CRITICAL REFLECTION AS A STRATEGY FOR PROFESSIONAL DEVELOPMENT

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BY

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DEDICATION

To our families, for loving and support us through it all.

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We thank God for his blessings, for keeping our heads up and for giving us the strength to persevere.

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ABSTRACT

TITTLE: Critical Reflection as a Strategy for Professional Development

AUTHORS: Sandra Milena Romero Martin and Zulma Milena Valero Farfán

KEY WORDS: Critical reflection, Professional Development, Action research

DESCRIPTION: In our qualitative self-study of critical reflection using an action research methodology, we examine our English Professional Teaching Practices with the purpose to describe and analyze how the critical reflection through the research process helps us to promote professional development. To do that, we utilize Life History and Reflective Journals as the main techniques of data collection that allow us first to determine the system of beliefs than underlie our teaching practices to be aware of who we are as teachers and the reasons we have to certain decision making. Second, we analyze our characterizations to determine possible actions of improving in a more conscious way based on theory and teacher educator advices. Then, we act and continue writing reflective journals. Finally; we establish the relationships of critical reflection process and the professional development gain.

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CONTENT: The chapters for this research are a theoretical framework and methods and analysis. The first one deals with the concepts and quotations related to reflective teaching, critical reflection and professional development. The second one presents the research design, participants and context, instruments of data collection, organizing, exploring and coding data, data analysis and conclusions.

METHODOLOGY: This study followed the Qualitative approach and its epistemological perspective was Holism. The methodological was Action Research because it has a strong relationship with reflection and professional development, which are components of the scientific question and objective of this study. The type of action research selected was Critical because its main purpose is to understand teaching practices through reflection joining theory with practice, fostering professional development.

CONCLUSIONS: During the whole process, there was a continuous reflection that favors us to grow professionally in the way we were moving among the different levels of reflection and do some activities such as observation and class report, the master degree, bibliography reading and discussions, and professional support among colleagues. This is evidenced in the different actions performed by the teachers trying to introduce sustainable changes, assuming a less teacher-centered role in the classroom, and using theory to introduce changes. Additionally, we grew professionally because:

1) Critical Reflection helped us to know and understand better our teaching practices to introduce sustainable changes in our everyday performance.

2) It allowed us to reduce the gap between theory and practice by adapting materials, activities, processes and evaluation among others.

3) Critical reflection implies a long and never ending process assumed personally that conducted us to a structured work where each action is supported by theory.

4) This process carries out us to assume new roles and innovate up to the point to become reflective teachers

5) Critical reflection provided us with knowledge of practice needed to confront social changes and promote professional development

October 29th 2014

INTRODUCTION

Reflective teaching, critical reflection and professional development among others, have been topics of discussion and research worldwide for every profession and particularly in the field of education. Research findings have become a source of knowledge about the path to guide teacher education and expectation due to these results; these would conduct teachers to be active agents in their own professional growth that will have an impact on the construction of a desirable society.

The reflective teaching era has acquired importance in teacher education around the world. This approach leads teachers to analyze, comprehend and change their actions in their professional lives providing teachers' knowledge about their own practice through continuous reflection. Reflection implies a process of exploring practices in order to find information about teaching to help teachers discover the strengths and weaknesses of their practices in order to be conscious of the decisions they make.

Due to reflection relevance in the educational field, this topic has been studied by many authors. Dewey (1933) and Schön (1987) consider reflection as a human thinking process to gain knowledge; meanwhile Richards and Lockhart (1994) and Wallace (1991 – 1998) recognize reflection as a strategy for professional development in the field of teaching, but it is Wallace who specifically refers to it for foreign language teaching.

Wallace (1998) considers that reflection on teachers' practices by means of professional development needs to become structured and systematic, giving reflection the status of action research. This author affirms that foreign language teaching improvement is one of the challenges of globalization, and it is possible through reflection perceived as an effective professional development strategy. From this point of view,

training and development are forms of teacher education responding to changes of modernity, and Wallace establishes a difference between them. Training refers to something presented or managed by others while development is something that is done by and for oneself.

Moreover, the term critical reflection implies a higher level of impact on teaching practices. By doing critical reflection, Richards and Lockhart (1994) state that teachers can obtain information about their performance in classes by being aware of the divergence which exists between theory and practice and reduce the "gap between what they teach and what their students learn" (p.4). The knowledge obtained from critical reflection helps teachers in their professional development. This topic has been dealt by some authors because professional development is important for teachers to be conscious that it is not enough to finish their university studies, but to continue their development using different strategies that allow them to grow personally and professionally.

Wallace (1991) introduces the Reflective Model of professional development and claims about structured reflection as a process that allows professional self-development. James (2001) appreciates professional development as a means of teacher education. Diaz (2003) says that professional development is a process of professional self-disclosure, reflection, and growth that yields the best results when sustained over time in communities of practice. Richards and Farrell (2005) refer to professional development as a general growth that often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as bottom up.

In Colombia, Cárdenas (2010) contextualizes professional development as an indirect strategy that has a deeper impact on professional life than training through specific

courses. The purpose of professional development is to generate changes in teaching practices, and this author affirms that the concept of development requires articulation with reflection activity.

Reflecting on every day teaching practice is an effective way of solving professional problems and of improving professionally. Evidence of this is the investigations carried out about reflection and professional development. Different studies were developed in areas such as occupational therapy, nursing, physiotherapy, architecture, music and teaching; but it is in the last one where we focused. In the area of teaching there were seven investigations selected that are close to this study because those show, from different perspectives, the use of reflection and how this activity impacts on teachers professional development. At the same time, these studies support the statement that thanks to reflection teaching practices change.

Investigations carried out about reflection and professional development in the teaching area clearly show two trends. On the one hand, international researchers like Brown (2002), Sharpe (2006) and Alozie (2010) present professional development as a part of training to improve it where reflection conducts changes in professional practices and those changes are the evidence of improvement. These studies follow a top down method (Deduction) of analyzing the phenomenon under investigation; knowledge comes from theories applied to solve problems.

The three top down studies found at international level deal with reflective teaching and professional development and were accomplished during the last two decades. Improving Teaching Practices through Action Research (Brown, 2002), The Role of Reflection in Teachers' Professional Development: An Ethnographic Case Study of an ESL Method Course (Sharpe, 2006) and Collaborative Professional Development and

Curriculum Enactment: teacher reflection to inform inquiry-based discussions in high school (Alozie, 2010), appreciate reflection as a part of a training process where teachers grew professionally.

The first international research was carried out by Brown (2002). She developed her study in a public middle school in the USA with six teachers who had participated in a training course of action research and who attended to two professional development sessions. This researcher presents reflective teaching as an important part of professional development that gives teachers the opportunity to examine their practices critically to improve and build teachers' knowledge. The participants stated that reflection supported changes in their teaching practices in different ways, especially in planning. As a conclusion, the researcher stated that reflective practice played an important part in changing the teacher role and as the teacher role changed, so did teachers' perceptions about their knowledge about teaching.

The second international study was performed by Sharpe (2006) who conducted an ethnographic case study of an ESL method course (Training) focused on the reflective practices of five experienced teachers of English as a second language (ESL) who took this course. The conclusion of this study was that Reflective teaching helped teachers think critically about the decisions they make in the classroom, which is a way to improve their practices and contribute to teachers' professional development. The ESL methods course demonstrates the power of reflective teaching practices of teachers who can change their ideas about what constitutes effective teaching.

The third top down study was conducted by Alozie (2010), who focused her research on the exploration of effective professional development. This study concludes that different resources like self-observation, reading about research, and discussions

about videotaped sessions played a significant role in becoming a reflective teacher. Including reflection does not only allow teachers to think critically, but also promotes changes in instruction in the way reflection can enhance teacher learning. Another important conclusion of this dissertation was the need for collaborative work in the professional development process due to teacher learning being a social process where interactions facilitate sharing ideas, theories, and solutions for common problems.

On the other hand, national researchers as González (2005) and Espítia (2009), and local researchers like Quintero (1996), and Álvarez (2010) understand reflection as an important strategy to transform teaching practices and to grow professionally. These authors follow a different method of research (Induction) or bottom up processes. This method of research facilitates teachers with the opportunity to generate solutions to particular classroom problems from their own necessities and context through a reflective process. Equally important, teachers can gain professional development using research as a strategy to improve and change their teaching practices.

At the bottom up trend, four studies are close to this study. The first qualitative study developed by González and Ospina (2005) in Antioquia University involved eighteen Colombian English Foreign Language teacher educators from different regions who described their professional development strategies to gain higher levels of teaching competence. Among the findings provided by this study it was revealed that teacher educators use professional development strategies not only for increasing their salaries, but for constructing their professional identities when they take advantage of teaching advanced courses, attending international conferences, doing research, doing systematic reflection on practice, and independent studies and networking.

The second bottom up research was conducted by Espítia (2009) who did a qualitative case study using the group study as a strategy for professional development based on reflective meetings. By exploring teachers' reflections upon the roles they assume when they teach English, participants conclude that material seeker, planner, learning environment promoter and reflective practitioner were the most common ones. In the reflective practitioner role teachers noticed that it is necessary and important to analyze practices, understand what happens in the classroom, change beliefs and reflect again on the practice.

The third bottom up research was performed by Quintero (1996). It was a proposal to encourage two English Teachers from a university to have a coherent, explicit and relevant practical theory as a basis for their decision-making and performance in their teaching activities. As a conclusion, researchers say that educators can think about changes in materials, approaches, methodologies, and styles of teaching as well as about beliefs, and the theories that lead teaching practices.

Finally, Álvarez (2010) did a study applied to a group of teachers from a public secondary institution at Bogotá with the purpose of looking for implicit beliefs about teaching, learning, and communicative interaction based on reflection on their pedagogical practice. This research is based on the assumption that teachers' reflection allows the comprehension of their practices promoting changes and their improvement.

Through all these studies, it is observed that the professional development process moves from the training perspective to one of reflection and indicate that reflection is an important aspect to be taken into consideration by teachers who want to have effective professional development. These studies support our investigation because reflection is seen as a tool, a strategy, and an opportunity for professional development that empowers

teachers to be aware of their own practices, to be critical and to be equipped to change it. Additionally, the last Colombian educative policies "Revolución Educativa" and "Educación de Calidad: El camino para la prosperidad" give special emphasis on professional development as a quality strategy to update and strength teaching competences.

Those policies are based on Colombian laws and decrees that highlight professional development seen as a way to offer a quality educative service where teachers take the main responsibility for their own professional growth. In this way reflective practice in teaching becomes relevant and necessary to achieve national requirements. The Colombian General Law of Education says that teachers' professional development is considered as a fundamental factor in the educative process. Decree 0709 establishes some general rules for the development of teacher education programs and creates conditions for their professional development. Finally evaluation and research are relevant aspects mentioned in Decree 1278 that promote the qualification of education and teachers' continuing improvement.

Based on the previous foundations, two in service teachers of English developed this research in a public institution located in Suesca Cundinamarca. Both have a professional degree in language teaching and have been working for seven years at this school. Our Teaching practices have been characterized on the basis of areas of grammar. Listening and speaking are the most practiced skills, while board work is the main resource used in class, complemented with photocopies taken from an English Text Book titled New Generation for Teenagers. Class preparation focuses on activities to develop reading and writing skills, and listening and speaking activities are done two or

three times in a term and the use of English and Spanish to give instructions and explanations is frequent.

We found that our classes had become humdrum and this is hampering English teaching practices because we noticed students' boredom, low participation in class and lack of interest in developing the activities. Consequently, many times we have questioned ourselves what we can do to change that situation because we feel frustrated professionally and we need to improve some aspects of our teaching practices. As a consequence of the described situation, the **SCIENTIFIC PROBLEM** is stated as the necessity to reflect critically on our English Professional Teaching practices.

The scientific problem was evidenced through the application of three instruments, an interview, a questionnaire and a survey, corresponding to empirical methods, to 21 students, chosen randomly, one per course. The objective of the survey was to grade some aspects such as the relationship of what students are taught, what they want and need to learn, activities, materials, tasks, and evaluation used in the English classes. The results from this instrument showed that students graded all the aspects between good and excellent (see appendix 1).

Students also had the opportunity to add comments in the survey where they could suggest aspects that they would like to be improved. They argued that they did not learn what is necessary; they want to learn more languages and speak English fluently. They also commented that they would like to have creative and dynamic classes, to work on pronunciation and British English, and to learn more about the different professions they are interested in. They said that translation and photocopied activities were the most common ones during English classes and the most used materials they work with are photocopies, bilingual dictionary and magazines. Among the comments students wrote

about evaluation they mentioned that there was only a final test and that time is reduced, and correct pronunciation and correct writing are the aspects evaluated.

The results of this method highlighted the fact that students want more dynamic and creative English classes where they can speak and improve pronunciation. Students also asked for different didactic resources. This information helped us to confirm that there is a need to reflect critically upon our own teaching practices. It was evident that the use of the same resources and form of evaluation, the permanent use of the same method of teaching, teacher centered role, led to the voice of students being absent in terms of their interests and expectations. Students' comments made us think about our everyday actions to avoid routine and improve our teaching practice.

As we are interested in becoming better English teachers and improve professionally, we started to have many inquiries related to the way we could improve our actions in classes. The responsibility for our own professional development is our huge challenge; we decided to take the risk of looking for a strategy that conducts us to fulfill our professional expectations.

That is the reason why this study proposes critical reflection as a way to promote professional development. Consequently, we posed the **SCIENTIFIC QUESTION** How does critical reflection of two EFL teachers in an action research process promote their professional development?, the **OBJECT OF STUDY** is English teaching practice and the **FIELD OF ACTION** is Critical Reflection on English teaching practice.

The **MAIN OBJECTIVE** of this research is to describe and analyze the critical reflection process of two EFL teachers through action research to promote their professional development. Four **SCIENTIFIC TASKS** are determined. 1. Validation of the problem, 2. Characterization of English professional teaching practices, 3.Identification of

theoretical foundations to support the project, and 4. Analysis of English professional teaching practices.

For these tasks the teacher researchers collected data from themselves through **EMPIRICAL METHODS** such as observations, life history of each participant written in a narrative, and reflective journals on specific features of teaching practices. Among **THEORETICAL METHODS,** induction, deduction, logical and historical analysis and synthesis were used in the construction of the theoretical framework, data analysis and writing the final report, and finally, as **METATHEORETICAL METHOD** we used grounded theory to analyze the data.

This research follows the Qualitative approach because the phenomenon is examined to learn more about it. This research pursues a particular interest that looks for describing, comprehending and understanding English teaching practices in a natural environment. The methodological design followed is Action research based on Wallace (1998) who provides the theoretical basis and Kemmis and McTaggert the practical ones. Wallace (1998) affirmed that action research is a strategy to accelerate and enhance professional development. Kemmis and McTaggert (1990) stated four steps of action research: plan, act, observe and reflect.

The chapters for this research are a theoretical framework and methods and analysis. The first one deals with the concepts and quotations related to reflective teaching, critical reflection and professional development. The second one presents the research design, participants and context, instruments of data collection, analyzing and interpreting qualitative data, data analysis and conclusions.

CHAPTER 1

THEORETICAL FRAMEWORK

This chapter is divided into three parts: Reflective Teaching, Professional Development and Teacher Education. The first one refers to some assumptions of what Reflective Teaching is. We expose concepts of Reflection, an overview of teachers' beliefs notions and types, its relationship with teacher decision making and finally some teachers' roles. The second part deals with professional development. We present the concepts, characteristics, categories and activities as fundamental elements of Professional Development. In the third part the concept of teacher education, stages, and how teacher education introduces and promotes critical reflection by means of what is called effective professional development. Finally, we highlight the role of a teacher educator in the critical reflection process.

In the following map, the concepts revised for this theoretical framework are shown.

Figure 1. Map of the Theoretical Framework
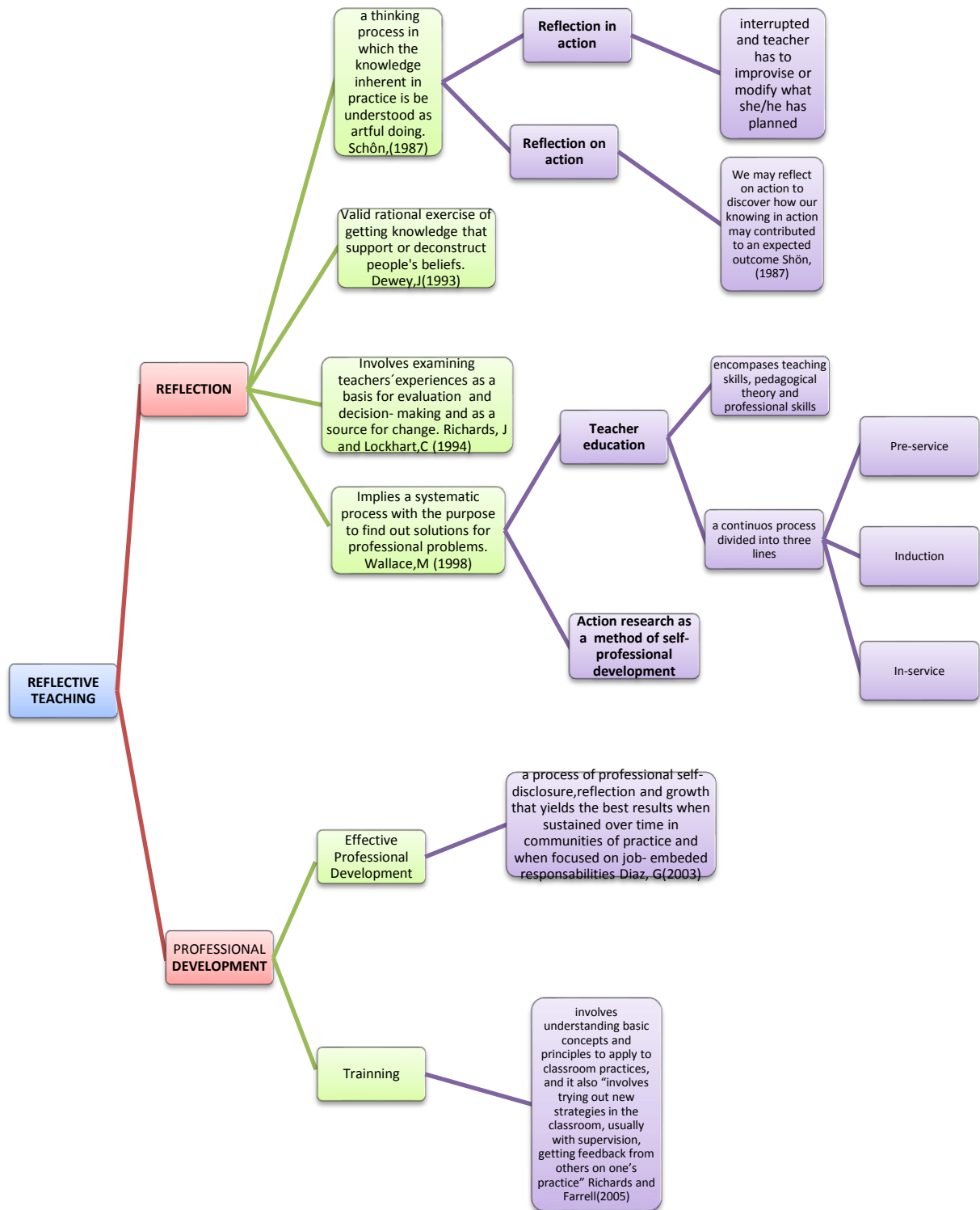
1.1 REFLECTIVE TEACHING

One of the theoretical bases that embrace the object under investigation of this research is reflecting teaching, due to the fact it allows us as teachers to learn from our own daily teaching practices through Critical Reflection exercise. From this perspective of teaching, we are going to deal with its concept and assumptions, reflection and critical reflection concepts and levels and teachers' beliefs, decision-making and roles.

1.1.1 Reflective teaching concept and assumptions

Referring to reflective teaching as the framework of a critical reflection exercise, Richards and Lockhart (1994) provide a definition that matches our main research objective and five assumptions which highlight the importance of critical reflection in order to obtain professional development from a bottom up perspective as we have already mentioned in the introduction. According to these two authors, under a reflective teaching perspective, teachers can develop a critical reflection exercise or practice independently of the teaching method or approach they have.

By means of our research, we took into account these five general assumptions used to explore how teaching practices go on seeking their own development .These five general assumptions are shown in figure 2:

Figure 2. Reflective Teaching Assumptions

Source: Adapted by authors from Richards and Lockhart. 1994:4-5

The first assumption of professional development: "An informed teacher has an extensive knowledge base about teaching" means that it is necessary for teachers to know in depth about the dimensions and components of teaching to make judgments and to make correct decisions in teaching. This assumption leads us to reflect that as teachers we have not been making decisions on a reliable basis without any other support than our own beliefs.

The second assumption: "Much can be learned about teaching through self-inquiry". Nothing is better than when teachers, who examine their own teaching practice, collect information about it, make decisions, look for and select appropriate strategies according to their students' needs and interests. Teachers need to decide by themselves what is necessary to improve in their practice. At this point, one issue that called our attention to start self- inquiring was students' boredom and low motivation towards our

English classes. It became a worry for us and it was one of the first aspects to reflect on in order to make decisions looking for changes. We had always planned the syllabus without taking into account students' needs or interests.

The third assumption posed by Richards and Lockhart (1994) is "Much of what happens in teaching is unknown to the teacher". Most of the time teachers are unaware of their kind of teaching and of reactions they have in the different situations they have to face in their daily life as teachers. It is difficult for them to be aware of all action that happens in a classroom, and therefore this is a reason because collecting and examining data can help teachers to increase their understanding about the complex classroom dynamic. We are used to living immersed in the dynamic of the classroom we work in and it constitutes our daily routine, so it is not something strange, but on the contrary, we are used to thinking that all that happens is part of the regular classes. Mainly, it is due to the fact that we rarely reflect critically on what we do.

The fourth assumption "Experience is insufficient as a basis for development". At this point the authors proposed to combine experience with research in classrooms in order to bypass routines and strategies that are applied by an experienced teacher automatically without any adaptation or innovation. The authors give to experience the quality of being the starting point for teacher development, but they affirm that in order to make the experience more productive it is necessary to analyze such experience systematically. As practiced teachers of a specific institution, we tend to think that experience is the unique source that supports our everyday teaching decisions. Experience is an important base for decision-making but it needs to be combined with research to have an objective point of view that helps to implement changes by means of professional development. We also had never been in a research exercise that made us

leave aside the different advantages it could have by means of improving ourselves and how it could impact on students' learning process positively.

The fifth assumption, "critical reflection, can trigger a deeper understanding of teaching" dealing with the teachers' exercise of exploring their classroom practices and teaching to examine them and use this information to reflect critically about actions they perform. This process conducts teachers to professional development in the way they find answers which help them to solve teaching problems.

In conclusion, reflective teaching promotes critical reflection, and this process of exploring teaching is useful in different ways. It can help teachers to understand better their own teaching practice, it can guide teachers to understand their students' learning process and, at the same time, it is a step of self-evaluation. All of these critical reflection advantages are important components in a professional development process.

1.1.2. From Reflection to Critical Reflection

Four concepts of reflection are quoted here relevant to our research study based on the central idea of how a structured reflection promotes professional development. These concepts are linked in the way that the two first ones constituted the basis for being used in the field of teaching by means of teacher education. The third concept sets reflection more specifically in language teaching in the field of education. The fourth establishes the relationship between reflection and professional development.

The first concept belongs to Dewey (1933) who considers that reflection involves not simply a sequence of ideas, but actions to modify or change the way of doing things. Reflection follows a consecutive ordering in such a way that each idea determines the next one as its proper outcome, while each in turn leans back on its predecessors. This

author also affirms that reflection thus implies that something is believed in (or disbelieved in), not on its own direct account, but through something else which stands as witness, evidence, and proof; that is, as a *grounds for belief*, and reflection is aimed at the discovery of facts that will serve a purpose. (p.3)

Dewey (1933) characterizes reflection as a valid rational exercise of giving people knowledge that constructs or deconstructs their beliefs. It means that through reflection as a thinking process, a belief can be supported or disproved with a specific purpose. As teachers, we act according to what we think is the best way to do something. In words of Richards and Lockhart (1994), "what teachers do is a reflection of what they know and believe, and that teacher knowledge and teacher thinking provide the underlying framework or schema which guides the teacher's classroom actions" (p 29).

Additionally, Dewey (1933) states ten principles of reflection but only five were taken into account because they are directly related to our study characteristics.

- The issue upon which the teachers reflect must occur in the social context where teaching occurs.
- The issue must be "owned" by the teacher that is derived by his or her practice.
- Owner ship of the identified issue and its solution is vested in the teacher.
- Systematic procedures are necessary.
- Hands reflexive action may be transforming into new understandings and redefined practice in teaching."

Based on Dewey´s concept and characteristics of a process of reflection, this study emphasizes the importance of analyzing and describing teachers' beliefs. By doing that, teachers can be more conscious that in a process of professional development it is important to deconstruct and to rebuild those beliefs, especially when they are becoming an obstacle in changing teaching practices and when it is a necessity. Nowadays, teaching

is a process that all the time needs to be rethought because our students' interests are changing constantly.

The second concept that implies key elements in our study is proposed by Schön (1987) who says that the reflection process is done in two ways introducing the concepts of reflection in action and reflection on action.

Firstly, Schön (1987) refers to reflection in action when "we may reflect in the midst of action without interrupting it", in that way "our thinking serves to reshape what we are doing while we are doing it"; equally important, "we may reflect on action to discover how our knowing in action may have contributed to an expected outcome" (p.26). This reflection happens after actions are finished. Additionally Griffths and Tann (1992), quoted by O´Hanlom (1996), departed from this distinction and extend it. These authors located reflection in action and on action in different levels of action research. Reflection in action goes through the first two levels and Reflection on action at the third, fourth and fifth level.

These authors provide us the characterization of our critical reflection on action as follows: an interpersonal and collective level, the thinking process and reflection occurs after the teaching performance then, it implies a distance between the teaching practice and the reflection. It can help to modify teaching plans and not only a simple change in action. According to Griffths and Tann (1992), research on action is based on a systematic process of a focused observation that needs data collection, analysis and evaluation. It offers research validity and reliability. Finally, they affirm that reflection on action has a theoretical revision as its main objective. Therefore, it represents a process of conceptual change more than an analysis of how teaching practices are carried out.

Secondly, Schön (1987) provides a pragmatic view of reflection that allows it to be used for specific purposes in teaching practices. The critical reflection on action process was carried out through an action research divided into three phases: Exploratory, Descriptive and Analytical. Each phase followed four steps of a spiral path: inquiry, data collection and analysis, documenting and understanding. Each step required critical reflection from teacher researchers in order to advance on the spiral path.

The third concept is taken from Richards and Lockhart (1994). They stated that "Critical reflection involves examining teaching experiences as a basis for evaluation and decision making and as a source for change" (p. 4). Here, the term reflection acquired a relevant status in the teaching processes because teachers can find the gaps between what is taught and what learners are learning. This concept establishes in our study the theoretical support of reflection as a kind of self-evaluation that helps us to determine what we need to reinforce or to improve.

Critical reflection is not only a thinking process, but also this process could lead us as teachers to assess our work in an objective way. Reflection in the form of self-evaluation conducts teachers to look for information from their students and theory related to methodology, to attend to different training courses or workshops, to study at post graduate level, to investigate students' interests, learning styles or any other classroom issues in order to grow professionally.

The fourth concept that constitutes the link between reflection and professional development is proposed by Wallace (1998). He discusses two kinds of reflection, informal and structured. Informal reflection refers to reflection on problems, but not with clear solutions, which is a state of relief that can increase the problem and can intensify "unpleasant emotions" (p. 14). We experiment this reflection at the beginning of our

research process mainly because we thought that only reflection without any previous structured direction would lead us to fulfill our teaching objectives based only on our teaching experience and in our pre-training studies (B.A degree).

Structured reflection implies a systematic process with the purpose of finding solutions to professional problems. From this idea, this study considered the second kind of reflection. Wallace (1998) affirms that a structured reflection leads teachers to significant changes in their teaching practices which allows professional self-development. This author poses reflection as an effective way of solving professional problems and continuing to improve and to develop as teachers where reflection is a strategy for accelerating and enhancing development. He points out action research as a form of structured reflection where "data collection is systematic in your everyday practice and analyzed in order to come to some decisions about what your future practice should be" (p. 4). Wallace (1998) also considers action research as a "method of professional self-development which involves the systematic collection and analysis of data related to practice" (p. 255).

To sum up, reflection has been seen and considered as an important element, strategy and a structured kind of research from different authors in the field of teacher education because of its direct relationship with improving processes of teaching.

1.1.3 Reflection Levels

In order to complement the term critical reflection stated by Richards and Lockhart (1994), Van Manen (1977), cited by Camacho, D. et al. (2012), a hierarchical organization divided into three levels is given to reflection: technical, practical and critical. Critical

reflection is complemented by Bailey (1997), cited by Gün (2011), who says that it will make teachers aware of what they do.

Technical reflection deals with application of educational knowledge while reflecting on themes such as class activities, materials, classroom interaction, group arrangement, explanations, and instructions, use of L1 or L2 and errors. Practical reflection refers to finding out relationships between actions and theory about language learning and language teaching. Finally, critical reflection deals with teachers' inquiry about moral and ethical issues related directly and indirectly to teaching practices: respect, discipline and responsibility.

Additionally, Bailey (1997) states that teachers involved in a critical reflection of their practice consider reflection as a way to bring themselves to the level of awareness of what they do answering the why and what questions. How questions should be used at a technical and practical level of reflection. Bartlett (1990), also clarifies what the word critical implies. He says that it means the stance of enabling us as teachers to see our actions in relation to the historical, social and cultural context of our teaching practices which actually take place. This aspect will be developed in teacher education apart of this theoretical framework.

1.1.4 Teachers' Beliefs Sources and Types

Richards and Lockhart (1994) create a typology about beliefs and where they come from. This theoretical information is important in order to be aware of the beliefs we have constructed as teachers and how those beliefs influence our teaching practices. It means inquiry about those beliefs that leads us to make a change in the way we make certain decisions and do specific actions in the classroom.

According to these authors, teachers' beliefs come from different sources (Figure 3) which provide a typology of beliefs (Chart 1) and they are embodied in what is called teaching culture. A teaching culture comprises a belief system composed by teachers' shared knowledge and teachers' understanding of the systems and roles presented where they work. A belief system serves teachers as basis for teaching decision-making and actions in classrooms.

Figure 3. Sources of Beliefs
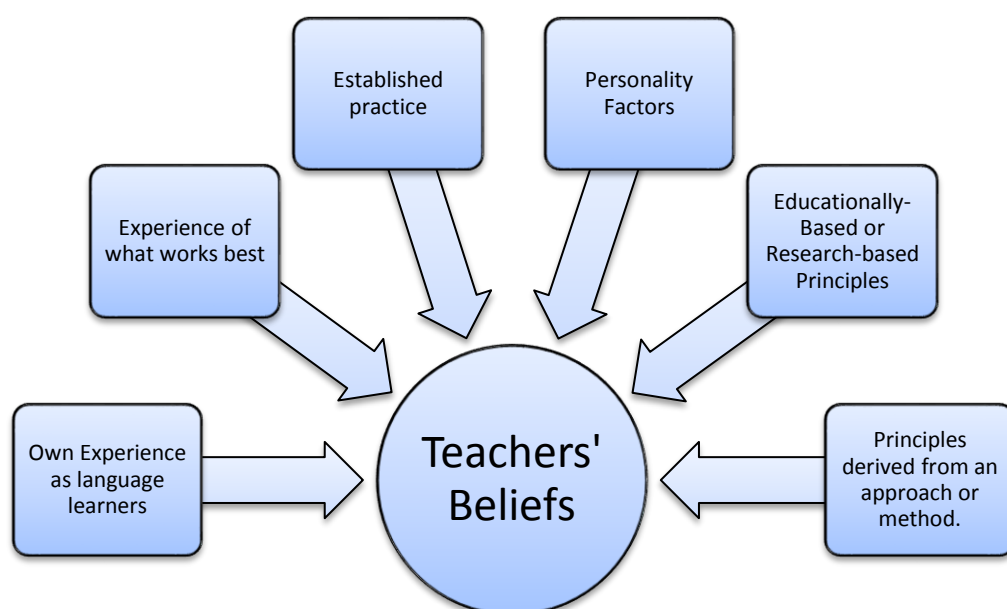
Source: Adapted by authors from Richards and Lockhart, (1994)

The typology of beliefs presented by Richards and Lockhart (1994) helped us to find and classify our own beliefs in order to analyze how our professional teaching practices were characterized to determine the relationships between the pre-service and in-service stages during our teacher education. This was done with the purpose of establishing and describing the impact of the pre-training stage on the later professional teaching practices at the in-service stage of the researchers.

Chart 1. Teachers' Beliefs

TYPES OF BELIEFS	DEFINITION
ABOUT ENGLISH AS LANGUAGE	Embodies the diverse representations of English as language itself
ABOUT LEARNING	Experience about learning a language brought by learners and teachers to a classroom.
ABOUT TEACHING	Individual assumptions of what effective teaching process implies
ABOUT THE CURRICULUM	Particular ways of thinking and doing things in an institution
ABOUT TEACHING PROFESSION	How teaching is considered or seen as a profession

Source: Adapted by authors from Richards and Lockhart (1994)

Now, if we need to determine and know our beliefs as teachers, we must refer to teacher decision making as the "mirror" where we can know ourselves as teachers, as an important assumption of the nature of teacher development.

1.1.5 Teacher Decision Making

There are many assumptions about the nature of teacher development. Richards and Lockhart (1994) mention that a teacher who knows the components and dimensions of teaching and evaluates their own practices can make better decisions about teaching practices. These two assumptions connect reflection with decision making and show "the fact that if teachers are actively involved in reflecting on what is happening in their own classrooms, they are in a position to discover whether there is a gap between what they teach and what they learners learn" (p. 4). When teachers reflect upon their practices they realize that their unconscious beliefs and decisions guide their actions in the

classroom. These aspects have effects on teachers' practices, and therefore it is relevant to mention that belief and decision making are linked to this study because they are part of teachers' reflections to implement sustainable changes, which are part of the implications provided by this research.

In addition, Richards and Lockhart (1994) state that teachers' beliefs represent a framework that determines their actions in the classroom. The content, process of teaching, roles, objectives and values are the basis of teachers' beliefs that serve as a support for most of the teachers' decision making and actions. "Decision making is also viewed as an essential teaching competence." (p. 78). Every teaching action results from a decision and it concerns the different options teachers choose. We can conclude that beliefs are reflected in the decision making process and their understanding could lead teachers to improve their practices when it is done after a process of reflection.

1.1.6 Teachers' Roles

Another important issue that allows teachers to know themselves is the identification of their roles. It helps them to find cues and to support them in relation to what teachers believe about teaching. There are different teachers' roles according to the contexts they work in. These roles could reflect the institutional philosophy, the teaching approach or method teachers' follow, and personal views of teaching. We are going to concentrate on the description of the roles reflecting a personal view of teaching because they are part of the diagnosis and then the description of the role we would like to achieve: the role of a reflective teacher.

Based on Richards and Lockhart (1994) teachers can display 8 roles that reflect their personal view of teaching: planner, manager, quality controller, group organizer,

facilitator, motivator, empowerer and team member (see chart 2). All these kinds of roles can be performed by a teacher during the same lesson.

Chart 2. Teachers' Roles

TEACHER ROLES	DESCRIPTION
Planner	Planning and structuring of learning activities is fundamental to success in teaching and learning.
Manager	Organization and management of the classroom environment and student behavior prevail.
Quality controller	Quality of language is a central issue.
Group Organizer	Development of a cooperative environment is essential.
Facilitator	Helping students to develop independence and autonomy to learn and work.
Motivator	Improvement of students` confidence and interest in learning through a good classroom climate.
Empowerer	Little control to promote students self-direction towards their learning process
Team Member	Promoting team work between students and teachers

Source: Adapted by authors from Richards and Lockhart (1994)

Another relevant aspect to teacher roles is provided by Cárdenas, González, and Alvarez (2010). They suggest that all previous roles can be classified into three types: passive and technical, which locates teachers as a passive consumer of knowledge position, reflective practitioner, who is engaged in classroom research to improve teaching practice, and intellectual-transformer, who manages the two previous roles and besides that has a holistic vision of teaching keeping in mind the impact of it on society, not only in the classroom or school contexts.

The role of Reflective teacher is one of the challenges that this study pursues. Bartlett (1990) says that this current role of a teacher "involves the realization that teachers are both the producers and creators of their own history, which means that the teachers are

engaged in systematic and social forms of inquiry that examine the origin and consequences of everyday teaching, so they see the factors that impede change, and thus, improvement." (p. 206). Expanding this concept, Villegas (2003) states that a reflective teacher is someone who accedes to the profession with previous knowledge and who is going to acquire more knowledge from his or her reflection experience. Thus teachers must be empowered pedagogically, cognitively, and politically.

In addition, Colton and Sparks-Langer (1993), quoted by Alozie (2010), expose four phases to help the teacher to be a reflective one: cognitive apprenticeships, interpersonal skills, collaborative problem solving, and coaching and supervision. Cognitive apprenticeships help teachers to develop mental representation and automatic scripts in order to be able to interpret information, set goals, assess their actions and have independent thinking.   Interpersonal skills mainly help teachers with rapport and trust. Collaborative Problem solving provides teachers with the opportunity to find solutions working with others, and coaching and supervision allows teachers to be aware of their thinking processes.

