore students can practice and expand their knowledge regarding the English language. The other aspect was the fact that some students already have some knowledge that allows them to share their ideas this obtained 10.14%. Finally the 8.7% said they were very fluent when speaking. (See chart 15.)

On the other hand, within the aspects they mentioned why it was not easy to share their ideas and own opinions, there are: the lack of confidence they had with 50% of the population who mentioned they are insecure and have trouble with expressions and structuring phrases when speaking in public, followed by the lack of vocabulary with the other 26% in which they mentioned they do not have the appropriate vocabulary when speaking about different topics. 10% of the population said they find it hard to understand ideas from other classmates. (See chart 16.)

**From 1 to 10, to what extent are you able to comprehend the language used by your English teacher in your Intermediate English Class?** : According to the results the students said they were very capable of understanding the English spoken by their teachers in the classes and the majority of them assigned themselves a grade of 9 being the 35.8 % of the chosen population, while the other 34.1% assigned themselves a grade of 8. Only the 14.6% said they were able to understand in full to their teachers; that means according to these results that students were able to comprehend directions and guidelines from teachers, however it is not the case with all the students since there was another minority of them who assigned themselves lower grades because they did not understand very well the English spoken by their teachers, the 1.6% assigned themselves 2

and 3 respectively while the other 3.3% assigned themselves a 6. It can be inferred that a vast majority of students is able to comprehend their teachers while there is still a minority that struggles to catch up in order not to get behind the level of the others, such results can be observed at the end of the course. (See chart 17.)

**What can you relate from our real world and context the English language culture?** : As previously stated most of the students mentioned they were able to comprehend the language the teachers used in the classroom, but when it comes the question. What can you relate from our real world and context the English language culture? Most of them misunderstood or did not find the appropriate words to express their ideas, or simply did not find out the meaning of the question in Spanish, for that reason the answers obtained from this question were very vague and ambiguous, giving some food for thought regarding the vocabulary level from this group of students.

At this point the research team can infer that either the students did not understand the question or they lack certain vocabulary they are supposed to know at the level they are right now. The results were as follows: 12.7% said they did not know the answer for the question, 36.4% said it is important for work, 49.1% said It's important to learn about that culture and language, and finally the 1.8% mentioned these are different cultures. (See chart 18.)

**What do you do to improve those mistakes you probably do not notice in yourself or the ones your teacher does not assess you?** : The most relevant option with 35.9% was “to study by making use of listening to music and reading books” i.e. some sources involving somehow authentic and up-to-date material as a more cultural-oriented strategy to comprehend and make use of the language. Even though this option in the question was not the only one; this and the second option “I do some research about the topic” (31.5%) were the most outstanding compared with the other options “I ask for help” and “I Correct my mistakes” with 16.3% each. This may lead to assume students in Intermediate courses use in general a variety of strategies involving the language practice. However, there was a noticeable percentage answering they ask for teacher’s help, which means they

use a face-to-face communicative way to improve their knowledge. There was also a minority also which stated they self-correct their mistakes; but it may only be possible when they indeed notice their mistakes and not when they do not. (See chart 19.)

**If you were the teacher, which activities would you do and which activities would you stop doing? :** It may be inferred based on the information gathered in this question that students do not completely feel they are learning/being taught with such an effective methodology. That is since students argued they would change the methodology and implement more joyful activities and make use of games in the classroom to make the class time more dynamic and attitude-rising. A third but not less important option showed students may feel more comfortable and likely to learn when the information on the textbooks is widely clarified and contextualized, which lead to deduce a range of students do not have the necessary knowledge of the language they are learning nor they do not have a clear idea of the culture involving the language. (See chart 20.)

Regarding the activities students would stop implementing in the classroom; the most outstanding was to stop using repetitive methodology (57.1%); followed by stopping the use of reading activities (21.4%) and the opinion of do not do things more difficult for others (14.3%). Apart from methodology, another relevant finding in students' answers was they consider teachers should stop reading activities. Researchers assume this happens since students who most of them come from public institutions, do not show and do not have a strong likeliness for reading; therefore they really face difficulties, adding lack of interest and motivation when they take those subjects straightforwardly related to B.A. in Teaching Major. (See chart 21.)

**What do you do when you feel unclear or confused about the directions or the tasks assigned by your teacher? :** From the results can be noticed the most relevant aspect was asking for help (79.5%); followed by search for information in different sources (14.5%) and a minimal population arguing frustrations' feelings with 3.4%. Students then do not show difficulties when asking to their tutor about

those things they feel unclear or confusing. That means regarding the instructions they are likely to ask for clarifications in a considerable scope. In other cases they stated they search different information sources, which implies students may have a self-evaluative attitude when they feel they do not get a clear idea of the language in use. (See chart 22.)

**If you could evaluate directions and instructions provided by your teacher, which would be the grade for him/her? :** When students were asked what grade they will assign their teacher the 47.2 % will evaluate their teacher with a very good grade while the other 34.4% will evaluate theirs with an excellent grade, being the lowest percentage of 0.8% the ones who evaluated their teacher as good. A conclusion may be pointed out is that students do not have relevant complaints with teachers' methodology or they are not fully aware of those pedagogical issues regarding their language improvement. (See chart 23.)

**In which ways does your English teacher adapt the examples provided by the book to your needs, context and situation? :** Students widely argued teachers most of the time contextualized classes to their real-life environment. It may be assumed then students feel a stronger attitude when the teacher's approach involves students' native context such as real life events related to their major and their own life, popular topics discussed in society, the reality about the country, and the situations that affect their daily life rather than students' book context. Teachers' multiple- faced methodology was also figured out in the second options with a percentage of 22.7% of the population. It is not a representative item as it should be but it stands for those teachers who keep themselves improving and creating dynamic and innovative teaching activities, this aspect encompasses to talk about topics of interest, exercises, group making, extra material, homework by taking into account other guidance rather than the provided by the book itself. (See chart 24)



**How often do you feel it is difficult for you to understand the directions provided by your teacher?** Regarding question 20's findings, the most representative options were "sometimes" and "rarely" which implies that even though students do not always have problems understanding teachers' activities or instructions (rarely 44.8% ); sometimes (46.4%) they are likely to experience this kind of situations in which it is not totally clear for them what tutors are intending to share with them. (See chart 25.)

## **B. Oral Interview's analysis from Teachers in charge of the Intermediate Intensive II Courses**

This oral interview was carried out in order to find out some background information about the tutors in charge of the intermediate Intensive II courses; as well to discover what their opinion is regarding the extent in which the perceptual mismatches related to language learning take place in the FLD. There were three important phases to perform the interview; the first one it was basically related to the tutors' general information, the second one was about the tutors' teaching experience and finally the tutors' conception about Perceptual Mismatches.

### **General information:**

#### **1. Have you taught English in a public or private institution apart from the University of El Salvador?**

From the interviewed tutors 75% of them have taught English in private institutions or academies apart from the University of El Salvador. Only the 25% claimed that they have only taught English in the FLD. Among the other places they have taught English before, can be mentioned: Don Bosco University, Technological University, ITCA, Pro-Lingua Institute. As they have gone through teaching English in different institutions they have gotten in contact with a wide range of students whose ages, personalities and way of learning may vary from one to another. It can be said tutors are used to noticing different types of attitudes students may show when learning the English language and likely to helping them with whatever struggle they may face.

#### **2. How many years have you been working as an English teacher?**

From the tutors who were interviewed the 75% claims they have been working as English teachers for more than 12 years, whereas the 25% has only worked for 4 years. In regards to the information obtained from the tutors' interviews can be inferred that most teachers at the FLD have enough knowledge and experience in order to carry out a good teaching- learning experience for the students in their

classrooms. However, it must be taken into account what the students think about the methodology tutors carry out during the lessons. Most likely, the feedback students might provide can be of vital importance to set a better teaching-learning environment and therefore reduce mismatches in the classrooms.

### **3. How many years have you been teaching in this university?**

From the interviewed tutors, 75% of them have taught English at the University of El Salvador for more than 12 years. With this data collected can be implied that most tutors have a lot of expertise and knowledge in teaching English at college level, as matter of fact they are able to guide their students towards a better development of their English learning skills so that they perform accurately at using the language. There is only a small 25% who said it was the very first time teaching English at college level specifically at the FLD. Some tutors mentioned the importance of guiding the students not only in the use of the language but also in motivating them to become excellent human beings and professionals.

### **4. How many times have you taught English in the Intensive Intermediate courses?**

From the data collected can be said that 50% of the tutors in the FLD have taught Intermediate English for more than 13 times whereas 25% have done it for 7 times and the other 25% who have taught it for the very first time. Some tutors have the experience to teach intermediate level students and share with them all the knowledge they have gained throughout the years, as well they are expected to apply the best methodology that suits their students' needs and as a result enhance their pupils' learning.

#### **Academic Information:**

##### **1. In your opinion, is the experience as an English teacher gratifying? Why yes? Why not?**

Incredibly surprising all the tutors mentioned the experience as an English teacher has been indeed gratifying. Among the reasons they claim to be an English teacher

is gratifying are related to personal satisfaction; for instance they have known new people, some students have thanked them for their work because they have learned from them, also the experience has encouraged them to continue improving, as well tutors feel good when they see the good results in their students even though they come out not at the moment but in the long term. Although most of the time the experience is gratifying sometimes feelings of frustration are felt and tutors try to do their best to get over those situations.

## **2. What are some of the struggles that you have faced in the teaching process?**

According to the information gathered from the interviews performed to the tutors it was found there are some struggles teachers deal with during the teaching-learning process with the intermediate level students. Among those can be mentioned the following: one of the struggles for the teachers is to convey the message in the most suitable way so that students are able to understand and follow the directions they provide. Another struggle they mentioned is related to the fact that in the intermediate levels some students experience the silent period in which they feel no improvement in their own learning therefore the struggle relies in getting the students to go beyond what the tutor shares with them in the classroom. In addition, tutors struggle with building good rapport with their students, as a matter of fact not building good rapport might hinder students' attitude to learn. Another struggle they mentioned was related to the schedule students registered the subject, if it was too early in the morning they felt sleepy and if it was the afternoon the weather was too hot. Apart from that, one teacher mentioned one struggle was the age because to be just three years older than most of the students influences them in certain way to have no respect for the teacher. Besides that tutors have to struggle with the student's attitude since they want the teacher to do everything in the classroom and they do not go beyond their role as student and sometimes they just do nothing. So teachers have to deal with those struggles in the classrooms in order to carry out a good teaching at the FLD.

### **3. How did you handle those struggles?**

In regards to how teachers dealt with the struggles mentioned in the previous question, all of them provided some details about handling those situations. For instance they asked their students if the directions were clear, they paraphrased them or gave examples for students to have a broader idea of what was told. As well students were pushed to work harder than they were used to; they were motivated by being provided new opportunities such as extra activities to get additional points. Moreover tutors talked to students at the beginning of the course to make a commitment to be in the class on time even if they came from a long distance. Additionally, a very important detail they mentioned was to put more outstanding students with the ones that needed help so that the latter ones could improve; or even put the students in small groups since they are most likely to express themselves rather than with the whole class. Students were motivated to improve every day. However teachers mentioned that students who do not have the appropriate or enough knowledge of the English structures must not pass the next level. Some of the tutors claimed the students with low level of English have been passing massively to upper levels without having the necessary knowledge of the structures required to be at that stage of their learning in this case in the Intermediate Intensive courses. Due to that reason some students are dragging the heavy burden of lack of knowledge from Basic English level; as a result tutors have to deal with those situations in the Intermediate courses and there is more likeliness that perceptual mismatches might occur.

### **4. From the approaches, you know, which ones do you consider relevant in your teaching?**

According to the information collected most teachers considered themselves as eclectic since they think each and every approach has something good to provide in the teaching-learning process, as a matter of fact they consider to take some good points from different approaches in order to set their own methodology. Generally speaking, some of them claimed to give more relevance to the communicative approach since they considered it is a must for students to develop

their speaking skill which encompasses pronunciation, fluency, intonation and other features necessary in communication. As well there was a small minority who said they applied the direct approach since it was taken for granted the students had a very good level and therefore that was the opportunity to go a little bit farther and challenge them to learn more than they were supposed to. It can be inferred that challenging the students with learning extra knowledge it is a good idea as long as all the students are tutored and guided in the same way so that nobody is left behind in the learning stage. Teachers are expected to take into account all their learners rather than just the ones likely to understand and follow them.

