Active methodologies from an interdisciplinary perspective: A successful approach for foreign language teaching in Latin America

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ABSTRACT. The current theoretical review analyzes the incidence of some (EFL) teaching approaches implemented at some institutions of Sucre-Colombia. This study has three specific aims, which look forward to meta-analyze the current EFL teaching learning process, conduct a workshop with active and disruptive methodologies, and explore the effectiveness of the strategic plan, regarding the analysis and observation research methods to be applied in order to respond to how these methodologies affect the teaching and learning processes concerning the EFL education system in Colombia.

INTRODUCTION

In the context of Colombian education, English language learning plays a crucial role as it is integral to global communication and economic development. However, the implementation of effective teaching methodologies within classrooms, particularly in public institutions at Sucre Department, faces several challenges, including limited resources, outdated teaching techniques, and diverse student needs. Therefore, this research investigates the pedagogical strategies that could be implemented to address these challenges, focusing on the efficacy of active and disruptive methodologies within the framework of English as a Foreign Language (TEFL).

This research explores the gap between traditional language teaching methods and the evolving needs of nowadays EFL students. The active/disruptive methodologies in this study aim to foster a more engaging, participatory, dynamic, and student-centered learning environment. Furthermore, it proposes three macro-phases to characterize the current tendencies used within professors, intervene the population under study with a designed strategic plan and evaluate its effectiveness, while exploring students' psychological well-being during/after its implementation; as presented below:

Characterize the Pedagogical Needs within EFL Classes at these official schools in Colombia.

Implement a strategic plan under the use of active and disruptive methodologies for TEFL in Colombia.

Evaluate the effectiveness of the strategic interventionist plan regarding the use of active and disruptive methodologies at official schools in Colombia.

LITERATURE REVIEW

This section examines the current state of the TEFL field in Colombia regulated at official schools; it presents an extensive review on the **theoretical background** around the area of the study with local, national and international scope; afterwards, it exhibits a complete conceptual frame in regard to the main project constructs. Lastly, it displays the complete route regarding the legal approach of the TEFL in the Colombian curriculum throughout history.

THEORETICAL FRAMEWORK

The theoretical framework for this study integrates key concepts related to TEFL (Teaching English as a Foreign Language) in Colombia, pedagogical needs in EFL classrooms in Colombia, and the implementation of active and disruptive methodologies for TEFL. This framework draws upon established research and theoretical underpinnings to explore the relationship between these concepts, providing a foundation for understanding the challenges and opportunities within EFL education in Colombia.

Teaching English in Colombia, as a Foreign Language (TEFL) plays a pivotal role in the country's education system, especially as English proficiency is increasingly seen as a critical skill for economic and global participation. The Colombian government has taken several steps to improve English language education, including the "Colombia Very Well" program (2004), which emphasizes the importance of English for national development (Ministerio de Educación Nacional, 2013). However, despite these efforts, there are significant challenges in the effective teaching of English, especially in public schools.

TEFL in Colombia faces barriers such as limited teacher training, insufficient resources, large classroom sizes, and disparities between urban and rural education settings. According to López (2017), one of the key challenges in TEFL in Colombia is the lack of consistent, quality teacher development, which affects the overall effectiveness of teaching strategies employed in classrooms. Teachers in public institutions often work with outdated materials and face significant pressures due to large class sizes, resulting in limited opportunities for student-centered learning and interaction.

CONCEPTUAL FRAMEWORK

This conceptual framework aims to provide a theoretical understanding of the key constructs involved in this research project focused on the implementation of active and disruptive methodologies for teaching English as a foreign language (TEFL). Specifically, it addresses traditional language classes, active and disruptive methodologies in TEFL, Content and Language Integrated Learning (CLIL), Problem/Project-Based Learning (PBL), and Gamified-Based Learning (GBL), drawing from the academic literature to define and contextualize these concepts.

Regarding the **pedagogical needs** in EFL Colombian classrooms, they are shaped by the diverse contexts in which teaching occurs. Research indicates that student engagement, motivation, and participation are often lacking in these classrooms, which can be attributed to traditional teaching methods

that rely heavily on rote learning and passive student roles (Mora, 2015). The rigid structure of grammar-based, teacher-centered instruction results in limited opportunities for students to develop communicative competence in real-life contexts. These pedagogical needs require urgent attention, particularly to promote language acquisition in an authentic, engaging, and meaningful way.