These authors say that a teacher becomes a reflective one after passing the previous four phases. They will show some special characteristics such as flexibility, which is the ability to understand multiple perspectives on an issue, efficiency, which is the teacher´s willingness to have an impact on students' lives and school, consciousness, which deals with the ability of a teacher to explain to another teacher what their reasoning is, and social responsibility, which has to do with teacher desires of developing socially and politically responsible students.

A teacher can play different roles during the same class in a specific context. However, there will be a predominant role that shows what a teacher thinks and considers functional about teaching or learning. Additionally, the reflective role represents the target level for a teacher due to it being the sum and development of skills gained through experience and theory. In other words the reflective role means professional development.

1.2 PROFESSIONAL DEVELOPMENT

Another important topic in our study is professional development. Nowadays, it has become an important process carried out by in-service teachers where critical reflection is needed during the continuous process. In this part, we mention professional development concepts, models, characteristics and components.

1.2.1 Professional Development Concepts

Two concepts from the bottom up perspective of professional development have been taken into account. Professional development which is consider a teacher initiated process that follows a bottom up path where teachers play the main role. James (2001) states professional development essentially as a way of helping teachers to develop their professional knowledge, skills and attitudes in order to be an effective teacher. He points out professional development as a way of effective teacher education. The issues of this effective education are focused on teachers' knowledge, theories, beliefs, values, assumptions; and teachers' skills, methodology, decision making and social skills. This author also refers to reflection as a way to be aware of decision making.

For this study the issues of professional development mentioned by James (2001) such as beliefs and decision-making are the basis of analysis in the way they have a

double relationship in terms of the mutual impact they have. As we have mentioned before, beliefs constitute the basis of a decision making process. Therefore, if we try to deconstruct those beliefs that are obstacles for innovation, we could implement those changes in an appropriate form being aware of what teachers need. In the same route, decision making becomes the input for our reflections to assess to what extent we have transformed what we believe by means of improvement of our professional competence. That is why beliefs and decision making constitute the starting point that needs intervention in processes of effective development.

Another concept of professional development is defined by Diaz (2003) "as an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students". (p. 1). He says that Professional Development is a "process of professional self-disclosure, reflection, and growth that yields the best results when sustained over time in communities of practice and when focused on job-embedded responsibilities" (p.1). This author presents professional development as a process carried out by pre and in service teachers. He affirms that the main goal of Professional Development is to help teachers to get their students to learn the language and states that professional development is focused on the construction of teachers professional identity in interaction with learners by "reflecting on their actions in the classroom" (p.2), promoting effective teaching.

In this study, the concept of professional development presented by this author is relevant because he includes in-service teachers as active agents in this process and reflection as an action to achieve professional development. Diaz (2003) also proposes two strategies for professional development, dialogue journals and participatory practitioner research, which are the strategies used in this study. The first one according

to Peyton (1993) are conversations in writing which establish communication with the teacher themself, teacher-colleague and teacher-mentor. This communication helps teachers to share expertise and reflections on their teaching practice, and it also becomes a way to improve writing skills in the language being taught. The second strategy, participatory practitioner research, is commonly known as action research. It "lies in the opportunity for teachers to examine their teaching situations in order to get a better understanding and improve them" (p. 3).

Our research uses both strategies. The first one of the data collection technique is where critical reflection helped teacher researchers go deeper into the knowledge and understanding of their professional teaching practices to define themselves as teachers with the guide of a teacher educator of a post graduate level. The second strategy represents the route through teacher research using critical reflection as one of the key elements of effective professional development where the teachers are considered the leaders of their own professional growth.

1.2.2 Models of Professional Education

Professional development is one of the issues addressed in what is called Teacher education. As shown in figure1, teacher education is a continuous process divided into three lines: pre-service, induction and in-service. The last line of teacher education is concentrated on professional development. One of the authors that is representative of knowing the historical development of teacher education in professional education is Michael Wallace.

Wallace (1991) presents two models of professional education, the craft model, and reflective cycle. The craft model had a static vision of education. Stones and (1972),

cited by Wallace (1991), affirm that in the craft model "the master teacher told the students what to do, showing them how to do it and the students imitated the master" (p. 6).

We were trained under this model of teacher education at university level as this was evident during the analysis of each one of our life histories and the journals written during seven months. We tend to reproduce the teaching models we were educated with. One of the problems of the craft model emerged when teaching was considered as a complex activity because this model conceives teaching as a static process in which imitation always has good results .This view of teaching does not let teachers use new teaching strategies in order to satisfy students' needs and interests.

It was until the nineteenth and twentieth century, when a new view of teaching was presented: the applied science model. It deals with the use of scientific empirical knowledge to solve teaching problems to achieve educational goals. This imitation of the development of other professions divided practice with research. This was an epoch when some specialists shared their techniques with some teachers, and as a result they tried to apply the expert knowledge in their classrooms.

The second model presented by Wallace (1991) is the Reflective cycle based on the applied science model. It divides professional development into Pre training stage and professional education. This author says that the first stage is related to pre service and the second stage is related to in service education development. Previous concepts that experienced teachers have about professional actions can change after teaching practices because some ideas, beliefs, attitudes and behavior differ from theory. Based on this idea, teacher researchers were involved in a critical reflection exercise during all the research process.

Wallace (1991) states that there is "received knowledge" dealing with data and theory, and "experiential knowledge" related to reflection and knowing in action. The combination of these kinds of knowledge generated the "reflective model". This model of professional development states that professional education should include received and experiential knowledge; it means the practice, and reflection on the practice, lead teachers to improve their professional competence. (Figure 4)

Figure 4. Reflective Model

Stage 1
(Pre-training)

Stage 2
(Professional education/ development

GOAL
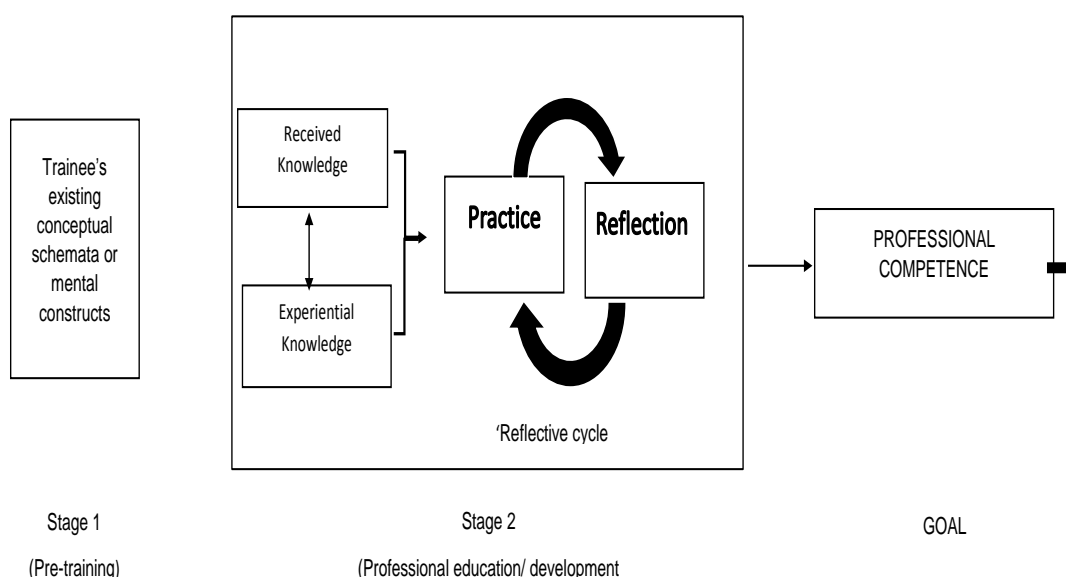
Source: Wallace, M. (1991, p. 15)

In addition, Richards and Farrell (2005) mention two approaches for teacher education: formal training and professional development. The first involves understanding basic concepts and principles to apply to classroom practices, and it also "involves trying out new strategies in the classroom, usually with supervision, getting feedback from others on one's practice". The second "refers to general growth" and looks for the facilitation of teachers' understanding of teaching and of themselves as teachers. It "often involves

examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as bottom up" (p.4).

Richards and Farrell (2005) propose reflective analysis and critical reflection on practices as strategies for teacher development and include the exploration of new trends and theories as complementary activities that can be done by in service teachers.

They affirm that professional development is seen from two perspectives, individual and institutional. This study focuses on individual perspective, centered on improving teaching to become better teachers. The study is focused on clarifying and understanding principles, beliefs and values that teachers work with, in the area of self- awareness according to what authors explain as the "knowledge of oneself as a teacher, of ones principles and values, strengths and weaknesses" (p. 9).

Cardenas, M. et al. (2010) show that professional development in the Colombian context has been based mainly on two models of teachers' education: training and development, and both strategies can be applied for pre and in service teachers. On one hand, training is related to theory and methodological knowledge, but it leaves aside continuity and reflection and avoids the importance of teaching contexts. In their article, authors quoted Freeman's (1989) definition of training as a relationship between the teacher and teacher educator or facilitator who intervenes directly on the way the teacher teaches. That intervention is considered as a sequence of steps that are taught or trained during a specific period of time.

Cárdenas, M. et al. (2010) expanded Aparicio's et al. (1995) definition describing "training as basically an instructional activity focused on teachers' short term objectives" (p.3). That instructional activity involves the learning and understanding of basic concepts and principles and the acquisition of a set of skills needed for the performance in the

classroom. The authors also point out this training process as a static one because it is determined by experts who establish the contents and the path to be followed by the teachers.

In contrast, development is an indirect strategy that has a longer impact; its purpose is to generate changes and be aware of what is done. Those changes depend on the person who makes decisions based on reflective practice. The concept of development is articulated to reflection exercise. The authors mention two predominant approaches in the training process: bottom up and top down. We worked on a bottom up approach where development is built and carried out by teachers themselves in a contextualized and collaborative way.

Professional development in Colombia is carried out through time and it is centered on academic content, which has emerged as one of the most important current lines of teacher education. The authors affirm that there are some conditions to gaining professional development, reflection, personal and professional growth, collaborative work, the relationship between theory and practice, research, autonomy and evaluation. As this study pursues professional development, it is important to mention some characteristics it will have, following a bottom up perspective to be considered effective.

1.2.3 Characteristics of Professional Development

According to Villegas (2003) recent professional development has been characterized by the following aspects:

- "It deals with the Constructivism model where the teacher is also learning actively doing activities related to teaching, evaluation, observation and reflection.

- It is a long term process where teachers can learn through a long term period where experiences are more efficient if teachers relate new ones with previous knowledge having an adequate following up.

- It is a process that occurs in specific contexts. The most significant experiences to professional development are those that are based in school.

- Professional development is related to the improvement processes in the school, and this process tends to rebuild the school culture taking into account teachers as professionals.

- It conceives teachers as reflective practitioners.

- It is a collaborative process even though it is also recognized that there are opportunities for individual work and reflection". (p.13-15)

Professional development can have to adopt different forms in different contexts, due to there being no one professional development model which is efficient in general and which can be applied in all schools. Additionally, we have to mention that professional development has different categories as follows.

1.2.4 Categories of Effective Professional Development

Colton and Sparks-Langer (1993), quoted by Alozie (2010), propose seven categories for professional knowledge based on teacher reflection. They are content, studies, pedagogy, context, prior experiences, personal views and values and scripts.

The first category refers to knowledge and understanding about teacher subject matter. This category highlights the importance of content when teachers must take decisions about what to teach. Pedagogy implies the knowledge of the methods and theories that can be applied to any subject when teaching to make appropriate decisions. Context is explained by the authors such as the teachers knowledge about students' cultural background, school philosophy, and educational policies and how there is a relationship between them and the teachers decision-making process. The last two categories are personal and social values and script. The personal and social values come

from teacher´s family, personal encounters, readings and life experiences. Script means the metacognitive behavior of teacher in a specific classroom situation. To get a higher category of professional development teachers have to perform activities that allow them to achieve each one. The activities that teachers can develop are mentioned below.

1.2.5 Professional Development Activities

Lombardi and Abrile (2006) state some activities that can be performed and combined during a process of professional development:

1. Pedagogical discussions based on cases
2. Design of material and didactic sequences collaboratively.
3. Observation and class report in which teachers put in practice pair planned teaching strategies.
4. Documenting pedagogical experiences
5. Updating seminars.
6. Workshops to exchange teaching experiences.
7. Professional support among colleagues
8. Workshops of case analysis
9. Study of critical incidents and proposals of alternatives of teacher performance
10. Bibliography reading and discussion.
11. Conferences given by experts.
12. Elaboration of work plans and projects in charge of participant teachers

This study involves activities 4, 5, 7, 10 and 12 which were done simultaneously through this research process and that contributed with our own professional development. At the same time, we related these activities with the previous categories of professional development. Activity 4 corresponds to prior experiences, 12 to content, 7 and 10 to pedagogy and 5 to studies. Categories and activities help us to give an account of the most important aspects of professional development that were carried out during the research.

1.3 TEACHER EDUCATION

As for teacher education, we deal with its concept, lines, and its relation with critical reflection to grow professionally. We also mention the role of the teacher educator in a critical reflection process.

1.3.1Teacher Education Concept

Teacher education encompasses teaching skills, pedagogical theory and professional skills. Teacher education is a continuous process that follows three lines of action: pre-service, induction and in- service .Our research process tries to establish a relationship between the pre-service line of teacher education and the in service one.

1.3.2 Lines of Teacher Education

Teacher education comprises three lines that correspond to the different stages that a person who decides to become a teacher passes through: pre-service, induction and in service. The first line corresponds to the knowledge acquired during our studies at the university level, the second one refers to the training provided by the institutions when we start to work and the third one deals with the knowledge gained through our daily practice.

Though, we received specific knowledge about teaching during the first two lines of teacher education, we found that we based our daily teaching practices on our experiential knowledge as learners and apply the teaching methods our primary and secondary teachers followed due to the time we were exposed to them. The teaching methods used by us in our teaching practices are presented in chart 3.

Chart 3. An Overview of Methods

	Theory of language	Theory of learning	Activity types	Learner roles	Teacher roles	Role of materials
Audio lingual	Language is a system of rule-governed structures hierarchically arranged.	Behaviorist theory of learning (Habit formation); skills are learned more effectively if oral precedes written.	Dialogues with drills, repetition and memorization, pattern practice.	Organisms that can be directed by skilled training techniques to produce correct responses.	Central and active teacher-dominated method. provides model, controls direction and pace	Primarily teacher-oriented. Tape and visuals, language lab often used.
Grammar Translation	Language consists of a set of grammar rules and word lists	Learners translate in their heads at various stages and they can learn a lot about a foreign language by comparing parts of it with their own mother tongue.	Translation exercises give the opportunity to learn based on use of the same grammar rules and word lists.	Reader and writer, No influence over the content learning.	Central and active teacher-dominated method. Provides model, controls direction and pace.	Primarily teacher-oriented. Literature texts to read and translate
Total Physical Response	Basically a structuralism, grammar-based view of language.	L2 learning is the same as L1 learning; comprehension before production is imprinted through carrying out commands.	Imperative drills to elicit physical actions.	Listener and performer, little influence over the content learning.	Active and direct role; "the director of a stage play "with students as actors	No basic text; materials and media have an important role later. Initially voice, action, and gestures are sufficient.

Source: Adapted by Authors from Brown, D. (2007, p. 36- 37)

To achieve this conscious level of knowledge about our teaching practices it was necessary to experience a process of critical reflection guides by our teacher educator during the research exercise.

1.3.3 Teacher Education and Critical Reflection

It is important to know how teacher education through its three lines has actually impacted our teaching practices. It is also necessary to establish a relationship between

teacher education and professional development to make an emphasis on how reflection plays an important role.

People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates or in service critically examine their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education as Fieman-Nemser (2001) says. The National Academy of Education Committee's Report, Darling-Hammond and Bransford, (2005), quoted by Darling-Hammond (2006), wrote that:

"On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high stakes outcomes for students' futures. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning". (p.2).

Teacher education, like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we cannot remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.

Trying to establish a link between professional development and teacher education, one relevant author that helps us is Edge (2011) who focuses his attention on Reflection by means of Teacher Education due to the accelerated changes that human beings experiment nowadays where education is needed to help them to deal with those changes. He points out key elements from Wallace´s works related to its main focus. One

key element is the strength of Wallace Second model in the way it respects a teacher´s intellectual capacity and emphasizes their expertise in their subject areas. According to the author this aspect endures in teacher education.

On the other hand, he also found a weakness that is its central technocratic concept that teaching essentially involves the application in practice of theoretical understanding developed outside. Against this perspective of teaching, Edge (2011) says that considering professional development separately from the meaningful interaction between student teachers and their learning and work environment would deny the complexity of learning to teach. He considers very important the learning gathered from what he calls reflection-in-action and reflection-on-action in the context of a lesson.

Besides that, there is another aspect about teachers' learning we have to take into consideration: Gestalt Theory. It constitutes the first basis of teachers' knowledge. Ryder (2012) affirms this theory points out that teachers enter teacher education programs with their own gestalts about teaching and learning that have be informed during the thousands of hours spent as children in school. The term gestalt is used in teaching by Korthagen (2011), quoted by Ryder (2012), who establishes a relationship between teachers' gestalts and the" ingrained nature of our unconscious teaching techniques" (p.35). That is how teachers stay unconscious about their own behavior and routines in their classrooms impeding changes.

In order to promote changes, Korthagen (2011), posits three levels. The level of unconsciousness requires reflection as a fundamental process to be able to understand our behavior in the classroom. When a teacher reflects on a previously unconscious gestalt, it develops into a conscious network of concepts, characteristics, principles, and it is helpful in describing practice. This cognitive network is called a personal practical

theory.   This author also proposes two more levels, Theoretical Understanding and Reduction. The second level deals with the relationships between practical theory with the theoretical knowledge and the third one implies the use of theoretical understanding by means of changing in practice.

The process carried out by a teacher through the three levels provide, according to Cochrane-Smith and Lytle (1999), cited by Avalos (2006), the knowledge of practice. This knowledge is explained by the authors such as the level where the blending of critical reflection and the theoretical understanding take place. At this point, the role of the teacher educator is needed to guide teacher researchers establishing relationships between theory and practice.

1.3.4 Role of Teacher Educator in a Critical Reflection Process

The role of our thesis tutor is assimilated as the role of a teacher educator in the process of transforming beliefs. Williams (1999), cited by Cota and Ruiz (2013), suggests that the role of a teacher educator is to mediate between the theory and practice through reflection. To do that, a teacher educator must perform certain tasks.

Boca and Boer (2006) propose some principal tasks to be developed by a teacher educator in a pre-service line in teacher education. Our study make used of five tasks but in a line of in- service teacher education. The teacher educator:

- Collects teachers needs to design an action plan based on the idea of his/her professional growth.
- Observes teachers performance in a class to have input on specific aspects that need improvement.
- Promotes reflection and critical thinking. The teacher educator work must guide teachers to assume their profession as a permanent pedagogical work based on error learning.
- Motivates collaborative work among teachers. Nowadays, our society demands that competence as part of community development.

- Modifies beliefs and routines. Teacher educator must collaborate to teachers in the rebuilding of new beliefs and routines from their own context of work and revise the experiential knowledge gained as learners.

Additionally they mention some strategies that can be implemented in the fulfillment of their tasks and this study makes use of one: Class observation and reflection. According to the authors, this strategy will be useful in the way a teacher educator puts emphasis on reflection on practice because it allows teachers to accept errors as part of their professional growth. The knowledge obtained during a reflection process based on appropriate analysis can become theoretical knowledge.

Throughout our research process, our tutor performed an important role related to what Williams (1999) suggests. First, she observed us, and then she oriented some actions based on previous and specific readings for our research process and for our critical reflection exercise of our professional teaching practices. She provided relevant help about the analysis of each one of our life histories in order to delve into the beliefs behind them that give us identity as teachers.

CHAPTER 2

METHODS AND ANALYSIS

This methodological chapter presents the fundamentals of research design, participants and context, instruments of data collection, the organization and coding of data collected and data analysis to report the findings. The first one, research design, is comprised by the following aspects: approach, epistemological perspective and the action research model followed. Then, bearing in mind the objective and the characteristics of this study a description of the participants and context and empirical methods of data collection are displayed. Finally, the organization, exploration and coding of data under grounded theory method is described to conclude with the analysis of data done during three phases (exploratory, descriptive and analytical) according to the design adopted.

2.1 RESEARCH DESIGN

This apart is constituted by three elements: the qualitative approach assumed to study the scientific problem, the holism epistemological perspective to deeply understand and to find connections among the events and the adapted action research design to achieve a critical emancipatory stage.

2.1.1 Approach

This study follows the Qualitative approach because the phenomenon is examined to learn more about it, and through a Hermeneutics perspective we look for interpretations and understandings of our teaching practices, which means critical understanding. A Qualitative approach helps us to understand, describe, interpret, explore, discover and

explain the meaning of our teaching practices inductively without any kind of disruption of the setting.

The data were collected over seven months to make sense of our teaching practices and reflection process in depth through multiple data instruments, which is a characteristic of this type of study as authors like Richards and Lockhart (1994), Wallace (1998), Merriam (1998), Burns (1999), Johnson and Christensen (2010) state. At the same time we can affirm, as Merriam (1998), that this research fulfills all the characteristics a qualitative paradigm has. It is flexible, it makes sense of the experiences we have in our teaching practices, it permits us to understand them from our perspective, researchers are the primary instrument of data collection and analysis and it focuses on process so it is richly descriptive.

2.1.2 Epistemological Perspective

This research has as its epistemological perspective Holism that, according to Hurtado (2008), deals with the researcher attitude of generating knowledge looking for the understanding of the phenomenon under study. Holism understands research as a continuous, global, evolutionary and integrating process which has to do with the description, classification, innovative and practical solutions to problems. It requires, on the one hand, reading, observing, reflecting, and making inquiries that are changing through the research process, and on the other hand, it demands different data collection methods because research has to be a dynamic, creative and open process.

The topic of the study is emerging during the process; it needs to be seen from different points of view to understand deeply the event as a whole. This integrated vision of the research process happens through different knowledge levels. Hurtado (2008)

states that from holistic understanding human beings approximate to knowledge in a permanent spiral process where each result gets more advanced levels of complexity. This author mentions a holistic spiral which has ten different types of research that are repeated "ad infinitum" as can be seen in figure 5.

Figure 5. Holistic Research Spiral
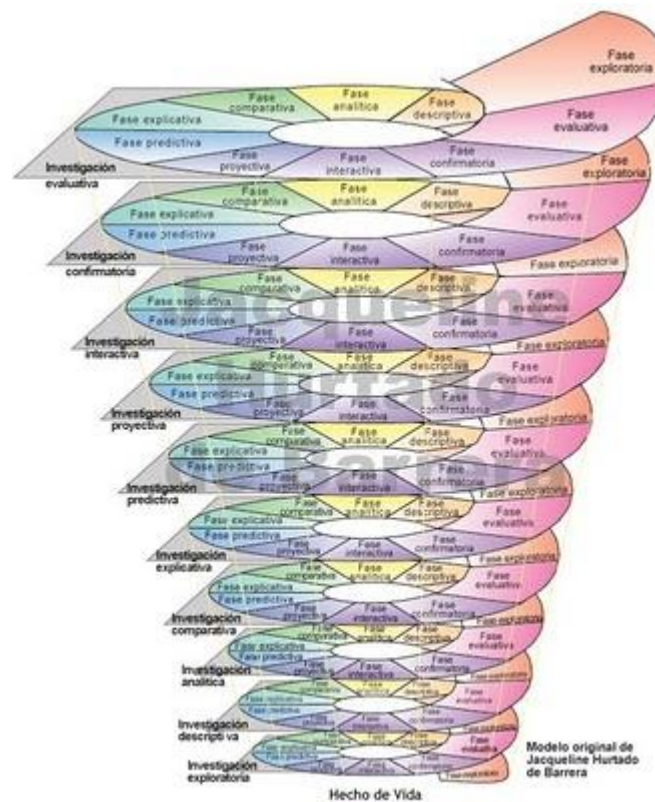
Source: Hurtado, J. (2008)

The most important aspect of Holism is that the objective is represented as a continuous process that generates experiential knowledge more than final results. Based on that, our study follows a spiral process of three turns corresponding to the three first types of research: exploratory, descriptive and analytical. Each turn of the spiral, named in this study phase, represents a knowledge level and a specific research objective. In the first phase we explore our teaching practices, in the second phase we describe our teaching practices through a process of critical reflection and in the last phase we analyze our teaching practices giving account of critical reflection and professional development relationship.

2.1.3 Methodological Design

During each phase, we follow four steps based on Kemmis and McTaggert (1988) model of action research. We named each one differently because the aim of this study is not only related to our practice but our own teaching understanding. The steps of the model of action research of this study consisted of Thematic Worry (Reflect), Data collection (Observe), Data Analysis and Documenting (Plan) and Understandings (Act) as presented in figure 6:

Figure 6. Action Research Model
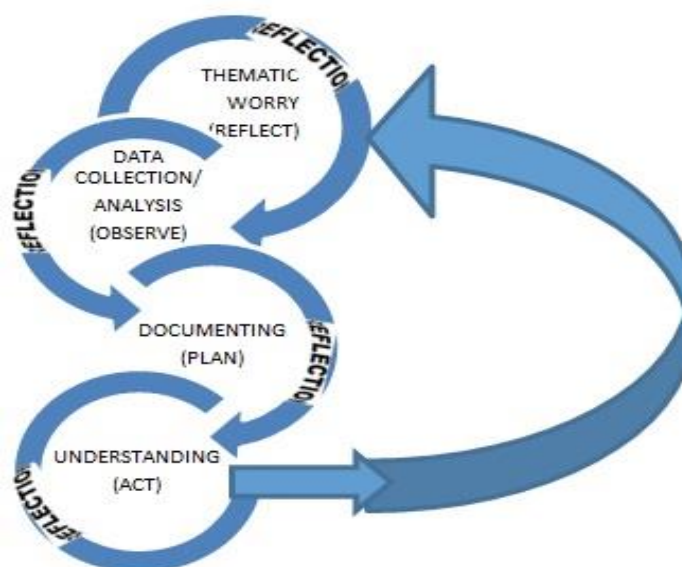
Source: Authors

The first step, Thematic Worry, corresponds to the inquiries that emerge during the research process related to our teaching practices; the second one, Data Collection and Analysis, is the process in which instruments were applied to collect data and the analysis done of that information; the third one, Documenting, refers to the process of reading theory about identified topics from the second step; and finally, Understanding deals with the relationship established between theory and practice. These steps conduct this research through the different levels of change mentioned in the theoretical framework where the unconsciousness and personal practical theory level supports the thematic worry and data collection and analysis, theoretical understanding level validates the documenting and reduction level is the basis of the understanding.

We followed this methodological design because it has a strong relationship with reflection and professional development, which are components of the scientific question

and objective of this study. The type of action research selected for this study is Critical emancipatory which has as its main purpose to understand the practices through reflection that join theory with practice, fostering professional development stated in Wallace (1998) and Burns (1999). Action research, according to Wallace (1998) "is the most effective way of solving professional problems and of continuing to improve and develop as teachers through reflection on our professional practice" (p. 1); this author also affirms that action research is a strategy to accelerate and enhance professional development considering this, as a way to reflect on teaching by a process of collecting and analyzing data systematically in everyday practice in order to come to some decisions about how our future practices should be. Complementing the relationship between reflection and professional development, action research is understood by Burns (1999) as a "process for enhancing reflective practice and professional growth and development" (p. 24).

2.2 PARTICIPANTS AND CONTEXT

There are three participants in this study, two teacher researchers and a teacher educator who is the advisor of this study and who belongs to a research group in the line of teacher development. Teacher researchers studied at primary and secondary level in the public school of a small town near Bogotá, and have a degree in Language Teaching from Public Colombian Universities in Bogotá; one of them is a Business Administrator, and the other has a post graduate teaching degree. They have more than 8 years of experience teaching English at different levels, 7 of them working in the same public school in secondary level on the morning shift.

The context where this research is developed is our teaching practices. Each course receives three hours of English class per week; these classes are given in a classroom without technological devices but in which teachers can provide the students with an appropriate English environment because each teacher has her own classroom and they use their students' works as part of the decoration.

2.3 INSTRUMENTS OF DATA COLLECTION

The instruments used that correspond to the empirical methods, mentioned previously, are life histories (appendix 2), one by each teacher researchers, twenty reflective journals (appendix 4) and two non-participant observations (appendix 9 and 10). Each one of these instruments are explained as follows.

Life history, as Burns (1999) claims, is a technique that relies on capturing learner, in this case teacher, stories in order to explain and understand in greater depth their actions and responses in the classroom; Vasilachis (2006) claims the use of this method to "describe, analyze and interpret life of researchers to understand their actions as teachers" (p.175). Through this method, the teacher educator helped us to gather information of aspects such as learning process, strategies used as learners, our role as students and the materials we used when we studied. As well, we described our process of learning to teach English, referring to the teachers' role, materials used, our own role, the content of our English classes, and finally we talked about our experience as in service teachers. This instrument was used in the exploratory phase of the research.

Continuing with the instruments, we used Reflective Journals to describe teaching situations, express feelings, ideas, problems and reflections. The Reflective Journal, as Richards and Lockhart (1994) state, is a teacher written response to teaching events

which has the purposes of recording for later reflection and serving as a bridge of discovering process, and as Brock, Yu and Wong (1992), cited by Wallace (1998), say they are an excellent tool for reflection, and they provide an account of teaching, classroom events and decision- making to promote the development of reflective teaching.

The process of writing reflective journals was a planned activity by teacher researchers who decided to write once a week during five months in the descriptive phase of the study. The document was divided in two parts. The first one was the general description of the classes and the second one was the reflection about different events that teachers considered important. This process has as a result sixteen papers. In the analytical phase, once a week throughout an academic term, teacher researchers continued writing their reflections for two months. In this phase, we have in mind preliminary analysis of our life histories and from the previous reflections, our students' needs and some ideas that emerge from the discussion between the teacher educator and us. This process has, as a result, six reflective journals.

The last empirical method used was observation. First, non-participant observations were recorded focused on our teaching practices to contrast information obtained from the Reflective Journals. As it is a way of obtaining information about the teaching process, we recorded a video of two classes in order to watch, analyze and contrast what we were writing in our reflective journals of the second phase. Additionally, our tutor observed a class of each one to determine theoretical foundations that underlie our teaching practices. Wallace (1998) affirms this method, from an action research perspective, "explores aspects of what goes on in our classrooms for the benefit of our own development" (p. 105).

2.4 ORGANIZING, EXPLORING AND CODING DATA

The aim of the data analysis is to understand the data collected, break it down, and put it back together again. To do that it is necessary to do six activities. Creswell (2012) proposes "preparing and organizing the data, exploring and coding" (p. 236), and Freeman (1998) mentions "naming, grouping, finding relationships and displaying" (p. 99); activities that can be done using the types of coding that grounded approach, as Strauss and Corbin (1990) presents: Open Coding, Axial Coding and Selective Coding, it is illustrated in figure 7.

Figure 7. Basic Paths of Data Analysis
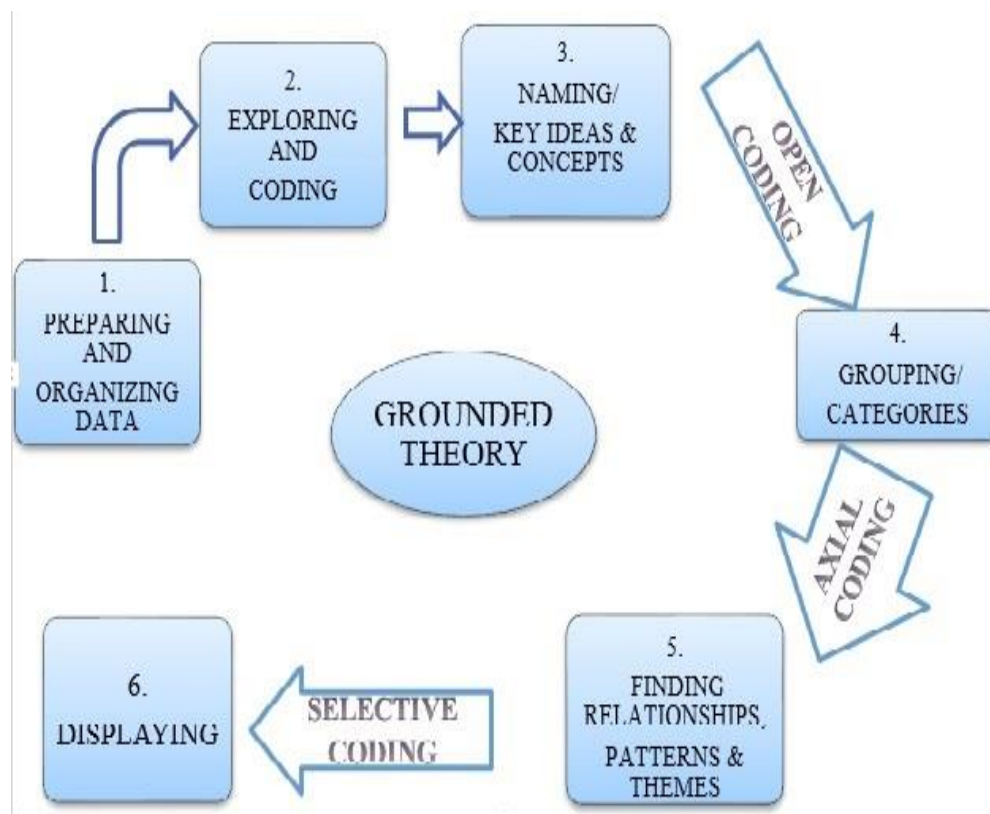
Source: Adapted by Authors from Freeman, 1998, p. 103 and Creswell, 2012, p. 236

Creswell (2012) says that first activity, preparing and organizing data, requires organizing the information, transferring records, and making decisions about how to analyze information, by hand or computer. In this activity, we transcribed the students interview (appendix 1), and organized all reflective journals and our life history in individual files. Because of the amount of data we decided to analyze it by hand.

The second activity, exploring and coding, consists of making a general sense of data by reading it several times. In this part of the process, we did a whole reading of the colleague data and then, we used colors to highlight common issues. Additionally the data was coded by instrument; first, life history (appendix 2), then, reflective journals (appendix 4) and finally, observation video clips (appendix10)

The third and fourth activities, naming and grouping categories, involves labeling the data and grouping it into categories and subcategories that emerge from the data. The four activities mentioned are developed using open coding that is the part of the analysis that according to Strauss & Corbin (1990) consists of a process of breaking down the data, examining, conceptualizing and categorizing it taking into account their properties and dimensions.

We used conventions for each instrument: LH for life history, RJ for reflective journals written in 2013, V for the observations recorded in video clips, TO for the observation done by the teacher educator and 2RJ for reflective journals written in 2014. Additionally, we classified the information by teacher T1 and T2. Numbers correspond to each instrument excerpt that deals with each subcategory. The results of these activities are shown in chart 4, 5, 6, 7 and 8.