**5. To what extent are you up to date with the new teaching methodologies?**

From the answers tutors provided, the majority of them are very updated with the new emerging methodologies. They claimed that rarely attend personally to one of these types of trainings, however they take online courses to be up to date with the new resources provided. As well, some of the sample tutors are new in the field they are updated with more relevant information and fresher knowledge in regards to teaching. As well they read books, magazines and articles on the internet which has become one of the most important tools for them in order to collect as much knowledge as possible from different reliable sources to carry out useful activities and set up the most suitable methodology for their students.

**6. How often do you attend to teaching trainings in new emerging methodologies?**

From the gathered information tutors provided was obtained that they rarely attend personally to trainings in emerging methodologies. Only one tutor mentioned the last time a training was attended was around 2 or 3 years ago. However all the teachers take online courses from other universities where English is spoken and taught as a second language. Moreover they subscribe to online workshops provided by different sources in order to improve their methodology when teaching the language. All of the interviewed tutors agreed that the internet is one of the most important sources to get reliable and updated information regarding the teaching of the English as a foreign language and therefore they adapt the

knowledge they get in order to transmit it to their students. So they are constantly searching and getting useful tools and new activities to improve and give a switch to the way in which English is taught in the classrooms of the FLD.

**7. In the recent years what has been your perception about the level of learning in Ss´ of the intermediate English Courses?**

Generally speaking teachers manifested that there are some problems in the students´ learning such as: Lack of interest in practicing the language in and outside the classroom, they have passed massively from previous levels without having the appropriate knowledge in order to be at the level they are supposed to be. Teachers claimed that nowadays the level of English in the FLD is a little bit deficient and claimed that students are passing just because their grade reached the 6 which is the lowest grade to go to the next level. There might be exceptions in which the students have learnt and reached a very good level, though there is not a possibility to make a generalization to the extent in which they have learnt.

**8. Which do you think are the struggles students face to reach a better understanding of the classes?**

Among the struggles interviewed teachers mentioned were the lack of attitude towards learning, it means, students did not present a positive attitude in the class activities; also they mentioned students sometimes have problems with the methodology compatibility i.e. students are not used to some old methodologies and get easily bored/distracted since most of them are young learners and therefore technologically influenced by the media and they do not consider old book-based methodologies interesting anymore.

**9. What strategies can be applied so that students fill those gaps in their learning?**

Some strategies teachers mentioned in order to overcome certain struggles were: encourage students to practice as much as possible during the class time since for some of them this was the only space they had to practice their second language.

Dynamic correction strategies to be implemented according to the circumstance and students' needs and learning style focused on different types of error correction as peer correction or self-correction. Teachers also suggested the creation of conversation clubs and more innovative activities for practicing mainly their speaking abilities. Teachers are concerned about the low level and lack of knowledge that some students might have and therefore they are concerned the students will perform badly in the working field.

**10. What attitudes or behaviors have you observed in order to find out why some students are more outstanding than others?**

Teachers argued some students usually have a better proficiency in some areas of the language than others. Reasons for this may vary as they may have taken an extra course before taking the major, some students may be languages-oriented and self-motivate themselves to practice. This causes lack of motivation on those students who do not have the necessary skills to perform accurately at FDL and they start feeling frustrated, do not participate in classes and some drop out. In teachers' opinion, students at the FLD should look for better ways to communicate and interact with teachers to solve and hit the specific struggles they may be facing because as they said, students do not have the willingness to ask for help or to look for the strategies that fix their needs regarding their language learning.

**11. What are the reasons you consider to set objectives at the beginning of the class? Every week? Once a month?**

Teachers considered the statement of the objectives as a crucial part in their classes since they showed the scope and the purpose of every class and unit. Interviewed teachers set objectives at the beginning of each class, taking into account mainly the units' aims established on the textbooks.



## **12. How do you consider your rapport between you as teacher and your students?**

Teachers consider they do create a positive rapport between them and their students. They also said, based on their previous experience, not all the students behave in the same way, neither do the class groups. There are always some students who do not get along with the teacher nor with their classmates, but they are not a big amount and some of them are even very proficient students, which gives insights of their independence regarding learning.

### **Perceptual Mismatches information:**

#### **1. From what you know, what can you tell us about the teaching methods?**

Interviewed teacher 1 explained (s)he did not focus on an specific method in his classes. On the contrary (s)he tried to mix techniques and activities from different methods. Teacher 2 explained s/he did not focus on a specific method either. However, (s)he considered the communicative approach as one of the most appropriate ones.

#### **2. What do you know about the post-method condition?**

None of the interviewed teachers gave a concise and clear definition about what the post method was. One of them considered himself an eclectic person since he has unconsciously mixed different techniques and strategies from several teaching methods. Another teacher sincerely confessed he did not have any clear idea about the post method condition, and therefore he was not completely aware of that. He also stated, once informed about the clear definition and concept of it, that he indeed has been using the post method condition in an implicit way, given the fact he has followed a specific method in his classes.

#### **3. Have you implemented the post method before?**

All the interviewed teachers agreed in the fact they had used the post method condition in their classes even though they were not fully aware of this. Moreover,

one of the teachers considers the implementation of a different method -in this case a condition- comes by logic once teachers face difficulties that most of the time do not have a solution or a guide to follow on the textbook. Then, they necessarily look for different alternatives to fulfill those gaps some methods cannot specifically overcome.

#### **4. What are the dis/advantages of the post method?**

Interviewed tutors mentioned among the advantages the post method brings about, are the opportunity to take the best things from different methods and a broader chance to learn as many varieties of techniques to be applied. Another advantage they brought up is that with large groups there is possibility to cover; while carrying out a mixture of techniques, a varied array of different learning styles students may present in the classroom.

Oppositely, among the disadvantages they mentioned is the situation when students who have a certain learning style simply does not match with the activities teacher had previously prepared thinking on students' possible needs. Then, these students get bored or demotivated because they may consider they are not learning effectively.

Another disadvantage is the fact teaching English, unlike math and physics, can never lead to an exact/specific result and from that perspective is logic there will always be mismatches. The teachers' duty is however to reduce them to their minimal expression.

#### **5. What can you tell us about the perceptual mismatch related to language learning?**

75% of the teachers have an idea what perceptual mismatch is. But, they do not know exactly what it is. With the interview, it could be found that teachers said there are of course perceptual mismatches in the learning process. Teachers agreed that a reason of the perceptual mismatch is students' attitude. Teachers give them instructions, written guidelines, etc. but they come up with other things.

They are not focused on what they supposed to work. They do not care about the learning process. Most of the teachers agreed that there are a lot of perceptual mismatches in the classes.

**6. From the following perceptual mismatch sources (cognitive, communicative, linguistic, pedagogical, strategic, cultural, evaluative, procedural, instructional, attitudinal) which ones have you noticed in your classes?**

25% from the interviewed teachers said that cognitive mismatch is present in classes. Students are not aware about the environment around them. They do not read to get vocabulary, information from different topics, knowledge in general. One of the teachers said that the pedagogical mismatch is present in her classes. She gave a personal example. She said that she presented a video, which she thought it was interesting for the classes, but it was not. At the beginning, some students really liked it. She thought that the problem could be students did not like or they did not understand it because of the vocabulary it had. Maybe, the vocabulary was too challenging or the accent from the video was hard to understand. Regarding to this, it could be inferred that students were not able to understand the video because they are not in the level they are supposed to be. Two teachers agreed another perceptual mismatch is the attitudinal. Students do not care about the learning process. They do not pay attention to the classes. They talk with other classmates. They are not focused on what they are doing. There might be a problem with the students' attitude. There are many reasons why students' attitude is not the best. It can be inferred that students are not motivated in the major they are. They do not realize they are in the university; they should be conscious on the place they are. They maybe think they are still in high school. They are not in the right field because they did not receive the educational vocational education to be in the right major. One of the teachers said the attitudinal mismatch comes from the teachers as well. They are concerned about the students' needs regarding the learning process. Two teachers said that another perceptual mismatch is instructional. Teachers provide instructions; the

students come up with different things. It could be due to the lack of attention in classes or they do not really understand the language. One teacher said that all of the mismatches are present in his classes.

### **7. What do you do to handle with those mismatching sources?**

According to the interview, teachers handle those mismatches by asking students questions if they have any doubts or assigning them homework, written guidelines so that students can have a clear idea of what they will do in classes. Some students are reluctant to follow those directions and they come up with different things. Teachers are concerned regarding this situation since students are not aware about the level they should be. It could be inferred with this answer, students' attitude is not the best regarding the classes. It can be said that they do not maybe have the motivation to be there or they do not really care the level they have and the level they are supposed to reach. Teachers try to make them conscious about the situation happening in the classroom, but some students take it personally and continue having the same attitude in relation to their own learning process.

### **8. What do you keep in mind when creating the rubrics for your evaluations?**

In regards to the interview, 25% from the interviewed teachers agreed that the rubrics have to be reliable according to the topics taught in classes. Another 25% mentioned that the aspects to cover when making a rubric are; students have to demonstrate what they are able to do. For examples, tone of voice, make gestures, the way they transmit the ideas and so on. 25% of the teachers mentioned they were given the rubric accordingly with other teachers' groups. In spite of that, they try to adapt their tasks according to the more relevant topics. And the last 25% said that they take into account the students' level and the content studied in classes. It can be said that rubrics are made with the communication purpose. The main objective to create a rubric is to make students use the target language naturally rather than a memorization drill.

### **9. How do you handle tricky questions or situations you don't know?**

Regarding this question, all of the teachers certainly agreed to be honest with the students when do not know an answer, but they let students know they will look for the information asked and tell him / her later. According to the answer, teacher mentioned there are some students that try to test teachers. Teachers are able to detect if students are testing them, but they are always honest.

### **10. How often your students do not understand the directions you provide?**

As it could be noticed from this question, 50% of the teachers agreed that their students understand the instructions in classes. They do not have so much trouble with students to catch the content of the classes. 50% of the teachers mentioned students have trouble to get the instructions. They frequently ask teacher for the explanation and they have a hard understanding to catch the target language. Some students ask teachers to give them the explanation in Spanish rather than figure out the instructions. In the observed classes, students understood the instructions and explanations from teachers most of the time. They did the activities teacher asked them to do. Nevertheless, teachers have a different perception regarding the instructions. By this point, it can be inferred that students are not in the right level they are supposed to be due to they do not understand the target language.

### **11. What tools does the FLD provide you to lower down the mismatching sources mentioned before?**

100% of the teachers mentioned that the FLD does not provide anything to lower down the mismatches even though they have been requiring to do something at the department. In spite of this situation, they do not provide or propose ideas to improve the department. The department has not provided them workshops, seminars to instruct teachers to get better in their teaching methodologies. With this information, it can be inferred there is a huge mismatch in the whole university. There is no help to support teachers in their activities, their concerns, their ideas, etc. according to the answer; the only thing the university has provided teachers is

technology sources such as laptop, projector, CD player, speakers to use in the classes, but they have not get any training. Unfortunately, there is no support from the university to lower down the mismatches in the whole university. It seemed that the heads do not pay attention students and teachers' needs. Also, some teachers are preoccupied that they are focused to teach their classes, cover the contents from the books. But, they do not pay attention to their own methodologies in their teaching process. It can be said they do not see the weaknesses they have. They do not update their teaching methodology to improve themselves in their field.

**12. What would you propose the head of the department in order to help students to fill the gaps that the perceptual mismatch leaves in their learning process?**

Indeed, teachers have many ideas to propose to the head of the department. Teachers suggest creating conversation clubs to improve the communication skills. Look for more methodologies such as seminars, meetings to update their teaching methodology. There are many things that can be improved in the FLD, but nobody has the intention to invest. Teachers have the motivation to innovate the methodology in their FLD and help students fill gaps the perceptual mismatches leave in the learning process.