Moreover, Colombian EFL classrooms are characterized by significant challenges in terms of student diversity—students' varying proficiency levels, socio-economic backgrounds, and learning styles necessitate more personalized and flexible pedagogical approaches. According to Ruiz (2014), addressing these diverse needs requires innovative teaching strategies that foster a more inclusive, interactive, and engaging learning environment.

In regard to **active and disruptive methodologies** for TEFL, in response to the limitations of traditional methods, they have gained popularity as approaches that can transform the TEFL landscape in Colombia. These methodologies emphasize student-centered learning, collaborative activities, and critical thinking, aiming to shift away from passive, teacher-led instruction. Disruptive pedagogies, **such as Project-based learning/Problem-based learning** (PBL), **Game-based learning** (GBL), **Task-based learning** (TBL) and **Content and Language Integrated learning** (CLIL); which challenge the conventional praxis of language teaching; creating a more dynamic, engaging, learner-centered classroom environment that promotes deeper learning.

Active learning strategies involve students directly in the learning process through activities that require them to apply knowledge, work collaboratively, and engage in meaningful problem-solving. In the context of TEFL, these strategies help develop critical language skills such as speaking, listening, and writing in real-world contexts. For example, a flipped classroom strategy, where students review content outside of class and engage in interactive tasks during class time, has been shown to enhance student motivation and participation in language learning (Bergmann & Sams, 2012).

Disruptive methodologies also encourage student autonomy, where students take responsibility for their learning, which is essential for mastering a foreign language. The integration of technology and digital tools in these methodologies further enhances engagement and provides students with a broader range of resources and interactive opportunities. According to Solano (2018), the use of gamification in EFL classrooms, where learning activities are structured like games, increases motivation, enhances retention, and makes the learning process enjoyable.

With respect to traditional language classes, they are typically characterized by a teacher-centered approach, where the instructor plays the primary role in delivering content through lectures or grammar-focused lessons, and students are generally passive recipients of information. These classes often emphasize memorization, rote learning, and formal assessments, with limited opportunities for student interaction or communicative practice. According to Richards and Rodgers (2014), traditional methods of language teaching have their roots in the Grammar-Translation Method, which prioritizes the learning of grammatical rules and vocabulary over communicative competence.

In Colombia, traditional language classes often struggle to address the diverse needs of students, especially at official schools, where resources and training may be insufficient (López, 2017). This approach can lead to a lack of motivation, as students may feel disengaged due to the repetitive and non-interactive nature of the lessons.

ACTIVE AND DISRUPTIVE METHODOLOGIES IN TEFL

About Content and Language Integrated Learning (CLIL), refers to an approach where students learn both content and language simultaneously. In CLIL, language learning is language) as a medium to study subjects such as science, history, or mathematics.

Coyle et al. (2010) argue that CLIL enhances cognitive and language skills, as students engage in tasks that are meaningful and context-rich. Moreover, CLIL supports language immersion, encouraging students to use language authentically in academic settings. In Colombia, this approach can offer a solution to the traditional teaching methods by integrating English into subjects students already know, thus boosting their motivation and contextualizing language use.

On its side, **Problem-Based Learning (PBL)** and **Project-Based Learning (PBL)** are pedagogical approaches that emphasize active learning through the application of knowledge to solve real-world problems. In PBL, students are presented with an open-ended problem and work collaboratively to research, analyze, and propose solutions. In Project-Based Learning, students typically complete projects that span an extended period, culminating in a product or presentation. Both methodologies align with constructivist theories of learning, where knowledge is constructed through experiences and collaboration (Thomas, 2000). In language learning, PBL encourages students to use English as a tool to solve problems or complete projects, enhancing both their language and critical thinking skills. As Barrows (1996) suggests,

PBL not only supports cognitive development but also fosters deeper engagement and retention of information.

On the other hand, **Game-Based Learning (GBL)** uses game mechanics and principles to enhance student engagement and motivation in their learning process. This approach integrates game elements—such as rewards, competition, point systems, and storytelling—into educational activities to make learning more enjoyable and interactive. GBL is particularly useful in language learning, where students can practice language skills in a less formal and more engaging environment (Gee, 2003).

In TEFL, GBL can involve using educational games or simulations that require students to use English in meaningful, real-life contexts. As Koster (2013) explains, the immersive, playful nature of games encourages exploration and experimentation, which leads to learning through trial and error in a low-stakes environment. The integration of game-based elements motivates students and fosters a positive learning atmosphere.