Chart 4 Life History Coding

LIFE HISTORY (LH) CODING CATEGORY: SOURCES OF BELIEFS		
SUBCATEGORY	**TEACHER 1 (T1)**	**TEACHER 2 (T2)**
OWN EXPERIENCE AS LANGUAGE LEARNER	2, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17	1, 2, 3, 5, 7, 16, 17
EXPERIENCE OF WHAT WORK BEST	18, 19, 23, RJ25, RJ59	11, 14, 15
ESTABLISHED PRACTICE	21, 22	13, RJ1, RJ2, RJ46, RJ48, RJ49
PERSONAL FACTORS	1, 3	9, 18

Source: Authors

Chart 5. Reflective Journals 2013 Coding

REFLECTIVE JOURNALS (RJ) 2013 CODING			
CATEGORIES	**SUBCATEGORIES**	**TEACHER 1 (T1)**	**TEACHER 2 (T2)**
BELIEFS	About English as a Language	LH9	LH6
	About Learning	LH19, RJ1, RJ2, RJ6, RJ15, RJ17, RJ19, RJ20, RJ28, RJ31, RJ33, RJ44, RJ47, RJ52, RJ57, RJ62, RJ66, RJ67, RJ68, RJ77, RJ79, RJ94	LH4, LH12, RJ6, RJ41, RJ50, RJ51, RJ52, RJ53, RJ54, RJ59
	About Teaching	LH20, RJ3, RJ5, RJ8, RJ10, RJ11, RJ12, RJ14, RJ16, RJ22, RJ23, RJ24, RJ26, RJ27, RJ30, RJ34, RJ35, RJ37, RJ38, RJ39, RJ42, RJ51, RJ56, RJ60, RJ62, RJ63, RJ64, RJ65, RJ70, RJ71, RJ72, RJ73, RJ74, RJ75, RJ78, RJ80, RJ81, RJ82, RJ83, RJ84, RJ85, RJ86, RJ87, RJ88, RJ91, RJ93, RJ93	LH10, LH14, RJ4, RJ7, RJ8, RJ10, RJ11, RJ12, RJ13, RJ14, RJ15, RJ16, RJ17, RJ18, RJ20, RJ23, RJ25, RJ26, RJ27, RJ28, RJ32, RJ33, RJ34, RJ35, RJ36, RJ45, RJ47, RJ56, RJ57
	About Curriculum	RJ18, RJ36, RJ69	RJ29, RJ40, RJ58
ROLES	Planner	RJ11, RJ42	RJ9, RJ10
	Manager	RJ11, RJ32, RJ43, RJ50	
	Quality Controller	RJ7, RJ32, RJ37, RJ46	
	Group Organizer		RJ4
	Facilitator	RJ40, RJ45, RJ58	RJ21, RJ38
	Motivator	RJ95, RJ48, RJ53, RJ76, RJ90	
REFLECTION ON ACTION	Teaching	RJ9, RJ4, RJ5, RJ13, RJ21, RJ29, RJ49, RJ57, RJ55, RJ54, RJ96, RJ89, RJ85	RJ5, RJ6, RJ19, RJ21, RJ22, RJ24, RJ30, RJ31, RJ37, RJ42, RJ43, RJ44, RJ55

Source: Authors

Chart 6: Observation: Video Clips Coding

OBSERVATION VIDEO CLIPS CODING (V)			
CATEGORIES	SUBCATEGORIES	TEACHER 1 (T1)	TEACHER 2 (T2)
BELEFS	About English as a Language		
	About Learning	V16, V10, V27	V6, V11, V20
	About Teaching	V3, V4,V5,V8, V9, V11, V12, V13, V14, V15, V17,	V1, V2, V3, V5, V6, V7, V9, V10, V12, V13, V14,

		V18, V19, V20, V22, V23, V24, V25, V26, V27,	V15, V17, V18, V19, V20, V23
	About Curriculum		
ROLES	Planner	V2, V14	V2, V13
	Manager		V8, V22
	Quality Controller	V7, V21	V4, V11, V21, V23
	Group Organizer	V2	V7, V19
	Facilitator	V6, V10, V28	
	Motivator	V1	V16
REFELECTION ON ACTION	Teaching		

Source: Authors

Chart 7: Tutor Observation Coding

TUTOR OBSERVATION CODING (TO)		
ASPECTS	TEACHER 1 (T1)	TEACHER 2 (T2)
CLASSROOM	TO1,TO2,TO3,TO4,TO5	TO1, TO2, T017
ACTIVITY	TO6,TO15,TO16	TO3
MATERIALS	TO8,TO12,TO17	TO4, TO8
L1 – GRAMMAR	TO7	TO5
SS INTERACTION	TO10	TO6, TO9
TEACHER ROLE	TO11	TO7, TO11, TO12
DISCIPLINE		TO10
APPROACH	TO18	TO13, TO14, TO15, TO16, TO18
SS MOTIVATION	TO9	
SS ATTENTION AND PARTICIPATION	TO13, TO14	

Source: Authors

Chart 8. Reflective Journals 2014 Coding

REFLECTIVE JOURNAL 2014 CODING		
ASPECTS	TEACHER 1 (T1)	TEACHER 2 (T2)
CAUSE	2RJ1, 2RJ4, 2RJ8, 2RJ9,2RJ12, 2RJ16, 2RJ23, 2RJ25, 2RJ29, 2RJ31, 2RJ33, 2RJ38, 2RJ44	2RJ1, 2RJ2, 2RJ3, 2RJ9, 2RJ12, 2RJ13, 2RJ18, 2RJ19, 2RJ20, 2RJ23, 2RJ25, 2RJ28
DECISION MAKING	2RJ2, 2RJ5, 2RJ7, 2RJ10, 2RJ10, 2RJ13, 2RJ19, 2RJ20, 2RJ22, 2RJ28, 2RJ35, 2RJ36, 2RJ34, 2RJ45, 2RJ46	2RJ1, 2RJ2, 2RJ3, 2RJ9, 2RJ12, 2RJ13, 2RJ14, 2RJ18, 2RJ19, 2RJ20, 2RJ23, 2J25
CHANGES	2RJ5, 2RJ6, 2RJ14, 2RJ24, 2RJ26, 2RJ32, 2RJ40, 2RJ42, 2RJ50, 2RJ51, 2RJ47, 2RJ49	2RJ5, 2RH6, 2RJ7, 2RJ2, 2RJ10, 2RJ3, 2RJ8, 2RJ11, 2RJ15, 2RJ12, 2RJ12, 2RJ13, 2RJ18,, 2RJ24, 2RJ29
TYPE OF KNOWLEDGE OR CONSEQUENCE	2RJ3, 2RJ5, 2RJ15, 2RJ11, 2RJ16, 2RJ17, 2RJ18, 2RJ21, 2RJ27, 2RJ30, 2RJ32, 2RJ37, 2RJ39, 2RJ41, 2RJ43, 2RJ52, 2RJ53, 2RJ48	2RJ22, 2RJ26, 2RJ27, 2RJ16, 2RJ30, 2RJ17, 2RJ21, 2RJ31, 2RJ32

Source: Authors

There are two procedures to develop the data analysis; making comparisons and asking questions. These procedures are the bridge to pass from categories to find the relationships they have. This is the fifth activity that uses axial coding, which is a procedure of relating subcategories to a category and requires an inductive and deductive thinking

process. This activity follows the paradigm model which includes a set of elements that must be related to link those subcategories with categories. This process can be observed in appendix 3, 5 and 6.

As the data analysis continues, it is necessary to present the findings of the interpretation done; this step is called data display, the last activity of the data analysis process. The objective of this activity, as Freeman (1998) states, is to set out patterns and relationships between categories; this is part of the selective coding that is the process of selecting the core categories and relating it with other categories, a process done in a higher abstract level of analysis. The core categories are shown in appendix 8.

2.5 DATA ANALYSIS

This process was carried out in three phases: exploratory, descriptive and analytical. The objective of the first phase is to be aware of our teaching practices. The exploratory phase is important because we need to be conscious of our routine as teachers and our teaching practices as the starting point in the process of change. The objective of the second one is to characterize our teaching practices. The descriptive phase deals with the practice knowledge, and is important due to a detailed description which provides us with elements to take into account in the next phase of data analysis. The objective of the third one is to establish relationships between theory and practice and show the appropriation of theory done by us. The analytical phase gives an account of how the process of critical reflection during these phases promotes professional development. Each phase has four steps: thematic worry, data collection and analysis, documenting, and understanding, as we mentioned in the methodological design, and as can be observed in Chart 9.

Chart 9. Data Analysis Phases and Steps

	PHASES		
STEPS	*EXPLORATORY*	*DESCRIPTIVE*	*ANALYTICAL*
THEMATIC WORRY	Our own teaching practices seen throughout students' eyes.	Need to reflect critically on our own English professional teaching practices.	Need to establish relationships between English professional teaching practices and theory through critical reflection.
DATA COLLECTION AND ANALYSIS	Semi structured interview, questionnaire, survey and life history.

Naming key ideas and grouping. | Reflective Journals, observation.

Grouping, categorizing each method. | Reflective journals

Grouping, categorizing, and finding relationships. |
| **DOCUMENTING** | Evaluation, planning, decision making, curriculum, reflective teaching. | Teacher education, reflective teaching, action research, professional development. | Communicative approach task based approach, planning, evaluation, curriculum. |
| **UNDERSTANDING** | Problem statement. | Detailed description of teaching practices | Appropriation of the connection between theory and practice |

Source: Authors

2.5.1 Exploratory Phase

During this phase in its first step, thematic worry, we concentrated on the validation of the problem. From the beginning we located the problem in our students. In order to validate the problem, we applied 3 instruments in Spanish that correspond to empirical methods: a semi structured interview, a questionnaire, and a survey for 21 students. (Appendix 1). Randomly 21 students were selected; one per course, in the school, looking for clues that could indicate what the specific problem would be. All these methods were designed avoiding students' names in order to protect their identities as part of the ethical issues in a research process.

We applied the semi structured interview, and this situation proved that students' participation was low due to only four students from highest courses participating actively,

and the other 17 students being listeners. The results provided from the interview evidenced that the evaluation is summative. It is focused on final results which do not give an account of the learning and teaching process.

The students' answers guided us to inquire more about institutional evaluation process to detect possible problems in this field which influence the students learning process and the institutional test results. Therefore, we considered it necessary to apply a survey to get more information about the existence of a problem of evaluation.

The second instrument was focused on evaluation based on the comments students gave in the interview, even though only three students wrote comments related to the teaching practice in general. Thus we decided to apply a questionnaire to clarify the answers given by students in the survey. After the application of the instrument we felt the necessity to read about evaluation, as described in the next step, and consequently, we returned to establish the problem in the curriculum design due to evaluation not being seen in isolation because it is a curricular activity.

At this point we could determine the problem was not evaluation itself because that is coherent with the pedagogical approach that the institution has, but we realized that we could focus our investigation towards our own teaching practices due to these two methods showing that our teaching practices presented problems in terms of activities, resources, evaluation and students' need to practice the language in the context. At the same time these helped us to be aware that we could not see our teaching practices as a fragmented process.

The third instrument was focused on 6 general aspects of our own teaching practices. The first was the relation between what students learn in English and what they consider they need to learn in English. The second was the relationship between what is

taught in English and what students would like to learn. The third was the activities in English class. The fourth was teaching materials, the fifth was homework, and the last one, evaluation. This method was applied by researchers' colleges taking into account the previous experience where the presence of teacher researchers influenced student participation. It also had two quantitative and qualitative parts that gave the 21 students the possibility to evaluate and write comments about each aspect.

The results of this instrument highlighted students asking to have more dynamic and creative English classes where they can speak and improve pronunciation. They also provide another aspect in terms of teaching practices, which is the use of different didactic resources. The use of the same resources, the same form of evaluation, the permanent use of the same method of teaching, the teacher centered role, and the absent voice of students in terms of their interests and expectations was evident. This constituted important information that confirms that we need to reflect critically on our own English teaching professional practices, seeing them as a whole process.

The second step consists on the analysis of the life history. It was carried out naming, grouping and categorizing the information written individually by teacher researchers. During the naming activity each teacher researcher labeled the recurrent topics (see appendix 2) and after, the same topics found in both life histories are presented in figure 8.

Figure 8. Life History Categories
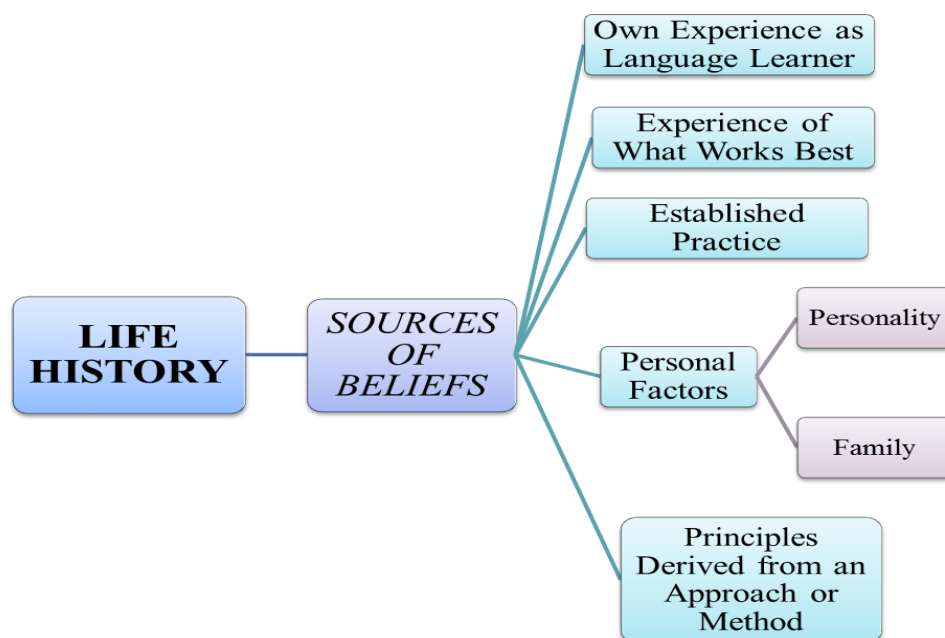
As observed in the last figure, there is a category called Sources of Beliefs. This category provided us aspects that teachers experienced in their different epochs as learners and as teachers, related to experiential knowledge and the importance this knowledge has in the teaching practices, as Wallace (1991) states. This category has five subcategories; own experience as learners, experience of what works best, established practice, personal factors, and principles derived from an approach or method.

The first subcategory deals with characteristics of their learning process. Teachers describe their experience as learners in the primary and secondary school and in university. Both teachers studied in the same primary and secondary school. Due to that fact, they experienced similar learning processes and were exposed to the same teaching methods.

> ***T1:*** ***2.*** *She taught the alphabet, then possible combinations to build up syllables and then words. (Primary)*
>
> ***8.*** *I had two more women English teachers during my secondary school. They almost did the same activities but one of them ==spoke in English all the time==… the other two only used English in specific moments in class. Our ==**ROLE**== in class was a ==passive== one we received information and follow the instructions.*
>
> ***T2:*** ***1*** *I remembered that she sat me on her lap and taught me ==a vowel by vowel== and at the same time number by number, then she continued with the ==letters M, P, S, L, etc.,== I ==had to write pages of numbers and letters== but it was easy for me to read and write and I enjoyed reading in front of my classmates. My first grade at school was not so good but I loved my teacher.*
>
> ***3.*** *She always used the ==same examples, the same activities== and we always had to ==do the same==. I had to write a lot of times numbers, colors, professions and adjectives. She used to write on the blackboard the activities in Spanish and she gave us an example in English to change some words using ==the vocabulary== she had given us before.*
>
> ***17.*** *The most important thing in my English class and for my English teachers was the ==students discipline,== we couldn't interrupt classes, really I couldn't remember a ==classmate asking a question==, we just had to do ==written activities==, she said, and that was all. I didn't have any listening activities or role plays during my four years of English classes in my school*

It was at University where there was the most significant difference in our learning processes. In spite of the use of the same textbook, the activities were different for T1 with respect to T2. The emphasis of activities in T1 varied between grammatical and communicative ones, whereas T2 was immerged only in the first ones.

> ***T1:*** ***10.*** *When I entered university… it was a shock because my classmates could understand everything while I did not understand anything. I had a friend ==who translate==d me the instructions for me, she ==helped== me a lot. ==My teacher all the time spoke in English==. I had to do activities in English that were so difficult for me…*
>
> ***12.*** *I had three more English teachers during the other semesters, they did similar activities to the first one. ==Any of them explain to me grammar they focused on using English to communicate== and do role plays, writing and reading activities.*
>
> ***13.*** *At the university, I actually had an ==active **role**== as a student, I had to create, to perform, to design things using ==English as a communication channel==*
>
> ***T2:*** ***8.*** *My university English teachers followed ==Headway book,== so English classes were around the activities proposed here There were ==many grammatical== activities; I did not have many listening or speaking exercises*

From this subcategory we can conclude that both teachers shared the same learning language experience of their mother tongue based on an inductive process. It goes from the simple constructions to generate the complex ones. This process is part of

a structuralism view of language. On the other hand, we studied in two different public universities in Bogotá during the same years 1997 to 2003. This was an epoch where the COFE project started in Colombia with the goal of implementing the communicative approach in the different languages programs. T1 received more influences of that emerging communicative approach, while T2 continued being taught under a grammatical approach.

The second subcategory, experience of what works best, is related to what we consider successful teaching and learning experiences. Our actual teaching practices are based on our experience as learners. We used many activities, concepts and models used by our teachers in primary, secondary and university. The experiential knowledge constitutes one of the main supports of the professional life of a teacher; it seems that the experiential knowledge has a higher impact than theoretical knowledge, as Wallace (1991) points out. This belief constitutes a root of our actual practices because we make use of our previous knowledge obtained as learners during primary, secondary and university levels.

T1: **19.** *I plan my activities following these steps: introducing new vocabulary , If it is necessary or I begin eliciting from students their previous knowledge about the topic , the grammar aspect , vocabulary etc. Then I explain the activity using photocopy images, body language or elements that help students to understand the meaning. Also I use the Spanish translation especially with abstract concepts or grammar aspects that I consider they need to deal with in a Spanish class*

23. *I use materials such as photocopies, board, markers, colors, tape recorder, CD and a text English book titled New Generation for Teenagers 6 and 9. Sometimes I design material for games or listening activities such as filling gaps using songs or dialogues*

T2: **14.** *it is not easy to teach another language without some things (materials) but I try to do my best.*

15. *Maybe because of my frustrating experience to learn this language I try to explain easily to my students, I use many colors and I use Spanish to give many instructions, I consider useful some rules to understand better, I do not want my students to feel what I had to feel during my English learning process.*

The third subcategory, established practice, is related to the institutional teaching preferences or styles. T1 and T2 follow certain planning and evaluation aspects provided by the institution as stated in the following excerpts:

> *T1:   21. Besides that, I have to design and to apply an Icfes test at the end of each term as part of the Institutional System of Evaluation*
>
> *22. As a teacher I have to decide and plan what I am going to teach in each term based on a teacher diagnosis at the beginning of the academic year*
>
> *T2:   13. The groups of students of public schools are bigger and as a teacher I cannot ask my students many materials to work*
>
> *RJ46 I thought about the idea of planning some classes out of the classroom but really I am not sure because of the discipline and control of the students and it is a problem with coordination because coordinator did not like that teachers work outside.*

This subcategory gives an account of the role played by contextual aspects such as the institutional guidelines that influence teaching practices at the point of assuming them as part of the teachers' routine.

The fourth category named Personal Factors shows that family and personality influence our behavior as teachers. While T1 described herself as a nervous person with soft character, T2 described herself as a disciplined and strong person. We were influenced by our mothers who tend to direct us to decide and do what they considered was the best. Our personality is part of our gestalts, according to Korthagen (2011), and it constitutes the basis of our behavior as teachers.

> *T1: 1. At the end of the year I received a price for my good behavior and job*
>
> *3. My mother had to practice with me reading and help me with some written homework. She was not very patient with me, she correct me a lot and when I made a mistake when reading she stopped to listen to me. She usually got angry very easily so I was very nervous.*
>
> *T2:   9. It was so difficult for me to finish my university, not only English, but also because of my mom, who always said that we had to finish that we start.*
>
> *18. I don't negotiate with my students topic or activities, always because of the time or because of the group size, I have to accept that I prefer to control discipline first and control students behavior than explore other kind of activities, because of my strong personality*

The Documenting step consists of reading and reflecting about specific topics with the guidance of our teacher educator who suggested some activities and provided us with a bibliography. During this step we had to read dissertations, documents, articles and books, as mentioned in appendix 1, about evaluation, curriculum, syllabus design and teaching approaches. Due to this activity we could narrow down the field of this study through a dialectic process among teacher educator and teacher researchers.

The dialectic process about reading and information collected from the methods mentioned before made us understand that teaching is a whole process. Therefore, it must be seen as the sum of its components: planning, evaluation, curriculum, methodology and its relationships. It is assumed as *teaching practice*. This first understanding can be synthesized in the need to reflect critically on our own teaching practices as the starting point to characterize them to gain the depth of knowledge of what we do as teachers; in other words, to delve into the reasons we as teachers perform specific actions in our classrooms.

2.5.2 Descriptive Phase

In this phase, as in the previous one, we followed the steps of the action research cycle. Having as a thematic worry the understanding which emerged in the last step, we need to reflect critically on our own English Teaching Practices. But additionally we need first to understand our English professional teaching practices in order to be aware of the beliefs we dealt with every day as teachers. Those beliefs lead us to make decisions which could be strengths or weaknesses. The data collected to explore beliefs came from Reflective Journals and were corroborated through non participant observations collected in video clips (appendix 10).

Continuing with the instruments used to collect data in this phase, we wrote reflective journals to delve into teacher researchers' beliefs about our teaching professional practices. The analysis of this instrument follows the three activities done in the life history analysis; naming, grouping and categorizing. This process was developed by each teacher who classified the most common aspects mentioned in her colleague reflective journals and classified the data into categories and subcategories as figure 9 illustrates:

Figure 9. Journals Categories
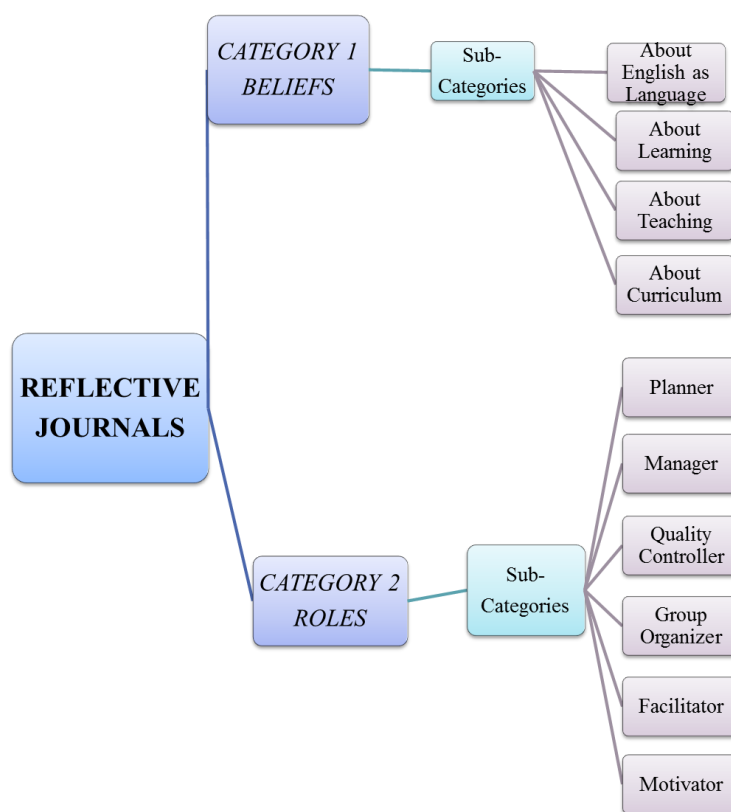
The first reflective journal category is Beliefs. This category corresponds to our experiential knowledge during our process as learners of a language, pre-service, and in service teachers. It is composed of four subcategories: About English as Language, about

learning, about teaching and about curriculum. Two subcategories were selected; learning and teaching, because of the amount of beliefs and the object of study under investigation. Beliefs about learning and teaching of T1 and T2 were used to characterize our teaching practices.

First, T1 English professional teaching practices characterization emerged from recurrent beliefs of learning and teaching in her reflective journals as can be observed in chart 10:

Chart 10. Teacher 1 Beliefs

TEACHER 1 (T1) BELIEFS	
THEME	EXCERPT
Use L1	LH19 Also I use the Spanish translation especially with abstract concepts or grammar aspects that I consider they need to deal with in a Spanish class RJ24 I use Spanish generally when I need to introduce grammatical terms or topics. I think is useful for both subjects
Exposure L2	RJ1 Some students participated in giving answers in single words not sentences but I consider it was good because of the amount of time they are exposed to English
Students Likes	RJ33 When children have to draw most of them like but some of them work harder painting and taking care of presentation meanwhile others just draw with a pen without colors RJ52 This activity also promotes students skills related to music and it catch their attention to English from another perspective (not writing, listening dialogues or reading short paragraphs or sentences in a copy or from the board) Music is another language. I like music too. I enjoy music because it relaxes me it makes me to forget problems and make me feel happy.
Vocabulary	RJ77 I think the most important thing during the exercise was to remember the vocabulary in order to do the next activities and it also provides to students the opportunity to pronounce something in English. Here there is another important issue when learning a word in English if students had a lot of contact with words they could remember them with less difficulty and they can make connections in terms of meaning with the context they used them
Materials	RJ17 I use photocopies because students do not buy the recommended English textbook that will be very useful because of pictures and colors
Grouping	RJ47 I liked that as groups they gave roles taking into account their skills I noticed that the student who had to speak was the one who always or sometimes participate in class giving answers or examples and the student who model was the less shy, the extrovert one
Grammar	RJ10 The activities proposed for this class were mainly based on the practice of vocabulary and grammar proposed in the text book
Models	RJ30 Then I wrote a paragraph introducing the girl giving personal information such as name, country of origin, age, two physical characteristics and the clothing description. Students drew the girl and wrote the model description from the board

Practicing	RJ44 They went to the back of the classroom and started to ==rehearse== the mini fashion It was so nice they were very concentrated, they did what I asked from them and their discipline compared to previous classes was different.
Objective	RJ3 I usually considered ==aspects== such as the topic, the students previous behaviors, the kind of group that I have in charge. These aspects are important in the way they ==influence the main objective== achievement of the class
Explanatio ns- Instructions	RJ85 I prayed with students, then I told them what they had to do in the listening but I didn´t confirm if they understood before to start ==I considered that asking to one or three students about teacher´s instructions== helped me to clarify something. ==If an instruction is not very clear the objective will not be easy to achieve==. I have been working to improve them making them shorter and clearer
Motivation	RJ34 I try to select those activities that ==motivate== students to use English in a relaxed way. This year, activities that imply ==drawing== are welcome for the majority of sixth grade students, also TPR activities. That was a key issue to decide to do a fashion show with them
Learning styles	RJ37 Students' ==learning styles== are a key element when planning but I admit that It is not always taking into account when planning my lessons I am not sure if it is because of the ==size group== or it is because my lesson continue being ==teacher centered==
Time	==RJ26 Time== is a factor that makes me to decide the way I present the topic. I thought it would be better in an hour class to develop a grammar topic centered more on teacher work than in a class of two hours

T1 mentioned some themes in her reflective journals that can be classified in two groups: what she considers important to teach, and to learn. Among the first group, themes such us use of L1, exposure to L2, vocabulary, materials, grammar, models, objective, explanations – instructions and time are recurrent.

According to T1, she uses L1 when she introduces new topics or when she explains grammatical content, (see appendix 10 T1: V5, V8, V11, V19). The belief of using mother tongue to facilitate the learning process of L2 comes from her experience as learner, especially in her secondary school where her English teachers used to speak Spanish in class. Translation was a strategy that T1 applied when she was student. However, T1 considers that the amount of exposure to L2 is relevant in the teaching process; she believes that her students are able only to construct short sentences due to the few hours of English classes students have per week, which can be one of the reasons because T1 provides her students with a lot of models to do things (see appendix 10 T1: V13),

especially when her students develop oral activities. This appreciation can be confirmed with the tutor observation:

TO7 Las orientaciones para la realización de la actividad son dadas en su gran mayoría en lengua extranjera, la docente recurre a diversas estrategias para hacerse entender y como último recurso emplea el español y enseguida retoma la idea y la interacción en inglés

T1 affirms that, depending on the quality of explanations and instruction given by teacher, students can fulfill the class objective (see appendix 10 T1: V4, V8, V17, V24); she thinks it is necessary to confirm what students understand what they have to do to clarify any doubt. She usually explains activities and gives instructions orally and then she writes them on the board to make sure her students are able to follow the path given (see appendix 10 T1: V2, V14). All her journal entries mention the objective of the classes; it seems that she continues following what she learnt from her practice in university as a pre service teacher.

T1 considers grammar as a difficult activity for students, and therefore uses a short time to do grammatical explanations, and she spends more time doing speaking activities. This is supported by teacher educator observation:

TO6 La docente ha preparado actividades para la habilidad de escucha y práctica de vocabulario a través de un video.

She shows her belief that activities must be student centered. Her experience as student in the university where she learnt English doing different activities and where she played an active role is the source of this belief.

The second group of themes related to learning include: students likes, grouping, practicing, motivation and learning styles. T1 writes that providing students with a relaxed environment to learn English by means of activities they like is appropriate because not

only do students enjoy classes, but they attend them. The importance that motivation has

for T1 is clear. She includes activities in her classes that her students prefer like drawing

or listening music, and as her students prefer to work in groups she includes exercises

that require this kind of organization (see appendix 10 T1: V3) because she knows some

students personality require collaborative work, and those shy students need help from

others who are extroverted. This was observed by the teacher educator:

> TO19 La docente, para la actividad con el material impreso los invita a trabajar en grupo. Los estudiantes mueven un poco sus pupitres y se organizan con aquellos que están cerca no hacen grandes desplazamientos.

To learn a language it is necessary to practice it many times, which is another belief

of T1. Consequently, she gives students time to practice as much as necessary,

particularly children, who, according to T1, spend more time developing speaking

activities. Because of T1 experience in university as a pre service teacher, she focuses

her classes on speaking, as she considers it is a good way to learn. She learnt in that way

so she teaches following models she had as a student. T1 also mentions taking into

account her students learning styles but she expresses that this aspect is very difficult to

include in her planning because of the amount of students she has in each classroom.

Most of the themes used to characterize T1 classes can be corroborated in the non-

participant observation of two classes collected in video clips and that can be observed in

appendix 10 T1.

Secondly, T2 English professional teaching practices are characterized as follow in

chart 11:

Chart 11. Teacher 2 Beliefs

THEME	EXCERPT
TEACHER 2 (T2) BELIEFS	
Use L1	RJ15 so I definitely consider that it is more difficult to understand some aspects of the language when they did not understand their mother tongue so they could not do any relations about languages
Exposure L2	RJ45 they do not need Spanish to understand, they try to get the idea they answer English, so definitely it is important to use a great amount of input, this input help them to their own language improvement.
Students Skills and Likes	RJ26 Most of the students did not like to speak, they prefer to write, most of my students need to write sentences when I said speak, so I asked some of them why and they told me that it was easier for them to write than to speak because they were not sure about the pronunciation and maybe when they had to talk they forget key information
Vocabulary	RJ8 When I thought in the activities I planned I tried to use vocabulary worked last week
Materials	LH14.it is not easy to teach another language without some things but I try to do my best
Grouping	RJ4 I prefer to organize my students in small groups or individually, it depends on the kind of skill the activity makes emphasis and I look for some complementary activities to reinforce the topic worked
Topic	RJ16For these reasons I had to split the topic and started studying present then future and the mixed those topics into conditionals, It was so hard but some students understood, but although many students have many difficulties to develop activities of this topic
Homework	RJ17An important aspect that I could observe was that students did not do homework, it does not matter if it was easy… so easy
Work	RJ51 I could see that when students work on topics where they have to talk about their feelings and likes it was easier to them
Explanations- Instructions	RJ10 In tenth grade I started my week explained my students real conditionals and because this topic had been studied last year I organize a chart explained the characteristics of it, then I gave students a list of conditions in order to complete the resulting sentence doing a matching activity and a written and oral exercise, they had to do as a homework two conditional sentences. Finally, students must develop a photocopy activity of real conditionals. The work of this week with this grade was individual
Learning styles	RJ3. because I have some courses where students are so smart and they understand easily and finish activities faster than others and I have other classes where students are slower and they spend a lot of time developing exercises
Time	RJ 47 I really have troubles with the time, all activities I had programed students did not finished and
Testing	RJ13The problem was the quiz, I did not understand why when they present a quiz they forgot many information if during the activities I could see they felt comfortable and when I asked them some oral examples they were able.

T2 uses translation as the main principle of teaching. She translates all that she says in English during her classes. As Tutor reported in her observation field note:

> TO16 "La comprensión de la actividad y del tema se basa en las explicaciones dadas en lengua materna y la traducción del significado de las frases construidas.
> Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by applying this knowledge to the task of translating sentences and texts"

This principle is based on the belief that through mother tongue knowledge of rules and patterns, a learner of a foreign language can appropriate L2 easily. The source of this belief came from T2 experience as a learner during her primary and secondary school and was reinforced during her pre-service education (Appendix 10, T2 V1, V13)

T2 uses grammar as the main topics of her English classes. As the tutor observed and mentioned:

> TO5 La docente invita a los estudiantes, que ella selecciona, a producir una oración, ella va guiando la forma en que (desde el puesto) el estudiante debe pronunciar la oración. La docente, en español, hace alusión a las reglas gramaticales de transformación de adjetivos a comparativos y superlativos, cuando se trata de comparativos de superioridad y luego repite partes de la explicación en inglés.

The grammar topics are planned and developed in a graded way according to the students' course. These topics are explained from the simple item to the complex one. (Appendix 10 T2 V5, V14)

Related to students' learning styles, T2 establishes a differentiation among students into two groups: smart and slower ones. This belief is important when she plans her classes in terms of the amount of the activities planned. It belongs to experience as an in service teacher. She usually plans different activities for a class; these activities are mainly reading and writing and sometimes speaking and listening using games.(Appendix 10 T2 V7,V19) She usually follows a given format to plan her classes at the beginning of the year, in which she states topics, goals, standards competences and time. She also expresses that she does mental planning of her classes.

Continuing with learners, T2 thought that her students do not like to speak, but that they prefer to write. It influences T2 to concentrate on reading and writing skills based on grammatical topics providing students with vocabulary that is recycled from one class to another one.(Appendix 10 T2 V10,V17) She also affirms that when students work on topics they are interested in, their behavior is better. Her older students prefer working in groups, drawing and talking about their feelings. (Appendix 10 T2 V11, V20). The younger ones like to use their bilingual dictionaries, and cut and design flashcards. That is a reason T2 gives explanations and instructions using materials such as images of different colors, colorful post stickers, photocopies and board. The tutor observation notes confirm this and appendix 10 T2 V3, V6 and V15:

TO4 la docente quien pone unas fichas de colores

She considers materials as an important element to teach in order to facilitate learning a foreign language. She usually organizes her students individually or in small groups depending on the skill. It is coherent because working on specific abilities is a fragmented view of language where each student develops different activities by him/herself.

T2 also takes into account time, homework and testing into her lesson planning. She gives a special importance to time management during a lesson because students can finish all the activities planned and teacher can give appropriate feedback. She mentions the term feedback a lot because she thinks it is needed to avoid mistakes and clarify doubts. Additionally, she gives students the opportunity to correct among them. Homework is seen as part of the students' responsibilities and testing is used to control the quantity of information students retain.(Appendix 10 T2 V12)

Finally, T2 uses the term "work" to refer to all exercises and to activities students develop. It can be interpreted that she perceives students have to follow structured steps to do an activity.

The second category that emerged from the reflective journals is Roles. This category has six subcategories: Planner, Manager, Quality Controller, Group Organizer, Facilitator and Motivator. All mentioned roles are played by T1 and T2 in their classes as chart 12 and 13 present:

Chart 12: Teacher 1 Roles

TEACHER 1 ROLES	
SUB CATEGORY	**EXCERPT**
Planner	RJ11 I asked the students to take the photocopies in advance in order to make sure myself they will have the material for that class RJ42 I told students which groups had the presentation next class
Manager	RJ11 When I made sure everybody was with me I started reading the first instruction RJ32 I monitored the writing exercise and gave feedback RJ43 I called the attention of the student who was modeling to stop doing it. RJ50 When all students had the material, I started to ask students to pronounce the words from the word bank.
Quality Controller	RJ7 And some of them use Spanish but I told them to say it in English RJ32 I monitored the writing exercise and gave feedback RJ37 my lesson continued being teacher- centered RJ46 English was used but there were pronunciation mistakes but I did not correct them during the presentations as I did it at the end.
Facilitator	RJ40 Meanwhile I would pass around each group giving help with pronunciation or with the description written part and asked them to write their names in my notebook RJ45 I had to move as quickly as possible around the classroom in order to help students with their task RJ58 I gave more pronunciation help for the groups which required it.
Motivator	RJ95 I closed the presentations with applause. They were happy with the activity. RJ48 I said do it, you can, do it again. It helped in one way because classmates pressing had also an impact. RJ53 I tried to give them confidence telling them you can do it, don´t worry, if it is necessary you can listen to it again, relax yourselves etc. So little by little they felt better and they could complete something not all but it was significant for me RJ76 Some students that had the marker were so nervous to say something so I clarified that it was a possibility to win an easy point but if they did not get the answer there was no negative point RJ90 I motivated them a lot saying that not all people are good at everything. The most difficult things will become our personal challenges.

Chart 13. Teacher 2 Roles

TEACHER 2 ROLES	
SUB CATEGORY	EXCERPT
Planner	RJ9 this week I planned less activities because hours now have 5 minutes less and students spent a lot of time doing some exercises and I felt so frustrated because I could not finish the activities I had planned RJ10 In tenth grade I started my week by explaining real conditionals to my students and because this topic had been studied last year I organized a chart explaining the characteristics of it, then I gave students a list of conditions in order to complete the resulting sentence doing a matching activity and a written and oral exercise, they had to do homework of two conditional sentences. Finally, students must develop a photocopy activity of real conditionals. The work of this week with this grade was individual. RJ 8 When I thought about the activities I planned I tried to use vocabulary we worked with last week
Manager	RJ27 My classroom arrangement continued (horse shoe shape), it helped me to control speaking activities and group organization is easier. RJ46 I thought about the idea of planning some classes out of the classroom but really I am not sure because of the discipline and control of the students and it is a problem with coordination because the coordinator did not like teachers working outside. RJ49 The coordinator decision affected students' behavior and it affected classes. Most of the students were upset this week and I did not know if they decided to retire from the school RJ32 This week most of my tenth students did not do their short homework (imagine some incredible situations) they were worried about the protests, some students asked me if teachers will join those, when I said "I do not think so" they said "teacher you should"….I consider that they did not want classes this week like some nearby towns. I supposed they were conscious about the big problem but they were unconcerned. I am really worried because of the attitude of my students regarding of social problems. RJ11 Despite not doing feedback because of the time and the disorder the students, the result was great, most of my eight students remember vocabulary, examples and last activity and they developed the exercise well.
Quality controller	RJ9 this week I planned less activities because hours now have 5 minutes less and students spent a lot of time doing some exercises and I felt so frustrated because I could not finished the activities I had planned. RJ39 I decided to listen to all presentations and when they finished I did feedback checking some common mistakes and clarifying pronunciation of common words used.
Group organizer	RJ4 I prefer to organize my students in small groups or individually, it depends on the kind of skill the activity emphasizes and I look for some complementary activities to reinforce the topic worked on.
Facilitator	RJ21 I did not think what to do with students that did not accept the group they have to work with and two students decided to work alone inside the group, I think it was only because they need the information but it is important to know what to do when definitely a student does not accept working in the group they have to. RJ38 I need to help my students to learn and retain more vocabulary so I started using familiar words always and sometimes I asked them for help to remember some words, I am not sure if it is a good strategy, I will check it next week

Both teachers share the role of planner which an institutional factor, as every teacher

of that institution has to plan topics, learning and evaluation strategies, methodology,

objectives and resources framed by the standards. Additionally teachers must plan every lesson in a special format given by the academic coordinator. We are allowed to follow any text book or any kind of material to teach English, so we decided and plan since the beginning of the year how English will be developed.