**13. Personally, what do you do to lower down the perceptual mismatches in your classes?**

It can be inferred that teachers personally propose ideas to lower down the perceptual mismatches. They are worried about the situation in the FLD. They try to make students conscious regarding the situation. They try to speak to them. They are willing to help them and they are patient in the tasks, activities and so on. Teachers have the willingness to help students fill the gaps. Nevertheless, students do not do anything to improve themselves. The students' attitude is not the best related to the learning process even though teachers are doing their best to help them improve and fill those gaps they might need assistance on.

### C. Students Checklist analysis regarding the Semantic Differential Criteria for observing and classifying Perceptual Mismatches

This checklist was conducted with the purpose of identifying and classifying according to relevance the different perceptual mismatches students from Intensive Intermediate II courses showed upon performing the observation during the first semester of the year 2016.

#### Cognitive:

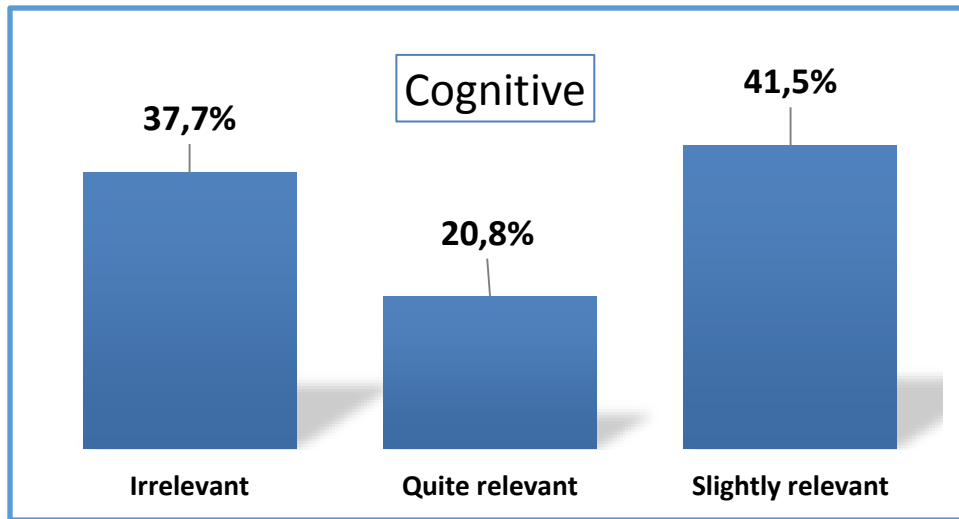


Chart 1

#### Communicative:

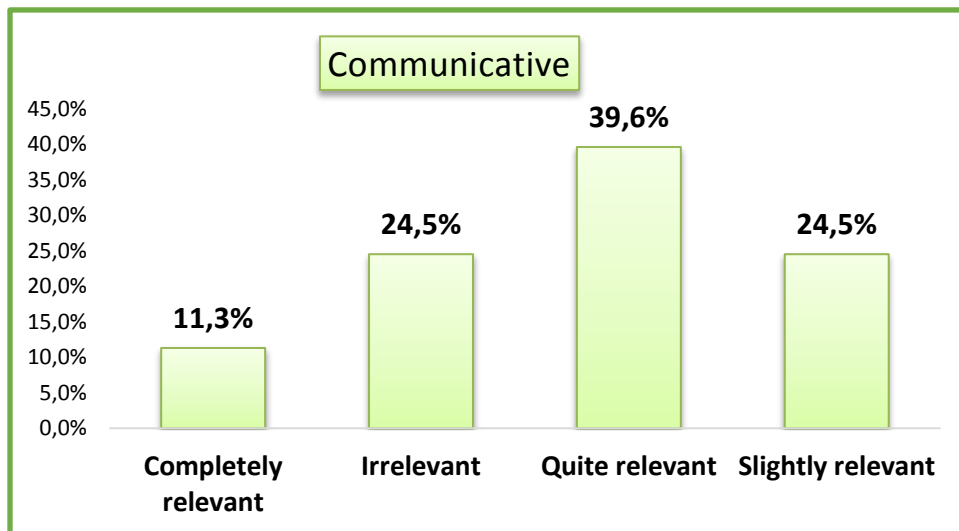
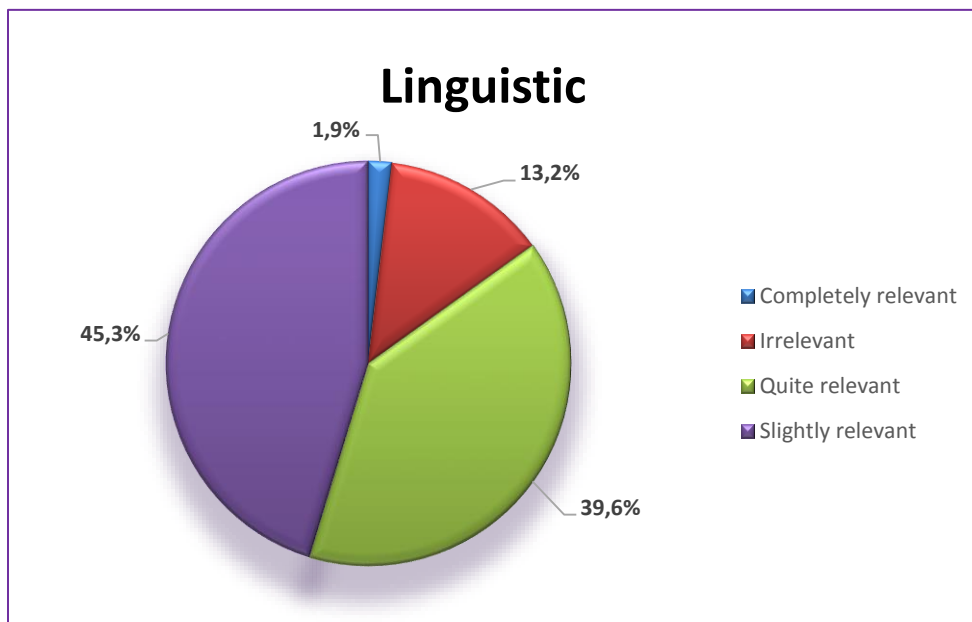