LEGAL FRAMEWORK

The history of Teaching English as a Foreign Language (TEFL) in Colombia's official educational system is marked by a series of policies and reforms that have evolved in response to the growing importance of English in a globalized world. English language teaching (ELT) in Colombia has faced challenges stemming from social, political, economic factors, among others; but it has also witnessed significant advancements in recent decades.

GENERAL EDUCATION LAW (1994)

As a result of this influence, was implemented Law 115 of 1994, which does not exactly mention English as a compulsory language in the curriculum, but lays the groundwork for the integration of a second language and bilingualism as an objective in the country's schools. For example, Article 21 (objectives of basic education) indicates that students "should develop skills for the basic understanding of at least one foreign language" and Article 22 (academic secondary education) includes "a foreign language" as a compulsory part of the curriculum.

Even so, unlike other Latin American countries, Colombia continues to be one of the countries with a low-medium level of English (Velez-Rendon, 2003), due to the structural educational problems that the country has been experiencing for years. This meant an advance and a more formalized updating of the curricula in the country's schools, within the framework of the economic opening of the nineties, the new national constitution and the

reorganization of the country in the midst of the renovation of those years, which did not leave behind the influence of English as the dominant foreign language, since the plan of North American influence would continue, as it continues today, in the country and in Latin America.

NATIONAL BILINGUALISM PLAN (2004-2019)

This was the public policy, designed between 2004 and 2019, which sought to strengthen language proficiency in the country, complementing the aforementioned 1994 Law. It focused on the development of communicative competence in students and teachers: on the one hand, it sought that students reach a B1 level, and on the other hand, that teachers have a B2 level to teach classes. At the same time, it implemented tests and evaluation strategies to check the development, progress and failures in each step of the plan, such as the ICFES Saber Pro, Saber 11 and Saber Pro; at the same time there was a regional focus in areas such as Bogota, Antioquia or Valle del Cauca, with a greater economic investment to strengthen the progress of the plan itself.

But this same investment showed the other side of the plan. There was a big difference between cities and regions, between urban schools and rural schools, from the physical structures of the schools, the training of teachers, access to digital tools or even electricity, and while the plan was successful in certain areas of the country, it increased the teaching of English effectively, prepared a new generation of students with a better command of the language, as it has been increasing over the years.

RECENT ADVANCES AND CURRENT CHALLENGES

A latest study (EF Education First, 2024) ranks Colombia 74th out of 116 worldwide, 17th out of 21 in Latin America, with an average of 477 points out of 350 to 700 in terms of English language proficiency. That means that we have made good progress, but the road ahead is long, currently, the internet has been a supremely important tool for new means of language learning, now including AI, which allows any student with internet access and a device to improve their skills.

It is also important to emphasize the participation of the government in a structural change of education so that the advancement of language teaching is much more effective, that it expands to all parts of the country (not only the most important cities). The use of a second language enhances the economic development of a country, creates educational and employment opportunities, broadens the range of tourism and helps people to expand their offerings and opportunities in life. Therefore, it is important that in an

educational way we continue to strengthen this learning, struggling with the difficulties and overcoming the physical and mental challenges that this implies for us to keep moving forward.

METHODOLOGY

This research adopts a mixed descriptive approach, which is suitable for exploring the experiences, perceptions, and attitudes of participants in relation to the new pedagogical strategies implemented. This section presents data collection techniques and instruments, which include: interviews, focus group, classroom observation, intervention sessions, also, the data analysis process description,

DATA COLLECTION

○ Semi-structured interviews will be conducted with EFL teachers, students, and educational administrators to gather insights into the pedagogical needs and the impact of the new teaching strategies.

○ Focus group discussions with students will provide a platform for collective reflection on the pedagogical interventions and their effects on learning and well-being.

○ Classroom observations will allow for a first-hand assessment of how the new methodologies are being applied and received by students. Researchers use field dairies to register interaction during the process to write down their reflections based on the interaction evidenced as a result of the new methodology.

Regarding the data analysis process, it will be analyzed thematically to identify common patterns, themes, and discrepancies, in order to establish main categories and sub-categories, in case they emerge, through Atlas.Ti software.