T1 has a predominant role as Motivator. It indicates the teacher's worry about her students' confidence and interest in learning (appendix 10 T1: V19). She usually motivates students using expressions such as "you can do it!, do not worry!, it's easy, congratulations and giving applause. This role is part of the experience lived as a learner in primary school where teachers congratulated her for good behavior and an excellent job. T1 also used to give positive points to her students when they answer her questions or when they participate in class as the teacher educator mentioned in her observation:

> TO8 La docente motiva a los estudiantes a responder a sus preguntas y a repetir las palabras que han comprendido
> TO14 Básicamente la participación es voluntaria y en algunos casos requerida por la docente. La participación es organizada y en parte la motivación para ella es la obtención de puntos

Additionally, the tutor observation concluded:

> TO18 La actividad planeada y su forma de realización indican que subyacen dos teorías sobre el lenguaje La primera el estructuralismo como un sistema de estructuras organizadas jerárquicamente y un lexicón, la segunda un sistema de expresiones de significado función interacción y comunicación

With T2, the manager role is performed frequently during her classes. She considers students behavior and classroom environment factors that must be controlled and managed in order to obtain better learning results. This role can be seen in appendix 10 T2 V22 and it was corroborated by the tutor who mentioned in the observation:

> TO9 el grupo ejerce control social sobre aquellos que intentan brotes de indisciplina, lo cual es reforzado por la docente

It is also evident when she carries out the role of group organizer and quality controller. This role is part of her strong personality and comes from discipline influence exerted by her mother during her life as student.

The third step of this phase is documenting. During this step we have to read theory concerned with beliefs types and sources, roles of teachers, reflective teaching, teaching methods, professional development, teacher education and some dissertations about reflection and professional development. Those topics serve to analyze data and to characterize our own English teaching professional practices. Besides that, it helps us to have a conscious knowledge about our actions in classroom and to delve into the sources of our teaching and learning beliefs trying to grow professionally.

In the understanding step we could delve into the beliefs and sources that inform our teaching practices and how they correspond mainly to 2 different teaching methods: Audio-lingual and Grammar Translation. Additionally we are now aware that our gestalts are present in our teaching practices and to change them is a long term work.

Taking into account the characterization of our classes we can conclude that classes of T1correspond to the Audio-lingual method. Most of the time she follows patterns such as the structural language view, control of structures of sound, form and order, the importance of introducing first oral and then written activities,   the type of activities as repetition, dialogues and drills, memorization and pattern practice, the teacher centered role and materials such as tapes and visuals. (Appendix 10, T1 V3, V4)

T2 uses Grammar Translation as her main teaching method. T2 usually provides students with a list of vocabulary, and additionally; she usually gives students long explanations about grammar aspects. She presents examples to students where they have to translate into Spanish making relationships between L1 and L2. The activities

proposed by T2 are mainly reading and writing, so students play a passive role. Meanwhile T2 plays a dominant role providing models, controlling and directing every aspect in the classroom. (Appendix 10 T2 V22, V23).

Additionally, the tutor observation concluded:

TO18 Teoría de aprendizaje como formación de hábitos (conductismo) y como objetivos lograr control de las estructuras. Los elementos anteriores reflejan que la praxis se fundamenta en las formas de enseñanza y aprendizaje que se consideran efectivas por la experiencia en ellas, mezcladas con teorías aprendidas durante el proceso de formación profesional.

2.5.3 Analytical Phase

Just as in the previews two phases, we follow four steps: Thematic worry, data collection and analysis, documenting and understanding. During this phase, we had as a thematic worry the need to establish relationships between our English professional teaching practice characterization and theory through critical reflection. To do that, we collected data from two sources. The first one corresponds to the 16 Reflective Journals in 2013 and the second source came from the six Reflective Journals written during six weeks at the beginning of 2014. We did two charts (appendixes 7and 11) titled Reflection on action. These two charts show the decision making performed during the critical reflection process and reasons that support teachers' decisions. The data collected was classified following the same grounded steps during the previous phases.

In data collection and analysis, we analyzed some decisions made by teachers reported in our reflective journals of 2013 and 2014. This analysis consisted of looking at decisions we made and the reasons that supported them, trying to highlight the level of reflection and change. We did the analysis changing our reflective journals in order to be more objective, and later we shared our analysis to verify if our appreciations correspond to the right interpretation.

The first signs of decision making were given by T1 since her first written reports. Here she started to reflect and make decision about aspects such as materials, activities, time, skills, grouping, homework and instructions, themes that correspond to the technical reflective level, as the next reflective journals entries show:

> RJ13 Students worked ==individually== first and second activity and then they got in ==groups or pairs==. I decided that because the activities were from the easiest one to the most difficult.
> RJ29 I had already decided to leave little ==homework== and many times I do not leave anything because students do not do it but when I see the advantages it has I doubt about this decision
> RJ54 So I decided to copy very quickly on the ==board== the first stanza ==pronunciation== but I did not use the standard phonetic symbols. I did not know If it had bad implications

This technical level of reflection is related to the practical level of change proposed by Korthagen (2011) who affirms that to change it is necessary to pass from three different levels. The first one is that which develops into conscious network concepts, characteristics and principles, to be able to describe teaching practices. T1 clearly demonstrated that she, in the second phase, was in the first reflection and change level.

In this phase, analytical, T1 lets us see her transition through technical, practical and critical levels of reflection. Equally important, she moves between the three levels of change. It is coherent in the way reflection and changes are processes that require a continuous coming and going and in T1, those levels were reported at the same time.

In the technical level of reflection, T1 continued to mention topics such as activities, materials, instructions, L1 and grouping.

> 2RJ13 I have to use Spanish to control discipline
> 2RJ19 I decided two things: first to introduce some ==communicative activities== but maintaining some grammar explanations but after some previous activities where they can interact with English in terms of functions two years ago.
> 2RJ22 The second decision was to select more carefully the activities proposed in the textbook that I have been used as for seven graders as tenth graders.

These first levels of reflections have a strong difference according to the previous reflections mentioned. All of them have a practical level of reflection that guide T1 to think about those topics. Practical reflection refers to the relationship between actions and theory. This level can be seen in T1 when she mentioned a need analysis she did, teaching method she tried to implement, and kind of intelligences she started to develop in her students.

2RJ5 These first actions tend to modify teacher-centered role and amount of use of L1

RJ16…. It was that according to the first analysis of our life histories and journals, the teaching method used by me is based mainly on Audio-lingual

2RJ18 my thesis tutor suggested reading and trying to implement activities related to the communicative approach of teaching. I read some parts of the book Designing tasks for the communicative classroom and I also revised a book title how to teach English basically to review how a song will be helpful in an English class

2RJ53 The problem was more related to the grade of development of a kinesthetic intelligent

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T1 continues moving from these levels to a critical one due to her reflections about students values, social and economic aspects, and student and teacher interaction, and it is evident she has acquired an awareness of her own teaching practice. Critical reflection deals with aspects beyond teaching a language, as this level of reflection is related to moral and ethical issues. It is a level that teachers get after the technical and practical levels due to critical reflections which require delving into the past and present in order to try to affect future teaching practices.

2RJ 15 they like a lot to have responsibilities

2RJ17 They have to develop that competence in order to have access to better economic and social conditions

2RJ41 I am not sure it would function as I thought but what I could say now it is that this activity engaged students to work by teams and allow them to organize themselves according to their abilities

2RJ48 This activity not only involved English itself as the important issue but as a way to express something where the most important was to have a moment outside the classroom sharing favorite food with friends and teacher. It allows a different way to relate teacher and students. Teacher just participated in a social students event

T1 is conscious of some things she has to improve and she made decisions that help her to be informed of actions she can do. She asked herself many inquiries but at the same time she asked for a possible solution by changing aspects of her teaching practices.

2RJ1 After my partner researcher and I revised the Life History and the journals of our classes of 2013, we took some decisions about two questions: What are the possible actions to begin with this year? and what are the key points to intervene in each of our classes?.
2RJ2 we decided to apply a need analysis to our students but not to all of them only one course: the group of what we recorded and wrote about our teaching practices
2RJ5… Then, I would try to speak more in English during the class little by little and told my students about the main reason of that change

Furthermore, it is relevant to mention that T1 got all levels of change: Practical, Theoretical Understanding and Reducing. Reflection after reflection T1 established relationships between her thoughts, theory, actions and changes as can be seen in appendix 11. Some reflective journals entries are:

RJ16…. It was that according to the first analysis of our life histories and journals, the teaching method used by me is based mainly on Audio-lingual
2RJ18 my thesis tutor suggested reading and trying to implement activities related to the communicative approach of teaching. I read some parts of the book Designing tasks for the communicative classroom and I also revised a book title how to teach English basically to review how a song will be helpful in an English class
2RJ19 I decided two things: first to introduce some communicative activities but maintaining some grammar explanations but after some previous activities where they can interact with English in terms of functions two years ago
2RJ24 Now, I selected only the listening and reading activities. The speaking and writing activities are being modified according to the students' performance
2RJ47 Also during this week, students were asked if they would like to have a picnic. They were agreed. They organized by groups according to their interests and brought food they liked and they must use English to express quantities of the food they brought. This activity was nice. I only had to listen to them expressing existence or quantity

As we can see in the last journals entries T1 revealed her awareness of the teaching method she followed, then she used that knowledge to look for a theory that helped her to improve her teaching practice. Next, T1 established relationships between her practical theory with theoretical knowledge and finally she mentioned some changes

she did in her practices using the knowledge acquired during all the reflection and changing levels.

Based on Van Manen (1977), there are three levels of reflection (technical, practical and critical). T2 decision making process evidenced the first level of reflection (technical) most of the time during the first phase of writing the reflective journals (2013).

RJ6 I never imagined a student asking me that and I asked myself if I always tell my students the topic we are going to work with, it means do I plan my classes only taking into account topics?... If my student asked me about the class objective what would be my answer.
RJ5I had to change the instructions and the organization of students because some courses had a lot of troubles to follow instructions because some courses had a lot of troubles to follow instructions.

But, this situation changed during the last reflective journals where T2 goes from a technical reflection level where the concern dealt with educational knowledge practice to a practical level that corresponds to an establishment of relationships between actions and theory. T2 started to introduce instructional changes due to the previous meetings with our teacher educator and reading our first reflective journals. The following excerpts present that:

RJ19I organize groups in a different way, as the same, I did my RJ31 It was only because I am reflecting about my teaching practices that… classroom setting arrangement different using horseshoe shape
RJ55 Each class I have tried to talk less Spanish and more English most of my students consider this is a good way to learn but my younger students understand what I say but they answer in Spanish

During the second phase of writing reflective journals (2014), T2 continued moving into the technical and practical levels of reflection. This can be observed through the next three excerpts where she expressed the need to apply certain planning aspects to improve the way she is doing that activity and how it is reflected on the learning process of her students.

> RJ24 I remembered that ==I need to plan== my classes taking into account a specific and clear objective and all I plan must conduct my students ==to get the goal==
> RJ29 So ==I did a general plan to eleventh graders following the backward design to this term==, this planning was ==discussed with colleagues== who helped to improve it, and I felt different this week, I really know the why, what, when and how work on the things we did and I felt my students understand better why they are doing things
> RJ32 ==Planning classes taking into account inquiries emerged in previous classes== is so hard, there are many aspects that I have to take into account, and when I belief I find the solution there is another inquiry that need to be solve… It is so demanding be aware of aspects of my teaching practice that need to be intervene in order to improve them.

However, there are some cues of critical reflection in the way the process itself was assumed by the teacher.

> RJ22 I ==need to be patient with myself==, it is impossible to change all things I have done during many years in some weeks

This excerpt shows an ethical inquiry directly related to her teaching practices. It corresponds to a critical level of reflection. She is criticizing the way she is assuming the need for change. She believed changing is something that happens easily and faster, but she is proving to herself it was not like that.

Another excerpt that gives us a clue of change, not of teaching process but of learning, is:

> RJ30 ==My eleventh students reflected about their lives and made relevant== comparisons and conclusions

This change implies that the teacher's actions of improving things impact not only on instructional aspects of teaching in the classroom but also on the socials ones. The topic selected made students reflect on themselves. It is so important by means of critical reflection that educational processes have a clear impact on the construction of our society. (Colombian General Law of Education: Article 13 a.)

Korthagen (2011) posits three levels of changes. Those three levels occurred at the same time levels of reflection took place. From that idea, we can affirm that T2 experienced the first two levels of changing Personal Practical Theory and Theoretical

Understanding but the third one starts happening: Reduction. We can talk about two kinds of knowledge that T2 obtained from the Reflective Journal writing process, practical and theoretical. The third one, Knowledge of practice, is starting to emerge.

Documenting deals with the reading of task based, Designing Task for Communicative Classrooms, How to Teach English, Understanding by Design, Integrating Differentiated Instruction and Understanding by Design, Métodos de la Investigación Educativa, Analyzing and Interpreting Qualitative Data, Doing teacher Research, Grounded Theory Methodology, Basics of Qualitative Research and teacher educator advice.

The understanding provided by this phase is that professional development needs a continuous process of reflection from teachers in order to reach the different levels. Doing that, we can observe changes from a practical stage to a reduction one in our teaching practices. In the process of change and becoming a reflective teacher, theory and research play a relevant role as strategies of professional development. The teacher educator also has a significant role because she guides us to select appropriate documents to analyze data.

To sum up this analysis, there are three kinds of findings, one derived from the exploratory, the second one from the descriptive and the third one from the analytical. Those findings were mentioned in the understandings of each phase, and are summarized here. The findings obtained are related to the reflection process carried out through the whole research. We can affirm that reflection implies changes in teaching practices and at the same time professional development and growth. First of all, the process of reflection helped us to be conscious of our own English teaching practices by delving into the belief systems that underline each of our practices and we could identify as the main sources what Korthagen (2011) calls Gestalts. Secondly, that awareness opens the

possibility to establish weaknesses that must be dealt with to grow professionally, and, as for the third aspect, reflection develops in teachers the skill of self-inquiry and self-evaluation while they attain a higher level of reflection. Additionally, we can understand that   reflection is a never ending process and it takes time to become a reflective teacher because assuming a different role requires changing teachers' routines, which is a matter of the intrinsic aspects of human beings.

CONCLUSIONS

The process of critical reflection carried out during this research to gain professional development is challenging, encouraging, demanding but rewarding. It requires from teachers a high level of self-esteem and self-confidence to recognize and accept their weaknesses and strengths as a basis to grow professionally.

Answering the scientific question how critical reflection promotes professional development, we can affirm that: 1) Critical Reflection helps teachers to know and understand better their teaching practices to introduce sustainable changes in their everyday performance. 2) It allows teachers to reduce the gap between theory, as an ideal situation of teaching, and practice in the real context, by adapting materials, activities, processes and evaluation among others. 3) Critical reflection implies a long and never ending process assumed personally that conduct to a structured work where each action is supported by theory and it allows to explore own beliefs, attitudes and practices. 4) This process carries out teachers to assume new roles and innovate up to the point to become reflective teachers who will be able to impact on students learning by means of their social, economic and cultural progress in a constantly changing world, in short, Critical reflection provides teachers with knowledge of practice needed to confront social changes and promote professional development.

Action research methodology constitutes the systematic path to reflect critically, and allows the gaining of knowledge of practice in an organized and coherent way where teachers could experience a continuous learning and understanding process from their own practice in the classroom mediated by reflection, and perform proceedings of improvement during the research experience. Additionally, action research is a strategy

of professional development so that this constitutes an important characteristic of effective professional development where teachers are who feel the necessity of changing being aware of the important role they play in the educational process.

From this research experience we learnt that:

- The practice of critical reflection is an alternative for teacher professional development in contexts where there are not many possibilities of continuing education.

- Critical reflection practice can be improved and redefined through research where students are involved to provide them a critical model of education.

- Our gestalts as learners have a depth impact on future performance as teachers and human beings.

- Teacher education programs must emphasize more on doing teaching practices where theory can be applied and understood better. Just providing theory means that teachers' gestalts constructed during the learning process experienced as students continue being the bases of the role assumed as an in service teacher. Teachers play an important role in the learning process where the problem is not focus on the students but on the teachers. This importance is evidenced through self-evaluation and critical reflection of teaching practices.

- Collaborative work favors teachers' interactions that promote the construction of new knowledge, sharing functional experiences, and the development of teaching competences as researchers.

- The process of writing reflective journals helped us to move from a decision making process based just on experience to a process of conscious decision making based on theory. It requires demands from us to move from a technical level of reflection to a critical one, and at the same time the level of changes advanced and the role assumed by us tends to be more reflective. Additionally writing and reading promote improvement in those skills.

- Reading theory helped us to understand our different instructional problems and planed actions to overpass them.

- The observation instruments can be used by means of self-evaluation and at the same time, they can be used as professional development activities.

- The research process conduct us to be critical reflective teacher.

- The importance of being conscious of the origins of our beliefs as English teachers because those are the diagnosis to the starting point of analysis in order to gain professional development.

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APPENDICES

APPENDIX 1:Empirical Methods Phase 1

ENTREVISTA SEMIESTRUCTURADA INICIAL FEBRERO 5 DE 2013

Objetivo: Indagar sobre las percepciones que tienen los estudiantes de la I.E.D Gonzalo Jiménez de Quesada sede Secundaria sobre el proceso de enseñanza aprendizaje del inglés.

Metodología: Se organizara un grupo conformado por 21 estudiantes de grado 6 a 11. Los estudiantes entrevistados serán escogidos aleatoriamente así:

601: Código 1:	703: Código 17	902: Código 34
602: Código 15:	704: Código 32	903: Código 6
603: Código 30:	705: Código 4	1001: Código 20
604: Código 2:	801: Código 18	1002: Código 35
605: Código 16:	802: Código 33	1101: Código 7
701: Código 31:	803: Código 5	1102: Código 21
702: Código 3:	901: Código 19	1103: Código 36

Tiempo aproximado de entrevista: 1 hora
Recursos: Sala de audiovisuales, grabadora, hojas de apuntes.
Cuestionario:
1. ¿Le gusta estudiar? ¿Por qué?
2. ¿Cómo ha sido su desempeño académico en inglés?
3. ¿A qué le atribuye su buen o mal desempeño académico? *****¿Por qué?
4. ¿Ha tenido la oportunidad e interactuar con extranjeros que visitan nuestro municipio? ¿Les entiende lo que hablan?
5. ¿Considera que ha aprendido inglés?
6. ¿Qué hace usted para aprender inglés? ¿Cómo aprende usted Ingles?
7. ¿Considera útil aprender inglés? ¿Por qué?

Adicional a estas preguntas cada docente entrevistador formulará preguntas que sirvan como complemento a las respuestas dadas por los estudiantes

TRANSCRIPCION ENTREVISTA SEMIESTRUCTURADA FEBRERO 5 DE 2013
I.E.D. GONZALO JIMENEZ DE QUESADA
ENTREVISTA INICIAL REALIZADA CON UN ESTUDIANTE DE CADA GRADO ESCOGIDO ALEATORIAMENTE. TOTAL DE PARTICIPANTES

Entrevistador: Bueno… Buenos días a todos, nos encontramos el día de hoy 5 de febrero para hacer la entrevista semiestructurada con el fin de encontrar las percepciones de los estudiantes de la I.E.D Gonzalo Jiménez de Quesada que tienen con respecto a la asignatura de Inglés, entonces la idea es que les hagamos una serie de preguntas y los estudiantes que quieran opinar alzan la mano para dar la respuesta que ustedes consideren, bueno?.
T: Entonces la primer pregunta ¿Les gusta estudiar?
Estudiantes: (al unísono) Si
Entrevistador: A alguien no?.... a todos si les gusta?

Estudiantes: Si

Entrevistador: Por qué?

Est1: Porque nos ayuda a tener más conocimiento

Entrevistador: Porque te ayuda a tener más conocimiento

Est2: nos ayuda a tener una carrera a futuro

Entrevistador: un mejor futuro…. Por qué crees que…(no audible)

Est3: así aprendemos más, así pues como en la vida….

Entrevistador: te sirve para prepararte para la vida…. Alguna otra razón? Andrea… no?..... por acá?.... no?... o sea que todos son muy juiciosos y les va bien en todo. Si? Todas las materias?

¿Cómo ha sido su desempeño académico en inglés?

Estudiantes: (al unísono) Bueno

Entrevistador: Bueno? Y por acá?

Estudiantes: Bueno

Entrevistador: Bueno es cuánto? Más o menos

Est2: Regular

Entrevistador: el año pasado como te fue en Inglés?

Est2: regular

Entrevistador: Regular? A Ana María también?

Est3: si un poquito…

Entrevistador: Te ha ido mal?

Est3: por lo general ha sido

Entrevistador: a ti?

Est2: mi promedio siempre era de 3.6

Entrevistador: o sea que… pasabas raspando con 3.6

Est3: a mi también…en unos periodos me iba bien y en otros bajaba

Est4: Bien

Entrevistador: Bien todo el año fue constante….A ti como te fue?

Est5: Regular

Entrevistador: Regular?

Est5: si

Est6: Bien

Entrevistador: Bien? Durante todo el año

Est2: Regular pues si porque pues uno entraba y hay veces y ya la señora a uno le bajaba

Est3: Si?

Est::: no audible

Entrevistador: Mas o menos?

Est7: Bien

Entrevistador: Bien

Est8: Bien

Entrevistador: Andrea?

Est4: Bien

Entrevistador: y por acá?

Est9: Regular

Entrevistador: Regularcito…..Bueno… aquellos que dijeron que bien ¿por qué creen que les fue bien?

Est1: porque ponía atención y hacia trabajos

Entrevistador: Andrea por qué te iba bien?

Est4: fui yo la que dijo…(risas)

Entrevistador: Ah fuiste tu la que dijo? Alguna otra razón por la que crean que les iba bien? Por que te iba bien?

Est 10: por las notas… siempre me ha ido

Est2: Es que se le facilita

Entrevistador: Brumel a ti por qué te iba regular?

Est2: No porque… es que no ponía cuidado

Entrevistador: No ponías atención?

Est2: si y porque no se me facilita

Entrevistador: pero por que no ponías atención?

Est2: porque empezaban a explicar y yo no entendía y yo ahhh…

Entrevistador: o sea que se aburría y dejaba de poner atención

Est2: no pero en algunas partes yo ponía cuidado y entendía

Entrevistador: o sea que cuando entendías, cuando ponías atención entendías

Est2: si pero hay veces que ponía atención y no entendía

Estudiantes: Risas

Est3: que tal el descarado este…

Est2: y la señora siempre….me repetía

Entrevistador: De vez en cuando

Est2: si, de vez en cuando

Entrevistador: Ana Maria por qué unos periodos bien y otros no?

Est3: porque la disciplina influye

Entrevistador: si?

Est3: si y aveces por no llevar las tareas

Entrevistador: o sea que se relaciona más con el cumplimiento o algo asi?

Est3: Puntualidad

Entrevistador: Puntualidad?

Estudiantes: Si

Entrevistador: por acá alguien me dijo que regular. Por qué crees que te iva regular?

Est9: Pues Porque cuando uno trataba de entender la clase la profesora decía algo y uno le entendía de otra manera

Entrevistador: ahhh…y preguntabas o dejabas asi?

Est9: yo dejaba asi

Estudiantes: (risas)

Entrevistador: ¿Por qué no preguntabas?..... Te daba pena…

Est9: pues si

Entrevistador: Pero con quién?

Est). Pues con todos porque que tal que uno pregunte y todos digan que es un tonto

Est3: y se empiezan a burlar de uno

Entrevistador: ¿si? O sea que ustedes no preguntan por pena con sus compañeros y ¿ustedes también se comportan asi con ellos cuando preguntan?

Estudiantes: Risas

Entrevistador: eso es como de todos un poquito…ehhhh…

Est2: o también eso pasa es porque llega y uno le dice profe vuelva a explicar y dice no no yo ya le dije a todo el mundo y no voy a explicarle a usted y eso… da pena

Entrevistador: o sea que si había veces que pedias explicación y no recibías respuesta

Est2: si

Entrevistador: Alguien más quiere opinar al respecto?.... y a los que les iba bien entonces solamente por cumplimiento

Est4: no también porque también por participar y practicar

Entrevistador: Participación?

Est1: y por querer aprender

Entrevistador: O sea que podríamos decir que a los estudiantes que les va bien es porque ponían atención y a los que les va regular es porque les faltaría poner atención?

Est4: si puede ser

Entrevistador: Podría ser?

Est3: No pero hay algunos que no entienden…o sea no…no la personalidad… y la calidad….. porque el comportamiento es el mismo y le baja la nota.

Entrevistador: el comportamiento le baja la nota… bueno algo mas?

Est2: si, a mi me bajaba… o sea yo perdí el año pasado solo porque le dije a la profesora profesora usted tiene boyfriend? Y es que usted viene es a averiguarme la vida o que

Entrevistador: y perdiste por eso?

Est2: si por eso

Todos: Risas

Est2: o sea la tenia en 3.6 y me la dejo de una en 3 con algo no me acuerdo bien

Entrevistador: a si?

Estudiante : por que?

Entrevistador: Por preguntarle a la profesora si tenia boyfriend

Estudiantes: risas

Entrevistador: de pronto si le hubieras hecho la pregunta en Inglés te había subido en vez de bajarte

Est2: no se

Entrevistador: ehhh… bueno… alguno de ustedes o cuantos de ustedes han tenido la oportunidad e interactuar con extranjeros que visitan nuestro municipio?....Tu?

Est10: aca no, en otra parte

Entrevistador: y aca en Suesca… ninguno de ustedes ha interactuado…. Pero si los han visto?

Est2: a no si claro

Est3: por el lado de las rocas consiguiendo el equipo para escalar

Entyrevistador: y a alguno de ustedes algún extranjero les ha preguntado algo alguna vez en ingles?

Estudiantes: no…no

Entrevistador: No? Nunca?

Est2: una vez me dijo una groseria

Estudiantes: Risas

Entrevistador: Como sabias que era una groseria?

Est2: pues porque me dijo let`s go bitch y obvio…

Estudiantes: Risas

Entrevistador: obvio eso si te lo aprendes…

Est3: a eso si

Estudiantes: Risas

Entrevistador: o sea que a ninguno de ustedes ningún extranjero les ha preguntado nunca nada en ingles?

Estudiantes: (Murmullos)… no…no

Entrevistador: En donde tuviste la oportunidad de interactuar con extranjeros?

Est10: en Raquira

Entrevistador: en Raquira.. ok listo…pero ustedes si los han escuchado hablar en inglés?

Estudiantes: ahhh siii

Entrevistador: si? Y les entienden?

Est3: no

Estudiantes: no

Entrevistador: mas o menos?

Est10: si

Entrevistador: tu si le entendiste Brumel

Es t2: a pues claro quien no

Estudiantes: risas

Entrevistador. Y por aca que dijeron mas o menos… si? Alguito? No?

Est1: ahí

Entrevistador: ahí? Regular? Ustedes escuchan o ven programas de televisión en inglés?

Est3: si, documentales

Entrevistador: Documentales?

Est2: yo veo películas

Est3: pero traen la traducción en el lado de abajo

Entrevistador: y de repente no han hecho el ejercicio de no mirar la traducción a ver que tanto entienden?

Est2: a veces

Entrevistador: o la música a ver si entienden

Est3: es que la manera en que actúan uno entiende

Entrevistador: pero porque actúan… pero si solo escucharas? Solamente escuchándolos?

Est1: hay palabras

Est2: si hay palabras que… si hay palabras

Entrevistador: algunas? Para todos? O hay algunos que dicen no definitivamente yo no entiendo nada de lo que me dicen

Est2: es que si uno se pone a leer no va a decir lo mismo que dice ahí sino va a

Cambiar por ejemplo digamos vamos…digamos diga una groseria vete a la mierda o algo asi y ahí dice vete al demonio o sea es que eso cambia o sea no siempre es la misma vaina sino va cambiando

Entrevistador: mmmm … y los que escuchan música en inglés, como ahí si es solamente es escuchar entienden? … una que otra palabra…o lo relacionan con algo por ejemplo ahh la profe me hablo de eso o nos dijo esta oración o algo asi… lo alcanzan a relacionar? Lo alcanzan a entender?

Estudiantes: No

Entrevistador: No' … por alla me dicen que no

Est 1: si

Entrevistador: si?

Est4: si, yo entiendo

Entrevistador: fácilmente o con dificultad?

Est1: difícilmente

Entrevistador: con dificultad?

Est2: y repitiendo la canción

Estudiantes: risas

Entrevistador: o sea que si ustedes la ponen y la repiten… la repiten… y la repiten terminan entendiendo

Est2: si

Entrevistador: te gusta la música en Ingles? Te gusta el rap?

Est2: si y el hip hop

Entrevistador: el hip hop ok listo….ehhh….consideran que han aprendido inglés?

Est1:si

Est3: algunas palabras

Entrevistador: algunas palabras

Est4: expresiones

Entrevistador: expresiones

Est2: si

Est10: los verbos

Est8: los números

Entrevistador: o sea podríamos decir que…. O alguno de ustedes considera que no… no ha aprendido mucho?.... no?... si han aprendido?

Estudiantes: si

Entrevistador: si? Siempre?...que hacen ustedes para aprender ingles?

Est1: poner atención

Est3: poner atención en clase y pronunicarlo

Entrevistador: Pronunciarlo? Si lo hacen?

Est3: escuchando la música… yo escucho rock en inglés y siempre oigo…y ai va aprendiendo a pronunciar varias palabras

Entrevistador: o sea tu haces mucho el ejercicio de la música….. como más han aprendido ustedes inglés?

Est1: relacionándolo con los objetos… las cosas

Entrevistador: estableciendo relaciones

Est1: mmmm

Est10: o cuando uno está por ahí con los amigos y utiliza palabras

Est3: ahhhh siiiii…

Estudiantes: risas

Entrevistador: palabras o palabrotas?…de todo .. o sea que ustedes por ahí hablan spanglish con los amigos

Estudiantes: risas

Est2: o sea hablamos entre….

Estudiantes: risas

Entrevistador: como más? O que más hacen ustedes para aprender inglés?

T: hablan spanglish con los amigos

Ss: risas

2: hablamos entre…

T: ¿cómo más?

T: bien riendo

¿cómo más hacen ustedes para aprender inglés?

Ss: ……

T:ehhh, prácticamente ¿cómo más? Pero aparte del colegio, aparte de la clase de inglés que ustedes tienen que llegan y se sientan …. Como más aprenden ustedes o que más hacen con eso que aprenden ahí en clase

3: en el face cuando tratamos de hacer practica

4: uh también

T: si practican

3: ……le hablan a uno en Inglés

…. Uno trata de traducir

T: el amigo traductor, si pero bueno es una buena manera de practicarlo

T: alguna otra forma de aprender inglés

2: con el cassette

Ss: risas

2T: igual

3w: películas

T: películas

4: aja

T: si porque en la medida que van leyendo la traducción pues van como asimilando expresiones y si puede ser

T: bien ehhh

T: ustedes creen que es útil aprender inglés

Ss: sí, claro.

T: y porqué

S3: pues se necesita mucho por ejemplo para conseguir trabajo…. Por lo menos para…

T: uju por trabajo

S3: si o oportunidad en el exterior

S2: también para la universidad

S3:por ejemplo para trabajar en turismo

T: para viajar?

Ss: si claro

S10: si por ahí uno se encuentra por alla y no sabe como llegar….

Ss: risas

S10: por lo menos para pedir así sea una información

Ss: si claro

T: aja por que más es importante aprender inglés?

S3: porque aquí en el colegio dicen que uno tiene que aprender otro idioma

T: porque en el colegio te lo exigen… bien…por qué mas es importante aprender inglés?.... ninguno dijo que no fuera importante?....no????....cuál considera usted que es la dificultad más grande para aprender inglés?

Ss: la pronunciación

S2: es que se escribe de una forma y se pronuncia de otra

S3: uhy si

S10: es que es al contrario, digamos si usted va a decir mi casa es bonita entonces tiene que uno escribir bonita es mi casa

S2: se escribe como al revés

S4: el orden de las palabras

T: o sea la pronunciación y el orden de las palabras

S2: y que sería también más fácil donde fuera la pronunciación y la escritura igual pero es que son diferentes

Ss: si

S2: es todo raro

S4: y uno se enreda mucho

T: esa es… discúlpame Andrea, la dificultad más grande y que otra dificultad tienen ustedes para aprender inglés? …

S: creo que no mas

T: …no? Ninguna?..

S:

T: solo las traducciones

Ss: la pronunciación

T: La pronunciación….. ehhh… profesora Sandra algo para corroborar

T2: en cuanto a las dificultades del manejo metodológico….ehhh los recursos empleados por el docente facilitan o dificultan el aprendizaje….ehh….

S2: es decir que si se le entiende al profesor como explica?

T2: uno eso y otro el recurso 93didáctico….

T: es decir que si un docente utiliza película les permite a ustedes el hecho que un profesor utilice música o un concéntrese o ese tipo de actividades a ustedes les facilita o ¿??

S3: claro si demasiado

T: cuál es la diferencia entre una clase que utiliza una actividad lúdica, un juego y una clase que no a utiliza y ustedes tienen que hacer algo en su cuaderno o algo en una fotocopia, cuál es la diferencia?

S3: es que se entiende más digamos escuchando alguien distinto que escribiéndolo porque la verdad uno tiene dificultades en pronunciarlo y en escribirlo 93ambién entonces se facilita un poco más escuchando más que escribiendo

T: les gusta su clases de inglés?

Ss: siiii

S2: yo no le entiendo… a esa profesora quien le entiende, uno se levanta y punto negativo ya tengo como cincuenta puntos negativos

Ss: risas

T: Bueno… contigo Brumel tu qué harías o como te gustaría que fuera tu clase de inglés?

S2: pues no se…. Que cambien de profesora

Ss: risas

T: no, independientemente del profesor, como te gustaría que fuera? Como te gustaría que te enseñaran?

S2: no pues relajado o sea que uno por ejemplo va a pedir algo prestado y que ….

T: no pero la clase de inglés como tal

S2: cómo?

T: cómo crees que debería ser una clase para que tu de verdad verdad aprendieras muchas más cosas de las que has aprendido?

S2: pues no se

S3: que fuera un poquito más practica

S4: más juegos

S2: si porque es que siempre es la misma rutina

T: qué más seria?

S10: que dejen más tarea

Ss: ahhhhh… queee, risas

T: pero si su compañera aprende haciendo tareas y le va mejor y lo memoriza más de pronto sería mejor que dejaran más tareas

S2: pero es que uno aprende más o sea estando el profesor ahí porque uno no entiende algo y de una vez le pregunta en cambio en la casa ….

T2: la idea de la tarea es que practiques lo que vez en clase, es repetitiva

T: o sea que por la cara que hicieron no es que hagan mucha tarea, o si hacen tareas?

S3: si claro, pues uno trata de cumplir

T: De cumplir? Por allá están callados y me miran como que no mucho…si? Ustedes hacen las tareas de inglés?... Alguien mas quiere opinar algo con respecto a lo que se ha venido hablando sobre la clase de ingles? O sea que se pueden dar por bien servidos en la clase de ingles?

Ss: risas

T: muchas gracias por su colaboración en esta entrevista y de ser necesario aclarar algunos aspectos nos estaremos reuniendo nuevamente.

ANALISIS DE LA ENTREVISTA

Categorías de análisis encontrados en las intervenciones de los estudiantes:

CATEGORIA 1	Utilidad del inglés	Los estudiantes consideran el inglés útil en los siguientes escenarios: Trabajo, viajes, interacción con personas en el exterior, requisito en el colegio
CATEGORIA 2	Estrategias de aprendizaje	Los estudiantes establecen relaciones del vocabulario con objetos, entre compañeros emplean palabras en inglés, repasan lo estudiado en clase, practican viendo programas y escuchando repetitivamente música en inglés, chatean en Facebook, emplean el traductor.
CATEGORIA 3	Dificultades de aprendizaje	Las dificultades que en general mencionaron los estudiantes se encuentra en primer lugar la pronunciación seguido del orden de las palabras y la escritura de las mismas
CATEGORIA 4	Factores que inciden en la nota	Dentro de los factores que mencionan los estudiantes se encuentran: Empatía con el docente Nivel de atención en clase Puntualidad en la entrega de trabajos y tareas Aptitud para el aprendizaje de una lengua extranjera Relación entre comportamiento y evaluación (disciplina=buena nota)

		Claridad en las instrucciones dadas por el docente Miedo a preguntar Automotivación
CATEGORIA 5	Interacción con extranjeros	No se evidencia esta interacción, solo en pocas ocasiones los han escuchado sin lograr entenderlos o entendiendo muy poco y con dificultad.