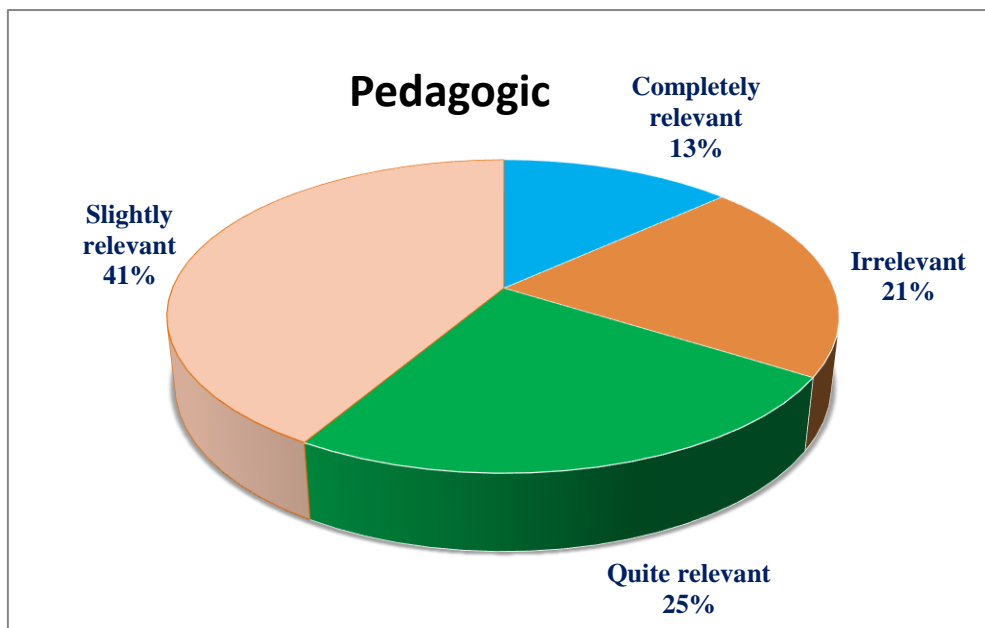
Chart 2

**Linguistic:**



**Chart 3**

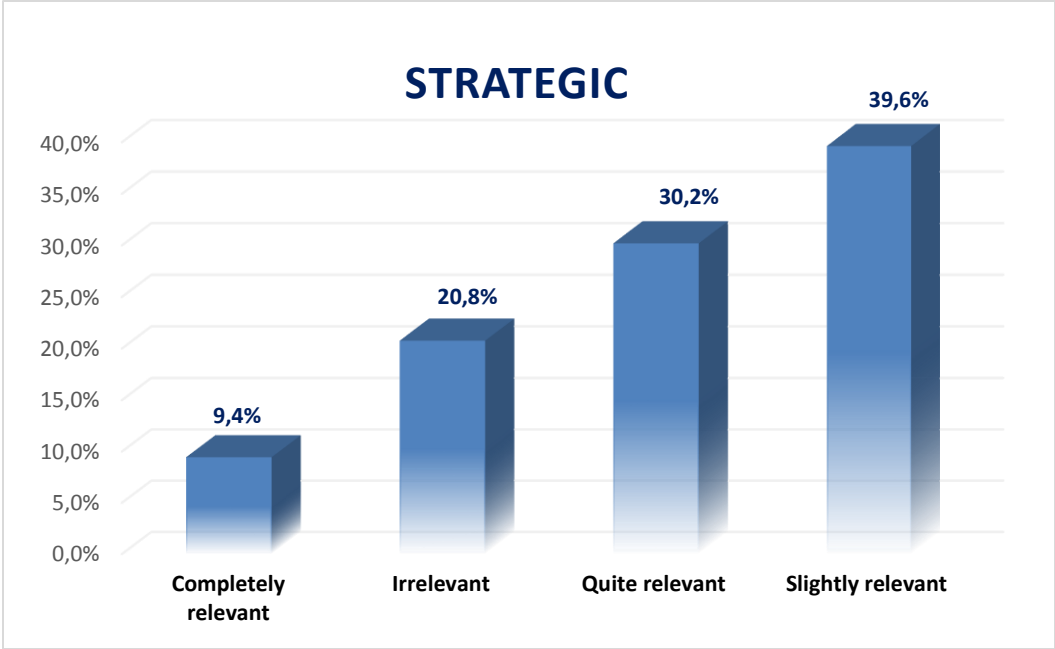
**Pedagogic:**



**Chart 4**

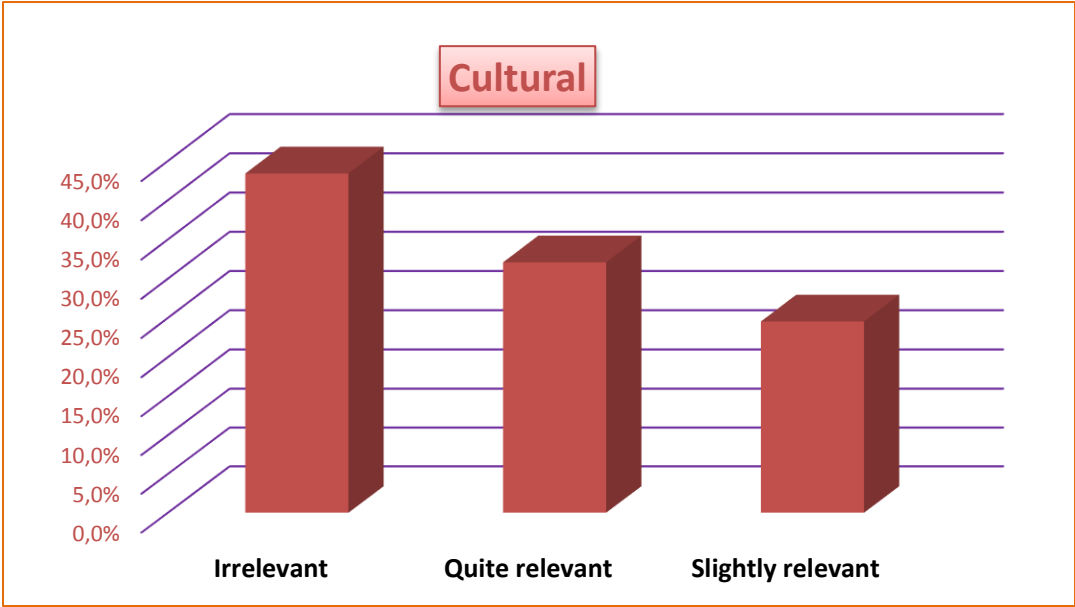


**Strategic:**



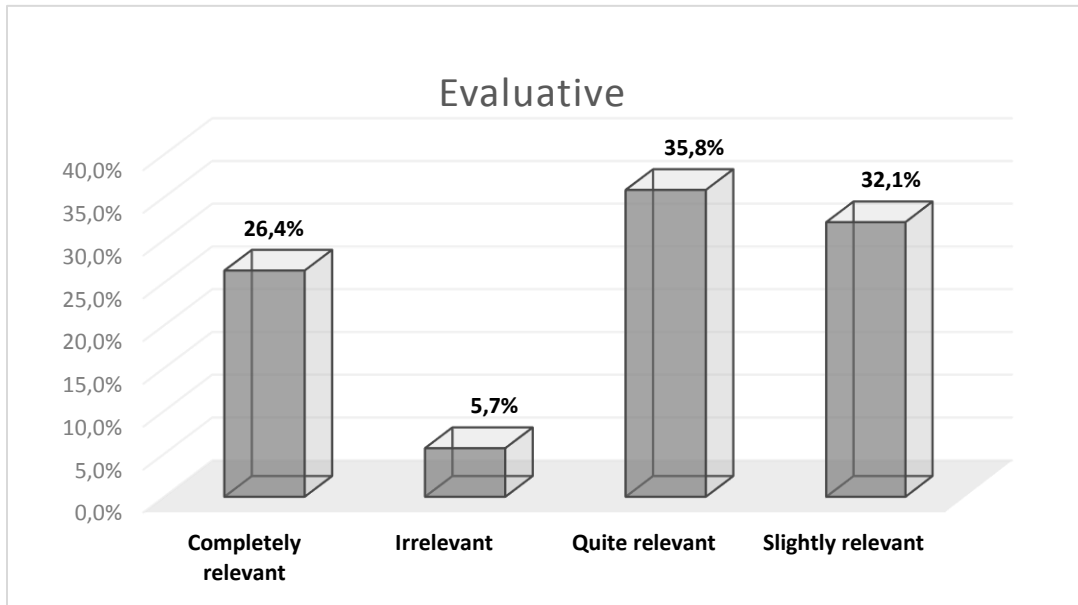
**Chart 5**

**Cultural:**



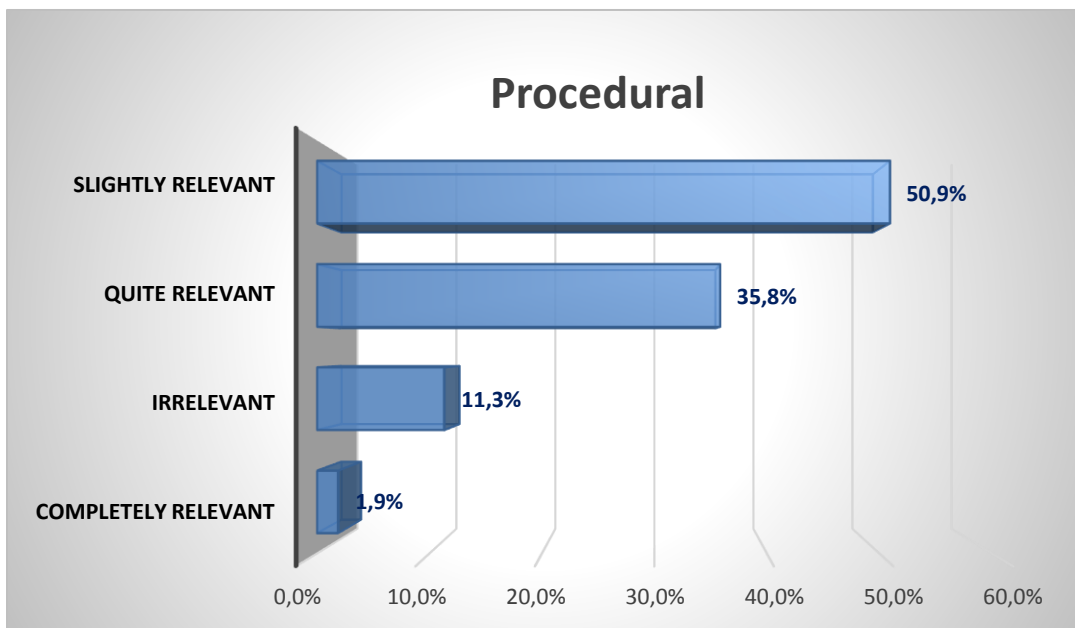
**Chart 6**

**Evaluative:**



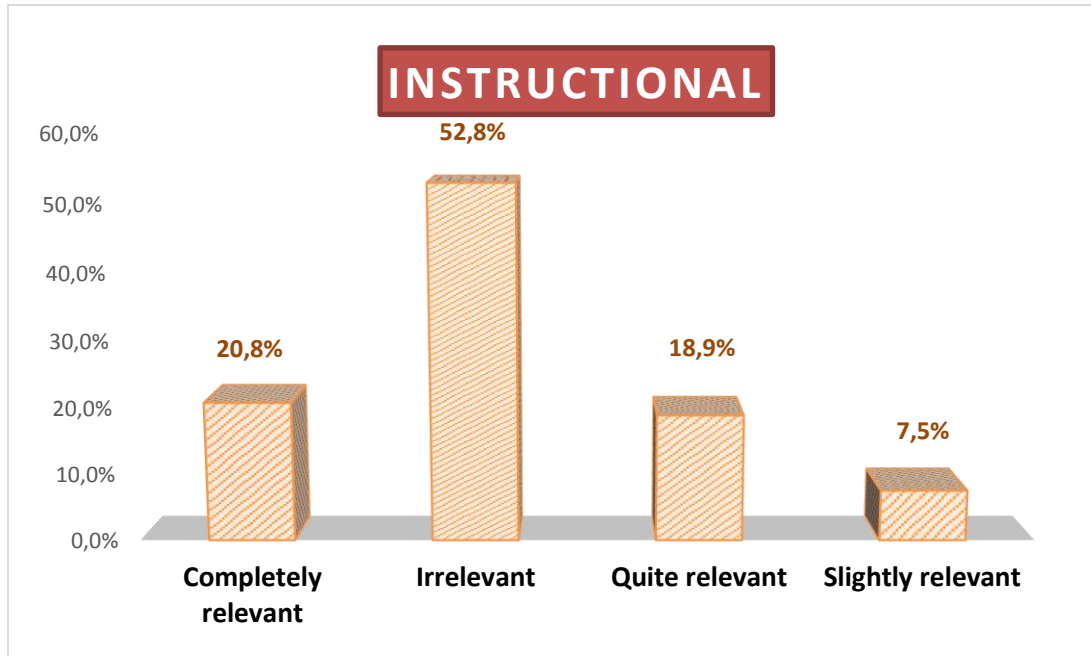
**Chart 7**

**Procedural:**



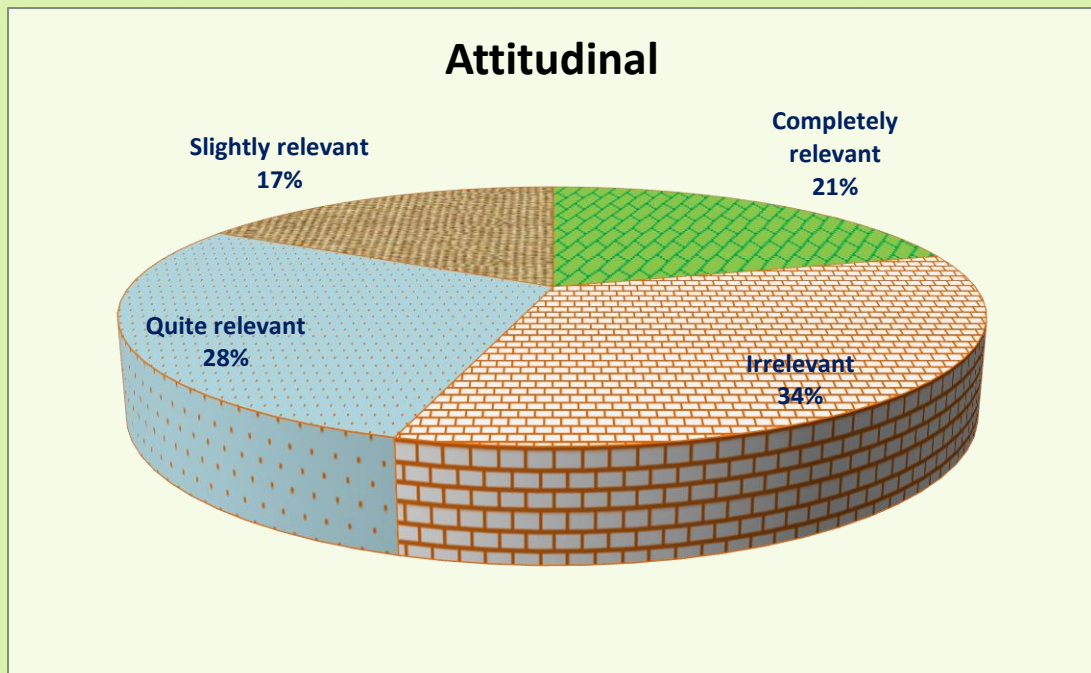
**Chart 8**

**Instructional:**



**Chart 9**

**Attitudinal:**



**Chart 10**

## **Analysis about the checklist regarding the relevance of Perceptual Mismatches**

This checklist consisted on a set of ten sources of potential mismatches likely to occur between teacher intention and learner interpretation. It was set to classify the relevance in which each one of those sources took place in the classrooms of the intermediate Intensive English II courses.

They are set as follows:

**Cognitive mismatch: Student shows general knowledge of the world, has correct mental processes, and understands physical and natural phenomena.**

Cognitive mismatch source was slightly relevant as shown in chart 1 with 41.5% out of the observed population as compared with the other categories, irrelevant and quite relevant, which got percentages of 37.7% and 20.8% respectively. It can be inferred then that the observed population did not have a strong relevant cognitive mismatch source since subjects did not have serious struggles when working with certain fixed language items, such as contextualized phrases or collocations. Even though there was not a strong relevant source representation in the research, almost a half of the population showed they had a slightly relevant cognitive mismatch, this finding can be linked to the fact they did not present a positive attitude towards reading and listening to information in the authentic input from the target language, and therefore they did not use the language appropriately, they used it with their mother language grammatical structures. (See chart 1)

**Communicative mismatch: Student is able to show messages exchanging skills and communicative strategies.**

Out of the 39.6% of the population who was researched with the checklist instrument presented a quite relevant communicative mismatching source; adding 24.5% with a slightly relevant source result and the irrelevant item showing 24.5%

as well. That can lead to deduce there is a minimal relevancy regarding this source; given the fact that during the observed sessions, most of the students were likely to understand teachers and classmates' ideas, but some seemed uneasy and had lack of confidence when giving answers and opinions to the class. Generally were those students, including some observed subjects, who always had a sit at the back of the room and never showed empathy when participating voluntarily. (See chart 2)

**Linguistic mismatch: Student possesses syntactic, semantic, and pragmatic knowledge of the target language.**

This source was one of the most remarkable on the obtained data, it was processed and analyzed, giving a slightly relevant 45.3% result, 39.6% quite relevant, counter to a minimal 13.2% irrelevant mismatch source. Researchers suppose these findings can be associated with the ones found in the questionnaire that indicated students in majority come from public institutions. It can be understood then, when students come to study a major at the FDL, do not have the standard required English proficiency teachers expect according to the framework. Even the quality of education at UES has decreased in the last years, since the national educative system presents some evident deficiencies regarding academic updating, classrooms availability, and innovative methodologies. Therefore, researchers are led to assume students who usually come from public institutions do not have the same language knowledge or the necessary skills to perform and learn accurately. Moreover, they even do not have a strong and expected knowledge regarding their mother tongue grammar i.e. Spanish. (See chart 3)

**Pedagogic mismatch: The learner perceptions of stated or unstated short- or long-term instructional objective(s) of language learning tasks are understood.**

From the observed population, the 41% relied on the slightly relevant category. It means students had few troubles at understanding the objectives set at the beginning of the class. The teachers set the objectives at the beginning of the unit,

course, topic and class. Most of the time, the objectives were set so that students could know the main purpose for each class. 25% of the population got the quite relevant category. This category indicates students had some troubles to get the main notion of the class for the topic. 21% is for the irrelevant category. Students did not have any problem to understand the objective or learning task in the classes. 13% is in the completely relevant category. It can be inferred that students did not get the purpose of the classes at all. (See chart 4.)