EXPECTED RESULTS

This section is intended to present the expected results, classifying them according to the phases of the current study; firstly, in the characterization one, a questionnaire is applied to determine contextual pedagogical needs in regard to the active methodologies usage, students' language exposition; while, during the second phase, the data collection procedures are looking forward to revise the use of collaborative learning and preferred assessment methods, as well as the type of feedback provided and whether self-reflection

is taken into account by professors under study or not. On the other hand, for evaluating the effectiveness of the implemented strategy, a revision of lesson plans is conducted pre and post intervention; notwithstanding, some unexpected results emerged with respect to teachers' attitude, time consumption, students' levels, lack of resources, teachers' professional development, among others which are going to be explained hereafter.

NON-USE OF ACTIVE METHODOLOGIES.

The first unexpected result that can be part of this article is that teachers did not use any of the different active methodologies. Traditional methodologies prevalent in Colombian EFL classrooms prioritize teacher-centered instruction and rote learning, restricting opportunities for student interaction, collaboration, and critical thinking. Active methodologies such as Problem-Based Learning (PBL), Project-Based Learning (PBL), Game-Based Learning (GBL), Task-Based Learning (TBL), and Content and Language Integrated Learning (CLIL), identified as beneficial for promoting deeper engagement, were notably absent. The lack of these methodologies resulted in missed opportunities to foster students' autonomy, motivation, and genuine language acquisition through meaningful, real-life communicative contexts.

LACK OF LANGUAGE EXPOSITION

Another unexpected result which is highlighted in this article has to do with the lack of language exposition. Language acquisition requires students to engage actively with language through authentic contexts, encouraging communicative competence. However, the observed exclusive reliance on traditional grammar-based instruction severely limited opportunities for students to encounter language authentically and meaningfully. Without the integration of active or disruptive methodologies like CLIL and GBL, there was minimal practical exposure to language use, undermining students' ability to develop functional language skills effectively.

INSUFFICIENT COLLABORATIVE-LEARNING STRATEGIES IMPLEMENTATION

The collaborative learning, which is a crucial aspect in learning through methodologies like problem-based learning or project-based learning, was notably neglected. This study explicitly supports collaborative strategies, stating their importance in enhancing cognitive skills, promoting deeper understanding, and developing critical thinking. The absence of collaborative

learning resulted in diminished student interaction, teamwork opportunities, and mutual language reinforcement, reducing overall student engagement and effectiveness of language instruction.

USE OF WRITTEN TEXTS ONLY

It is also important to emphasize the necessity of diversified learning materials and experiences to accommodate students' varied learning styles and contexts. The use of interactive and technology-based tools as complementary to traditional texts, may provoke a positive attitude in students' learning process, helping to gain their attention and interest while learning, only by implementing different tools or strategies in class, as Gamification, which allow them, to interact with the language to virtual tools and games. Nonetheless, instruction remained limited exclusively to written texts, as a result of the lack of knowledge from the teachers in the active methodologies or even due to an absent of willing form them to implement these methodologies, disregarding the advantages of gamified or project-oriented tasks, which inherently incorporate multimodal and practical language practice.

LACK OF MEDIATION FOR PROVIDING FEEDBACK

Finally, feedback and mediation, remarkably important as crucial for successful language learning, were inadequately addressed. Effective feedback facilitates language development, corrects misconceptions, and supports psychological well-being, aligning with the research objectives of monitoring student psychological impacts. However, without active methodologies or interactive pedagogical approaches, opportunities for ongoing and formative feedback were greatly diminished, affecting the quality and depth of learning and subsequently limiting students' potential for improvement and self-reflection.

INCORPORATION OF ACTIVE METHODOLOGIES IN LESSON PLANS

It is expected that teachers will begin to reflect about the influence of active learning methodologies in their lesson plans, even if not applied with full confidence or consistency. The concepts introduced during the training will start to take root, and although challenges may remain in practice, the theoretical understanding of student-centered approaches will begin to influence how teachers design their lessons.

Although the first unexpected outcome revealed that teachers did not employ active methodologies—relying instead on traditional, teacher-centered practices that limited interaction, collaboration, and critical thinking—this absence simultaneously created the basis for reflection. The lack of strategies such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), Game-Based Learning (GBL), Task-Based Learning (TBL), and Content and Language Integrated Learning (CLIL) meant missed opportunities for fostering autonomy, motivation, and authentic language use in real communicative contexts. However, exposure to these approaches during training encouraged teachers to begin reconsidering their lesson design. Even if not yet applied with full consistency, the theoretical understanding of student-centered methodologies started to influence their planning, opening the possibility of gradually moving from traditional instruction toward more engaging and transformative classroom practices.