Teniendo en cuenta los resultados arrojados en la entrevista se evidencia que la evaluación es un proceso sumativo que no está dando cuenta de procesos sino que está centrada en criterios actitudinales que no permiten verificar qué necesitan aprender, cómo están aprendiendo, dónde es necesario aclarar, reforzar o consolidar conceptos y procesos, entre otros, según lo promueve una educación formativa.

Las apreciaciones de los estudiantes nos conducen a indagar más sobre los procesos de evaluación institucionales con el ánimo de detectar posibles problemas a nivel de evaluación que inciden negativamente en los procesos de aprendizaje de los estudiantes y en los resultados obtenidos en pruebas internas y externas.

Por lo tanto consideramos necesaria la realización de una encuesta que nos conduzca a evidenciar la existencia de éste problema.

ENCUESTA 15 de Febrero
I.E.D GONZALO JIMENEZ DE QUESADA SUESCA
OBJETIVO: Indagar sobre las percepciones que los estudiantes de la I.E.D Gonzalo Jiménez de Quesada del municipio de Sueca tienen con relación al proceso de evaluación de la asignatura de Inglés.

GRADO:_____ FECHA: _____ EDAD: _____

PREGUNTA	SIEMPRE	ALGUNAS VECES	NUNCA
1. ¿Creed usted que las notas obtenidas en Inglés reflejan lo que ha aprendido?			
2. ¿Considera que su comportamiento en clase incide en la nota de Inglés?			
3. ¿Aprueba las evaluaciones bimestrales de inglés? ¿Por Qué?_____ _____			
4. ¿Emplea la corrección de trabajos y evaluaciones para identificar sus dificultades y tratar de superarlas?			
5. ¿Considera que las habilitaciones y rehabilitaciones contribuyen a superar las debilidades en el área de Inglés?			
6. ¿Se pregunta constantemente si en realidad está aprendiendo inglés?			
7. ¿Se esfuerza por superar sus dificultades en el aprendizaje del inglés?			

13. ¿Cómo le gustaría ser evaluado en el área de Inglés?

El segundo instrumento, (encuesta), fue aplicado con el fin de encontrar evidencias que ratifiquen la existencia de un problema en cuanto al proceso de evaluación que se constituyera en un obstáculo para el aprendizaje, esto teniendo en cuenta los resultados encontrados en el instrumento1.

CATEGORIA	ANALISIS
Correspondencia entre la nota y el aprendizaje	El 45% de los estudiantes consideran que sus notas corresponden a lo que han aprendido
Incidencia del comportamiento en la nota	El 67% de los estudiantes consideran que el comportamiento incide en la nota de Ingles
Aprobación de evaluaciones	El 35% de los estudiantes afirman aprobar siempre las evaluaciones bimestrales lo que difiere con lo registrado en planillas del año inmediatamente anterior (2012)
Corrección como parte del aprendizaje	El 43% de los estudiantes afirman corregir sus trabajos para identificar sus dificultades y tratar de superarlas.
Utilidad de las habilitaciones	El 36% de los estudiantes afirma que las habilitaciones les ayudan a aprender más.
Autorreflexión sobre el proceso de aprendizaje	El 60% de los estudiantes asegura que siempre reflexiona sobre su proceso de aprendizaje
Formas de evaluación deseadas	Evaluaciones orales, participación, tareas.

Finalizado el análisis de este instrumento llegamos a la conclusión de que algunos de los resultados no son congruentes con la realidad como las evaluaciones bimestrales, habilitaciones, y la autorreflexión ya que se observa que en la praxis los estudiantes no modifican sus estrategias de aprendizaje de modo que la dificultad persiste.

Consideramos prudente para aclarar algunos aspectos del instrumento anterior que se debía aplicar otra encuesta con el fin de conocer más a fondo la interpretación que los estudiantes habían dado a algunas de las preguntas anteriores.

CUESTIONARIO FEBRERO 19 DE 2013

GRADO: _____   EDAD: _____

1. De acuerdo a sus respuestas ¿Por qué considera que solo algunas veces sus notas reflejan lo que ha aprendido? Es decir ¿Éstas son buenas o malas?

2. ¿Por qué considera que su comportamiento en clase incide en su nota de inglés? ¿Incide positiva o negativamente?

3. Solo para quienes han perdido las cuatro evaluaciones bimestrales de inglés ¿Por qué es constante perder éstas evaluaciones?

4. ¿Analiza los resultados de sus trabajos y evaluaciones?

5. A quienes habilitan y/o rehabilitan ¿En que han consistido sus habilitaciones de inglés? ¿Las ha desarrollado usted? ¿La habilitación le sirvió para superar aquellas dificultades que presento durante el año y lo llevaron a perder el área? ¿Cómo?

6. ¿Se le facilita aprender inglés o se le dificulta? ¿Por qué? ¿Qué hace para que se le facilite?

7. Y si se le dificulta ¿Qué hace para entender mejor o más? ¿Qué hace para entender aquello que no le quedó claro?

8. ¿Se prepara para una evaluación? ¿Cómo se prepara para una evaluación?

9. ¿Le gusta cómo le enseñan inglés? ¿Por qué?

10. ¿Los temas que le están enseñando ingles le llaman la atención? ¿Por qué? ¿Cuáles temas le gustaría que se incluyeran?

CATEGORIA	ANALISIS
Correspondencia entre la nota y el aprendizaje	La mayoría de estudiantes considera que existe correspondencia entre la nota y lo aprendido y mencionan que éstas son buenas cuando hay interés y prestan atención a las explicaciones.
Incidencia del comportamiento en la nota	La mayoría de estudiantes aseguran que el comportamiento incide en la nota de inglés ya que de éste depende el porcentaje actitudinal estipulado en el sistema de evaluación institucional, muy pocos relacionan el buen comportamiento con un ambiente de aprendizaje que favorece la atención y comprensión.
Aprobación de evaluaciones	Los estudiantes atribuyen la perdida de las evaluaciones a la falta de atención, a la falta de repaso previo a la evaluación y a la falta de aprendizaje.
Corrección como parte del aprendizaje	La mayoría de los estudiantes afirman revisar y analizar los resultados de sus trabajos con el fin de corregir el error, aprender de el y mejorar los resultados en próximos trabajos.
Utilidad de las habilitaciones	Tres de los seis estudiantes que han habilitado consideran que estas son buenas ya que les ayudan a entender más y a superar las dificultades que se tienen sobre un tema.
Autorreflexión sobre el proceso de aprendizaje	Los estudiantes son conscientes de las razones por las cuales se les facilita o dificulta el aprendizaje y a la vez reflexionan sobre lo que deberían hacer para mejorar. Los estudiantes a quienes se les facilita el aprendizaje del inglés lo atribuyen a que ponen atención en clase, repasan en casa, practican lo aprendido y cuentan con apoyo extra como internet y libros. A quienes se les dificulta reconocen que les falta poner atención en clase o porque no entienden o no repasan en casa. Para mejorar los estudiantes opinan que es necesario solicitar más explicación por parte del docente o de algún compañero, revisar los errores cometidos para corregirlos, repasar en casa, recurrir al diccionario, emplear apoyo audiovisual.
Metodología	La mayoría de estudiantes manifiestan que les gusta la manera como les enseñan inglés ya que les parece divertida la clase, entienden a la profesora, aunque sugieren que se empleen otros tipos de actividades en clase como diálogos, música y obras teatrales.
Relación temática e intereses	Los estudiantes afirman que les llama la atención el aprendizaje del inglés y los temas que aprenden aunque se puede inferir dadas las respuestas que debido a la falta de otro tipo de experiencia de aprendizaje de una lengua extranjera en otro contexto diferente al colegio les impide hacer comparaciones objetivas; sin embargo dejan ver su marcado interés en lo que se puede hacer con el aprendizaje del inglés.

Finalizado este análisis y realizando lectura de información relacionada con el tema de evaluación encontrada en "La Evaluación como Instrumento de Mejora de la Calidad del Aprendizaje: Propuesta de Intervención Psicopedagógica para el Aprendizaje del Idioma Inglés" de Juana Idania Perez Morales (Tesis Doctoral), "Evaluación del Aprendizaje en la Universidad: Una Mirada Retrospectiva y Prospectiva desde la Divulgación Científica" Ibis Alvarez Valdivia (Artíulo), "La Evaluación del Area Curricular de la Lengua Extranjera" Daniel Madrid (Ponencia), "Lineamientos Curriculares Idiomas Extranjeros" Ministerio de Educación Nacional, "Documento Número 11: Fundamentaciones y Orientaciones para la Implementación del Decreto 1290 del 2009" Ministerio de Educación, volvimos al punto de partida donde la situación problémica se sitúa de manera más general en el diseño curricular ya que la evaluación no puede ser mirada de manera aislada puesto que ésta es una actividad curricular y depende del diseño que se adopte.

Ya que las practicas pedagógicas de enseñanza de la lengua extranjera son tradicionales y el objeto de enseñanza es la gramática se concluye que el syllabus de la I.E.D Gonzalo Jiménez de Quesada de Ingles es Estructural lo que conlleva a una evaluación sumativa que a la vez cumple con lo estipulado en el sistema de evaluación Institucional, por lo tanto se hace necesario para mejorar los procesos de enseñanza y aprendizaje del inglés realizar una investigación en procura del planteamiento de una propuesta de mejora en este proceso.

Con el fin de realizar una aproximación al estado actual del currículo se aplicó una rúbrica de evaluación:

I.E.D GONZALO JIMENEZ DE QUESADA Febrero 21

Pedimos su colaboración para evaluar los siguientes aspectos de 1 a 4 siendo 1 Insuficiente, 2 Aceptable, 3 Sobresaliente y 4 Excelente

INDICADOR	CRITERIO
14. Relación entre lo que aprende en inglés y lo que usted considera debería y necesita aprender en este idioma. Comentario: Mas vocabulario, no se aprende lo necesario, no enseña lo suficiente, aprender más idiomas, hablar fluidamente	1: 5 2: 1 3: 12 4: 3
2. Relación entre lo que se le enseña en inglés y lo que le gustaría que le enseñaran en este idioma de acuerdo a sus intereses. Comentario: Mas dinámico, pronunciar mejor, enseñar aspectos relacionados con las profesiones que les interesan, inglés británico, clases más creativas.	1: 2 2: 8 3: 7 4: 3 N/M:1
3. Actividades y tareas que se realizan en clase de inglés Comentario: Aspectos positivos: tiempo, tareas divertidas Aspectos negativos: Mucha traducción, tiempo insuficiente, solo fotocopias	1: 2 2: 6 3: 4 4: 9
4. Materiales de enseñanza y aprendizaje empleados Comentario: Solo fotocopias, diccionario, revistas, pelota,	1: 4 2: 6 3: 3

	4: 8
5. Tareas de inglés que se dejan para realizar en casa Comentario: pocas veces los niños hacen tareas, traducciones, fotocopias, se tiene más tiempo para desarrollarlas en casa,	1: 3 2: 2 3: 10 4: 6
6. La manera como se evalúa su aprendizaje del inglés Comentario: Pronunciación y escritura correcta, se aprende más, claridad en los temas, fotocopia, solo una evaluación, tiempo insuficiente para resolver la evaluación.	1: 3 2: 2 3: 8 4: 8

APPENDIX 2: Life History Coding

TEACHER 1

I was born in Suesca Cundinamarca on January 13th,1980 at Nuestra Señora del Rosario Hospital at about 2:30 p.m.

I entered at General Santander Primary school at the age of five . I only studied one level of preschool that was called Kinder . My teacher´s name was Gloria Fandiño de Chiquiza . It was my first contact with the educational system and it was great. I remembered that I played, I shared with new people different from my family and I didn´t have any problem to deal with it. **1.** At the end of kinder , I received a prize for my good behavior and job It was a nice box of colors.

In 1986, I began my primary school with a teacher named Flor Lilia Rozo .**2.** She taught the alphabet, then the possible combinations to build up syllables such as ma , me, mi , pa, pe, la , le . I used a book when I saw letters, words with images and I had to color, paint, and practice writing letters, syllables and then words.

I cannot remember the book name but I remember that **3**.my mother had to practice with me reading and help me with some written homework. She was not very patient with me. She corrected me a lot and when I made a mistake when reading, she stopped to listen to me. She usually got angry very easily so I was very nervous. Doing school and home exercises I learnt to read and write at the end of that year. In Second and third grade I practiced and improved what I did in my first grade I did not have problems with that processes according to my primary teachers. Only in third grade, my handwriting was not very clear because I started to write faster. **4**.I remembered that I liked to listen to a teacher who told us tales when we went walking in the physical education hour. That issue called my attention to read and try to write tales or stories. At fourth grade I wrote a short plot and my teacher congratulated to me a lot. But I did not continue doing that kind of exercises by my own I only did when they were homework.

At secondary school, I had to read some books related to the literature movement that we were studying : El relato de un Náufrago, Maria, La Vorágine, El Viejo y el mar, La familia de Pascual Duarte, Los doce cuentos peregrinos and Cien Años de Soledad .**5**.About those books , I had to write a summary, some descriptions about characters and settings. I consider that I did just a structural analysis of the books. I also had a Spanish book where we could read fragments of other representative literature books and develop some reading comprehension exercises.

Talking about my learning English process, it started in the secondary school in 1991. I never had any previous contact with English. In sixth grade**, 6**. I had a woman teacher; she introduced the personal pronouns using famous characters at that moment such as Michael Jackson, Lucy Taylor, Brooke Shields among others. They appeared in an English text book that she followed. **7**. She presented the verb to be in present tense and she wrote some sentences as examples on the board. Based on the teacher´s book I had to write some sentences, cut and paste pictures, did oral repeation and prepared some dialogues by pairs. These are examples of some activities that I could remember. As a student I needed a notebook, colors, pencil and pen for that class. **8.** I had two more women English teachers during my secondary school. They did almost the same activities but one of them spoke in English all the time and taught the Holy Mary

and Our Father .The other two only used English in specific moments in class. Our role in class was a passive one we received information and follow the instructions I did not remember any special activity done in English classes at secondary school. **9.**However I got interested in learning a foreign language because it allows me to interact with others using a different language.

10.When I entered into the University to study English at first semester , I realized that I had not learned too much, it was a shock because my classmates could understand everything meanwhile I did not understand anything about what the teacher said in class. A had a friend who translated me the instructions. She helped a lot . My teacher all the time spoke in English. I had to do activities in English that were so difficult for me such as: reading short stories, answer reading comprehension quizzes about the short stories, write short compositions using different tenses, play games and prepare some sketches. **11.** I had to buy English textbooks titled Headway of different levels and I used them for four semesters.

12.I had three more English teachers during the other semesters; they did similar activities than the first one. Any of them explain to me grammar they focused on using English to communicate and do role plays, writing and reading activities. There was a teacher who loved role plays so we did many of them during that semester. I also participated in a project called Capital Letter which is a newsletter of the Foreign Language Department at Universidad Nacional. We created the project and launched its first edition as a requirement for the English class.

13. At the university, I actually had an active role as a student , I had to create, to perform, to design things using English as a communication channel. At the beginning , It was so difficult but later on I started to enjoy learning English because of the type of activities I had to do. They were very different from the school.

14. I received some preparation of how to teach English in two courses about didactics. These courses were related to methods of teaching English .As a future teacher I had to prepare micro teachings based on a specific method .**15.**Besides that I read some information related to teaching strategies about the four skills: listening, speaking , reading and writing, and tips about classroom management and use of materials and body language. These two courses were oriented by two different teachers. The first one was oriented by Teacher Melba Libia Cárdenas. She is a full time professor at Universidad Nacional. She is the coordinator or director of the Profile Magazine. **16.** Jhon Jairo Viáfara was the other teacher. He was younger than teacher Melba but also he gave me good information and examples for teaching. I did an official teaching practice in the IPARM school of Universidad Nacional with sixth grade students. My supervisor was a teacher called Martha Camargo who came from Universidad Pedagógica. **17.**She was very strict with the lesson plans preparation . She revised each lesson plan for every class I gave. She corrected mistakes, gave me suggestions about organization of activities and materials and after the classes she read my own observations about my English classes. She observed my classes four or five times. She never told when she was supposed to be in my class, she just arrived, took a chair and sat down at the end of the classroom and took notes. She gave some feedback in our meetings. My teaching practice was demanding I really felt worried. At the beginning, I thought I would not be able to do it but I could with lots of difficulties.

I can say that I have had mainly two roles : facilitator and motivator . **18.**I consider myself as Facilitator because I like to help students discover their own ways of learning and to work independently . I correct mistakes in a soft manner , telling students that mistakes are part of their learning process I try not to affect grades because of mistakes especially at the beginning of the process. The motivator role appears when I try that students self confidence and interest towards English classes increase ,changing activities according their age and group characteristics observed through classes.

In terms of methodology **19.**I plan my activities following these steps: introducing new vocabulary , If it is necessary or I begin eliciting from students their previous knowledge about the topic , the grammar aspect , vocabulary etc. Then I explain the activity using photocopy images, body language or elements that help students to understand the meaning . Also I use the Spanish translation especially with abstract concepts or grammar aspects that I consider they need to deal with in a Spanish class . Finally I provide to students follow up activities through homework , extra exercises or games activities. **20.**In terms or assessment , I usually correct homework, or class exercises trying not to show mistakes as something bad, oral presentations and two quizzes per term. **21.**Besides that, I have to design and to apply an Icfes test at the end of each term as part of the Institutional System of Evaluation.

Student´s roles are mainly listener and performer and in few occasions negotiator because they are not asked about content or activities for the English classes. **22.**As a teacher I have to decide and plan what I am going to teach in each term based on a teacher diagnosis at the beginning of the academic year.

23.I use materials such as photocopies, board , markers , colors , tape recorder, CD and a text English book titled New Generation for Teenagers 6 and 9. Sometimes I design material for games or listening activities such as filling gaps using songs or dialogues.

Also, finally, I am a business administrator of Universidad Colegio Mayor de Cundinamarca. I started being a teacher in a technical area in a school. I had to teach Management foundations and Accountancy. Related to languages learning, I have done an Italian course at La Universidad Nacional last year in the first semester. Also I have just started a master program in Education with a focus on didactics of teaching foreign languages at the Universidad Libre . I am in the third semester. I have not taking any extra seminar or course related to teaching English or improving English.

TEACHER 2 LIFE HISTORY

When I was four years old, thanks to the best friend of my mom, a primary teacher, I started to study. The public primary school was located in Suesca, the town where my family lived and, as a daughter of a town teacher, I did not study pre-school, I studied in the afternoon because that was my mother workday.

My teacher was great but I cried since I arrived, at 12 m, to I finished, at 5 p.m, my studying day every day because my younger brother was born that year and my mom was not working at the school. Everybody in my family, especially my eldest brother because he had to took me many times to our house at the break hour, and even my teacher expected that this situation will change when my mom returns to work but it was not. I am not sure but I think that I cried my entire first grade.

For this reason I had many troubles at home and at school. At home my mother punished me when I arrived at 3, the break hour, and I had to clean walls, or windows and when my mom was so angry she bathed me with cold water, my father was not at home because he was working in Bogota and he arrived so late because he was studying at nights and my classmates were not friendly with me, they hated that I cry all the time so I did not have many friends in my first grade.

Although my teacher was so nice and she helped me to learn to write and read, many times I had to do a lot of work to complete my tasks. **1.**I remembered that she sat me on her lap and taught me a vowel by vowel and at the same time number by number, then she continued with the letters M, P, S, L, etc., I had to write pages of numbers and letters but it was easy for me to read and write and I enjoyed reading in front of my classmates. My first grade at school was not so good but I loved my teacher.

It was so different in the other courses; in second grade my teacher taught us how to write using italics. It was a complete disaster for me because I could not understand what I wrote so I did not like the classes and my mom was so angry with me because my letter was terrible but I had to use italics all my second grade. In third grade my teacher asked me pens to write and squared notebook, I used at the same time italics and scripts, my Spanish notebook was so ugly, she taught me to subtract in another way so I never learnt how to do it. In fourth grade my mom was my Math teacher and as I did not know how to subtract it was so difficult for me to understand her. My fifth grade was not so different; it was hard to be the daughter of a teacher because teachers and classmates expected me to be the best, I could not be wrong and if I was wrong I heard comments like "the daughter of a teacher???". I finished my primary school doing my younger brother tasks because his letter has been just like mine, "horrible".

I started my secondary school in the same town my family lived. It was from this year that I started to study English. My first English class was awful**;2.** I did not understand anything although my teacher talked always in Spanish. Regardless, I repeated all she said, as all of my classmates did, and I had good scores always, but really I did not learn as much as I wanted. The only thing I wanted to learn was to speak English and it never happened.

The English classes were the same, just like my English teacher. She was nice but **3.**she always used the same examples, the same activities and we always had to do the same. I had to write a lot of times numbers, colors, professions and adjectives. She used to write on the blackboard the activities in Spanish and she gave us an example in English to change some words using the vocabulary she had given us before. **17.** The most important in my English class and for my English teachers was the students discipline, we couldn't interrupt classes, really I couldn't remember a classmate doing a question, we just had to do written activities, she said, and that was all. I didn't have any listening activities or role plays during my four years of English classes in my school.

4.As a student I had to do what my teacher says, I did not ask or participate because my understanding of English was not so good. I had to cut, paste, write and repeat many times the same things during four years

without being conscious what was I doing. I had a classmate who participated a lot in this class because she studied at Instituto Meyer and she knew what our teacher explained us, it was nothing different from the verb to be, but I could not remember more students answering or talking in English class.

5.My teacher used "TACTIC" book and the main characters were "Lucy Taylor and Michael Jackson" that was all I could remember of my English classes: "She is Lucy Taylor and he is Michael Jackson". Nowadays, I supposed that my English teacher wanted to teach us verb to "Be", but I never understood it.

As I said before I had a classmate who studied English in "Instituto Meyer", she always sat with me and she gave me the test answer that was the way I passed this subject. In tenth and eleventh grade I "learnt" French, but if I did not understand English it was not different with French. So when I finished my high school I did not know English or French.

I had to start my university studies, but as many teenagers, I did not know what I wanted to do. 6.So I decided, with my mom's help, that learn languages could give me many opportunities to travel around the world and I could get a good job in an International Enterprise. So I started to study "Modern Languages" at Distrital University.

My idea of this career changed since my first English class. My teacher arrived so early, we did a round table, we had to introduce ourselves and when each student finished she asked some personal questions, I only said my name and my age and when she asked me more questions I did not understand so I did not answer, I felt so bad because of that and I remembered my school English teacher when she said "some day you will need to introduce yourself….".

All my classmates understood and spoke a little English and I did not. My English teacher had just come from London and as my English was so bad so she never understood me so she decided not to listen to me so I decided not to talk anymore. I talked to my mom in order to get her permission to change my career but she refused. So I had to continue.

It was until second semester that I started to understand a little English, before many nights of work, many tears and a serious health problem, severe acute malnutrition and deficiency anemia.7. Thanks to my best friend, who taught me using some grammatical rules and many colors, that I could pass the final English exam, I was so happy for that but I knew that I should study very hard the rest of the semester.

8.There were many grammatical activities; I did not have many listening or speaking exercises. I can remember that teachers say that they have to teach us to teach English but really they did not teach me that.

I studied English, didactics, literature, discourse, psychology, phonetics, linguistics and practice at my university. The majority of these classes were so instructional and traditional, I had to read a lot of theory but only in literature and didactics I made real relationships between theory and practice because teachers asked us to plan classes where we had to relate to both.

9.It was so difficult for me to finish my university, not only English, but also because of my mom, who always said that we had to finish that we start. All my process of learning English was an extremely frustrating experience.

I practiced in some schools in Bogota. I worked with adults first when I was in third semester, then I worked with teenagers when I was in the fifth semester and I finished with children in the seventh semester 10. I did not have an idea how to teach when I started my practices, I asked myself what can I teach if I did not know English?. Because of that my first experience was not good for me, my students asked me many things and I did not know anything. I remembered that my Practice teacher said that I had to do many flash cards to use in my classes, so I did it, but those flash cards did not help me to learn how to teach what I do not know.

My practice with teenagers was so strange. In the university I learnt that I had to plan my class, I had to design some material and I had to arrive early at school. I did all my teachers said but my classes were not good, my practice teacher never saw my classes so He only read my lesson plans and checked my material after I finished some classes but I never listened a feedback, he always said good, and if he said it was good for me too, although I did not feel good at all in my experience as teenagers' teacher.

Instead, my practice with children was great. It started with a lot of theory in the university, then we practiced with our classmates and at the end of each class my didactic teacher and classmates gave some feedback, when we felt ready to start working with children we went to the schools, met the students and prepared many activities for them, finally we developed all we had been prepared consciously.11.My practice teacher checked all lesson plans before each class and gave me some advices to improve classes. It was here that I felt that I could be a good teacher. I really enjoyed this practice. Probably it was because I felt that I knew more than all children I practiced with. (So far I see it that way).

When I finished subjects at University I got a job in a private small school in a town near Bogota to work obviously with children. I had to teach English and Spanish. So I was in trouble because I had never taught Spanish, contradictory I felt better teaching English.**12** I enjoyed a lot this job because I could see that the children had a great memory and they were so spontaneous, so they used many English words and did many things to learn, they sang, they moved, they follow instructions, they repeat new words, they loved their book and they did not forget what they learnt.

After this amazing experience I started to work with Cundinamarca's   Secretary of Education and it was different. I have been working with teenagers for almost eleven years as an English teacher **13**. The groups of students of public schools are bigger and as a teacher I cannot ask my students many materials to work, **14**.it is not easy to teach another language without some things but I try to do my best. **15**.Maybe because of my frustrating experience to learn this language I try to explain easily to my students, I use many colors and I use Spanish to give many instructions, I consider useful some rules to understand better, I do not want my students to feel what I had to feel during my English learning process.

Unfortunately I consider that I have been doing the same thing during many years and my students are not enjoying my classes, me neither, I have been using photocopies, flash cards, dictionaries and some activities like hangman, mimic, matching, classifying, pass around, and follow instructions to learn vocabulary, the same things I did when I started to work eleven years ago, I really do not know what do my students want,**18**. I don't negotiate with my students topic or activities, always because of the time or because of the group size, I have to accept that I prefer to control discipline first and control students behavour than explore other kind of activities, because of my strong personality.

16.I felt my students only do what I said, just like when I was a student, maybe because I cannot let them do anymore, just like my school teacher, they are not interested in my classes and, after overcoming denial, frustration and guilt and after thinking that students were the responsible of my class drawbacks, lately I have been thinking that I need to change but I am not sure how.

Consequently some years ago I decided to start a Postgraduate Program at Gran Colombia University. I studied Applied Linguistic for Teaching English for nearly two years, I learnt a lot and enjoyed this program, but I feel that I need more that's why I am studying this master program, I really hope that here I can find the half I lost or better, the half I have never had.

APPENDIX 3: Life History Categories and Subcategories

TEACHER 1 (T1) LIFE HYSTORY		
CATEGORY	**SUBCATEGORY**	**EXCERPT**
SOURCES OF BELIEFS	Own Experience as Language Learners	**2.** She taught the alphabet, then possible combinations to build up syllables and then words. **4.** I remembered that I liked to listen to a teacher who told us tales when we were walking in the physical education hour. That issue called my attention to read and try to write tales and stories. At fourth grade I wrote a short plot and my teacher congratulated me a lot. **5.** About those books I had to write summary, some descriptions about characters and settings. I consider that I did just a structural analysis of the books. **6.** I had a woman teacher, she introduced the personal pronouns using famous characters at that moment such as Michael Jackson, Lucy Taylor, Brooke Shields among others.

15. She presented the verb to be in ==present tense== and she ==wrote sentences as examples== on the board. Based on the ==teacher book== I had to write some sentences, cut and paste pictures, did oral ==repetition== and prepare some dialogues by pairs.

16. I had two more women English teachers during my secondary school. They almost did the same activities but one of them ==spoke in English all the time==… the other two only used English in specific moments in class. Our **ROLE** in class was a ==passive== one we received information and follow the instructions.

10. When I entered into the university… it was a shock because my classmates could understand everything meanwhile I did not understand anything. I had a friend ==who translate== me the instructions, she ==helped== me a lot. ==My teacher all the time spoke in English==. I had to do activities in English that were so difficult for me.

11. I had to buy English ==textbooks== titled Headway of different levels and I used them for four semesters

17. I had three more English teachers during the other semesters, they did similar activities than the first one. ==Any of them explain to me grammar they focused on using English to communicate== and do role plays, writing and reading activities

18. At the university, I actually had an ==active **role**== as a student , I had to create, to perform, to design things using ==English as a communication channel==

19. I received some preparation of how to teach English in two courses about didactics. These courses were related to ==methods of teaching English==

15. Besides that I ==read some information== related to teaching strategies about the four skills: listening, speaking , reading and writing, and tips about classroom management and use of materials and ==body language==

16. Jhon Jairo Viáfara was the other teacher. He was younger than teacher Melba but also he gave me good information and ==examples for teaching==

17. She (practice supervisor) was very ==strict== with the lesson plans preparation . She ==revised== each lesson plan for every class I gave. She ==corrected mistakes==, gave me ==suggestions== about organization of activities and materials and after the classes she read my own ==observations==

		about my English classes. She observed my classes four or five times. She never told when she was supposed to be in my class, she just arrived, took a chair and sat down at the end of the classroom and took notes. She gave some ==feedback== in our meetings
	Experience of what works best	**18.** I consider myself as Facilitator because I like to help students ==discover their own ways of learning== and to work independently . I correct mistakes in a soft manner , telling students that ==mistakes are part of their learning process== I try not to affect grades because of mistakes especially at the beginning of the process. The motivator role appears when I try that ==students self confidence== and interest towards English classes increase ,changing activities according their age and group characteristics observed through classes. **19.** I plan my activities following these steps: ==introducing new vocabulary== , If it is necessary or I begin ==eliciting== from students their ==previous knowledge== about the topic , the ==grammar aspect== , ==vocabulary== etc. Then I explain the activity using ==photocopy images, body language== or elements that help students to understand the meaning. Also I use the ==Spanish translation especially with abstract concepts or grammar aspects== that I consider they need to deal with in a Spanish class **23.** I use ==materials== such as photocopies, board , markers , colors , tape recorder, CD and a text English ==book== titled New Generation for Teenagers 6 and 9. Sometimes I design material for games or listening activities such as filling gaps using songs or dialogues **RJ25** I had to decide if I started only explaining the first conditional or present all giving general structural characteristics. I took the second option because my ==previous experiences== suggest to me that **RJ59** The groups that presented the activity could play or rest because it was the last hour of the school day. I had this experience with this group first and It functioned very well.
	Established Practice	**21.** Besides that, I have to design and to apply an Icfes test at the end of each term as part of ==the Institutional System of Evaluation== **22.** As a teacher I have to ==decide and plan== what I am going to teach in each term based on a teacher diagnosis at the beginning of the academic year
	Personal Factors: Family and Personality	20. At the end of the year I received a price for my good ==behavior== and job. **3.** My ==mother== had to practice with me reading and help me with some written homework. She was not very patient with me, ==she correct me a lot== and when I made a

		mistake when reading she stopped to listen to me. She usually got angry very easily so I was very nervous.

TEACHER 2
LIFE HISTORIES CATEGORIES
SOURCES OF BELIEFS

CATEGORY	SUBCATEGORY	EXCERPT
SOURCES	Own Experience as language learners	1. I remembered that she sat me on her lap and taught me a vowel by vowel and at the same time number by number, then she continued with the letters M, P, S, L, etc., I had to write pages of numbers and letters but it was easy for me to read and write and I enjoyed reading in front of my classmates. My first grade at school was not so good but I loved my teacher. 2. I did not understand anything although my teacher talked always in Spanish. 3. she always used the same examples, the same activities and we always had to do the same. I had to write a lot of times numbers, colors, professions and adjectives. She used to write on the blackboard the activities in Spanish and she gave us an example in English to change some words using the vocabulary she had given us before. 5. My teacher used "TACTIC" book and the main characters were "Lucy Taylor and Michael Jackson" that was all I could remember of my English clases 7. Thanks to my best friend, who taught me using some grammatical rules and many colors, that I could pass the final English exam. 8. My university English teachers followed Headway book, so English classes were around the activities proposed here There were many grammatical activities; I did not have many listening or speaking exercises. 16. I felt my students only do what I said, just like when I was a student, maybe because I cannot let them do anymore, just like my school teacher 17. The most important in my English class and for my English teachers was the students discipline, we couldn't interrupt classes, really I couldn't remember a classmate doing a

		question, we just had to do written activities, she said, and that was all. I didn't have any listening activities or role plays during my four years of English classes in my school
	Experience of what works best	11. My practice teacher checked all lesson plans before each class and gave me some advices to improve classes. It was here that I felt that I could be a good teacher. I really enjoyed this practice. Probably it was because I felt that I knew more than all children I practiced with. (So far I see it that way). 14.it is not easy to teach another language without some things but I try to do my best. 15.Maybe because of my frustrating experience to learn this language I try to explain easily to my students, I use many colors and I use Spanish to give many instructions, I consider useful some rules to understand better, I do not want my students to feel what I had to feel during my English learning process.
	Established practice	21. The groups of students of public schools are bigger and as a teacher I cannot ask my students many materials to work. **RJ1**. Some years ago in the school where I work the academic coordinator gave teachers the aspects that will be taken into account to plan the classes of all subjects. . Since then, my classes planning only have general written information about those aspects. **RJ2** At the beginning of each year we had to make a general planning where teachers organized topics, goals, standards, competences and time **RJ46** I thought about the idea of planning some classes out of the classroom but really I am not sure because of the discipline and control of the students and it is a problem with coordination because coordinator did not like that teachers work outside. **RJ48** I consider that this behavior is because the last week parents received students' scores and the academic coordinator inform that many students lose the year and said to many parents they should retired they children from the school, obviously most of the parents did not do this but students are coming to the school because in their homes there are not anybody who take care them **RJ49** The coordinator decision affected students' behavior and it affected classes. Most of the

		students were upset this week and I did not know if they decided retire from the school
	Personality Factors	**F9**. It was so difficult for me to finish my university, not only English, but also because of my mom, who always said that we had to finish that we start. **18**. I don't negotiate with my students topic or activities, always because of the time or because of the group size, I have to accept that I prefer to control discipline first and control students behavior than explore other kind of activities, because of my strong personality

APPENDIX 4: Reflective Journals Coding

Teacher 1

July 23th, 2013

CLASS DESCRIPTION: Ninth One English class Two hours

The English class started at 7:55 a.m., as always, we prayed and I greet students. Then I began with the reading activity proposed in the text book titled: You won´t believe it! I asked students to look at the pictures on their photocopies and try to describe them in English. **RJ1** Some students participated in giving answers in single words not sentences but I consider it was good because of the amount of time they are exposed to English. After that, I asked the question: What do you think the story is about? A student gave a possible answer in an incomplete sentence trying to use the vocabulary seen in a previous class. As a third part of the activity, I told students to read the paragraphs in order to match each one of them with an appropriated picture. Also students must organize the paragraphs and confirm their answers listening the organized story. **RJ2** I considered it was the most difficult part because Students don´t like so much this kind of activities because some of them think they are very difficult and I agree with them somehow because of the quality of the sound and the acoustics' classroom. Sometimes it is very difficult to do listening activities in the classroom. Finally, students answered some questions related to the story but I noticed that most of them did not do it.

REFLEXION: WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?

RJ3 I usually considered aspects such as the topic, the students previous behaviors , the kind of group that I have in charge. These aspects are important in the way they influence the main objective achievement of the class. **RJ4** I was planning my objectives in terms of the development of the four skills: speaking, listening, reading and writing . But, **RJ5** some classes are focused on the development of one or two skills but not all at the same time especially with sixth grade students because they used to copy from the board more than listen to the teacher´s instructions.

Referring to, the class above described I noticed that most of the students were not interested in reading again the paragraphs to answer some questions related to them. **RJ6** I think they need to understand better the text to be able to give appropriate answers additionally, they don´t like to look up unknown words in their dictionaries. Some of them participated orally when they have to describe the pictures mainly using words but not complete sentences e.g. : house, woman etc. **RJ 7** And some of them use Spanish but I told them say it in English.

Some roles that students assumed were listeners and readers in terms of the activities proposed. **RJ8** They worked first individually and then in pairs. I like that students work like that because the size of the class and the advantages that this way of work has . They have to read individually because this is an activity that functions like that, but then they can work in pairs to share vocabulary knowledge and reading strategies to develop reading comprehension activity. Here students can play the role of helpers in front of their classmates.

RJ9 I had some problems with time management I gave time according to the rhythm of the students who finished first but in this opportunity they wasted time because they do not like to read too much and they needed to read again the paragraphs to answer the comprehension questions.

July 29th, 2013

CLASS DESCRIPTION: Sixth One English class Two Hours

The class began at 10:17 after the break . Some students arrived early as always and some of them arrived late. The group is composed by students from 11 to 16 years old being only two of 16 years old. **RJ10** The activities proposed for this class were mainly based on the practice of vocabulary and grammar proposed in the text book Teenagers 6 . I previously worked with the students on oral and written exercises on their notebooks on the topic.

RJ11 I asked the students to take the photocopies in advanced in order to make sure myself they will have the material for that class. I started the class telling them the title of the copy and used my book to show the pictures with colors to students and to help me to be understood by them . When I made sure everybody was with me I started reading the first instruction. It was to do a matching exercise of pictures about sports activities with sentences in the present continuous .Then the students had to classify the activities based on the equipment needed for their practice. **RJ12** Here I drew on the board the three boxes that appeared on students photocopies and explain them using body language and pictures.