**Strategic mismatch: Student operates and follows steps, plans, and routines to obtain storage and use information acquired.**

The 39.6% of students were in the slightly relevant category. It can be said that students did not use techniques, plans, habits, steps to improve their language. They did not apply a strategic way to learn and remember information. It can be inferred students did not make good use of their learning strengths. 30.2% is for the quite relevant category. Students used a few strategies to study for tests, review the classes, and remember something learnt in the classes. 20.8% got in the irrelevant category. It can be said that students made use of different plans, steps, or strategies to review classes and obtain the storage so that they could use the information acquired. 9.4% is for the completely relevant. Students did not employ any type of step or habit to study at all. (See chart 5.)

**Cultural mismatch: Student has prior knowledge of the target cultural norms required for understanding classroom activities.**

In regards to the cultural mismatch, the distribution is in the following way: 43.4% is for the irrelevant category. It means students had cultural norms regarding to the target language. Students got the language in different ways. For example, movies, music, TV shows among others. They were able to solve a problem-oriented task. Even though, students are not in the country where the target language is spoken, they had the opportunity to know the language itself and get familiar with the culture of it. 32.1% refers the quite relevant category. With this information can be inferred that some students did not know so much the culture of the target

language. Although, there are many ways to get familiar with authentic input students did not use them. 24.5% relied on the slightly relevant category. It means students acquired the target language by using different sources mentioned above. Even though there are ways to know the norms of the target language culture, students did not have so much knowledge related to it. (See chart 6.)

**Evaluative mismatch: Student uses Self-evaluation measures to monitor his/her performance.**

According to the results that were obtained after observing the chosen intermediate groups, it could be found out that this perceptual mismatch was quite relevant in the 35.8% of the students, while in the 26% of the same sample was completely relevant, as well was slightly relevant in 32.1% of them and completely relevant just for the 5.7% of the intermediate students. Taking into account these results it can be inferred that this perceptual mismatch tends to occur in the development of the students' learning above the third part of the population. What means that students barely use self-evaluation measures like asking for feedback or sharing ideas to see if their performance is appropriate or in accordance with the level they should be at this point of their learning process, as well some tutors are somehow not devoting time in motivating them to be aware of their own progress by using the English Language. (See chart 7.)

**Procedural mismatch: Student uses locally specified, currently identified, bottom-up or top bottom tactics that seek a resolution to certain language problem.**

As can be observed in the results from the graphic in chart 8, this perceptual mismatch is slightly relevant in the 50.9% of the observed students. It is quite relevant in the 35.8% of them. As well is irrelevant in a small percentage with 11.3% and completely relevant in the other 1.9% of the Intermediate English students. Based on this data can be stated that this perceptual mismatch takes place in the classroom events and half of the students tend to have small gaps in their learning due to the fact that they are not completely clear what path to follow

to complete a specific task assigned by the tutor, they need to be aware when to use a bottom up or top-down tactic to fulfil those activities to be carried out in the classroom going either from the specific to general or vice versa. As well tutors need to provide clear guidance for the students to be able to carry out those tasks in the appropriate way; as a matter of fact they need to help students in finding out their appropriate learning style so that they apply the appropriate techniques to achieve learning goals more easily. (See chart 8.)

**Instructional mismatch: Student comprehends guidance given by the teacher or indicated by the textbook writer to carry out the task successfully.**

From the observed students in regards to the instructional mismatch could be observed that it was irrelevant in 52.8% of them since they showed that they were able to follow instructions from the tutor as well as the instructions provided by the textbook at the moment of completing any activities. Though there were 20.8% of these students to whom this mismatch is completely relevant. Another 18.9% obtained the quite relevant category and just in the small percentage of 7.5% this mismatch was slightly relevant. Based on this information can be inferred that there is still an average percentage of students in which this mismatch hinders their performance since in certain degree they are still not completing the tasks by applying the correct procedure due to the fact that they are not completely able to understand the tutor's instructions or guidance to complete certain activities, it is important to mention that tutors need to make sure the students are able to comprehend the instructions and carry out the tasks appropriately by monitoring and providing the correct feedback per each one of them rather than just assuming the students are completing the tasks as stated when giving the instructions at the beginning. (See chart 9.)



**Attitudinal: Participant's show a range of attitudes toward the nature of L2 learning and teaching, the nature of classroom culture, and teacher-learner role relationships.**

Based on the Likert scale out of four categories, this mismatch ranges between quite relevant in the 23.8% of the observed sample, whereas it is completely relevant in 20.8% of them and it is just slightly relevant in the other 17%. Although it is irrelevant only in the 34% of the observed students.

With this data can be implied that the attitude the students show at the moment of learning new things by using English as a foreign Language impacts their knowledge either in a positive or negative way. Students mentioned there are some activities that they might change such as stop doing reading or listening activities because they feel those activities are boring or too challenging.

Even if those means of input are important for their own sake to gain vocabulary and good listening skills, they rather stop doing them. Their attitude towards the learning of the language may vary from student to student since they have different points of view, ages and personalities. Some of them are willing to participate and share ideas with the class or even take active part in their learning.

On the other hand there are others who might feel it is a waste of time and they just get interested in completing the exams and get final grades to go to the next course, most likely they already know the language at that level or just because they do not care much about their own progress or they just do not like the methodology the tutor uses. Thus it is important for the tutors to motivate their students so that they can show a change in their attitudes towards their own learning. (See chart 10)

With the observation that was carried out in the 6 Intermediate English Intensive courses; it could be found the probable reasons students are getting bad results in their performance in the target language. Researchers carried out the observation for around 1 month and a half, 2 days per week for 2 hours. They went to the classrooms and observed teachers' and students' perceptions at the different

events in the classroom. With this observation, it could be found some perceptual mismatches affecting the students' process at learning the target language in the FLD.

The most relevant perceptual mismatch shown in the observation is the attitudinal. It can be inferred students' attitude is not the best in the English language classroom. Students' attitude has an important role in learning the English language. The attitude towards the learning of the language may vary from student to student since they have different points of view and personalities. Upon observation some students were willing to participate even though they were real basic learners.

They showed interested in classes, asked for questions, did homework, participated in the speaking activities although they had troubles, at least they tried to do their best. Meanwhile other students did not want to participate since they had knowledge or did not consider the task as a learning opportunity. It is important to be conscious about this situation since students are passing to the next level without knowing the appropriate structures of the language or just having a little knowledge about it.

Another relevant perceptual mismatch affecting the students' progress might be the instructional one. With this information researchers can say there was a percentage of students who were not able to understand the tutor's instructions or guidance to carry out certain activities, tasks or exams. It is important to mention tutors need to pay attention to the way they give instructions so that students are able to comprehend them and complete the tasks in the right way.

Also, it can be inferred some reasons students do not understand the instructions. The first could be that some of them do not have enough knowledge to understand English; they are not in the right level they are supposed to be or they do not pay attention when tutors are giving the guidance. It is essential tutors care about monitoring and providing the correct feedback per each one of them.

It cannot be said that only these mismatch sources were present, though they were the most representative in regards to relevance of the others. It was also discovered that there was some linguistic mismatch which could be influencing the students' performance and therefore they were not able to communicate their ideas. Researchers can say that all of the 10 perceptual mismatching sources were present in the classes. Most likely all of them had an impact in the students' proficiency at learning the target language what at the end affected their final grades' result.

#### **D. Students' performance analysis regarding the grades obtained in the midterm and final score.**

Another important result that was taken into account was the students' performance in the English Intermediate courses denoted by the scores they got at the middle and at the end of the semester. As a matter of fact analyzing the students' performance was to find out to what extent they were influenced by perceptual mismatches either by lowering, keeping the same or even improving their grades at the end of the semester.

Taking into account that the framework at the foreign language department is tailored to the students' level, in this case the Intermediate Intensive English II; it can be said that their performance is lower than it should be, based on CEF (Common European Framework) scales, for instance it was made a comparison between the midterm and final grades about the students who were observed and the results were the following:

According to *chart 1 Midterm and Final Grades*, the grades obtained by the students were a little bit higher in the midterm than in the final score. So, by the end of the course most of them did not have a noticeable improvement in their performance in regards to this mark or grade as it is known, they rather kept it the same or simply their grade was lower than expected. In the midterm, it seems that intermediate students did an acceptable job by getting an average grade of 7.4.

However that average grade in the final score lowered down to 7.2. The median grade in the midterm was 7.4 while the median in the final score was 7.5. The mode in the midterm grade was 9, on the other hand the mode on the final score was 7.8. Based on this results can be inferred that for any reason students, instead of improving their grade they rather lowered it down (See chart 1 Midterm and Final Grades).

Based on the observation that was performed to the different English intermediate intensive groups, there were some behaviors and attitudes from both parties, students and tutors that were taken into account to carry out this study; altogether

with the theory about perceptual mismatches related to language learning. The research team could observe and notice that some of the mismatches were perceived in the different intermediate classes. Some of the most relevant observed perceptual mismatches that could have affected the students' performance were the following:

It can be said that the students' attitude towards the learning has changed in the last few years, just like some teachers mentioned in the interviews, they said that in the past, students used to practice more and used to be more committed with their learning. During the observation the researchers found out that indeed students attitude is not the most suitable concerning the effort they put in their own learning. Students have different personalities and learning styles and those features vary from one to another. It could be observed that in the classes the students who participated the most were the same who shared their ideas, volunteered, took part of the activities provided by the tutor etc.

Although tutors tried to get involved the other pupils, most of them were reluctant to be part of the activities in the classroom maybe because they were shy students, they felt afraid of sharing their opinions, because their classmates may disagree with them, even because they thought they had troubles structuring ideas (See chart 16 from students' questionnaire results), on the other hand there were those reluctant students most likely because they knew a little bit more than their classmates, this type of students even failed sometimes in handing in homework or participating in the class they even missed regular classes some of them seemed not to have a good rapport with the tutor. After the observation, the researchers inferred the attitude students showed towards their own learning had a great impact on their English language proficiency and their performance might be affected by it.

Another perceptual mismatch that could have affected students' performance was the instructional. It could be observed that when tutors gave instructions a good number of students were able to comprehend what the tutors explained; however there was other group of students who got the instructions or explanations but not

entirely and started asking their classmates rather than their teacher, even in Spanish. Students not understanding instructions happened due to some reasons such as few examples provided or no examples at all, tutor not lowering their pace when explaining the tasks, or because the students were distracted, speaking with a classmate or not paying attention at all, or simply they didn't have the knowledge required at this level what at the end hindered their learning and therefore their performance.