REJECTION TO SPEAK ENGLISH DURING THE CLASS DUE TO TEACHERS' LANGUAGE PROFICIENCY

A number of teachers will resist applying the use of English in the classroom, despite having participated in the intervention. This resistance would stem from their perceived lack of language proficiency, which could cause hesitation, fear of making mistakes, or discomfort when trying to use English in front of their students.

Another unexpected result relates to the limited language exposition provided to students, as instruction remained largely confined to traditional, grammar-based approaches that offered little opportunity for authentic communicative engagement. The absence of methodologies such as CLIL or GBL further reduced meaningful exposure, thereby restricting the development of functional language skills. This situation was compounded by some teachers' reluctance to use English in class, often stemming from their own perceived lack of proficiency, which generated fear of mistakes and discomfort when modeling the target language.

REJECTION TO SPEAK ENGLISH DURING THE CLASS DUE TO THEIR STUDENTS' LANGUAGE PROFICIENCY

Similarly, some teachers may choose not to implement the strategies shared during the training due to their students' low level of English. In such cases, teachers might feel that their learners are not prepared to engage with content in English, which could lead to a preference for continuing implementing Spanish or using only minimal English in classes.

USE OF DIVERSE TYPES OF ASSESSMENT

It is also expected that teachers will begin to explore and apply more varied forms of assessment as part of their pedagogical practices. Beyond relying just on traditional written tests, teachers may start incorporating alternative tools such as tasks, projects, peer evaluations, and game rewards. These changes would show that teachers are using more complete fair ways to assess the students' learning processes.

Instruction was found to rely almost exclusively on written texts, overlooking the importance of diversifying learning materials and experiences to meet students' varied learning styles and contexts. The absence of interactive, technology-based tools and active methodologies reflected either limited teacher knowledge or a lack of willingness to adopt new practices. Consequently, opportunities to engage students through gamification, project-oriented tasks, and other multimodal strategies—which could have enhanced motivation and fostered meaningful language interaction—were disregarded. This narrow approach also extended to assessment, where traditional written tests remained the dominant measure of learning. These alternative methods would not only align with more dynamic classroom practices but also provide fairer and more comprehensive measures of students' progress, contributing to a richer and more engaging learning process.

IMPLEMENTATION OF COLLABORATIVE LEARNING AS A TEACHING STRATEGY

After our intervention, teachers are expected to demonstrate engagement to implement collaborative learning in their classrooms. Instead of considering group work as a way to generate chaos or disorganization, educators may recognize it as a valuable method for promoting teamwork, shared responsibility, and collective knowledge construction.

Collaborative learning, a cornerstone of methodologies such as problem-based and project-based learning, was notably neglected, despite its well-documented role in enhancing cognitive skills, fostering deeper understanding, and stimulating critical thinking. Its absence limited student interaction, teamwork opportunities, and mutual language reinforcement, thereby reducing overall engagement and the effectiveness of language instruction. However, following the intervention, teachers were expected to increasingly value and implement collaborative learning in their classrooms. Rather than viewing group work as a source of disorder, they may begin to recognize its potential to cultivate teamwork, shared responsibility, and the

collective construction of knowledge, ultimately transforming classroom dynamics into more participatory and student-centered experiences.

LACK OF MEDIATION FOR PROVIDING FEEDBACK

Finally, feedback and mediation—both crucial for successful language learning—were inadequately addressed before the intervention. Although effective feedback is essential to facilitate language development, correct misconceptions, and support students' psychological well-being, the absence of active methodologies and interactive pedagogical approaches led to limited opportunities to carry it out. After the intervention, however, it is expected that participating teachers will come to recognize the importance of using mediation as a strategy for providing student feedback. This involves moving beyond minimal or ineffective feedback, as well as relying on purely corrective or judgmental responses, toward more reflective, constructive, and supportive interactions that help students identify areas for improvement and feel empowered in their learning process.