The third exercise deals with another type of activities classification that was dividing them into two groups : leisure activities and sport ones. The fourth one was filling the blanks with gerunds. Then the students have to answer some wh- questions based on the information obtained in the previous exercise. Finally they had to observe three cartoons and solve a multiple choice test. **RJ13** Students worked individually first and second activity and them they got in groups or pairs. I decided that because the activities were from the easiest one to the most difficult.

REFLEXION: WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?

RJ14 This lesson planning deals especially with the age of students. I planned to change copies between them and correct the exercises to end the class but I had to postpone that because I noticed the students were tired and time was not enough they are still children   and I usually give them more time to make corrections. They spend more time listening to the teacher or copying from the board than teenagers. **RJ15** They always have English class at the last two hours of the day I think it is another issue that makes difficult to involve students in the class until the end. They are hungry and tired.

RJ16 When planning a lesson where the photocopy is the main resource working with children I used to keep in mind other extra activity that can replace what the copy provide because this material with sixth grade students is difficult to develop . I think it is because students do not are familiarized with it and depends on teachers explanations or instructions to be able to develop especially: fill-in gaps exercises that do not need pictures. However, the photocopy provides to students the possibility to have a material for reading

in English. **RJ17**I use photocopies because students do not buy the recommended English textbook that will be very useful because of pictures and colors.

RJ18 I prefer students work in pairs mainly due to they ask me to work like that and I realized that in classes such as Social and Natural Sciences , individual work is prevalent. **RJ19** They are children and need classmates' help and companion. I consider that group work is important when the exercises proposed are more demanding.

August 1st , 2013

CLASS DESCRIPTION: Ninth three English class 1Hour

This group is characterized by their good behavior in class. They do not fight or run in the classroom. They are a united group , they call themselves to respect the rules as arrive early or not to interrupt when the teacher speaks. **RJ20** The lesson began with homework revision because it was to look for conditionals clauses in English so I supposed students brought a general idea that grammatical topic that facilitates teacher and student interaction. **RJ21** Only four of 39 students did the homework they argued that this topic was not in the English books they revised and in the internet. After homework revision, **RJ22** I did a chart on the board with the four types of conditionals to give students a general introduction about them and then to start working with each one per class. Students have to copy the chart and answer some questions about the examples given for each type of conditional clauses. **RJ23** I gave the students some examples in Spanish to facilitate students understanding especially to clarify the IF use and what a condition means or is because it is a grammatical term that they do not have clear. Also students have to think in conditions and express them in Spanish. **RJ24** I use Spanish generally when I need to introduce grammatical terms or topics. I think is useful for both subjects. Finally , they did a matching exercise with the first conditional on their notebooks.

REFLEXION: WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?

In this lesson, **RJ25** I had to decide if I started only explaining the first conditional or present all giving general structural characteristics . I took the second option because my previous experiences suggest to me that. I thought it was a good decision because it allows students to have a general vision and not a framed one of language in spite of the lesson topic was grammar.

RJ26 Time is a factor that makes me to decide the way I present the topic .I thought it would be better in an hour class to develop a grammar topic centered more on teacher work than in a class of two hours. I usually prefer two hours to prepare more active classes centered on students' work and participation that implies different chair arrangements because it is time consuming .

RJ27 Motivation is also important so I plan my lessons trying to put lessons that could not be so interesting for students (especially grammar ones but that I have to give) after lessons that are motivating for them (short dialogues, listening a song , vocabulary activities such as crosswords, word search or games). Based on a general topic to be coherent.

RJ28 I realized that the students who did homework were more interested in asking questions .They had a previous knowledge that facilitates their participation in class. Here homework was very useful. I have to recognize that I leave little homework because students copy and it does not have any sense for learning. However I have to ask myself when does homework work better? **RJ29** I had already decided to leave little homework and many times I do not leave anything because students do not do it but when I see the advantages it has I doubt about this decision.

August 5ᵗʰ , 2013

CLASS DESCRIPTION: Sixth Four English class 1Hour

As always I greet students and prayed with them. This moment is important because It is a good way to call students' attention and have silence to start the class. This lesson dealt with clothing . I drew a girl picture on the board. The girl drawing showed different clothes (seen in previous classes) of different colors. **RJ30** Then I wrote a paragraph introducing the girl giving personal information such as name, country of origin, age, two physical characteristics and the clothing description. Students drew the girl and wrote the model description from the board. After that, read it aloud and made sure students understood the text. **RJ31** Then the students had to draw a boy and write a similar description taking into account that they need to change personal data and use He instead of She.

RJ32 I monitored the writing exercise and gave feedback. Finally the students had to look for a partner to start planning for next class who will be described and who will describe simulating a fashion show based on the descriptions they wrote on their notebooks. This part of the class could not be done completely . The students only got in pairs but they did not have time to start preparing the description.

REFLEXION: WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?

Again time was not enough I had to work more on that especially with children when some of them finished faster than the others They started to play in the classroom and many times it causes problems among them because they interrupts others work . **RJ33** When children have to draw most of them like but some of them work harder painting and taking care of presentation meanwhile others just draw with a pen without colors and when I asked them to improve their work they say that they forgot or lost pencil and colors and I have to give thanks for doing something. And most of the times these students are who annoy classmates who have not finished yet. In those cases I give them more work but the problem is for the next class when I have to start with a common issue.

Also when planning a different activity from the text book, **RJ34** I try to select those activities that motivate students to use English in a relaxed way. This year, activities that imply drawing are welcome for the majority of sixth grade students, also TPR activities. That was a key issue to decide to do a fashion show with them. They have more basis to work as a team than other sixth grade students that I previously had. They assume with discipline those activities not just for fun.

RJ35 I recognize that I could use more video bean to project pictures, videos and work with songs but there is not a language media classroom with a good sound system in the school that help me to work with Tics that are more interesting for students. **RJ36** I have done one song activity and one video activity during this year. I planned them for ending the first and second term.

RJ37 Students' learning styles are a key element when planning but I admit that It is not always taking into account when planning my lessons I am not sure if it is because of the size group or it is because my lesson continue being teacher- centered .

August 12ᵗʰ, 2013

5. CLASS DESCRIPTION: Sixth Four English class   1 Hour.

RJ38 This class main objective was to prepare a mini fashion with the group students done in the previous class. First, I explained again that they had to assign roles: the models and the presenters. Then they had to divide the group into the roles It meant one model worked with a presenter in order to write the script.

The model had to decide what she/he was going to wear and the presenter based on that information would write the description. The model had to choose the clothing she/he could really use because He/she had to wear it during the activity.

RJ39 I asked for two volunteers to show with them to students how to model and what the space they could use and the place each role would occupy. Also I remembered them to use the model paragraph they had on their notebooks.(Done in the previous class). I played music to do it and I said that music would be the start sign for each group presentation.

RJ40 Meanwhile I would pass around for each group giving help with pronunciation or with the description written part and asked them to write in my notebook their names. When a group finished this first part, they had to continue with two or three rehearsals using the broom as a microphone or a marker for the presenter and the model had to fashion on the back of the room and after that they could sit down and observe other groups if time allowed it.

At the end, **RJ41** I said students which groups had the presentation next class so they had to bring the clothing they would use.

REFLECTION: WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?

RJ42 Students collaborated as volunteers without any problem to make a simulation of what a fashion would be. They laughed when I model as a man and then women paid a lot of attention when I did it as a woman .They laughed and enjoyed but I model seriously even they laughed.

Students asked a lot of questions especially in terms of how they had to pronounce, they called me a lot to revise if they were doing it in an appropriate way. Most of the groups were doing the activity even though one male student started modeling as a gay It caused other students started laughing and teasing a partner that I am not sure but he is gay or have soft manners when walking or moving He does woman gestures and behaves quite differently to respect to his other male classmates. **RJ43** I called the attention of the student who was modeling to stop doing it. They stopped and class continued. One group finished so I explained them what they should do next. **RJ44** They went to the back of the classroom and started to rehearse the mini fashion It was so nice they were very concentrated, they did what I asked from them and their discipline compared to previous classes was different.

RJ45 I had to move as quickly as possible around the classroom in order to help students with their task. I wrote eight groups to perform the fashion so when almost everybody had finished I said hurry up and I told them to organize their chairs and which groups had to present the activity next class. They did not have any problem with that.

Finally I could say that women were so enthusiastic with the idea to model and to bring clothes different to the uniform for a class.

6. CLASS DESCRIPTION: Sixth Four   Hour: One   Date: August 15th, 2013.

I needed for this lesson a microphone, the tape recorder, a camera, a CD title the Monkey Business by Black Eyes Peas and the chairs organized in a semi-circle. First I organized myself the classroom before students arrived. I had to be ready because we had only one hour. Students arrived and I told them to sit down for a moment. Then we prayed and I called the groups who were in charge that class of the presentation to go to the bathroom and put on the clothes they brought They had 10 minutes maximum. The others had to stay with me waiting for their partners. Meanwhile I selected two fashion presenters from the public. They had to greet and to call the groups according to the order I gave them. I had to be in charge

of the camera so one student helped me with the tape recorder. I asked students in the classroom, if they had doubts or questions for their presentation that would be next day. Some students called me and made questions about pronunciation. Groups entered to the classroom and presenters had to read the order. The presentations were of 5 to 8 minutes long. Two groups did not bring different clothes they asked me to leave them make the presentations so I decided to allow to present but with less grade. **RJ95** I closed the presentations with applause. They were happy with the activity.

REFLECTIONS: WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?

Students' motivation towards the activity was high however there was a group where one presenter did not prepare his part and the partner brought his clothing so I decided to do it. He model and I presented him. Women were so happy they iron their hair; they made up, and wore many accessories. They looked really beautiful. **RJ46** English was used but there were pronunciation mistakes but I did not correct them during the presentations I did it at the end.

RJ47 I liked that as groups they gave roles taking into account their skills I noticed that the student who had to speak was the one who always or sometimes participate in class giving answers or examples and the student who model was the less shy, the extrovert one. It showed a good planning that was my purpose of the previous class It was not an improvised presentation. Also the elements brought to class and the piece of paper with information written in English evidenced a previous preparation. Anxiety was present in many of the students who had to talk but they did it. They laughed nervously. They looked like a stone. **RJ48** I said do it, you can, do it again. It helped in one way because classmates pressing had also an impact.

One of the students could not speak so I told her to read from her paper.

This kind of activities had a lot of factors that needed to be taken in account previously as for example what happened with women. They went to the bathroom to change their clothing and it was closed so I had to look very quickly for an empty classroom near my classroom. Thanks to god, there was one and the teacher who was there collaborated. **RJ49** Another factor that it is very difficult to manage is time. We planned something but problems among students or with logistic things delayed things and I considered that I had to change things as fast as possible to gain the objective.

The students selected for helping me were those who did not prepare anything. So they had an obligation in order to reduce possible discipline troubles.

7. CLASS DESCRIPTION: Sixth two   English class

Listening activity   Song: Lemon tree   Date: August 22nd ,2013

Students had to fill in ten gaps which were related to terms they supposed know in advanced. First of all, students and I prayed, then I asked how they were and with the helped of one student they received the photocopy of the song. It was designed with a word bank with the words to complete the song but in disorder. **RJ50** When all students had the material, I started to ask students to pronounce the words from the word bank.

 After that, I had to remember possible meanings if it would be necessary. Then, the students had to listen to the song following these instructions: first they only should listen to the song to have a first contact with it. Second time, if they felt able to do it they should start filling the gaps. I had to say they should not get desperate if they found difficult to understand at the first time or second time. It was totally normally. I played the song using the tape recorder three times. I sang the song during the third time with the tape recorder. Then, students had the opportunity to confirm their answers watching a video with the song lyrics. Finally

they could watch a second video but now this video additionally had cartoon images representing the main ideas of what the song was about.

I asked students to pronounce the lyrics' first stanza without music and slowly verse by verse. To close the activity, students should make groups as they liked to start preparing the first stanza of the song and as homework they had to bring a USB or a recordable CD to copy the song. I collected the songs photocopies for revising and gave back them to students to be stuck on their notebooks for next class.

REFLECTION: **WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?**

RJ51 I decided to prepare a song related to the main grammatical structure worked during the term. It was present progressive used to express actions that are going on while we are speaking. Because I consider this is a song that children like a lot mainly due to the rhythm. During the class I could confirm that when I saw some of them started moving following the rhythm and left the classroom imitating the sound and saying the words of the song. I think that to end a term It is useful to prepare an activity that breaks the routine with the use of notebooks and photocopies with grammar exercises. **RJ52** This activity also promotes students skills related to music and it catch their attention to English from another perspective (not writing, listening dialogues or reading short paragraphs or sentences in a copy or from the board) Music is another language. I like music too. I enjoy music because it relaxes me it makes me to forget problems and make me feel happy. It is a kind of therapy.

Based on what I had planned. I could notice that most of the students were interested in it. Even though some of them looked lost with respect of what part the song was in. I asked them if they did similar activities in primary their answers were not. So, the song activity was new for students which caused insecurity. **RJ53** I tried to give them confidence telling them you can do it, don´t worry, if it is necessary you can listen to it again, relax yourselves etc. So little by little they felt better and they could complete something not all but it was significant for me. I could say it was their first step. Even though three students did not change the attitude towards the activity and they decided to do nothing so I told them that I gave enough opportunities to do the activity two videos not the C.D so they would receive a bad grade. I told them that not only in life is easy we have to make efforts.

RJ54 One problem in terms of planning that I noticed was that I did not take into account that when they got in groups they needed something to review the first stanza. So I decided to copy very quickly on the board the first stanza pronunciation but I did not use the standard phonetic symbols. I did not know If it had bad implications. **RJ55** The other problem of planning that I am not sure If it was. It was to leave students to make groups as they liked because when I started revising how they grouped I realized that one was composed by the students who did not complete the song and did not want to sing so what were they going to do the next class??. I went to that group and again call their attention they were more accessible and told me if they could complete the song and brought it for the next class. I answered yes but with low grade.

8. **CLASS DESCRIPTION: Sixth two**   **English class**

Vocabulary activity and Song practice Lemon tree   **Date: August 27th,2013**

This class was divided in two moments due to the fact that I had to start with the next unit and continue with the song activity. It was a two hours class so for the first hour students had to develop the following activities: I wrote a list of twenty places in English on the board, students had to copy them at the same time with me. **RJ56** Then, I asked them if they knew the Spanish translations of any of the places. There were six transparent terms such as hospital and cafeteria and words they already knew such as school and park. After I elicited from students possible previous knowledge I told them to pronounce the places after I did. Then students had to select ten places to design a plane. I showed a picture of a plane as an example.

They had to present it with colors, well-organized and labeled in English. They had to show me their work to revise it.

For the second part they had to get in the groups they conformed previously. **RJ57** They had to listen to the song to start practicing it. (10 min) After that, students and teacher went out the classroom to the green part of the school. It facilitated to rehearse and to have more space for individual group work. Noise is reduced. **RJ58** I gave more pronunciation help for the groups which required it. Then I started to listen to the groups which were ready to sing the first stanza. **RJ59** The groups that presented the activity could play or rest because it was the last hour of the school day. I had this experience with this group first and It functioned very well.

REFLECTIONS: **WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?**

When I decided to divided class like this It is because of time. I could not have children work in practicing a song two hours. **RJ60**Drawing is an activity that children like to do and they remember words better with pictures. They had to do a map because It will be used later in other classes for speaking and writing work. They can consult their notebook as a Pictionary. When students had to draw most of them do a good work. They used creativity about how to design something I just showed them an example but I had not given any other specification. If they wanted to color the map with pencil they could do it.

RJ61 Also I think give spaces in the class for pronunciation exercises are useful for future skills specially when speaking. One of the main goals for this new term is to give directions and expressing existence of thing in English. I did not force two students who did not want to pronounce because later in groups they worked in pronunciation but related with the songs. They are too shy. It is very difficult they speak in front of the group. They did things but in their small groups and with a slow rhythm they are part of Inclusion program.

RJ62 Referring to second part of the class I could say it was relaxing for most of the groups when practicing but when they had to pass to sing in front of me they got nervous .I decided not to present this exercise in front of the whole class because there is a student who always criticizes their partners in a harder way. I had to call his father and talk with him about his son behavior and the implications it has especially in terms of violence. His attitudes bother a lot and it generates conflicts that promote violence as a way to solve them. Because many times I and other teachers have punished his behavior with dialogue but he continue behaving in the same bad way.

I could notice that there was a student who memorizes perfectly the stanza but with some pronunciation mistakes. He was the first who pass. He did not want to work with anybody else. He told me that if I leave him to work alone, he will learn the stanza for next class. So he actually did it. He recorded the song during the days before as I required. When the other groups sitting near me heard him, they started to ask him for help. I liked that collaborative work.

9. **CLASS DESCRIPTION: Sixth Three   English class**

Game activity: Prepositions of place   Date: September 5th,2013

RJ63 The objective was to follow instructions in English that imply prepositions of place. I greet students and asked how they are. Then, I wrote on the board seven prepositions in English on the board. **RJ64** I said students that they could win points for the final exam guessing what the Spanish translations of those words are. So they had to pay attention to my movements and gestures and what I say. Students had to be organized by rows in silence. I counted until three to start. **RJ65** I used classroom elements such as teacher chair and book. First they had to pay attention to the chair position with respect to me and the book. **RJ66**

Then they had to concentrate on book position. I started saying a sentence using the prepositions in the order that appeared on the board. The student who wanted to participate had to raise the hand and answer. If nobody knew the answer teacher would say it. After all the Spanish prepositions were on the board, **RJ67** students had to repeat their pronunciation, three times and by rows. Also they had to do a points square needed for the rest of the term.

Second part of the activity was plan for following known instructions in English combined with prepositions. The instructions were: Stand up please, Make a circle with your chairs, listen to me and do what I say , get in groups of five, get in pairs, get in groups of three and stay like this, two of you take your hands the third one is going to be Garfield . From this moment until the end, Garfield would follow the instructions. Teacher showed what Garfield had to do with the help of two students. (Garfield is near you, Garfield is between you, Garfield is far from you, Garfield is next to you, Garfield is on you, Garfield is under you.) **RJ68** Each group had three rehearsals then if one group made a mistake the group had to quit the activity and sit down. The final three groups would receive points 5 for the first one, four for the second and two for the third, the rest received one for participation.

REFLECTION: **WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?**

Planning a game implies to establish clear rules in order to gain the objective and avoid as much as possible trouble among students because of the competition. For this game the basic rule was to follow the teacher instruction if not they lost points and quit the game. So I did not deal with any huge problem. If I could not see that a group did it well I said that they were lucky. They were not allowed to denounce a group which did the instruction wrong, only the teacher could say that. It really worked they did not fight. **RJ69** And they liked the activity and asked me to do it one more time to give them the opportunity to have extra points.

RJ70 I did not erase the board, it was all the time with the prepositions because it was a practice game but not and evaluative one. The only thing students copied was the prepositions and a square. **RJ71** I noticed that students liked to compete a lot especially children. They liked to be the winners and they hated to be the losers and I tried to balance that with points, during the activity all students won at least one.

RJ72 I used the name of a famous cat to call students attention at the explanation stage. It caused interested and did not promote unrespect. It was just a name for the character of the game. The students who were Garfield were comfortable with it. In this case time was enough and appropriated for each part.

RJ96 The problem was for my throat, I finished tired, I did not have a high voice tone. So I had to stand up in a chair and in one way it functioned. I needed a course or something like to manage my voice and have a better tone.

10. **CLASS DESCRIPTION: Sixth Three**   **English class: 1 hour**

Listening activity: Prepositions of place II   Date: **September 9TH,2013**

RJ73 This class was divided into four parts : tic tac toe as a review of the places drawn , at, in ,on examples of usage and short explanation about it, listening to some sentences about a family The Johnsons to fill in gaps, and pronunciation of /t ʃ/ / ʃ/ and sentence organization and correction. The objective was to introduce the three last prepositions of place using previous knowledge.

The first activity tic tac toe students stayed in rows they passed a marker and when I said toe the students who had the marker had to say a place in English. The chain would be done three times. They could see their notebook if time allowed. Right answers won one point. **RJ74** After that, I copied on the board the three prepositions with the places they could be used and give two more sentences with those prepositions.

The following activities were based on the exercises from Teenagers book with few adaptations in two sentences because of the names of places that were unknown for students. I copied four sentences with four gaps that students had to complete with AT,IN ON listening to the CD. Then students listened again the CD for the pronunciation exercise. They had to pronounce after the CD. Finally, students had to organize four sentences in an appropriated form looking the previous ones as a model. **RJ75** However I had to remind that all sentences began with there is in Spanish (hay). For these exercise students needed the previous prepositions and the new ones. At the end of each activity feedback would be done.

REFLECTION: **WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?**

This class started with a game called tic, tac ,toe using places. The students were interested in listen to their partners' answers, they sometimes tried to give then the answers but I stopped that because it was something personal. **RJ76** Some students that had the marker were so nervous to say something so I clarified them that it was a possibility to win an easy point but if they did not the answer there was no any negative point. Students tend to believe that if they do a mistake it will be a bad grade. **RJ77** I think the most important thing during the exercise was to remember the vocabulary in order to do the next activities and it also provides to students the opportunity to pronounce something in English. Here there is another important issue when learning a word in English if students had a lot of contact with words they could remember them with less difficulty and they can make connections in terms of meaning with the context they used them.

The next activity implies the use of some places but it had the new three elements that were at in on prepositions. I draw on the board three diagrams where the prepositions were linked with specific places. **RJ78** Students saw them and asked for the Spanish translation of the prepositions I decided not to translate them but gave students the general use in Spanish with specific examples. I consider that one key point when teaching something is to provide key examples. In this way students can generate or think in similar ones. **RJ79** Examples make easy to understand how something functions.

Then, when students were asked to complete some sentences with the previous prepositions **RJ80** I decided to modify the sentences provided in the text mainly because the sentences using specific names for the places. So I changed those names for known ones Example Nicolas' restaurant that is a well-known restaurant in Suesca. Students needed more than three times to be able to star completing with the prepositions. So I stopped the cd immediately the missing preposition was pronounced It helped a lot. During this part students were concentrated It was a challenge for them.

After that, they listened and they repeated the places without any problem. All students did it with motivation. **RJ81** They asked why that strange letters talking about the phonetic symbols so I told them that it was the sounds of the letters combinations (sh- ch) the question showed they were engaged in the class and they were thinking about what I was presenting to them. This fact liked me a lot.

At the end, some students got a little bit lost when they had to organize some sentences because they forgot what there is and there are meant, so I remembered them that, so it facilitated the exercise. **RJ82** Here I forgot to do an elicitation exercise I assumed they could do the association with I had explain during the second term. I noticed that some students remembered without any problem but there were some students who probably forgot it or did not understand in very well.

11. CLASS DESCRIPTION: Ninth two   Hours: Two   Date: October 9ᵗʰ, 2013.

RJ83 The goal for this class was that students use VERY and MUCH to make a special emphasis of a quality or when comparing something.

Greeting and praying, give students the activities proposed for that class, development of the activities. Activity one dealt with a listening activity where students complete a diary with MUCH or VERY and then students shared their answers. The second activity was that teacher asked students to look at the board and analyze in which cases much and very where used. Then students had to say VERY or MUCH after teacher pronounce a sentence. After that, students had to write on their notebooks five examples using very and much. Teachers corrected them. Then, students received a photocopy where they had to trace a route following a text of a travelling in a spaceship and complete some sentences with much and very. For the half of the second hour, students listened to a song title: Boulevard of broken dreams by Green Day Band. **RJ84** They were asked to fill in the gaps with words seen during the previous activities and then get in groups to select a stanza for singing it next class.

REFLECTION: **WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?**

This was the recorded lesson. I felt very nervous because having a camera near you in some way make feel anxious and expose to a strange viewer who never had been in your class. Also it was difficult for my students who asked me why and who the new student was recording I forgot to tell my students that that day someone would come to our class for recording me. I gave an answer only to the students who asked me not in general may be because of the camera. In fact I did the activities but not in the order I had planned, this was one issued that showed me that I was nervous because that day I did not have any strong difficulty of discipline or I didn´t realize it. I changed things that I had planned if things didn't work as I waited but that day was because of I felt nervous.

RJ85 I prayed with students, then I told them what they had to do in the listening but I didn´t confirm if they understood before to start I considered that asking to one or three students about teacher´s instructions helped me to clarify something. If an instruction is not very clear the objective will not be easy to achieve. I have been working to improve them making them shorter and clearer. Also I write the activities proposed on the board for students can see them and locate where we are.

RJ86 The listening activities proposed for this lesson were done by students without too much trouble specially the first, because the song was a little more difficult for them but they liked the song so they did not have any problem to do it. **RJ87** During the Much and very elicitation exercise students participated actively giving the answers and they did deductions about when they could use much and very In fact, I did not explain to much that. When this kind of things happened I considered it is because as teacher you actually selected the best way to present something.

RJ88 I gave some oral examples of sentences to be complete with much and very and I think this was a kind of confirmation if students differentiate when use the two words. I decided to do a short written work because some students did not like to speak in front of the whole group so in this way I could confirm if they had a clear idea of what we were talking about it. **RJ89** I could say it help me to know that I could see that some students were confused about comparatives. So I decided to go to the board and tell the whole group more examples using comparative sentences with long and short adjective.

The last part of the class was not taped so students and I got relaxed. I put four times the song some students got easily the words, some of them continue showing dislike but they tried. **RJ90** I motivated them a lot saying that not all people are good at everything. The most difficult things will become in our personal challenges.

12. CLASS DESCRIPTION: Ninth two   Hours: Two   Date: October 16th, 2013.

This was the second class recorded but at the first hour in Ethics class I told them the reasons why someone was doing that. I clarified that the main objective was to analyze the way I gave the class in order to change things to improve them and I told them that for this opportunity teacher Zulma would be recording. Students showed their agreement but some of them were very static during the class. Others behaved as always. Again I was anxious but less that the first time. **RJ91** The objective was that students could ask indirect questions and practice direct ones.

Fist activity was a listening where the title was an indirect question. I stuck the missing words on the board and I wrote numbers according to the order of the missing words. If the student hears the word, he/she had to take the paper and put in front of the corresponding number. **RJ92** If they did well they won points.

REFLECTION: **WHAT ARE THE ASPECTS TAKEN INTO ACCOUNT WHEN PLANNING A LESSON?**

RJ93 I think using papers or writing the missing words helps students to do this kind of activities more relaxed. However the listening activity was difficult. **RJ94** But I realized how important can be an image when they need to understand something. I brought to class a printed color- image scanned from the book and It provided a lot of help to talk about the characters involved in the conversation they must complete. The photocopy is not enough when it goes with images because them are in white and black.

TEACHER 2
REFLECTIVE JOURNAL
WHAT ARE TEACHERS BELIEFS ABOUT PLANNING DECISION MAKING THAT UNDERLIE ENGLISH TEACHING PROFESSIONAL PRACTICES AT A PUBLIC SCHOOL?
TEACHER JOURNAL: JULY 18TH 2013

JOURNAL QUESTION: WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: **RJ1**. Some years ago in the school where I work the academic coordinator gave teachers the aspects that will be taken into account to plan the classes of all subjects. She designed a chart with five aspects: date, course, topic, activities, resources and evaluation. Since then, my classes planning only have general written information about those aspects; some other key aspects about students' organization, instructions, specific topics, feedback, time and others are planned in a mental way.

RJ2. At the beginning of each year we had to make a general planning where teachers organized topics, goals, standards, competences and time. Taking into account this general planning I collected some material that will be used in the classes, so my students had to buy some material that they carry all English classes.

RJ3. Generally when I plan my classes I thought into the kind of students of the class, because I have some courses where students are so smart and they understand easily and finish activities faster than others and I have other classes where students are slower and they spend a lot of time developing exercises. It means that for some classes I plan more activities. Then I think how to make relationships between the last and the new activity or, at least, I try with my students remember the last activity they developed. After this, I think the material my students have and the way they are going to be organized to develop it, generally **RJ4.**I prefer to organize my students in small groups or individually, it depends on the kind of skill the activity makes emphasis and I look for some complementary activities to reinforce the topic worked.

REFLECTION: During this week, although I had planned the same activities for the different courses I work with, **RJ5**.I had to change the instructions and the organization of students because some courses had a

==highlight==lot of troubles to follow instructions.== I could see that my students waited I talked in Spanish and when I did not they did not know what to do so they decide to talk a lot and they were lost many times, especially during the feedback where they had to correct their classmates mistakes.

I could not finish any class as I had planned them because the time was not enough, maybe because I did not take into account the time my students need to develop each activity and because I did not take into account typical interruptions of the classes.

The feedback activity was interrupted or finished so quickly. I consider I have to start classes next week talking about feedback on the last exercise in every course. I am not sure if my students developed the activities well or not.

A student asked me before the class started "Teacher what is the main topic of the class? ….. I really could not answer that question, it was till then that I could see that I was planning the class only taking into account some listening material that we had not used and I gave him an answer without arguments, I told him that we are not working a special topic but at this level we have to mix topics in order to remember some key language aspects that we will need to work next class. I felt bad with myself and with my students, for this reason I decided when I developed these listening activities doing a review of some topics we were working.**RJ6.** I never imagined a student asking me that and I asked myself if I always tell my students the topic we are going to work with, it means do I plan my classes only taking into account topics? If my student asked me about the class objective what would be my answer?

RJ7 It is important as a teacher to know the reasons because you plan an activity.

TEACHER JOURNAL: JULY 25TH 2013

JOURNAL QUESTION: WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: Taking into account that during classes of last week the feedback of many activities was not done so this week I started planning my classes doing feedback first in order to remember activities and to get information about students' knowledge. I continued the same topic with most of the courses and I started a new one with tenth grade **RJ8.** When I thought in the activities I planned I tried to use vocabulary worked last week, **RJ9.** This week I planned less activities because hours now have 5 minutes less and students spent a lot of time doing some exercises and I felt so frustrated because I could not finished the activities I had planned. This week I worked listening and reading in eighth grade, some activities students had to develop in their notebooks and other in their photocopies and as the topic was the same I did not have to explain again, I only remembered with my students some key aspects and then their work by little groups notebook activities and individually reading and listening activity. In the last class of the week with each eighth grade students answer a short quiz.**RJ10.** In tenth grade I started my week explained my students real conditionals and because this topic had been studied last year I organize a chart explained the characteristics of it, then I gave students a list of conditions in order to complete the resulting sentence doing a matching activity and a written and oral exercise, they had to do as a homework two conditional sentences. Finally, students must develop a photocopy activity of real conditionals. The work of this week with this grade was individual.

REFLECTION: RJ11. Despite I consider that as I could not do feedback because of the time and the disorder the students result was great, most of my eight students remember vocabulary, examples and last activity and they developed good the exercise. When I said that we would remember some students say "Again teacher that topic is the same"?, but when I explained them that we need to remember to develop the activities of the class they participated a lot and asked some questions to be sure they had understood. **RJ12.** The time of the activities this week was so good, students could finish them and I could do feedback

of many exercises, they enjoyed a lot listening activity, I am happy, they understood reading and listening activity so easy. **RJ13.**The problem was the quiz, I did not understand why when they present a quiz they forgot many information if during the activities I could see they felt comfortable and when I asked them some oral examples they were able. Unfortunately many students had bad scores in the quiz. What happen with the students' knowledge when they have to present a test? What strategy can I use to help my students feel comfortable presenting quizzes?.

 On the other hand my tenth students had a lot of difficulties with conditionals,**RJ14. I had to speak Spanish because they did not understand and even though I explained them in Spanish most of them did not understand,** I asked my students gave some Spanish examples of present and future tenses and they could not,**RJ15. So I definitely consider that it is more difficult to understand some aspects of the language when they did not understand their mother tongue so they could not do any relations about languages**. **RJ16.**For these reasons I had to split the topic and started studying present then future and the mixed those topics into conditionals, It was so hard but some students understood, but although many students have many difficulties to develop activities of this topic. All activities I had planned I could not develop.

RJ17. An important aspect that I could observe was that students did not do homework, it does not matter if it was easy… so easy…. Is it my fault that my students did not present homework? What can I do or what do my students need to develop homework? I am going to ask them next week because I do not know what happen or what I have to do to get they present their homework.

TEACHER JOURNAL: AUGUST 1ST 2013.

JOURNAL QUESTION: WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: I have planned my classes this week working with the same topics in all grades but I tried to develop more oral activities in order to practice pronunciation and reinforce previous knowledge. **RJ18.**The activities for eighth graders include some pictures of different houses and the idea was to reinforce comparatives and superlatives using the information about the pictures. **RJ19.**I organize groups in a different way, as the same, I did my classroom setting arrangement different using horseshoe shape. In tenth grade students had to bring pictures of events in order to give some consequences and continue working real conditions. Most of tenth graders have a better idea of conditionals and they tried to participate in class, giving examples and working with groups. At the end of the week they presented a quiz, most of them had a good result. **RJ20.**In seventh grade I started countable and uncountable working with food vocabulary, students classify it in countable and uncountable and we worked with the expressions "there is and there are" using the vocabulary studied, they did some pictures and they reviewed how to form plurals.

REFLECTION: RJ21. Before I talked with my students about why did not they do homework they told me that they really forget to do that because they did not write in their notebooks what they have to do, so now if my students have homework five minutes before the class finish I check they wrote it. It was a good strategy because many of them fulfill with homework this week. My students missed the rows in the classroom and although it was difficult to me control discipline but students prefer the seating arrangement now, also I could see that it was difficult for them to start talking, they used to write everything before they talk, so when I asked them to start talking most of them did not do that, I understood their behavior because I did not use these kind of activity habitually. It was hard to organize groups in different ways, when I planned my classes **RJ22.** I did not think what to do with students that did not accept the group they have to work with and two students decided to work alone inside the group, I think it was only because they need the information but it is important to know what to do when definitely a student do not accept to work in the group they have to. **RJ 23.** My tenth students had good results in the conditional quiz, I think this is because I made relationships between Spanish and English and because they could remember some tenses

separately and then they were conscious about what they were doing. My eight students did not have good results in their quizzes last week but I consider the activities they developed this week helped them to clarify some doubts. This week I tried to give the opportunity to talk to some students commonly do not and when they participated all students heard them, it was so good. I could see that my students waited always I translate instructions and when I did not do it some of them were lost but other translate to them. I used a lot of Spanish in my instructions. Next week I will try to speak more in English than Spanish to see if really my students do not understand English instructions or if it they are accustomed to my translations…

TEACHER JOURNAL: August 8th 2013

JOURNAL QUESTION: WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: This week I planned my classes to work speaking and writing in that order. Students of tenth continue working with pictures real conditionals and this week we add some new words that we can use to do conditionals, they did a speaking activity by pairs and then by groups of four, finally they developed a written activity in a photocopy where they had to use new vocabulary and pictures. I finish comparative and superlatives with a reading activity and using the reading activity topic we started future with eighth graders. We will talk about our future life and the life in the future, I introduced the word will and won´t with some sentences and students give new examples. We remember some reading strategies (anticipating content and scanning). In seventh grade we work with some pictures to write sentences using vocabulary to uncountable and countable nouns, I started the first notebooks and portfolios checking of this term.

REFLECTION RJ24. I could see that it was easier the groups work with my older students, younger students prefer to work with their close friends and when they have to work with other classmates they started the activity without energy. **RJ25.**The use of pictures helped my students to make relationships between the real use of the language and the structural use of the language, especially in eighth grades where they gave different possibilities to answer questions and they correct themselves pronunciation when reading.**RJ26** Most of the students did not like to speak, they prefer to write, most of my students need to write sentences when I said speak, so I asked some of them why and they told me that it was easier for them to write than to speak because they were not sure about the pronunciation and maybe when they had to talk they forget key information. A student repeat some sentences using a rhythm and when I asked her she sang the sentences, every classmate laughed but finally they said "that is a good idea" and some students started to sing their sentences. My students only produced short sentences; only three of them speak using longer constructions without writing. I noticed that a smart student who understood the activity prefer to work alone and he did not help their classmates, when they asked him for help he answered "I am not the teacher" and he continued working alone during all activities, when I heard him I asked why he did not help his classmates and he answered me "because they only want to copy my answers", and he continued saying that they did not pay attention and they only want to play and he wanted to finish quickly because he liked to read the next photocopy of his portfolio because the topic was interesting. **RJ27**My classroom arrangement continued (horse shoe shape), it helped me to control speaking activities and group organization is easier. I could notice that when I give instructions in English without translation I spend a lot of time trying to my students understand what they have to do and my attitude is fun for my students, I need to think in easier instructions or maybe simpler instructions. I need to use the time in a better way, I tried to listen all groups but the time was not enough, I have to listen some groups next week.

TEACHER JOURNAL: August 15th 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: This week with seventh grade I use anticipating content as reading strategy using titles and pictures of a short text. **RJ28**I continue to class working with some photocopies of countable and uncountable exercises. In eight grade I explained future for plans and predictions, students develop some writing exercises such as imagine how will life be in 2050, how will people communicate and how will people travel in the future, then I asked these questions and some students read their answers. In tenth grade I finished real conditionals with an oral presentation by groups. I started unreal conditionals giving some oral examples and giving some key words, then students had to give more examples using the classmates' information. They took some notes and as homework they have to write four examples of unreal conditionals.

REFLECTION: RJ29 My reflection this week was about materials I used, especially with seventh graders. Some weeks ago I had been using the same kind of material…. Pictures and photocopies, and I consider my class is so predictable and I do not like this. I consider this situation is because of the photocopies my students took at the beginning of the year and till now I can see that I programmed many activities about the same topic. I want to finish the last two activities and I could start the next topic… this make me think that I am not working the language as a whole… I need to do something to solve this problem.