But it is not all only about the students as it was observed, somehow the tutors' methodology had an impact in students' performance either in a positive or negative way due to the fact that some teachers tried to implement a wide variety of activities such as games, role plays, group works, reading out loud, repeating drills etc. in order to arise their students learning and therefore their performance in regards to their grades. However there were other tutors that based their teaching mostly by following the book. As a result the research team inferred that the students were influenced positively by those tutors who used a variety of techniques and activities that helped them to develop their learning in a more suitable way; activities such as the ones mentioned before that motivated students to arrive the classes and enjoy the time in the classroom and at the same time learning new English items.

on the other hand it can be said that the students who kept their grades in the same way or even they lowered them down was because the tutor did not change the methodology or continued following the book's program. It might have been that due to that reason the students did not feel motivated or not willing to go to the classroom because of the monotonous classes presented, since most of the time the context presented in the books does not get similar to the students background context.

By observing the intermediate classes during 1 month and a half, it was found that almost all the perceptual mismatches are present in the intensive intermediate courses, most likely not all of them are affecting or influencing the students' performance in a great extent. However, the research team set up the most

relevant in the classroom environment such as the attitudinal, instructional and pedagogical mentioned above. Researchers can conclude that all of the 10 perceptual mismatching sources were present in the classes. All of them might have had certain impact in the students' performance at the end of the course. Perceptual mismatches might be one of the reasons students instead of improving their grades they kept it the same or just lowered them down.





## IX. CONCLUSIONS

The main purpose for this investigation was to know to what extent there is a perceptual mismatch related to language learning in the Intensive Intermediate English II courses in the foreign language department at the University of El Salvador during the first semester in 2016 focused on the B.A in English Teaching. Perceptual Mismatch is not a new term, as a matter of fact it has revolved around in the current century; the FDL is not an exception and also mismatches might occur here. After observing some of the classes' development in these Intermediate courses during a period of 1 month and a half, 2 hours every session, two sessions per week, and after obtaining and analyzing the data collected during the above mentioned timeframe, the research team concluded the following:

It was found out that the mismatch sources proposed by Professor B. Kumaravadivelu, are indeed relevant and exist at the FLD and sometimes the teachers' intentions are not what the students perceive from the class. Kumaravadivelu (see *Beyond Method*) refers to the potential of perceptual mismatches as a source of misunderstanding about what is being learned in the classroom. It was detected that perceptual mismatches might have been affecting students' progress at learning the target language; since it was discovered the students' performance is not the expected result from the level they should be at; there might be other reason students obtain those low scores but perceptual mismatches may play an important role in it.

Based on the results, the most relevant perceptual mismatches affecting students were the following: the attitudinal, the instructional, and the pedagogical those might be having a strong influence in the students' learning process. The attitudinal perceptual mismatch was one the most relevant in classes. Upon observing the results and the previous classes, students' attitude at learning English has changed through time. As tutors mentioned in the interviews, "nowadays, students do not tend to practice either inside or outside the classroom". Most of them do not have the desired commitment to learn a foreign language. They do not like participating or sharing their opinions. It could be observed that students did not

like participating because they did not have the right level they were supposed to have at that point of their language learning process. Or they had the enough knowledge; therefore they avoid involving too much with the class.

Another significant perceptual mismatch that affected students' performance was the instructional one. Students did not understand the tutors' instruction due to several factors such as students did not pay attention at the moment tutor was delivering the direction, tutor did not provide examples on how to perform the task, tutor used complex words, or students did not have knowledge to understand the tasks, activities required in the Intermediate level. As a result students completed the task in a different way as expected from the tutors.

In addition to these, the pedagogic mismatch was somehow present in the intermediate classes, sometimes what the tutor considered important in an activity such as practicing new vocabulary was not perceived as important from the students, they rather consider important the fact of speaking using the target language rather than focusing on the specific language vocabulary. It might be that sometimes the students perceive as important certain details that tutor do not consider being relevant for the class, for instance a phrase or a simple sound in pronunciation.

Strategic mismatch was also perceived, to set an example, it was observed that tutor provided the students with a set of questions to discuss in pairs, some students were engaged by providing long and somehow complex answers to the questions using the vocabulary previously studied, while others were just giving the most common and simple answers to the same questions. Tutor expected students to use the previous vocabulary as well as long answers. Here it happened that what the tutor expected students to do was not carried out in the thought way. Instead of students being challenged by the activity they opted to take the easiest path and provide the shortest answers.

Communicative mismatch occurred though in certain passages of the lessons, especially when a new topic was introduced and students had to use a set of related words in order to convey their messages due to the fact that they lacked certain vocabulary necessary and appropriate to be brought into the discussions. It was certainly observed that other mismatch sources such as the linguistic, evaluative, procedural and cultural were also present, however they were not as relevant as the before mentioned mismatches. They occurred in certain instances of the classes though the tutors were effective enough to fill up those gaps students might have shown related to those sources.

Even though teachers were not in certain way aware of mismatches theoretically, they have used different strategies to minimize them such as repeating directions, asking questions to make sure students have understood the explanations. However, It cannot be possible to blame a single subject when identifying mismatches; given the fact that both the teacher and the student play a reciprocally oriented role in everyday learning. Likewise, both parties should work dynamically and with a confident and strong communication to overcome possible perceptual mismatches in the classroom.

The scope of this research project was quite narrow to provide more accurate findings; however, this may serve as a benchmark for possible future investigations involving the English Teaching work field; specifically more oriented to identify and reduce Perceptual Mismatch sources in the English classroom from the FLD. Minimize the perceptual mismatches at the FLD in the Intermediate course is a responsibility for everybody. Teachers should find and get clear that their intention is different from students' interpretation. Somehow, students have different views of the classrooms events. Teachers need to recognize the different students' learning styles, pace of learning, and know a little bit more about their student's background.

## **X. RECOMMENDATIONS**

After carrying out this research project, the researchers built up some important insight that might be useful to change the perceptions and intentions from tutors and students.

- ❖ The research team recommends that students should change their attitude towards their own learning process, they should be aware of the level they are and the one they are supposed to be since they are not reaching the appropriate representative English level. They should invest more time at practicing the target language so that they get at least the level of a B1 based on the scale of proficiency provided by the Common European Framework (CEF).
  
- ❖ Researchers encourage the FLD to open opportunities to discuss and develop research topics in order to improve the methodology and consequently reduce the effect of the mismatches in the classrooms. In this way experienced and non-experienced tutors might share important and useful information that can lead to discover and apply the methodology that best fits the students at the FLD according to their own context rather than the books´.
  
- ❖ It can be recommended that tutors should be encouraged to motivate their students realize the possibility of perceptual mismatches happening in the classes, so that they can play an active role in the reduction of the mismatches effect and therefore be likely to improve their performance. In order to motivate them there should be spaces such as a conversation club launched by the FLD that could help reduce the lack of communicative or linguistic skills highly required in the current labor market.

- ❖ The population of students at the FLD should be more research oriented and open minded when helping junior researchers´ who are completing their final research project. Given the fact that when this research was developed some tutors and some students were unlikely to cooperate and all in all this would affect the results which to a certain extent may provide accurate data that might be used in future research to improve the methodology in the FLD.
  
- ❖ The researchers advise students to look for help whenever they do not understand instructions from tutors in classes. Even if students are not in classes, they should look for help if they do not get the idea by using certain patterns of the English language. They should pay attention to the tutor´s guidance whenever they are asked to perform an activity, a task or an evaluation. Students should be concerned that they are passing to the next level without knowing the appropriate language structures or just having a little knowledge from the target language that might hinder their future learning.
  
- ❖ The research team suggests FDL community to work dynamically and cooperatively in order to improve current methodology and in this way identify possible potential mismatches that may be affecting students´ performance. Moreover, pinpoint means of dealing with other factors indirectly related to mismatch sources, such as overcrowded classrooms, or lack of updated teaching materials.

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# ***XII. ANNEXES***



## Annex 1: Checklist to identify and classify perceptual mismatches according to relevance.

UNIVERSIDAD DE EL SALVADOR  
 ESCUELA DE CIENCIAS Y HUMANIDADES  
 DEPARTAMENTO DE LENGUAS EXTRANJERAS

### Semantic Differential Criteria for observing and classifying perceptual mismatches

**Objective:** To identify and classify according to relevance the different perceptual mismatching conceptions students from Intensive Intermediate II courses may show during their observation time.

**Student (Ss)'s key:** \_\_\_\_\_

Perceptual Mismatch Sources	Irrelevant	Slightly relevant	Quite relevant	Completely relevant
	0	1	2	3
<b>Cognitive:</b> Student shows general knowledge of the world, has correct mental processes, and understands physical and natural phenomena.				
<b>Communicative:</b> Student is able to exchange messages and possesses skills and communicative strategies.				
<b>Linguistic:</b> Student possesses syntactic, semantic, and pragmatic knowledge of the target language.				
<b>Pedagogic:</b> The learner perceptions of stated or unstated short- or long-term instructional objective(s) of language learning tasks are understood.				
<b>Strategic:</b> Student operates and follows steps, plans, and routines to obtain, storage and use information acquired.				
<b>Cultural:</b> Student has prior knowledge of the target cultural norms required for understanding classroom activities.				
<b>Evaluative:</b> Student uses Self-evaluation measures to monitor his/her performance.				
<b>Procedural:</b> Student uses locally specified, currently identified, bottom-up or top bottom tactics that seek a resolution to certain language problem.				
<b>Instructional:</b> Student comprehends guidance given by the teacher or indicated by the textbook writer to carry out the task successfully.				
<b>Attitudinal:</b> Participant's show a range of attitudes toward the nature of L2 learning and teaching, the nature of classroom culture, and teacher-learner role relationships.				

## Annex 2: Students' Questionnaire



**University of El Salvador**  
**School of Arts and Sciences**  
**Foreign Language Department**

This questionnaire is conducted with the purpose of discovering the general background about Ss' basic information, as well to discover what prior knowledge they had about English before starting their major. It is aimed at students who are coursing the Intermediate Intensive English II course the first semester of the current year 2016.

### General information:

Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Major: \_\_\_\_\_  
Academic year: \_\_\_\_\_

**Here are presented a series of questions that aim to collect information about the general background from the students in the English Intermediate courses. Please circle or underline the option that best fits you and answer the other questions with your own information.**

1. Did you study high school in a private or public institution?	<b>private</b>	<b>or</b>	<b>public</b>
2. Did you study English apart from the English classes you received in high school before coursing the major at the University of El Salvador?	<b>yes</b>		<b>no</b>
3. If yes, where did you study?			
4. How long have you studied English before starting the major?	<b>1</b>	<b>2-3</b>	<b>more (years)</b>
5. Did you learn English by means of television, videogames, internet, and other sources?	<b>yes</b>		<b>no</b>
6. If yes, How much time did you spend in learning English by using these sources?	<b>1</b>	<b>1-2</b>	<b>2-3 4-5</b> <b>(hours per week)</b>
7. Have you taken the English classes with the same teachers?	<b>yes</b>		<b>no</b>

8. **If yes**, what are the changes you have perceived in the way the classes are taught?
9. **If not**, what are the innovative activities you can notice?
10. Mention some class activities you don't totally agree with your teacher.
11. Does your current teacher let students know the class objectives before each session?
12. Do you consider it is easy for you to share your ideas or opinions in the classroom? Why yes? Why not?

13. From the scale 1 to 10, to what extend are you able to comprehend the language used by your English teacher in your intermediate English class?

1	2	3	4	5	6	7	8	9	10
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14. What can you relate from our real world and context the English language culture?

15. What do you do to improve those mistakes you probably do not notice in yourself or the ones your teacher does not assess you?

16. If you were the teacher, which activities would you do? Which activities would you stop doing?

17. What do you do when you feel unclear or confused about the directions or the tasks assigned by your teacher?

18. If you could evaluate directions and instructions provided by your teacher, which would be the grade for him/her?

1	2	3	4	5
<b>needs improvement</b>	<b>good</b>	<b>acceptable</b>	<b>very good</b>	<b>excellent</b>

19. In which ways does your English teacher adapt the examples provided by the book to your necessities, context and situation?