DISCUSSION

The aim of this project is analyzing the incidence of applying active/disruptive methodologies within EFL classrooms through a mixed-research design; which are divided into three macro-phases. Despite the emerging positive results presented above; it faced some limitations, for instance: teachers' rejection to participate on the project, their refusal to implement the methodologies following certain essential steps along the sessions, their unwillingness to be an active member of the study and their defiant attitude to changes. Notwithstanding, one of the most powerful challenges this project addressed was teachers' lack of interest in students' contextual needs; which in addition, difficulted developing meaningful teaching-learning processes in general. Finally, there was an unexpected encounter in regard to the lack of teachers' interest in their own professional development; that negatively affects students' learning process on a large scale; nevertheless, this item must be studied deeply in further research.

WILLINGNESS TO PERMIT RESEARCH

As mentioned below, one of the challenges researchers and teachers face when conducting investigations inside classrooms in Colombia is the school teachers' disposition to permit classroom observation, particularly regarding their methodology, classroom management, language proficiency, and use of ICTs, among others. In this case, as our research aims to disrupt the traditional

teaching methods that most official school teachers address today, we propose applying the active methodologies developed in this research to examine their influence on EFL teaching. However, who likes to be observed? Who likes their work to be evaluated by other colleagues? Undoubtedly, many teachers might feel indisposed when someone is observing their classes, their behavior, tone of voice, and assertive communication; they might feel judged, embarrassed, or even out-of-date, which can end up with their refusal to collaborate in research.

DEFIANCE OF CHANGES

With the previous in mind, it is worth discussing teachers' resistance to changing their practice regarding the methods they use to implement during English classes. It might be possible that some teachers are willing to be observed and allow researchers to get into their classes but might not be ready to create new or different lesson plans, use new technologies during lessons maybe because they do not count with that at school or because they do not know how to do it, some other might feel lazy to adopt new strategies and think being "working perfectly and according to their students' needs", some others just may consider appropriate to continue with a traditional way of teaching since it is how they learnt in the past. And the list could keep going since it is the reality. It is important to mention that many of the official teachers of public schools in Colombia have been working for decades and they may feel no longer with the right spirit, the heart, the mood to improve their practices today, that does not mean an aging teacher cannot or be willing to be up-dated but it could be a strong reason to continue teaching as it has always done.

LACK OF INTEREST IN CONTEXTUAL NEEDS

There exist many public schools in Colombia in PDET zones, by their initials in Spanish (Programas de Desarrollo con Enfoque Territorial), to which this inquiry is specifically addressing, which ones present different territorial challenges due to their location. These areas have been affected by poverty, violence, and government oversight. These programs aim to transform the zones, and of course, education plays a crucial role in their transformation. Despite this, official school teachers in Colombia, no matter the zone they are in, might feel very comfortable and peaceful since they receive a lifelong contract once they win the teachers' contest. As we mentioned before, this may also make them just continue with the same structures and traditional ways to teach, rather than their desire to discover and implement new methodologies. Thus, many of them may manifest little or no interest in

knowing their students' needs or paying attention to their socioeconomic context, which degrades their education quality. Some others can be conscious about it, but do not have the resources or self-motivation to improve this and just adjust themselves to what has already been done.

LACK OF INTEREST IN PROFESSIONAL DEVELOPMENT

On the other hand, another negative aspect regarding this "feeling" teachers have of like they have won everything with their lifelong contract, they may not feel the necessity to advance, get better, and enhance their teaching practice. This is talking of continuing education, studying different areas in pedagogy involving teaching and learning knowledge for the purpose of contributing and making progress in educational quality. The government indeed has different rewards or a specific salary according to the teachers' level of education such as: associate degree, bachelor's degree, advanced degree, however, this is more a personal and individual interest but does not assure the addressing of specific areas of knowledge in which these special institutions and students can be beneficiaries through updated teaching methodologies.

The implementation of collaborative learning as a teaching strategy within EFL classrooms highlights the potential of active methodologies to foster meaningful educational experiences; however, this process is not without significant challenges. Despite evidence of its benefits in promoting teamwork, shared responsibility, and student-centered learning, the project revealed strong resistance from many teachers, ranging from reluctance to classroom observation, rejection of methodological changes, disinterest in students' contextual needs, to a lack of motivation for professional development.

 These barriers are particularly pronounced in underserved areas such as Colombia's PDET zones, where systemic issues intersect with educators' entrenched practices and attitudes. Nevertheless, the project underscores the urgent need for renewed teacher training policies, institutional support, and culturally responsive pedagogical frameworks that encourage reflection and adaptability. While collaborative learning may initially be perceived as disruptive, with continued support and a shift in mindset, it can evolve into a catalyst for educational transformation that truly responds to learners' realities.

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