RJ 30 Another aspect I reflected on was related to my unconscious way to introduce new topics using formulas and patterns, maybe because I learnt in this way. This week, although I planned to Introduce new topics orally I finished writing some sentences on the blackboard and underlining key words using different colors and writing formulas saying to my students "follow the rule". **RJ31** It was only because I am reflecting about my teaching practices that I am conscious that for me Grammar is a way to learn a language. (It was until I understood grammar differences when I was studying English that I started to understand English as well). I consider my students understood because most of them did their examples (10th and 8th grade) but I would like to change my way to introduce new topics. This is an aspect I have to think about.

TEACHER JOURNAL: August 22nd 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: This week I finished countable and uncountable activities I had programmed since the beginning of the year and I started a new topic with seventh grade (por fin) so finally I can change the photocopy activities and I asked my students to draw or cut and paste pictures and use their English – Spanish dictionary. In eight grade this week was about future (school in the future or town in the future). Students work by groups of four and they had to describe how will they imagine the school or the town in the future and they had to design a model of the school or town. With tenth grade we continued working Unreal conditionals, we developed a listening activity about this topic and they discussed some situations, they first wrote their ideas and then told us them.

REFLECTION: I had to explain my seventh students how to use dictionaries because they were not sure about regular and irregular verbs classification so they did not understand the three columns that almost every dictionary has. I consider it was easy for them to understand the meaning of each tense of verbs and I could evidence through questions about some verbs they had to work with. It was interesting to observe my eighth students working by groups, most of the groups designed beautiful models but some groups did not do the work as well as I hope, however all students carried materials and tried to do something. The discussion about the decisions they needed to take they did in Spanish, I am not sure if they got the idea of far and near future, I am waiting for their presentations next week.

In tenth grade I observed that the same students that did not participate in oral activities tried to keep quiet again. I could see that they developed written activities but they did not like to speak. I do not know how to

get that they speak English, I need to look for some strategies for these students. During the listening activity they had many troubles… they always wait that I help them but when I did not do most of them give it up.**RJ32** This week most of my tenth students did not do their short homework (imagine some incredible situations) they were worried about the protests, some students asked me if teachers will join to those, when I said "I do not think so" they said "teacher you should"….I consider that they did not want classes this week as some near towns. I tried they were conscious about the big problem but they were unconcerned. I am really worried because of the attitude of my students in front of social problems….!!!!

TEACHER JOURNAL: August 29th 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: During this week seventh graders worked classifying regular and irregular verbs in order to know them and to start to be familiar with some vocabulary, I gave them some examples about my Last weekend and they had to give some oral examples, the task for this week was to design a brochure (frizo) related to their last weekend using pictures and easy sentences. My eighth students had to present their school and town models of the future, it means in a little part of the class they had the opportunity to work by groups in order to make a plan of presentation and then we listened the classmates' presentations. In tenth grade students developed some writing activities using fill in gaps and correct mistakes, activities that were done by pairs, when they finished the activity teacher did the feedback of the activity in order to clarify doubts and answer possible students questions, when feedback finished students presented a short quiz.

REFLECTION:RJ 34 I could verify that my seventh students enjoy a lot to do activities they consider easy to develop, they liked to use their dictionaries and they loved the idea to design a brochure, it is so significant for them to work with different materials like pictures and color papers, I consider that they really felt the materials change and everybody was working in the task, I told them that they have to design beautiful brochures because the next week they are going to change their brochures and they have to present it to their classmates, when I said that a student asked me "in English?" and when I say "off course" most of them did not like the idea, but I tried to them that it will be easy….. I really hope they do not lose their initial motivation about this activity. About eighth graders model presentation those were so short and all students read their sentences, a students memorized her sentences, when I tried to change some sentences students did not understand, I gave them many examples using their models but I could see that they have some troubles constructing their description, especially when they talk in future; I decided to listened all presentations and when they finished I did a feedback checking some common mistakes and clarifying pronunciation of common words used. I asked them some questions about their future, most of them understood and some did not but their classmates translated them the question but although they understood they answered in Spanish, I tried to persuade them to answer in English but I could not. They have to answer two questions about invention and discovery as part of a reading activity that we will work next week. In tenth grade students worked by pairs to develop two activities to remember real and unreal conditionals, when they finished they changed their answers with other pair and I did a general feedback giving them the answers and asking them why, the idea was to clarify students doubts, I consider this activity helped them to understand better the differences between conditionals. Students from 1001 presented a short quiz about conditionals writing result to these situations "If I were the Colombian President….. and If I were Suesca's major…." Their answer were good (grammatically) but they answered things like "I would buy a mini cooper or I would have a mansion, or I would have a lot of money" **RJ34**I could see that they are so unconcerned with the social situation of our country or town, I talked to them about the situation and I tried to show them the importance to be part of the solutions, many of them does not matter… I introduced "Used to" giving them some examples and asking them some questions.

IN WHAT WAY DOES REFLECTIVE PRACTICE IMPROVE PROFESSIONAL TEACHING PRACTICES AT A PUBLIC SECONDARY SCHOOL IN CUNDINAMARCA AND PROMOTE PROFESSIONAL DEVELOPMENT? WHAT ARE TEACHERS' BELIEFS THAT UNDERLIE PROFESSIONAL ENGLISH TEACHING PRACTICES AT A PUBLIC SECONDARY SCHOOL IN CUNDINAMARCA?. WHAT ARE THE RELATIONSHIPS AMONG TEACHERS BELIEFS, KNOWLEDGE (EXPERIENTIAL AND THEORETICAL) AND DECISION MAKING CHANGES IN THE PROFESSIONAL TEACHING PRACTICES?

TEACHER JOURNAL: September 5th 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: This week I planned for all my students oral activities. Seventh students presented their frizzo about their last weekend, first they had to share their work by groups in order to practice and correct possible mistakes and finally they had to present their work to the general group. In eighth grade I explained my students the use of will to predict, they worked by pairs and prepared and presented a short role play "fortune teller" following some questions. In tenth grade students had to remember things about friends, games and teacher they used to do when they were child. They participated in a general talk about those topics and they had to use pictures in order to help their classmates understand them. Finally we developed a listening activity about Used to and the topics mentioned.

REFLECTION:RJ 36 It is so demanding developed oral activities, maybe because of that I did not do this kind of activities frequently. I could see that most of the students did not listen their classmates because they were nervous preparing their presentation, so it did not matter my pronunciation feedback students continued having the same pronunciation mistakes. Many students asked their friends translations and many of them did not remember what they wanted to say so I am sure they were not conscious of the communicative purpose of the activity. Students needed to read in front of their classmates so most of them passed in front of the groups with a piece of paper with sentences in English and less had this paper in English and in Spanish. **RJ37**I could see the important part that Spanish had in English classes, but it is my fault, I created this habit, I am trying to use less Spanish in each class but it is difficult because after some minutes I lose many students attention, they give it up easily. I tried to act, to write, to use synonyms or antonyms but my students vocabulary is so poor and they always answer in Spanish or they always try to translate what I say.**RJ38** I need to help my students to learn and retain more vocabulary so I started using familiar words always and sometimes I asked them for help to remember some words, I am not sure if it is a good strategy, I will check it next week, **RJ39** I am using my classroom environment and decoration to remember some worked vocabulary (adjectives, verbs, pronouns, places, etc). Next week is going to be the evaluations week, I asked my students how they will study for an evaluation and they did not give answers so I could know that they do not have studying habits, that's a problem, maybe that's the reason why they fail their evaluations. Then I told my students that it was important for them to know how it is easy for them to remember and to learn…. They have to answer next week.

TEACHER JOURNAL: September 12th 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: In the school I work at the end of each term students have to present a final test of each subject that represents the 20% of their final grade. This week was the ICFES evaluation week. I organized a test of 25 questions of multiple choice about topics we have been working in each level. At the end of the test students changed it and everybody participated in the feedback activity in order to know

results and clarify students' doubts. At the end of the week, students have to know their final third term English scores.

REFLECTION: Although I thought my students had good scores in their test, the results were so frustrating. Most of my students did not pass this test, as always, but in the feedback activity they answered good I did not have to reinforce many aspects but I did not understand what happen with test result if when I asked my students answered good. However in general the results were ok, few students lose this subject and these students lose English with not so bad scores. I always have asked myself what is the better way to evaluate the learning process because some students that have difficulties with English, pass this subject and some students who know lose it. **RJ40**I consider really I have to change my evaluation process but I do not know how if my school asks me some aspects that I am not in agreement.

TEACHER JOURNAL: September 19th 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: This week we developed some exercises about the simple past with seventh graders, fill in the blanks, change sentences and match pictures with actions. We reviewed to be in past and used this information to do the activities mentioned before. With eight grade we worked with first conditional and horoscope, students made some flash cards related to their zodiac sign and some conditions taking into account information they had to look for. They had to present their work but the time was not enough. With tenth grade we finished this week conditionals with an activity about the solar system and students had to imagine how would life be there. Next week they have to present their works.

REFLECTION:RJ 41 Students enjoyed a lot to design things but I am not sure if they learnt what I supposed they have to learn.**RJ42** Most of my students brought materials I asked and they shared it, they helped them but they talked in Spanish and when they asked me for help they did it in Spanish too, when I answered in English they did not ask again. **RJ 43** Students need to write what they say, another way they are not able. I consider it is not so bad as I thought some weeks ago, in their life they only use English in classes and it is difficult to get that they change this costume but I suppose that they need time to understand the importance of practicing this language , they consider that three hours of English weekly are enough. They missed the sitting arrangements and some told me they prefer the horseshoe shape instead of rows. **RJ44** I am talking more English and my students noticed that, specially seventh graders who did not translate everything I said as eighth and tenth graders who always wait for a friend's translation or even my translation to start doing activities. It is different to seventh graders because I try to avoid grammar explanations as I used with other levels, it is strange but my students understand what they need not what I consider important and needed, so they develop their activities and **RJ45** they do not need Spanish to understand, they try to get the idea they answer English, so definitely it is important to use a great amount of input, this input help them to their own language improvement.

TEACHER JOURNAL: September 26th 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: This week with seventh grade we checked some vocabulary related to verbs, students write regular and irregular verbs list in present and past from the activities they worked with last week. With eight level students develop a reading activity about Chinese zodiac, they answer 3 questions about the reading, they completed a chart using the information from the reading and finally they classify

true and false cognates of the reading. In tenth level students have to check their planet work to be presented next week.

REFLECTION: This week only Tuesday, Wednesday 3 hours and Thursday we have classes because in the school had programed different activities. Students were so upset during the classes because they started the week with a trip to Bogota in order to visit some museums, a library and Maloka, so they talked a lot in classes about their trip. I could notice that my students do not have the opportunity to visit places like those and they enjoyed a lot activities that include trips or where they could go out to the school. **RJ46** I thought about the idea of planning some classes out of the classroom but really I am not sure because of the discipline and control of the students and it is a problem with coordination because coordinator did not like that teachers work outside. Students from eight enjoyed a lot the reading, they listened their classmates and their description giving in the zodiac, they laughed and confirm information from the reading, I think it was because of the topic of the reading, definitely if students feel interest in a topic their behavior is different. I had had many difficulties with my classes with tenth level because they are in Hermes project so they have to go to rural zone schools and primary level to do conciliations; they had gone more than three times in the last three weeks, so we could not have regular classes however they like classes where they have to do craft work, they helped themselves and shared their materials. There are a few students in seventh grade that studied the list of verbs and there are few students who participate in class, most of them feel embraced when they have to answer in front of their classmates.

TEACHER JOURNAL: October 4th 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: With seventh grades this week we practiced vocabulary about regular and irregular verbs playing some games. I plan to evaluate verbs vocabulary by a matching game. Students design some flash cards about verbs in present and past using some pictures. In eighth grade this week students develop two listening activities about holidays because they are going to have holidays next week and at the same time these activities are useful to introduce the next topic programed that is present perfect, topic that will be related to trips and tourist places. In tenth grade students did their presentations about their planets and It was programed work on two listening activities.

REFLECTION: **RJ47** I really have troubles with the time, all activities I had programed students did not finished. I consider that I have to pay more attention to my classes' time and my students need to know the time they have to complete their activities. I can see that my students' behavior because of their holidays, I am not sure but I felt that they were doing things slowly and they were tired, maybe because of this reason I could not finish all activities I had programed. Tenth grade presentation were interrupted again because the police arrived to school and they spent 2 hour of classes requiring students, however they presented by groups of planets, I wrote some common pronunciation mistakes and at the end of the presentation I do a general feedback, but I consider that this feedback is not so interesting for all students because most of them did not pay attention and I felt I lose this feedback time. Students from seventh grade played by groups in order to remember some verbs, few students did not use this time to study, only said "I do not know" but they did not look for the answer in their notebook, so **RJ48** I consider that this behavior is because the last week parents received students' scores and the academic coordinator inform that many students lose the year and said to many parents they should retired they children from the school, obviously most of the parents did not do this but students are coming to the school because in their homes there are not anybody who take care them. **RJ49** The coordinator decision affected students' behavior and it affected classes. Most of the students were upset this week and I did not know if they decided retire from the school.

TEACHER JOURNAL: October 17th 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: Seventh grade finished remembering simple past tense, they develop four activities, they did a game to remember past time expressions, they did an oral activity of questions and answer by groups using some flash cards, they wrote a paragraph about their holidays and finally they paste on the wall verbs flash cards. Eight grade developed four activities. The first was related to a picture of a place where they have been in holidays, the second activity was to write some sentences where they talk about activities they did and food they ate in that place, the third was to organize groups to share their pictures and experiences and finally they paste their pictures on the wall of holiday trips. In tenth students had to bring a picture of the person they admire in their family in order to introduce him/her, teacher started presenting her admired family member and students have to follow the example to organize the information taking into account five relevant steps: Introduce your character, describe him/ her, talk about his/her childhood, talk about his/her work or profession and finally mention the reasons because they admire him/her. They organize groups of friends to share the information and pictures and by groups they decided who present the work in front of the class.

REFLECTION: It was hard to work with seventh grade because many students do not remember many things and vocabulary, it could be because for the holiday week, although we finished all activities that I programed. I try to be careful with the time and it was okay,**RJ50** students like to work by groups and it was strange to hear my students asking by the pronunciation of some words, working more speaking activities have helped my students to improve their pronunciation. Not all students talk but when they participate in class I can listen some of them making feedback on the pronunciation of their classmates. In eight grade I could see that most of the students although they have their sentences in their notebooks in English they prefer to talk about their holidays in Spanish, but when I worked with the groups they talked in English and they helped their friends, most of eighth students use incomplete sentences, and all of them used the same easy vocabulary, when they need a new word they asked me but they did not look for in their dictionary, I had to remember them that if they lookf for new vocabulary they will learn more. Time was not enough with this level because students spent a lot of time writing their sentences and sharing their information. Next week I have to listen the groups to check pronunciation and check their sentences. It was so special the class of this week with tenth grade, a students said at the end of the class "ya se acabo tan rpido???and a friend answer "es que estabamos trabajando chevere" I felt so happy and**RJ51** I could see that when students work on topics where they have to talk about their feelings and likes it was easier to them. They were so focused on the activity, they look for vocabulary, they asked me many times and they follow the instructions very well, I could notice that giving my example first helped them a lot and they enjoyed my class, they wrote long descriptions and did paragraphs, I could see the knowledge of my students of this level where I suppose they do not have a good level, I am so proud of my students, most of them have been studied since eight with me. Time was not enough they did not work by groups and I could not listen them, these are the activities I am going to work next week.

TEACHER JOURNAL: October 24th 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: Seventh grade this week worked affixation: suffixes and prefixes, students working individually and in small groups, using their dictionaries students develop 6 activities related to affixation, the last class of the week we focused on ER and EST affixes. In eight grade students share their holidays

trip and in their notebooks they worked on a verbs list in the three tenses and developed a guide about present perfect . In tenth grade students did their presentations and finally they did an activity related to some prepositions vocabulary.

REFLECTION: RJ52 Students from seventh grade enjoyed a lot to play using prefixes and suffixes, all of the students from this level carried their dictionaries and they participated actively I consider because I gave positive points to those students who look for new words. I can see that students who understand quickly helped to their classmates who did not, in the game they worked cooperatively and wrote a big list of new words, most of the students use their mobile phones and internet to look for their answers, when I give some examples to my students of new vocabulary using ER and EST they gave new examples. Next week they have to bring some pictures of some adjectives. In eight grade students shared their holiday trip information, it was difficult to listen all students because they are a lot, so when I noticed that my students were bored I decided to change the activity, so while I finish to listen students presentation the rest of the class worked in a list of verbs in order to know the past participle form of some common actions,**RJ 53** I consider that my students like to work using their dictionaries, although I consider this is not an interesting activity they finished it. In tenth grade happen something similar and most of the students listened carefully their first classmates but there was not as interesting as I wanted, so **RJ 54**while I listen by groups the group was working in an activity to remember some vocabulary related to prepositions and they drew some nice pictures, I could not believe , my tenth students enjoy to draw and paint.

TEACHER JOURNAL: October 31ST 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: This week seventh graders started making comparisons, students worked with some pictures and sharing with their classmates they participated in the construction of some comparisons. Most of the class time students had to listen and speak and in few minutes they had to write some comparisons in their notebooks. They answered a questionnaire using superlatives and comparatives with information from the school and classmates. In eight grade students looked some pictures and they have to make questions and answers with the expression Have you ever….? They developed a reading activity about Colombian tourist places, so they looks some Colombian tourist places, they answered 3 pre-reading questions, they underlined two sentences in present perfect and finally they worked some references exercises. In tenth grade students talked about some present and past events using phrasal verbs. They wrote a list of phrasal verbs and participate in a game using this vocabulary.

REFLECTION: RJ55 Each class I have tried to talk less Spanish and more English, most of my students consider this is a good way to learn but my younger students understand what I say but they answer in Spanish. **RJ56**It is easier for me to explain any topic using pictures but I consider my students get bored if they always work with magazines, so this week I decided to show them pictures with colors from my computer, they liked and I think they understood the main idea. Eight graders enjoyed a lot the pictures and they made positive comments about the pictures I used. It is difficult to get all students listen their friends but this week they were more respectful with their classmates' opinions. Next week I need to work on writing because since I started my research I do not work writing as I worked speaking so I need a balance between skills and systems. I am going to look for different activities to practice phrasal verbs, this is a topic that I do not know how to make it interesting and useful.

IN WHAT WAY DOES PERMANENT REFLECTION IMPACT TWO EFL TEACHERS PRAXIS AT A PUBLIC SCHOOL IN SUESCA CUNDINAMARCA?

TEACHER JOURNAL: November 7th 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: During this short week students from seventh grade continue making comparisons using pictures and classmates' characteristics. This week we added long adjectives to the vocabulary and students noticed the difference between long and short adjectives. In eight grade we worked present perfect and develop a reading activity related t Colombian touristic places, I used some Colombian pictures to introduce the activity and students participate with some other places. In tenth grade last week I could not develop phrasal verbs games, so this week students from this played some games and they have to plan an activity to do with their classmates next week.

REFLECTION:RJ57 It is so difficult to break with the routine and with some customs, it was difficult to me to work more oral activities and did not It is so difficult to break with the routine and with some customs, it was difficult to me to work more oral activities and did not do any grammatical explanation, but I tried, an in seventh grade I worked a lot speaking activities and I gave my students a lot of examples in order to notice how they can use superlatives and comparatives, I used different materials and technological resources and I was happy because I thought my students had comprehended the topic but when they had to write some examples they did not do good, I am not sure if it is part of the process and I explained again giving them "rules", I really felt comfortable doing that but when I finished I thought that if I break the "new" process I won't see the results, I suppose I have to be more patient to get the result I hope from my students. Eighth graders enjoy to talk about Colombia, but unfortunately I could see that my students do not know our country, their families do not travel a lot, but students do not use technology to learn about different topics,**RJ58** internet is a good tool to learn but my students use it to go to facebook no more and they think that they do not have many possibilities to travel or to study in an university, it is so sad they do not have dreams, they see so far the possibility to get a good job, I told them many stories about poor people that now have a lot of money and the ways they used to get it. In tenth grade classes had been interrupted with different school activities, so they did not finish all activities I had planned but they enjoyed the games, they liked to work by groups and they used their notes to find answers. Next week they have to apply a game using phrasal verbs with their classmates.

TEACHER JOURNAL: November 14th 2013

JOURNAL QUESTION: HOW WERE YOUR CLASSES THIS WEEK AND WHAT ASPECTS DO YOU TAKE INTO ACCOUNT TO PLANN YOUR CLASSES?

CLASS DESCRIPTION: Students from seventh level developed the last activity from the photocopies about superlatives and comparatives where they could notice the rules of long and short adjective to make comparisons, they developed by pairs the superlatives and comparatives quiz using pictures. In eighth grade students did a reading activity where they used present perfect and reference words, they presented a quiz about this topic using pictures and answering questions, in tenth grade students presented their activities about phrasal verbs they designed by groups.

REFLECTION: This is my last journal from this year and I felt worried because of my students' behavior this week. They were so distracted and showed a little interest in the class, I could see they were upset and busy doing other classes works. Seventh level students made many mistakes in their activities this week, they are confused between long and short adjective use to make comparisons; I felt that they said always that understand but it is not true, I am not sure if the words "quiz" and "evaluation" have a negative impact in my students mind because they did not well but when they work in class and by groups they developed the activities good, I do not know what happen in my students brain when they have to face tests, although this term I tried to do the evaluations more relaxed by pairs and using resources the results were not as

good as I thought. The same happen with eighth students, they did the activities and participated in classes, they answered oral questions but when they had to write they did not do well, I gave my students an activity so similar to the test, taking into account that bad test results are provoked because teachers did different activities from those that were worked in class but it did not worked. With tenth graders they designed their games and they participated in the different activities but most of them did not know the vocabulary, neither from their activity, they used a lot their notebooks and if the word was repeated they did not remember it,**RJ59** so I am not sure if they really learn from games or if games are an useful strategy to review and retain vocabulary, maybe this happen in a long term but immediately these activities did not work. Yesterday I read that these kinds of mistakes are normal when students are learning a second language. "I really hope so".

APPENDIX 5: Reflective Journals Categories and Subcategories

TEACHER 1 REFLECTIVE JOURNAL CATEGORIES		
CATEGORY	**SUBCATEGORY**	**EXCERPT**
BELIEFS	About English as Language	**LH9** I got interested in learning a foreign language because it allows me to interact with others using a different language
	About Learning	**LH19** Also I use the Spanish translation especially with abstract concepts or grammar aspects that I consider they need to deal with in a Spanish class JULY 23RD **RJ1** Some students participated in giving answers in single words not sentences but I consider it was good because of the amount of time they are exposed to English **RJ2** I considered it was the most difficult part (listening) because Students don´t like so much this kind of activities because some of them think they are very difficult and I agree with them somehow because of the quality of the sound and the acoustics' classroom. **RJ6** I think they need to understand better the text to be able to give appropriate answers additionally, they don´t like to look up unknown words in their dictionaries JULY 29TH **RJ15** They always have English class at the last two hours of the day I think it is another issue that makes difficult to involve students in the class until the end. They are hungry and tired **RJ17** I use photocopies because students do not buy the recommended English textbook that will be very useful because of pictures and colors.

RJ19 They are children and need classmates' help and companion. I consider that group work is important when the exercises proposed are more demanding

AUGUST 1ST
RJ20 The lesson began with homework revision because it was to look for conditionals clauses in English so I supposed students brought a general idea that grammatical topic that facilitates teacher and student interaction

RJ28 I realized that the students who did homework were more interested in asking questions. They had a previous knowledge that facilitates their participation in class

AUGUST 5TH
RJ31 Then the students had to draw a boy and write a similar description taking into account that they need to change personal data and use He instead of She.

RJ33 When children have to draw most of them like but some of them work harder painting and taking care of presentation meanwhile others just draw with a pen without colors

AUGUST 12TH

RJ44 They went to the back of the classroom and started to rehearse the mini fashion It was so nice they were very concentrated, they did what I asked from them and their discipline compared to previous classes was different.

AUGUST 15TH
RJ47 I liked that as groups they gave roles taking into account their skills I noticed that the student who had to speak was the one who always or sometimes participate in class giving answers or examples and the student who model was the less shy, the extrovert one

AUGUST 22ND
RJ52 This activity also promotes students skills related to music and it catch their attention to English from another perspective (not writing, listening dialogues or reading short paragraphs or sentences in a copy or from the board) Music is another language. I like music too. I enjoy music because it relaxes me it makes me to forget problems and make me feel happy

AUGUST 27TH
RJ57 They had to listen to the song to start practicing it.

RJ62 Referring to second part of the class I could say it was relaxing for most of the groups when practicing but when they had to pass to sing in front of me they got nervous

| | | SEPTEMBER 5TH |
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SEPTEMBER 5TH

RJ66 Then they had to <mark>concentrate</mark> on book position. I started saying a sentence using the prepositions in the order that appeared on the board.

RJ67 students had to <mark>repeat</mark> their pronunciation, three times and by rows.

RJ68 Each group had <mark>three rehearsals</mark> then if one group made a mistake the group had to quit the activity and sit down

SEPTEMBER 9TH

RJ77 I think the most important thing during the exercise was to remember the <mark>vocabulary</mark> in order to do the next activities and it also provides to students the opportunity to pronounce something in English. Here there is another important issue when learning a word in English if students had a lot of <mark>contact with words</mark> they could <mark>remember</mark> them with less difficulty and they can make connections in terms of meaning with the context they used them

RJ79 <mark>Examples</mark> make easy to understand how something functions.

OCTOBER 16TH
RJ94 But I realized how important can be an <mark>image</mark> when they need to understand something

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<td>About Teaching</td>
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LH20 In terms or assessment, I usually correct homework, or class exercises trying not to show <mark>mistakes as something bad</mark>, oral presentations and two quizzes per term.

JULY 23RD
RJ3 I usually considered <mark>aspects</mark> such as the topic, the students previous behaviors, the kind of group that I have in charge. These aspects are important in the way they <mark>influence the main objective</mark> achievement of the class

RJ5 some classes are focused on the development of one <mark>or two skills</mark> but not all at the same time especially with sixth grade students because they used to copy from the board more than listen to the teacher´s instructions

RJ8 They worked first individually and then in pairs. I like that students work like that because the <mark>size of the class</mark> and the advantages that this way of work has

JULY 29TH
RJ10 The activities proposed for this class were mainly based on the <mark>practice of vocabulary and grammar</mark> proposed in the text book Teenagers 6 .

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RJ11 I asked the students to take the photocopies in advanced in order to make sure myself they will have the ==material== for that class. I started the class telling them the title of the copy and used my book to show the pictures with colors to students and to help me to be understood by them . ==When I made sure everybody was with me== I started reading the first instruction

RJ12 Here I drew on the board the three boxes that appeared on students photocopies and ==explain them using body language and pictures==

RJ14 This lesson planning deals especially with the ==age of students==. I planned to change copies between them and correct the exercises to end the class but I had to postpone that because I noticed the students were ==tired== and ==time== was not enough they are still ==children== and I usually give them more time to make corrections

RJ16 When planning a lesson where the photocopy is the main resource working with ==children== I used to keep in mind other extra activity that can replace what the copy provide ==because this material with sixth grade students is difficult to develop==. I think it is because students do not are familiarized with it and depends ==on teachers explanations or instructions== to be able to develop especially: fill-in gaps exercises that do not need pictures

AUGUST 1ST
RJ22 I did a chart on the board with the four types of conditionals to give students a ==general introduction== about them and then to start working with each one per class.

RJ23 I gave the students some ==examples in Spanish to facilitate students understanding== especially to clarify the IF use and what a condition means or is because it is a grammatical term that they do not have clear.

RJ24 I use ==Spanish== generally when I need to introduce grammatical terms or topics. I think is useful for both subjects

RJ26 ==Time== is a factor that makes me to decide the way I present the topic. I thought it would be better in an hour class to develop a grammar topic centered more on teacher work than in a class of two hours

RJ27 ==Motivation== is also important so I plan my lessons trying to put lessons that could not be so ==interesting for students== (especially grammar ones but that I have to give) after lessons that are motivating for them (short dialogues, listening a song , vocabulary activities such as crosswords, word search or games).

AUGUST 5TH

RJ30 Then I wrote a paragraph introducing the girl giving personal information such as name, country of origin, age, two physical characteristics and the clothing description. Students drew the girl and wrote the model description from the board

RJ34 I try to select those activities that motivate students to use English in a relaxed way. This year, activities that imply drawing are welcome for the majority of sixth grade students, also TPR activities. That was a key issue to decide to do a fashion show with them.

RJ35 I recognize that I could use more video bean to project pictures, videos and work with songs but there is not a language media classroom with a good sound system in the school that help me to work with Tics that are more interesting for students

RJ37 Students' learning styles are a key element when planning but I admit that It is not always taking into account when planning my lessons I am not sure if it is because of the size group or it is because my lesson continue being teacher centered

AUGUST 12TH
RJ38 This class main objective was to prepare a mini fashion with the group students done in the previous class

RJ39 I asked for two volunteers to show with them to students how to model and what the space they could use and the place each role would occupy. Also I remembered them to use the model paragraph they had on their notebooks

RJ42 Students collaborated as volunteers without any problem to make a simulation of what a fashion would be. They laughed when I model as a man and then women paid a lot of attention when I did it as a woman .They laughed and enjoyed but I model seriously even they laughed

AUGUST 22ND

RJ51 I decided to prepare a song related to the main grammatical structure worked during the term. It was present progressive used to express actions that are going on while we are speaking. Because I consider this is a song that children like a lot mainly due to the rhythm. During the class I could confirm that when I saw some of them started moving following the rhythm and left the classroom imitating the sound and saying the words of the song

AUGUST 27TH

		RJ56 Then, I asked them if they knew the Spanish translations of any of the places
		RJ60 Drawing is an activity that children like to do and they remember words better with pictures
		RJ62 Also I think give spaces in the class for pronunciation exercises are useful for future skills specially when speaking. One of the main goals for this new term is to give directions and expressing existence of thing in English
		SEPTEMBER 5TH **RJ63** The objective was to follow instructions in English that imply prepositions of place
		RJ64 I said students that they could win points for the final exam guessing what the Spanish translations of those words are. So they had to pay attention to my movements and gestures and what I say
		RJ65 I used classroom elements such as teacher chair and book.
		RJ70 I did not erase the board, it was all the time with the prepositions because it was a practice game but not and evaluative one
		RJ71 I noticed that students liked to compete a lot especially children.
		RJ72 I used the name of a famous cat to call students attention at the explanation stage
		SEPTEMBER 9TH . **RJ73** This class was divided into four parts : tic tac toe as a review of the places drawn , at, in ,on examples of usage and short explanation about it, listening to some sentences about a family The Johnsons to fill in gaps, and pronunciation of /t ʃ/ / ʃ/ and sentence organization and correction. The objective was to introduce the three last prepositions of place using previous knowledge
		RJ74 After that, I copied on the board the three prepositions with the places they could be used and give two more sentences with those prepositions
		RJ75 However I had to remind that all sentences began with there is in Spanish (hay).
		RJ78 Students saw them and asked for the Spanish translation of the prepositions I decided not to translate them but gave students the general use in Spanish with specific examples. I consider that one key point when teaching something is to provide key examples

RJ80 I decided to modify the sentences provided in the text mainly because the sentences using specific names for the places. So I changed those names for known ones Example Nicolas' restaurant that is a well-known restaurant in Suesca. Students needed more than three times to be able to star completing with the prepositions.

RJ81 They asked why that strange letters talking about the phonetic symbols so I told them that it was the sounds of the letters combinations (sh- ch) the question showed they were engaged in the class and they were thinking about what I was presenting to them

RJ82 Here I forgot to do an elicitation exercise I assumed they could do the association with I had explain during the second term. I noticed that some students remembered without any problem but there were some students who probably forgot it or did not understand in very well.

OCTOBER 9TH
RJ83 The goal for this class was that students use VERY and MUCH to make a special emphasis of a quality or when comparing something

RJ84 They were asked to fill in the gaps with words seen during the previous activities and then get in groups to select a stanza for singing it next class

RJ85 I prayed with students, then I told them what they had to do in the listening but I didn´t confirm if they understood before to start I considered that asking to one or three students about teacher´s instructions helped me to clarify something. If an instruction is not very clear the objective will not be easy to achieve. I have been working to improve them making them shorter and clearer

RJ86 The listening activities proposed for this lesson were done by students without too much trouble specially the first, because the song was a little more difficult for them but they liked the song so they did not have any problem to do it

RJ87 During the Much and very elicitation exercise students participated actively giving the answers and they did deductions about when they could use much and very In fact, I did not explain to much that. When this kind of things happened I considered it is because as teacher you actually selected the best way to present something

RJ88 I gave some oral examples of sentences to be complete with much and very and I think this was a kind of confirmation if students differentiate when use the two words

		OCTOBER 16TH **RJ91** <mark>The objective</mark> was that students could ask indirect questions and practice direct ones **RJ92** If they did well they won points **RJ93** I think <mark>using papers</mark> or writing the missing words helps students to do this kind of activities more <mark>relaxed</mark>
	About the Curriculum	JULY 29TH **RJ18** I prefer students work in pairs mainly due to <mark>they ask me to work like that</mark> AUGUST 5TH **RJ36** I have done one song activity and one video activity during this year. I <mark>planned</mark> them for ending the first and second term. SEPTEMBER 5TH **RJ69** And they liked the activity and <mark>asked me</mark> to do it one more time to give them the opportunity to have extra points.

TEACHER 2
REFLECTIVE JOURNAL CATEGORIES

CATEGORY	SUBCATEGORY	EXCERPT
BELIEFS	ABOUT ENGLISH AS LANGUAGE	**LH6**. So I decided, with my mom's help, <mark>that learn languages could give me many opportunities</mark> to travel around the world and I could get a good job in an International Enterprise
	ABOUT LEARNING	**LH4**.As a student I had <mark>to do what my teacher says</mark> **LH12**. I enjoyed a <mark>lot this job</mark> because I could see that the <mark>children</mark> had <mark>a great memory</mark> and they were <mark>so spontaneous</mark>, so they used many English words and did many things to learn, they <mark>sang, they moved</mark>, they <mark>follow instructions</mark>, they repeat new words, they <mark>loved their book</mark> and they did <mark>not forget what they learnt</mark> **RJ3.** Because I have some courses where <mark>students</mark> are so <mark>smart</mark> and <mark>they understand easily</mark> and <mark>finish activities faster</mark> than others and I have other classes where students are slower and they spend a lot of time developing exercises **RJ6 I** never imagined a student <mark>asking</mark> me that. RJ41 <mark>Students enjoyed</mark> a lot to <mark>design</mark> things but I am not sure if they learnt what I supposed they have to learn **RJ50** <mark>Students like to work by groups</mark> **RJ51** I could see that when students <mark>work</mark> on topics where they have to talk about their feelings and likes it was easier to them **RJ52** Students from seventh grade enjoyed a lot to play using prefixes and suffixes, all of the students

			from this level carried their dictionaries and they participated actively I consider because I gave positive points to those students who look for new words **RJ 53** I consider that my students like to ==work== using their dictionaries, although I consider this is not an interesting activity they finished it. **RJ 54** while I listen by groups the group was ==working== in an activity to remember some vocabulary related to prepositions and ==they drew some nice pictures, I co==uld not believe , my tenth students enjoy to draw and paint. **RJ59** so I am not sure if they ==really learn from games or if games are an useful strategy== to review and retain vocabulary, maybe this happen in a long term but immediately these activities did not work.
		ABOUT TEACHING	**LH10**. I did not have an idea how to teach when I started my practices, I asked myself what can I teach if I did not ==know English==?. **LH14**.it is not easy to teach another language ==without some things== but I try to do my best. **RJ4** I prefer ==to organize my students in small groups or individually,== it depends on the kind of skill the activity makes emphasis and I look for some complementary activities to reinforce the topic worked. **RJ7** It is important ==as a teacher to know== the reasons because you plan an activity. **RJ8** When I thought in the activities I planned I tried to ==use vocabulary worked last week== **RJ10** In tenth grade I started my week ==explained== my students ==real conditionals== and because this topic had been studied last year I organize a chart explained the characteristics of it, then I gave students a ==list of conditions== in order to complete the ==resulting sentence== doing a matching activity and a written and oral exercise, they had to do as a homework ==two conditional sentences==. Finally, students must develop a ==photocopy activity of real conditionals==. The work of this week with this grade was individual. **RJ11** Despite I consider that as I could not do ==feedback== because of the ==time== and the disorder the students result was great, most of my eight students remember vocabulary, examples and last activity and they developed good the exercise. **RJ12** ==The time== of the activities this week was so ==good==, students ==could finish== them and I could do ==feedback== of many exercises, they enjoyed a lot l==istening== activity, I am happy, they understood ==reading== and listening activity so easy **RJ13**The problem was the ==quiz==, I did not understand why when they present a quiz they ==forgot many information== if during the activities I could see they felt comfortable and when I asked them some oral examples they were able

RJ14 I had to speak Spanish because they did not understand and even though I explained them in Spanish most of them did not understand

RJ15 so I definitely consider that it is more difficult to understand some aspects of the language when they did not understand their mother tongue so they could not do any relations about languages

RJ16 For these reasons I had to split the topic and started studying present then future and the mixed those topics into conditionals, It was so hard but some students understood, but although many students have many difficulties to develop activities of this topic

RJ17 An important aspect that I could observe was that students did not do homework, it does not matter if it was easy… so easy….