20. How often do you feel it is difficult for you to understand the directions provided by your teacher?

<b>never</b>	<b>rarely</b>	<b>sometimes</b>	<b>usually</b>	<b>always</b>
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**Thanks!**

## Annex 3: Teachers´ Oral interview questionnaire

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT



### STRUCTURED INTERVIEW QUESTIONS

**Research topic:** To what extent there is perceptual mismatch related to language learning in the Intensive Intermediate English II courses in the Foreign Language department at the University of El Salvador during the first semester of the year 2016.

**General objective:** To find out the extent there is perceptual mismatch related to language learning in the intermediate English II courses in the FLD at University of El Salvador.

### GERERAL INFORMATION

1. Have you taught English in a public or private institution apart from the University of El Salvador?
2. How many years have you been working as an English teacher?
3. How many years have you been teaching in this university?
4. How many times have you taught English in the Intensive Intermediate courses?

### ACADEMIC INFORMATION

1. In your opinion, is the experience as an English teacher gratifying? Why yes? Why no?
2. What are some of the struggles that you have faced in the teaching process?
3. How did you handle those struggles?
4. From the approaches you know, which ones do you consider relevant in your teaching?
5. To what extent are you up to date with the new teaching methodologies?
6. How often do you attend to teaching trainings in new emerging methodologies?
7. In the recent years what has been your perception about the level of learning in Ss´ of the intermediate English Courses?
8. Which do you think are the struggles students face to reach a better understanding of the classes?
9. What strategies can be applied so that students fill those gaps in their learning?

10. What attitudes or behaviors have you observed in order to find out why some students are more outstanding than others?
11. What are the reasons you consider to set objectives at the beginning of the class? Every week? Once a month?
12. How do you consider your rapport between you as teacher and your students?

#### **PERCEPTUAL MISMATCHES INFORMATION**

1. From what you know, what can you tell us about the teaching methods?
2. What do you know about the post method methodology?
3. Have you implemented the post method methodology before?
4. What are the advantages and disadvantages of the post method?
5. What can you tell us about the perceptual mismatch related to language learning?
6. From the following perceptual mismatch sources (cognitive, communicative, linguistic, pedagogical, strategic, cultural, evaluative, procedural, instructional, attitudinal) which ones have you noticed in your classes?
7. What do you do to handle with those mismatching sources?
8. What do you keep in mind when creating the rubrics for your evaluations?
9. How do you handle tricky questions or situations you don't know?
10. How often your students do not understand the directions you provide?
11. What tools does the FLD provide you to lower down the mismatching sources mentioned before?
12. What would you propose the head of the department in order to help students to fill the gaps that the perceptual mismatch leaves in their learning process?
13. Personally, what do you do to lower down the perceptual mismatches in your classes?

### Annex 4: Teachers´ Oral interview answers

QUESTIONS FOR THE INTERVIEW	TEACHER 1 XG	TEACHER 2 XF	TEACHER 3 ZR	TEACHER 4 EM
<b>1. Have you taught English in a public or private institution apart from the University of El Salvador?</b>	Teacher has taught English in Don Bosco, Technological university and also academies. Teacher has experience teaching English in public and private schools.	Teacher has taught in other public and private institutions such as Pro-lingua, Don Bosco University, Technologic University, ITCA. Working in other institutions was nicer in the past than nowadays.	She has taught at UTEC but not formally but as a teacher assistant. Also she´s been teaching at an academy called Pro-lingua. However she has never taught in a public or private institution.	Teacher has never taught in a public or private institution.
<b>2. How many years have you been working as an English teacher?</b>	Teacher has been working as an English teacher for around 20 years.	Tutor said he has been working as an English teacher since 2004, so he has taught English for 12 years.	She explains she has been working as an English teacher around 4 years.	She has been working as an English teacher since 2004, she has been teaching for 12 years.
<b>3. How many years have you been teaching in this university?</b>	Teacher has been working in the university for around 17 years.	Teacher has taught English at the FLD for 12 years.	At the University of El Salvador this was the tutor´s first time.	She has been working around 12 years.
<b>4. How many times have you taught English in the Intensive Intermediate courses?</b>	Teacher has been teaching Intermediate English courses around 30 times in the university.	Since the time teacher has been teaching at the FLD he has gotten the Intermediate course for 7 times.	This was the first time she has taught English in the Intermediate English course.	Since she is in the university; she has taken Intermediate courses like 24 times
<b>1. In your opinion, is the experience as an English teacher gratifying? Why yes? Why not?</b>	At the beginning of the major, teacher did not want to be a teacher. But when starting working as a teacher, he realized it was very gratifying since the teacher met new people. Students thanked and expressed good comments about the learning from the teacher. Teacher thanks God for giving him the chance to be a teacher.	The experience has been very rich for the lots of things you can learn from the Ss´ attitudes either negative or positive. Although sometimes is difficult to deal with people since they have a different background, you learn a lot of things regarding the different learning styles they have.	The interviewed teacher Said her teaching experience had been indeed gratifying and has encouraged her to keep improving.	Teacher said “yes, of course”. The experience has been gratifying. It sometimes takes time to see the result at the very moment. But, it feels good that the effort has been positive when they see the results a long term. However, it sometimes gets frustrated. But it is part of the work.
<b>2. What are some of the struggles that you have faced in the teaching process?</b>	Teacher expressed “to be a teacher, we must have ability”. One of the struggles teacher faced was to be clear, try to convey the language in a very concise and precise way. It has been very difficult to give instructions to the students.	The struggles faced are different from one group to another depending on the type of subject to be taught. In intermediate level Ss´ experience the silent period when they feel no improvement in their learning. The struggle is that students don´t go	One of the things she considered gave her problems was the schedule since her class started at 6:15 AM. And at that time students were not completely awoken yet. Another struggles was students age i. e. they were around two or three years younger than the teacher only.	One of the struggles tutor considered the most relevant is the attitude from students. Students are waiting for the teacher to do everything. She could say that is the best attitude. When it is the worst attitude, students are reluctant to be in classes. They

		beyond what tutor shares in the classroom. Also failing in building rapport with Ss' might hinder student's attitude to learn.		don't want to do anything.
<b>3. How did you handle those struggles?</b>	Teacher handled the struggles by repeating, asking students if it is clear. Teacher tries to paraphrase or give some examples.	By pushing Ss' to work harder, giving them opportunities to obtain points, providing extra activities. Ss' must not pass if they carry a heavier burden from the previous levels. Ss' shouldn't be on other levels without knowing enough structures of the language.	She said she talked to students at the beginning of the course and made a commitment to be there at the classroom on time or at least do their best try because she knew some of them committed long distances to arrive to the class	One of the things teacher does is to put students who are more outstanding with the ones that need help. Group work: tutor said that it's easier to make students express themselves when they are in groups rather in the whole class.
<b>4. From the approaches, you know, which ones do you consider relevant in your teaching?</b>	Most of the approaches have a good point. Teacher considered himself as an eclectic teacher.	The communicative approach is the most influential one since it helps Ss' to develop their speaking skill. However Ss' do not take advantage of using the language to share their ideas with others; therefore it is harder for them to improve fluency and pronunciation.	She explained she considered useful the direct method since most of the students had a good English level.	Teacher said she preferred to use the communicative method since it is fashion nowadays.
<b>5. To what extend are you up to date with the new teaching methodologies?</b>	Teacher is very updating in terms of teaching since he has had the chance to go to different trainings that he could notice he is doing the same things as other countries.	Tutor said he regularly takes courses to be updated with the new teaching methodologies. Also he reads books, magazines, articles on the Web etc.	Since she is a new teacher she considers she is updated with the more recent methodologies. She researches on the internet looking for relevant information regarding to teaching in different academic websites.	She is looking on internet for important information that can be used in the learning.
<b>6. How often do you attend to teaching trainings in new emerging methodologies?</b>	-Mexico----TESOL Go to trainings every 2 or 3 years. -Online trainings by himself	Tutor rarely attends personally to a teaching training, but he usually takes different courses online. Last February he took a course from the University of Oregon about summative and formative assessment (online).	She said around three times a year even though she does not assist personally but takes online workshops.	Teacher said that she does not take courses frequently. But she looks for on internet tools that can be used in the classroom. She is constantly looking for useful tools to apply with the students in the classroom.
<b>7. In the recent years what has been your perception about the level of learning in Ss' of</b>	It is very low because of various factors. Nowadays, students are less interested in	Something is happening in the basic courses, Ss' are passing	Tutor referred mainly to the group she had this year since it was her first time teaching at	Teacher said that she cannot say that because it has to be a research. She said

<p><b>the intermediate English Courses?</b></p>	<p>practicing the language. In the past, students practiced English all the time. Nowadays, the level of English is very deficient.</p>	<p>massively just because the grade was 6. A great percentage of students have passed without knowing the appropriate basis of the language. In the U.S experienced teachers are assigned to low levels since they say the basis has to be the best.</p>	<p>the university in an intermediate level. Nevertheless in this group, according to her, there were some students who had a really good English level. They even didn't seem they should be at that level. On the other hand, there were others who show noticeable gaps despite their level which supposedly was intermediate.</p>	<p>that students learn, but how much they learn, she cannot say it. It takes time to see how much they have learned. Students know vocabulary, grammar. But certainly, it cannot be guarantee how much.</p>
<p><b>8. Which do you think are the struggles students face to reach a better understanding of the classes?</b></p>	<p>The intrinsic motivation. They are not interested in practicing.</p>	<p>Considering the Ss' want to learn, teacher's methodology could be one of the struggles. New teachers use a wide variety of activities for Ss' to learn, however old teachers think these types of activities are no longer relevant and rely only on their gained experience. Not getting appropriate feedback from teachers, Ss' might not get a better idea how they are doing by learning the language.</p>	<p>Tutor explained one of the struggles students face is the act of missing classes and arrive to the next without a clear idea of the studied topics. Regarding to the language she said some of the students had problems understanding instructions and grammatical patterns and tenses confusion.</p>	<p>Teacher said that she could not call "difficulties or struggles". She said the fact students live far away or any other type. It does not have to affect the result in the university. it is sometimes their attitude, they do not want to learn or do anything. But according with the teacher, it is not a difficulty. It is a matter of their own</p>
<p><b>9. What strategies can be applied so that students fill those gaps in their learning?</b></p>	<p>-Try to make them realize what they are missing by not practicing the language. -Correction has to be made at the very moment making the mistake. -Peer correction</p>	<p>Projects should be assigned, as well as activities in and outside the classroom. Conversation clubs should be created for students to practice speaking. Ss' should make appropriate use of technology and resources to learn found on the internet. It's preoccupying that Ss' from the FLD are no longer doing a good role outside the University. Nowadays employers do not feel very attracted because Ss' do not have a good level of English.</p>	<p>According to the interviewed teacher students need to be more autonomous to find their way of learning. Also she would consider helpful some extra English classes for those students who really show deficiencies. Also she considers it may help their improvement the creation of conversation clubs at the university, and of course participate actively, otherwise it will be useless.</p>	<p>that's something very difficult, students are supposed to know some structures at the level they are, but there is not something she can do, since she considers they need to move on to the next level. She has noticed some students have communication problems though she helps them to reach communication at their level. Suggest to students and guides them to review their notebooks and catch up with the topics. If Ss' do not reach the level they need to have is up to them they pass with 6</p>



				although not knowing what they are supposed to know regarding the language. Sometimes they can give more effort than they do. Or it might be possible that this is not their field and they should not be coursing this major.
<b>10. What attitudes or behaviors have you observed in order to find out why some students are more outstanding than others?</b>	-There are a lot of students who know English before entering the university. Some students feel frustrated when they see their classmates who have better English than them. -Teacher helps students who are more struggling with the language. -Focus more attention to them.	You know when Ss' like learning English and they enjoy sharing and practicing with other people different from their friends. They challenge themselves to share what they have learnt with others. However there are Ss' who do not practice and are reluctant to share their ideas.	Shyness for some. That does not mean they did not know because during the interviews in their oral tasks they had a clear understanding of the topic and activities, but at the class they were unwilling to participate.	Sometimes it does not have to do with the behavior but with the opportunities. Some Ss' have had the opportunity to have a scholarship like in "Superate" or some others have the opportunity to study at CENIUES or other academies of English. But if Ss' were more disciplined they could reach a good level of English without these other sources but with their own commitment to learn and with the help of teachers that most Ss' do not look for.
<b>11. What are the reasons you consider to set objectives at the beginning of the class? Every week? Once a month?</b>	The objectives are the guidelines. Teacher said "If we do not set objectives, we do not even know what to do in the classroom" Set objectives help to know if students really learn.	Sometimes are set at the beginning of the unit and sometimes at the beginning of the class, but generally Ss' are just told what they are going to learn or do during the class. Or simply tell them what they are required to do during the lesson.	Teacher states objectives at the beginning of the units and for each class.	Tutor just follows the order of topics in the textbook but in the unit she doesn't follow an order she sees the reality in the classroom in the country to set objectives to provide the most suitable input for students to be useful in real life. She sets the objectives every class.
<b>12. How do you consider your rapport between you as teacher and your students?</b>	Teacher always create a good rapport with his groups. Teacher said "a teacher cannot be a friend, but it does not mean there cannot exist a good relation with students." -Teacher tries to put himself in their students' shoes.	With the observed group tutor said he has been very rude and felt very disappointed. Ss' have been very reluctant to the learning process. Therefore they were encouraged and called the attention several times without	She considers she established a good rapport with her students. As she argued, there were few of them who didn't dare to approach her to ask anything but she indeed tried to get close to them and ask them to provide feedback to her since	There is a good and comfortable rapport she tries her students to be aware of the daily language by greeting ask them how they are in order to have a harmonious rapport inside the classroom.

		getting positive results. The class did not get along with the tutor.	she considers it will be helpful for her future experience.	
<b>1. From what you know, what can you tell us about the teaching methods?</b>	There is no specific method to be set in the classes, activities and techniques are taken all mixed from the different approaches and methods in order to include them in the lessons, to have students learn through different teaching and learning styles.	Depending on the subject a type of method is implemented. But regarding learning English, the communicative method is one of the most appropriate ones, not the method per se, but some techniques and strategies that can be used for students to learn in different ways. You can take techniques from different methods; everything has to be eclectic to convert the class in something dynamic that can bring good results.	Teacher stated regarding to methods she was not completely informed. She explained she was not so good in terminology. However she told us she mostly followed an established class arrangement when developing her classes unless she considered some topics out of context.	Tutor doesn't follow a methodology by name she tries to include all of the tools that she has, and sees for the Ss' needs in order to follow the correct things to do. For example have classes just with audios, readings or comprehension questions. Tutor tries to mix all the skills and subskills for students to practice and build their own learning.
<b>2. What do you know about the post method?</b>	Somehow, the post-method is the same as eclecticism. Nowadays, all the methods are combined.	Tutor has knowledge from the post method but indirectly he has applied different methodology that has relation with this theory. However at the beginning he was not sure what was it about.	She said she did not have a clear idea of what post method was about.	Tutor understands the post method is what teachers do, and when a methodology does not work it is changed for a methodology that fits Ss' needs after trying with different previous methods.
<b>3. Have you implemented the post method before?</b>	Yes, teacher has implemented the post-method in his classes.	Indirectly and without knowing, tutor has applied post method before, not totally aware of what it implied since he follow certain patterns from the post method in which all the methods are taken in to account in order to create and applied an own methodology rather than following a specific approach.	When it was explained by researchers what the post method condition consisted on, she said that possibly she applied it inductively given the fact she was not fully aware of these fairly new methodology. She said, as an example, she only took the activities she considered more suitable for her students learning and did not follow any specific method.	Tutor says she has used the post method before. It comes by logic before than thinking if you really have used the post method it is because you have reflected it in your classes. You realize when you think about planning your classes by reflecting what works and what doesn't work by analyzing how to address Ss' in the next session for them to learn appropriately and for the tutor to improve the teaching. Tutor says he uses the post method very often.

<p><b>4. What are the advantages and disadvantages of the post method?</b></p>	<p>One of the advantages is to take the best thing from each method. The ones that are proven to be effective. Implement the best thing from each method in the classes.</p>	<p>A wide variety of activities and techniques are taken to the classroom so, there are more chances for Ss' to learn.</p>	<p>Subject mentioned one advantage may be that in a large group teacher would be able to vary the activities to adapt them to the situation or vary them according to the class characteristics like age, gender or number of students. One disadvantage, on the other side would be that those students who had a broader knowledge of the language would get bored if there were some activities focused mainly on those students who have deficiencies.</p>	<p>Advantages are more for Ss' because they receive better and thoughtful classes, if there are reflecting teachers there are better results. As disadvantage it implies more work because it is easier to follow a textbook from people who know about methodology and approach rather than reshape the way to approach the classes.</p>
<p><b>5. What can you tell us about the perceptual mismatch related to language learning?</b></p>	<p>There are perceptual mismatches in classes. The main reason is students do not read. -They know English, but they don't know how to put it into practice.</p>	<p>There are mismatches in the classroom and they are related with the competences of learning the language. There are mismatches with what the students are supposed to know and they don't, Ss' have to use the language according to every type of situations either formal or informal, culture is taught through it. As well the attitude of the student to the learning process. Different types of mismatches take place in the lessons.</p>	<p>Interviewed teacher did not have a clear idea of what perceptual mismatches are.</p>	<p>In all the relationships we can find mismatches in the way we see things and the perception we have with certain things and is more common in the classes with students. "For example with homework I give them guidelines, written guidelines but they come up with something different. Why is it? is that they are not focused of what I am saying or they just have a different perspective of things?" There is a variety of mismatches we can find in the classes.</p>
<p><b>6. From the following perceptual mismatch sources (cognitive, communicative, linguistic, pedagogical, strategic, cultural, evaluative, procedural, instructional, attitudinal) which ones have you noticed in your classes?</b></p>	<p>-Cognitive mismatch is presented in classes because students do not read. -Attitudinal is another one. It is part of both (teachers and students) some teachers do not care what they teach.</p>	<p>Tutor said he considered all of the mismatching sources take place in the classes, but one he could notice the most was the attitude from the students towards the learning process.</p>	<p>Among the sources she was able to share with researches was instructional; that was because sometimes she thought she had made herself clear about certain activities. However, when they developed those activities they did not do them as expected. Besides she mentioned the pedagogical source, giving an example about a video</p>	<p>Tutor says the instructional mismatch is one of the most common in the classes because they don't know what she is saying in the class or because they have lack of attention. The other mismatch she mentioned is the attitude towards the learning from part of the students. However, according to the interviewed,</p>

			<p>which personally she thought it would be interesting for her students but at the class it really liked to few of the students. She thought the problem was the ones who did not like it were not able to understand it. This was, according to the teacher, because the language accent on the video was too challenging.</p>	<p>lack of attention should not be considered as a perceptual mismatch since students do not have indeed a perception of the class due to they speak with other students while the content and teacher explanations are taking part.</p>
<p><b>7. What do you do to handle with those mismatching sources?</b></p>	<p>-Try to make them conscious -Assign them oral homework.</p>	<p>Tutor preoccupies about Ss' learning, he corrects them, he makes them to be aware of the lacking of knowledge about the language they have, in order for them to work harder and improve. However Ss' are reluctant and don't like to be corrected or told they are not doing it appropriately, they take it personally and continue the same.</p>	<p>Subject teacher explained she was completely aware of students work during the class activities. Therefore she managed to solve their doubts by wandering around the whole class, asking whether they had questions or clarifying instructions.</p>	<p>In order to handle the instructional mismatch, the most relevant according to interviewed subject perception, she tried to provide her students with written-explained guidelines in addition to oral instructions while assigning a task. The constrain she found in her method was that students were mostly unlikely to read the directions.</p>
<p><b>8. What do you keep in mind when creating the rubrics for your evaluations?</b></p>	<p>-Rubrics have to be reliable. -Topics taught in classes.</p>	<p>The aspects to observe when Ss' are evaluated, they have to demonstrate what they are able to do. Not only to speak but also the way they do it and transmit their ideas by making gestures, using tone of voice. Ss' have to show communication rather memorization.</p>	<p>Subject teacher mentioned to researchers she was given the rubrics for her evaluations which went accordingly to other teachers' groups. In spite of that she tried to adapt her tasks according to the more relevant or difficult topics.</p>	<p>Among what she takes into account when creating evaluation rubrics she remarks students' level, and studied content.</p>
<p><b>9. How do you handle tricky questions or situations you don't know?</b></p>	<p>Teacher is always honest, but he let students he will investigate and let them know in the next class.</p>	<p>"You detect when Ss' are testing you, I have learned it's better to say I don't know, I will find out or even get help from the dictionary or ask someone else who knows."</p>	<p>She tried to be as honest as possible.</p>	<p>Subject argues she manages those situations by figuring out what the student's purpose is. Nevertheless, when she does not know an answer she merely asks back to the person who asked before. But when student is not</p>

				suspicious of a bad intention, teacher says she help (her-him) with the help of technology she has in their office and at the next day she shares the experience and fairly new knowledge to the other students.
<b>10. How often your students do not understand the directions you provide?</b>	-Not very frequently. Teacher has had struggle to give directions, but it is hand able. -Most of the time, students understand instructions.	From the group that was observed the tutor said Ss´ very often ask because they didn't know what to do. Tutor repeated and gave examples, however students prefer to be told in Spanish rather than figure it out.	Teacher said that students hardly ever got lost or confused with her instructions.	Teacher argues so often; rather rarely. She has not gotten any problems with Ss´ in that sense since they catch the content of the class very quickly.
<b>11. What tools does the FLD provide you to lower down the mismatching sources mentioned before?</b>	FLD does not provide anything to teachers. In fact, the whole university does not provide anything. -There is a mismatch between the university and students.	"Nothing, We have suggested to have people teaching according to the area of expertise like didactics, linguistics, grammar, etc. The headmaster has done nothing to support this idea"	They just provided her with some basic technological instruments to make the class more interesting; such like laptop, projector and CD player. Besides that, and specifically regarding these mismatching sources, she told us they did not provide her with anything about them. No seminars, no workshops.	Further from what may the foreign languages department do, interviewed subject teacher states department population is the main issue triggering those perceptual mismatches. During the conversation she made the comparison among those times when she was a student at the languages department and the current situation; concluding that currently teachers are more focused in teach and teach rather than in analyzing how their methodology is or how co-workers methodology may differ or be similar leading to a lack of teaching methodologies improvement.
<b>12. What would you propose the head of the department in order to help students to fill the gaps that the perceptual mismatch leaves in their learning process?</b>	It is not the teacher the one that has to deal with mismatches. -Teachers are only a guideline Students 80% Teachers 20%	To listen the suggestions from the staff of teachers in regards of the new ideas to improve the students learning in the different areas.	She would recommend the creation of conversation clubs to provide students with a different opportunity to improve their communicative skills. Also she would acclaim	She would suggest that coordinator(s) should look for more teaching improvement methodologies even though because of time and job

			to the department authorities to encourage and motivate teachers in their job by providing them with seminars or meetings to update their teaching methodology.	restraints (population) some teachers are unlikely to assist. Teacher's point of view is to see the necessity and enhance a solution. Teaches philosophy is that if she asks for something about a problem, she better comes with a solution as well
<b>13. Personally, what do you do to lower down the perceptual mismatches in your classes?</b>	-Talk and make them conscious about the situation. -Try to make students to be constructive.	Tutor says the teacher should be patient, willing to help. Let the new generations of Ss' learn from the new generations of teachers. However Tutor still doesn't know exactly what to do to lower down those perceptual mismatches.	Subject motivated them to improve and use the language inside and outside the class. Also she considered she monitored them and tried to be open-minded with student's doubts or complaints.	She argued she tries to be as clear as possible with her instructions as she plans her activities to provide students with enough time to ask and clarify doubts. Besides that, when they show linguistic deficiencies that might be difficult to understand and therefore to explain, what she teacher does is to provide technologic help to have a reliable and practical source of information; during the class time she tries to be as efficient as possible, giving chances for students to ask mainly about the topics they are studying since are the ones interviewed teacher devotes more time.