RJ18The activities for eighth graders include some pictures of different houses and the idea was to reinforce comparatives and superlatives using the information about the pictures.

RJ20 In seventh grade I started countable and uncountable working with food vocabulary, students classify it in countable and uncountable and we worked with the expressions "there is and there are" using the vocabulary studied, they did some pictures and they reviewed how to form plurals.

Clases

RJ 23 My tenth students had good results in the conditional quiz, I think this is because I made relationships between Spanish and English and because they **could remember** some tenses separately and then they were conscious about what they were doing

RJ25 The **use of pictures** helped my students to make **relationships between the real use of the language and the structural** use of the language

RJ26 Most of the students did not like to speak, they prefer to write, most of my students need to write sentences when I said speak, so I asked some of them why and they told me that it was easier for them to write than to speak because they were not sure about the pronunciation and maybe when they had to talk they forget key information

RJ27 My classroom arrangement continued (horse shoe shape), it helped me to control speaking activities and group organization is easier.

RJ28 I continue to class working with some photocopies of countable and uncountable exercises. In eight grade I explained future for plans and predictions, students develop some writing exercises such as imagine how will life be in 2050, how will people communicate and how will people travel in the future, then I asked these questions and some students read their answers.

RJ32 This week most of my tenth students did not do their short homework (imagine some incredible situations) they were worried about the protests, some

students asked me if teachers will join to those, when I said "I do not think so" they said "teacher you should"….I consider that they did not want classes this week as some near towns. I tried they were conscious about the big problem but they were unconcerned. I am really worried ==because of the attitude of my students in front of social problems==.

RJ33. In tenth grade students developed some ==writing activities== using fill in gaps and correct mistakes, activities that were done by pairs, when they finished the activity teacher did the feedback of the activity in order to clarify doubts and answer possible students questions, when feedback finished students presented a short quiz.

RJ34 I could verify that my seventh students enjoy a lot to do activities ==they consider easy to develop, t==hey liked to use their dictionaries and they loved the idea to design a brochure, it is so significant for them to work with different materials like ==pictures and color papers==

RJ35 " I could see that they are so ==unconcerned with the social situation== of our country or town, I talked to them about the situation and I tried to show them the importance to ==be part of the solutions==, many of them does not matter… I introduced "Used to" giving them some examples and asking them some questions.

RJ 36 It is so demanding developed oral activities, maybe because of that I did not do this kind of activities frequently. I could see that most of the students ==did not listen their classmates because they were nervous preparing their presentation,== so it did not matter my pronunciation feedback students ==continued having the same pronunciation mistakes==

RJ45 they do not need Spanish to understand, they try to get the idea they answer English, so definitely it is important to ==use a great amount of input,== this input help them to their own language improvement

RJ 47 I really have troubles with the time, all activities I had programed students did not finished and

RJ45 so definitely it is important to use a ==great amount of input==, this input help them to their own language ==improvement==.

RJ 47 ==I really have troubles with the time==, all activities I had programed students did not finished and

RJ57 It is so difficult to break with the routine and with some customs, it was difficult to me to work more oral activities and did not It is so difficult to break with the routine and with some customs, it was difficult to me to work more oral activities and did not do any grammatical explanation, but I tried, an in seventh grade I worked a lot speaking activities and I gave my students a lot of examples in order to notice how they can use superlatives and comparatives

	ABOUT THE CURRICULUM	**RJ29** My reflection this week was about materials I used, especially with seventh graders. Some weeks ago I had been using the same kind of material…. Pictures and photocopies, and I consider my class is so predictable and I do not like this. I consider this situation is because of the photocopies my students took at the beginning of the year and till now I can see that I programmed many activities about the same topic. I want to finish the last two activities and I could start the next topic… this make me think that I am not working the language as a whole… I need to do something to solve this problema **RJ40** I consider really I have to change my evaluation process but I do not know how if my school asks me some aspects that I am not in agreement. **RJ58** internet is a good tool to learn but my students use it to go to facebook no more and they think that they do not have many possibilities to travel or to study in an university, it is so sad they do not have dreams, they see so far the possibility to get a good job, I told them many stories about poor people that now have a lot of money and the ways they used to get it.

APPENDIX 6: Non Participant Tutor Observation

TUTOR OBSERVATION TEACHER 1

UNIVERSIDAD LIBRE
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
PROGRAMA DE MAESTRIA EN EDUCACIÓN CON ÉNFASIS EN DIDÁCTICA DE LAS LENGUAS EXTRANJERAS

CRITICAL REFLECTION AS A STRATEGY FOR OWN PROFESSIONAL DEVELOPMENT

OBSERVACION NO PARTICIPANTE

Fecha: Octubre 29 de 2013

Nombre y apellidos del observador: Clara Eunice Rodríguez M
Docente a observar: Sandra Romero Martin
Propósito de la observación: Determinar fundamentos teóricos que subyacen a la práctica pedagógica del docente.
Datos del grupo: Noveno Grado

Número de estudiantes: 25 Niñas 15, Niños .Edades 14-18

Distribución en el salón:

Un rectángulo largo, con una puerta de acceso de un cuerpo y ventanal alto y angosto que cubren parte de una pared opuesta la que se encuentra la puerta, lo que permite luz día a la mitad del salón. La luz natural llega a pocos

estudiantes según el ángulo de ubicación que corresponde a pupitres individuales en filas haciendo frente al tablero acrílico que está situado en la pared adyacente a la ventana. Cerca de esta se encuentra el**TO1** sitio del profesor, ubicado estilo cátedra (asiento elevado desde donde el maestro enseñaba a los alumnos[1]) .Esta disposición permite a la docente tener control visual y de acceso a cada uno de ellos y esta organización impide interacción directa profesor estudiante, estudiante-estudiante, favorece grupo-profesor. La distribución que no favorece la comunicación y determina organizaciones jerárquicas.

Datos del aula:

TO2 Salón asignado exclusivamente para el desarrollo de clases de inglés lengua extranjera, en primer piso que linda con un patio interior.**TO3** Las paredes en su mayoría sin decoración. **TO4**El mobiliario para los estudiantes es unipersonal, el aula cuenta con muebles para que el docente tenga en algunos recursos, materiales y elementos para el desarrollo de las clases.**TO5** Tiene un aparador en el que se encuentran algunos libros de lectura "readers".

Descripción general de la actividad:
TO6 La docente ha preparado actividades para la habilidad de escucha y práctica de vocabulario a través de un video. **TO7** Las orientaciones para la realización de la actividad son dadas en su gran mayoría en lengua extranjera, la docente recurre a diversas estrategias para hacerse entender y como último recurso emplea el español y enseguida retoma la idea y la interacción en inglés. La mayoría de los estudiantes reconocen el mensaje, algunos recurren a la traducción para confirmar que han comprendido o para que otros comprendan. La actividad inicia con un pre-listening como preparación y para activar los conocimientos previos de los estudiantes y para que se ubiquen en el contexto que van a escuchar.**TO8** La docente motiva a los estudiantes a responder a sus preguntas y a repetir las palabras que han comprendido. El paso de while listening sucede muy rápido, la docente desde la primer escucha pregunta por las ideas y por el vocabulario que escuchan. **TO9** Al terminar esta actividad se propone un trabajo de vocabulario escrito en unas hojas fotocopiadas que la docente ha preparado con anticipación.

Formas de interacción entre los estudiantes:

TO10 Los estudiantes se comunican entre ellos en español, hacen comentarios sobre la actividad o sobre otros temas, desarrollan la actividad en voz baja, preparando las respuestas puesto que la participación acertada es recompensada con puntos que suman a las calificaciones y que registra un estudiante en una planilla cuando la docente le indica., otros comentan en voz alta y solicitan les asignen puntos. Algunos permanecen en silencio observando el desarrollo de las actividades, buscan palabras en el diccionario y consignan por escrito en sus cuadernos.

Formas de interacción de los estudiantes con el profesor:**TO11** La actividad es orientada en su totalidad por el profesor, los estudiantes intervienen cuando les pregunta y la mayor parte del tiempo en forma voluntaria, piden aclaraciones o repetición cuando consideran necesario o para completar su actividad de forma correcta, la interacción es constante con la docente quien se desplaza constantemente por las filas del salón.
Ante comentarios o bromas la docente responde suave pero muy rápidamente y de forma aguda con un comentario que logra que el estudiante se enfoque en la actividad.

Formas de uso de materiales y recursos por parte de estudiantes:**TO12** Los estudiantes interactúan con el material de video y de ejercitación que la docente ha preparado, ellos utilizan sus cuadernos para consignar datos o para preparar las oraciones y algunos el diccionario para consultar información

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[1] http://www.wordreference.com/definicion/c%C3%A1tedra

Posturas, movimientos y períodos de atención de los estudiantes: **TO13** La mayoría de los estudiantes se muestran atentos y alerta por si tienen que participar, casi todo el tiempo, son pocos los momentos de distracción. Levantan la mano para participar voluntariamente, para hacer correcciones o para solicitar ayuda. La mayoría de los estudiantes permanecen correctamente sentados durante toda la actividad. La disposición del mobiliario solo permite interacción con quienes están sentados a los lados. **TO19**La docente, para la actividad con el material impreso los invita a trabajar en grupo. Los estudiantes mueven un poco sus pupitres y se organizan con aquellos que están cerca no hacen grandes desplazamientos.

Formas de participación de los estudiantes durante las actividades:
TO14Básicamente la participación es voluntaria y en algunos casos requerida por la docente. La participación es organizada y en parte la motivación para ella es la obtención de puntos.

Otros eventos:
Luego de una corta presentación y saludo por parte de los estudiantes a la observadora, se dedican a hacer su trabajo y cuando la observadora decide interactuar con algunos de los estudiantes la recepción es cálida, formal y encuentran positivo la cooperación en la solución de algunas inquietudes.

Conclusiones de la observación:

1. **TO15**La actividad puede ser considerada bajo un enfoque centrado en la comunicación, sin embargo es una actividad de acción y reacción que termina allí, no hay posibilidad de entablar diálogo.

Malama Thomas (1987) interprets this kind of communication as "language is used as a methodological device to achieve a pedagogical purpose" [2]To elicit the required information that serves to contextualize the student, to test listening comprehension or any other pedagogical purpose.

La comunicación con propósitos pedagógicos es de naturaleza lingüística, el dispositivo metodológico es entonces la comunicación misma. El discurso del docente (teacher talk) llena la actividad en un 90 % del tiempo.

2. **TO16** La comprensión de la actividad y del tema se basa en las explicaciones dadas en lengua inglesa y en ocasiones se acude a la traducción del significado.

Los estudiantes reciben constante input y han aprendido a interpretar el discurso pedagógico de la docente. Cuando el input va más allá de su comprensión acuden a estrategias de compensación. En términos de Rebeca Oxford (2000:47) "Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, specially, of vocabulary".[3]

Al usar de manera no consciente las estrategias de compensación los estudiantes intentan solucionar problemas de comprensión oral y escrito. Entrenar a los estudiantes en el uso consciente de este recurso es recomendable.

3. **TO17** La organización de los pupitres de los estudiantes en filas sugiere un ambiente de jerarquía inadecuado para la interacción y la comunicación. La disposición frente al recurso para la observación del video favorece

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[2] MALAMA, A. ((1987) Classroom Interaction. Oxford. Oxford University Press.

[3] OXFORD, R. (2000) Language Learning Strategies, What every teacher should know. Oxford. Oxford University Press.

<mark>a aquellos en las filas próximas al recurso mismo, dada la figura rectangular notoriamente más largo que ancho del salón mismo</mark>.

"Managing the classroom space is one of the central tasks of teachers and students. It is not only a question of allocating use and occupation of physical space but also use of pedagogical space, or the psychological channel of the learning purpose of any classroom which includes various modalities of interaction. [4]

4. <mark>**TO18**La actividad planeada y su forma de realización indican que subyacen dos teorías sobre el lenguaje La primera el estructuralismo como un sistema de estructuras organizadas jerárquicamente y un lexicón, la segunda un sistema de expresiones de significado función interacción y comunicación</mark>

TUTOR OBSERVATION TEACHER 2
UNIVERSIDAD LIBRE
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
PROGRAMA DE MAESTRIA EN EDUCACIÓN CON ÉNFASIS EN DIDÁCTICA DE LAS LENGUAS EXTRANJERAS

CRITICAL REFLECTION AS A STRATEGY TO PROMOTE OWN PROFESSIONAL DEVELOPMENT

OBSERVACION NO PARTICIPANTE

Fecha: Octubre 29 de 2013

Nombre y apellidos del observador: Clara Eunice Rodríguez M
Docente a observar: Zulma Valero Farfán
Propósito de la observación: Determinar fundamentos teóricos que subyacen a la práctica pedagógica del docente.
Datos del grupo: Séptimo Grado

Número de estudiantes: 35 Niñas: 20 Niños: 15 Edades: 11 a 13

Distribución en el salón:

Un rectángulo amplio, con una puerta de acceso de un cuerpo y un ventanal que cubre gran parte de la pared en la que se encuentra la puerta, lo que permite luz día a tres cuartas partes del salón. La luz natural llega a la mayoría de los estudiantes según el ángulo de ubicación que corresponde a una herradura haciendo frente al tablero acrílico que está situado en la pared opuesta a la ventana. <mark>**TO1**Esta disposición permite a la docente tener control visual y de acceso a cada uno de ellos y esta organización permite</mark>

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[4] WRIGHT, T. (2005: 57) Classroom Management in Language Education. New York. Macmillan

interacción directa profesor estudiante, estudiante-estudiante, grupo-profesor y lectura del lenguaje corporal y de signos. La distribución que favorece la comunicación.

Datos del aula:

TO2 Salón asignado exclusivamente para el desarrollo de clases de inglés lengua extranjera, en primer piso que linda con un patio interior. Las paredes se emplean como carteleras informativas, en ellas se encuentran materiales, principalmente dibujos, alusivos al léxico que trabajan en las clases: animales, partes del cuerpo, planetas etc. La decoración posibilita reforzar el aprendizaje de vocabulario y es resultado de actividades intencionalmente planeadas para tener un producto visible que comprometa activamente al estudiante. El mobiliario para los estudiantes es unipersonal, el aula cuenta con muebles para que el docente tenga en el aula recursos, materiales y elementos para el desarrollo de las clases.

Descripción general de la actividad:

TO3 La docente realiza ejercicios de práctica del uso de los adjetivos comparativos y superlativos regulares. Las orientaciones son dadas en español con algunas frases en inglés que los estudiantes reconocen y traducen. Los ejercicios son demostrados por **TO4** la docente quien pone unas fichas de colores en las cuales hay escritos sustantivos propios y comunes al inicio y al final de un adjetivo que se encuentra escrito en el tablero para que de esta manera los estudiantes construyan oraciones. **TO5** La docente invita a los estudiantes, que ella selecciona, a producir una oración, ella va guiando la forma en que (desde el puesto) el estudiante debe pronunciar la oración. La docente, en español, hace alusión a las reglas gramaticales de transformación de adjetivos a comparativos y superlativos, cuando se trata de comparativos de superioridad y luego repite partes de la explicación en inglés. Después de varios ejercicios con las fichas de colores procede a solicitar que se haga el mismo tipo de ejercicios esta vez con características de los mismos estudiantes.

Formas de interacción entre los estudiantes:

TO6 Los estudiantes se comunican entre ellos en español, hacen comentarios sobre el ejercicio o sobre otros temas, algunos lo hacen mientras la docente está ocupada con las fichas, intentan desarrollan la actividad en voz baja, preparando la frase por si son preguntados, otros comentan en voz alta y hacen bromas a sus compañeros a propósito del tema de los comparativos. Algunos permanecen en silencio observando el desarrollo de las actividades, buscan palabras en el diccionario y consignan por escrito en sus cuadernos.

Formas de interacción de los estudiantes con el profesor: **TO7** La actividad es orientada en su totalidad por el profesor, los estudiantes intervienen cuando les preguntan o se les solicita, y algunos lo hacen cuando consideran que las oraciones son incorrectas, la interacción es uno a uno. Los estudiantes responden a los llamados de atención de la docente con una explicación justificación directa en español o acatando silenciosamente la observación.

Formas de uso de materiales y recursos por parte de estudiantes: **TO8** Los estudiantes no interactúan con el material de demostración y de ejercitación que la docente ha preparado, ellos utilizan sus cuadernos para consignar datos o para preparar las oraciones y algunos el diccionario para consultar información

Posturas, movimientos y períodos de atención de los estudiantes: La mayoría de los estudiantes se muestran atentos y alerta por si tienen que participar, casi todo el tiempo, son pocos los momentos de distracción y **TO9** el grupo ejerce control social sobre aquellos que intentan brotes de indisciplina, lo cual es reforzado por la docente. Algunos levantan la mano para participar voluntariamente, para hacer correcciones o para solicitar ayuda. **TO10** La mayoría de los estudiantes permanecen correctamente sentados durante toda la actividad, unos pocos se recuestan sobre el pupitre para ver mejor al tablero, para descansar o para conversar con el compañero

Formas de participación de los estudiantes durante las actividades:
TO11 Básicamente la participación es controlada por la docente, son pocas las oportunidades de participación espontánea, **TO12** la voz de la maestra domina la actividad

Otros eventos:
Luego de una corta presentación y saludo por parte de los estudiantes a la observadora, algunos minutos de intriga y constante volver a mirar para averiguar sobre lo que la observadora hacía y al ver que no había otra actividad diferente de la de estar allí presente se olvidaron de la presencia y continuaron la actividad sin prestar más atención a la observadora.

Conclusiones de la observación:

5. **TO13** La actividad puede ser considerada bajo un enfoque centrado en el profesor. Instrucción directa y explicita.[5]

TO14 Teacher-Centered Approach to Learning

Teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.

TO15 Direct instruction

Direct instruction is the general term that refers to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations. Direct instruction is the primary teaching strategy under the teacher-centered approach**.**

6. La comprensión de la actividad y del tema se basa en las explicaciones dadas en lengua materna y la traducción del significado de las frases construidas.

TO16 Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by applying this knowledge to the task of translating sentences and texts. "The first language is maintained as the reference system in the acquisition of the second language". (Stern 1994: 455)[6]

7. La organización de los pupitres de los estudiantes en forma de herradura sugiere en ambiente de confianza y de equidad adecuado para la interacción y la comunicación.

TO17 This arrangement suggests there is more of a community feel to lessons, discussions, and work time. Students are able to see one another and interact. Managing the space is not only a question of allocating use and occupation of the physical space but the pedagogical use of the space itself, because it has a strong influence on the quality of the classroom activity. It influences directly the amount of time teacher spend working with individual students [7]

8. La actividad planeada y su forma de realización indican que subyace una teoría en la cual el lenguaje es un sistema de estructuras organizadas jerárquicamente y un lexicón. (Estructuralismo)

TO18 Teoría de aprendizaje como formación de hábitos (conductismo) y como objetivos lograr control de las estructuras. Los elementos anteriores reflejan que la praxis se fundamenta en las formas de enseñanza y aprendizaje que se consideran efectivas por la experiencia en ellas, mezcladas con teorías aprendidas durante el proceso de formación profesional.

RICHARD, J. and RODGERS, T. (1986) Approaches and methods to language teaching. Cambridge. Cambridge University Press

[6] STERN, H.H. (1994) Fundamental concepts of Language Teaching. Oxford. Oxford University Press.
[7] WRIGHT, T. (2005) Classroom Management in Language Education. New York. Macmillan

APPENDIX 7: Reflection On Action 2013

TEACHER 1 REFLECTION ON ACTION	
CAUSES	**DECISION MAKING**
JULY 23RD **RJ9** I had some problems with time management I gave time according to the rhythm of the students who finished first but in this opportunity they wasted time because they do not like to read too much	
JULY 23RD **RJ4** I was planning my objectives in terms of the development of the four skills: speaking, listening, reading and writing	JULY 23RD **RJ5** Some classes are focused on the development of one or two skills…specially with sixth graders
	JULY 29TH **RJ13** Students worked individually first and second activity and them they got in groups or pairs. I decided that because the activities were from the easiest one to the most difficult.
AUGUST 1ST **RJ21** Only four of 39 students did the homework	AUGUST 1ST **RJ29** I had already decided to leave little homework and many times I do not leave anything because students do not do it but when I see the advantages it has I doubt about this decision
AUGUST 15TH **RJ49** Another factor that it is very difficult to manage is time. We planned something but problems among students or with logistic things delayed things and I considered that I had to change things as fast as possible to gain the objective.	AUGUST 27TH **RJ57** They had to listen the song to start practicing (10 min)
AUGUST 22ND **RJ55** The other problem of planning that I am not sure If it was. It was to leave students to make groups as they liked because when I started revising how they grouped I realized that one was composed by the students who did not complete the song and did not want to sing so what were they going to do the next class??.	AUGUST 22ND **RJ55** I went to that group and again call their attention they were more accessible and told me if they could complete the song and brought it for the next class. I answered yes but with low grade
AUGUST 22ND **RJ54** One problem in terms of planning that I noticed was that I did not take into account that when they got in groups they needed something to review the first stanza	AUGUST 22ND **RJ54** So I decided to copy very quickly on the board the first stanza pronunciation but I did not use the standard phonetic symbols. I did not know If it had bad implications
SEPTEMBER 5TH **RJ96** The problem was for my throat, I finished tired, I did not have a high voice tone. I needed a course or something like to manage my voice and have a better tone.	SEPTEMBER 5TH **RJ96** So I had to stand up in a chair and in one way it functioned
OCTOBER 9TH **RJ89** I could see that some students were confused about comparatives	OCTOBER 9TH **RJ89** So I decided to go to the board and tell the whole group more examples using comparative sentences with long and short adjective

OCTOBER 9TH **RJ85** If an instruction is not very clear the objective will not be easy to achieve.	OCTOBER 9TH **RJ85** I have been working to improve them making them shorter and clearer
TEACHER 2 **REFLECTION ON ACTION**	
CAUSE	**DECISION MAKING**
because some courses had a lot of troubles to follow instructions	**RJ5**I had to change the instructions and the organization of students because some courses had a lot of troubles to follow instructions
RJ6 I never imagined a student asking me that and I asked myself if I always tell my students the topic we are going to work with, it means do I plan my classes only taking into account topics?	If my student asked me about the class objective what would be my answer?
	RJ19I organize groups in a different way, as the same, I did my classroom setting arrangement different using horseshoe shape
RJ 21 Before I talked with my students about why did not they do homework…	…they told me that they really forget to do that because they did not write in their notebooks what they have to do
RJ22 I did not think what to do with students that did not accept the group they have to work with and two students decided to work alone inside the group, I think it was only because they need the information	but it is important to know what to do when definitely a student do not accept to work in the group they have to.
	RJ 24: I could see that it was easier the groups work with my older students, younger students prefer to work with their close friends and when they have to work with other classmates they started the activity without energy.
Because I learnt in this way.	**RJ 30** Another aspect I reflected on was related to my unconscious way to introduce new topics using formulas and patterns, maybe
RJ31 It was only because I am reflecting about my teaching practices that…	…I am conscious that for me Grammar is a way to learn a language. (It was until I understood grammar differences when I was studying English that I started to understand English as well
…, I created this habit, I am trying to use less Spanish in each class but it is difficult because after some minutes I lose many students attention, they give it up easily	**RJ37**I could see the important part that Spanish had in English classes, but it is my fault
RJ42 Most of my students brought materials I asked and they shared it, they helped them …	**…but they talked in Spanish and when they asked me for help they did it in Spanish too, when I answered in English they did not ask again.**
RJ 43 Students need to write what they say, another way they are not able.	**I consider it is not so bad as I thought some weeks ago**
…I said as eighth and tenth graders who always wait for a friend's translation or even my translation to start doing activities	**RJ 44 I am talking more English and my students noticed that, specially seventh graders who did not translate everything …**

…, most of my students consider this is a good way to learn but my younger students understand what I say but they answer in Spanish	**RJ55 Each class I have tried to talk less Spanish and more English…**
RJ56 It is easier for me to explain any topic using pictures but I consider my students get bored if they always work with magazines…	**, so this week I decided to show them pictures with colors from my computer, they liked and I think they understood the main idea**

APPENDIX 8 : Reflective Journals 2013 Core Categories

<table>
<tr><td colspan="2" align="center">TEACHER 1
REFLECTIVE JOURNALS
CATEGORY: BELIEFS
SUBCATEGORY: ABOUT LEARNING</td></tr>
<tr><td align="center">THEMES</td><td align="center">EXCERPT</td></tr>
<tr><td align="center">Use L1</td><td>LH19 Also I use the Spanish translation especially with abstract concepts or grammar aspects that I consider they need to deal with in a Spanish class</td></tr>
<tr><td align="center">Exposure L2</td><td>RJ1 Some students participated in giving answers in single words not sentences but I consider it was good because of the amount of time they are exposed to English</td></tr>
<tr><td align="center">Students Likes</td><td>RJ2 I considered it was the most difficult part (listening) because Students don´t like so much this kind of activities because some of them think they are very difficult and I agree with them somehow because of the quality of the sound and the acoustics' classroom
RJ33 When children have to draw most of them like but some of them work harder painting and taking care of presentation meanwhile others just draw with a pen without colors
RJ52 This activity also promotes students skills related to music and it catch their attention to English from another perspective (not writing, listening dialogues or reading short paragraphs or sentences in a copy or from the board) Music is another language. I like music too. I enjoy music because it relaxes me it makes me to forget problems and make me feel happy</td></tr>
<tr><td align="center">Vocabulary</td><td>RJ6 I think they need to understand better the text to be able to give appropriate answers additionally, they don´t like to look up unknown words in their dictionaries
RJ77 I think the most important thing during the exercise was to remember the vocabulary in order to do the next activities and it also provides to students the opportunity to pronounce something in English. Here there is another important issue when learning a word in English if students had a lot of contact with words they could remember them with less difficulty and they can make connections in terms of meaning with the context they used them</td></tr>
</table>

Student Mood	**RJ15** They always have English class at the last two hours of the day I think it is another issue that makes difficult to involve students in the class until the end. They are <mark>hungry and tired</mark>
Materials	**RJ17** I use photocopies because students do not buy the recommended English textbook that will be very useful because of <mark>pictures and colors</mark> **RJ94** But I realized how important can be an <mark>image</mark> when they need to understand something
Grouping	**RJ19** They are children and <mark>need classmates' help</mark> and companion. I consider that group work is important when the exercises proposed are more demanding **RJ47** I liked that as groups they gave roles taking into account their skills I noticed that the student who had to speak was the one who always or sometimes participate in class giving answers or examples and the student who model was the less <mark>shy, the extrovert</mark> one
Grammar	**RJ20** The lesson began with homework revision because it was to look for conditionals clauses in English so I supposed students brought a general idea that <mark>grammatical topic that facilitates</mark> teacher and student <mark>interaction</mark>
Homework	**RJ28** I realized that the students who did <mark>homework</mark> were more interested in asking questions. They had a <mark>previous knowledge</mark> that facilitates their participation in class
Follow Models	**RJ31** Then the students had to draw a boy and write a <mark>similar</mark> description taking into account that they need to change personal data and use He instead of She **RJ66** Then they had to <mark>concentrate</mark> on book position. I started saying a sentence using the prepositions in the order that appeared on the board
Practicing	**RJ44** They went to the back of the classroom and started to <mark>rehearse</mark> the mini fashion It was so nice they were very concentrated, they did what I asked from them and their discipline compared to previous classes was different. **RJ57** They had to listen to the song to start <mark>practicing</mark> it. **RJ62** Referring to second part of the class I could say it was <mark>relaxing</mark> for most of the groups when <mark>practicing</mark> but when they had to pass to sing in front of me they got nervous **RJ67** students had to <mark>repeat</mark> their pronunciation, three times and by rows **RJ68** Each group had <mark>three rehearsals</mark> then if one group made a mistake the group had to quit the activity and sit down
Examples	<mark>**RJ79** Examples</mark> make easy to understand how something functions

TEACHER 1
REFLECTIVE JOURNALS
CATEGORY: BELIEFS
SUBCATEGORY: ABOUT TEACHING

THEMES	EXCERPT
Corrections	**LH20** In terms or assessment, I usually correct homework, or class exercises trying not to show <mark>mistakes as something bad</mark>, oral presentations and two quizzes per term
Objective	**RJ3** I usually considered <mark>aspects</mark> such as the topic, the students previous behaviors, the kind of group that I have in charge. These aspects are

	important in the way they <mark>influence the main objective</mark> achievement of the class **RJ38** This class main <mark>objective</mark> was to prepare a mini fashion with the group students done in the previous class **RJ62** Also I think <mark>give spaces</mark> in the class for <mark>pronunciation</mark> exercises are useful for future skills specially when speaking. One of the main <mark>goals</mark> for this new term is to give directions and expressing existence of thing in English **RJ63** The o<mark>bjective</mark> was to follow instructions in English that imply prepositions of place **RJ73** This class was divided into four parts : tic tac toe as a review of the places drawn , at, in ,on examples of usage and short explanation about it, listening to some sentences about a family The Johnsons to fill in gaps, and pronunciation of /t ʃ/ / ʃ/ and sentence organization and correction. The <mark>objective</mark> was to introduce the three last prepositions of place using previous knowledge **RJ83** <mark>The goal</mark> for this class was that students use VERY and MUCH to make a special emphasis of a quality or when comparing something **RJ91** <mark>The objective</mark> was that students could ask indirect questions and practice direct ones
Skills	**RJ5** some classes are focused on the development of one <mark>or two skills</mark> but not all at the same time especially with sixth grade students because they used to copy from the board more than listen to the teacher´s instructions
Students Arragement	**RJ8** They worked first individually and then in pairs. I like that students work like that because the <mark>size of the class</mark> and the advantages that this way of work has
Grammar & Vocabulary	**RJ10** The activities proposed for this class were mainly based on the <mark>practice of vocabulary and grammar</mark> proposed in the text book Teenagers 6 **RJ84** They were asked to fill in the gaps with <mark>words seen during the previous activities</mark> and then get in groups to select a stanza for singing it next class
Materials	**RJ11** I asked the students to take the photocopies in advanced in order to make sure myself they will have the <mark>material</mark> for that class. I started the class telling them the title of the copy and used my book to show the pictures with colors to students and to help me to be understood by them <mark>When I made sure everybody was with me</mark> I started reading the first instruction **RJ35** I recognize that I could use more video bean to project pictures, videos and work with songs but there is not a language media classroom with a good sound system in the school that help me to work with <mark>Tics that are more interesting for students</mark> **RJ65** I <mark>used classroom elements</mark> such as teacher chair and book
Explanations Instructions	<mark>**RJ11** When I made sure everybody was with me</mark> I started reading the first instruction **RJ12** Here I drew on the board the three boxes that appeared on students photocopies and <mark>explain them using body language and pictures</mark> **RJ22** I did a chart on the board with the four types of conditionals to give students a <mark>general introduction</mark> about them and then to start working with each one per class

	RJ64 I said students that they could win points for the final exam guessing what the Spanish translations of those words are. So they had to pay attention to my movements and gestures and what I say **RJ85** I prayed with students, then I told them what they had to do in the listening but I didn´t confirm if they understood before to start I considered that asking to one or three students about teacher´s instructions helped me to clarify something. If an instruction is not very clear the objective will not be easy to achieve. I have been working to improve them making them shorter and clearer **RJ87** During the Much and very elicitation exercise students participated actively giving the answers and they did deductions about when they could use much and very In fact, I did not explain to much that. When this kind of things happened I considered it is because as teacher you actually selected the best way to present something
Students Age	**RJ14** This lesson planning deals especially with the age of students. I planned to change copies between them and correct the exercises to end the class but I had to postpone that because I noticed the students were tired and time was not enough they are still children and I usually give them more time to make corrections **RJ16** When planning a lesson where the photocopy is the main resource working with children I used to keep in mind other extra activity that can replace what the copy provide because this material with sixth grade students is difficult to develop. I think it is because students do not are familiarized with it and depends on teachers explanations or instructions to be able to develop especially: fill-in gaps exercises that do not need pictures **RJ60** Drawing is an activity that children like to do and they remember words better with pictures **RJ71** I noticed that students liked to compete a lot especially children
Use L1	**RJ23** I gave the students some examples in Spanish to facilitate students understanding especially to clarify the IF use and what a condition means or is because it is a grammatical term that they do not have clear **RJ24** I use Spanish generally when I need to introduce grammatical terms or topics. I think is useful for both subjects **RJ56** Then, I asked them if they knew the Spanish translations of any of the places **RJ64** I said students that they could win points for the final exam guessing what the Spanish translations of those words are. So they had to pay attention to my movements and gestures and what I say **RJ75** However I had to remind that all sentences began with there is in Spanish (hay) **RJ78** Students saw them and asked for the Spanish translation of the prepositions I decided not to translate them but gave students the general use in Spanish with specific examples. I consider that one key point when teaching something is to provide key examples
Time	**RJ26** Time is a factor that makes me to decide the way I present the topic. I thought it would be better in an hour class to develop a grammar topic centered more on teacher work than in a class of two hours
Motivation	**RJ27** Motivation is also important so I plan my lessons trying to put lessons that could not be so interesting for students (especially grammar ones but that I have to give) after lessons that are motivating for them (short dialogues, listening a song , vocabulary activities such as crosswords, word search or games).

	RJ34 I try to select those activities that <mark>motivate</mark> students to use English in a relaxed way. This year, activities that imply <mark>drawing</mark> are welcome for the majority of sixth grade students, also TPR activities. That was a key issue to decide to do a fashion show with them **RJ51** I decided to prepare a <mark>song</mark> related to the main <mark>grammatical structure</mark> worked during the term. It was present progressive used to express actions that are going on while we are speaking. Because I consider this is a song that <mark>children like</mark> a lot mainly due to the rhythm. During the class I could confirm that when I saw some of them started moving following the rhythm and left the classroom imitating the sound and saying the words of the song **RJ72** I used the name of a famous cat to <mark>call students attention</mark> at the explanation stage **RJ81** They asked why that strange letters talking about the phonetic symbols so I told them that it was the sounds of the letters combinations (sh- ch) the question showed they were <mark>engaged</mark> in the class and they were thinking about what I was presenting to them **RJ86** The listening activities proposed for this lesson were done by students without too much trouble specially the first, because the song was a little more difficult for them but <mark>they liked</mark> the song so they did not have any problem to do it **RJ92** If they did well they won points
Models	**RJ30** Then I wrote a paragraph introducing the girl giving personal information such as name, country of origin, age, two physical characteristics and the clothing description. Students drew the girl and wrote the <mark>mode</mark>l description from the board **RJ39** I asked for two volunteers to show with them to students how to <mark>model</mark> and what the space they could use and the place each role would occupy. Also I remembered them to use the <mark>model</mark> paragraph they had on their notebooks **RJ42** Students collaborated as volunteers without any problem to make a simulation of what a fashion would be. They laughed when I <mark>model</mark> as a man and then women paid a lot of attention when I did it as a woman .They laughed and enjoyed but I model seriously even they laughed **RJ70** I did not erase the board, it was all the time with the prepositions because it was a <mark>practice</mark> game but not and evaluative one **RJ74** After that, <mark>I copied on the board</mark> the three prepositions with the places they could be used and give two more sentences with those prepositions **RJ80** I decided to modify the sentences provided in the text mainly because the sentences using specific names for the places. So I changed those names for <mark>known</mark> ones Example Nicolas' restaurant that is a well-known restaurant in Suesca. <mark>Students needed more than three times</mark> to be able to star completing with the prepositions **RJ88** I gave some <mark>oral examples</mark> of sentences to be complete with much and very and I think this was a kind of confirmation if students differentiate when use the two words
Learning Styles	**RJ37** Students' <mark>learning styles</mark> are a key element when planning but I admit that It is not always taking into account when planning my lessons I am not sure if it is because of the <mark>size group</mark> or it is because my lesson continue being <mark>teacher centered</mark> **RJ82** Here I forgot to do an elicitation exercise I assumed they could do the <mark>association</mark> with I had explain during the second term. I noticed that some students <mark>remembered</mark> without any problem but there were some students who <mark>probably forgot</mark> it or did not understand in very well

	RJ93 I think <mark>using papers</mark> or writing the missing words helps students to do this kind of activities more <mark>relaxed</mark>

TEACHER 2 CATEGORY: BELIEFS SUBCATEGORY:LEARNING	
THEMES	**EXCERPTS**
Students' role	**LH4**.As <mark>a student</mark> I had <mark>to do what my teacher says</mark> **RJ6** I never imagined <mark>a student</mark> <mark>asking me</mark> that
Learning styles and differences	**RJ3.** Because I have some courses where <mark>students</mark> are so <mark>smart</mark> and <mark>they understand easily</mark> and <mark>finish activities faster</mark> than others and I have other classes where students are slower and they spend a lot of time developing exercises **RJ59** so I am not sure if they <mark>really learn from games or if games are an useful strategy</mark> to review and retain vocabulary, maybe this happen in a long term but immediately these activities did not work.

TEACHER 2 CATEGORY:BELIEFS SUBCATEGORY:TEACHING	
THEMES	**EXCERPTS**
A teacher is who	**LH10**. I did not have an idea how to teach when I started my practices, I asked myself what can I teach if I did not <mark>know English</mark>?. **RJ7** It is important <mark>as a teacher to know</mark> the reasons because you plan an activity. **RJ35** " I could see that they are so <mark>unconcerned with the social situation</mark> of our country or town, I talked to them about the situation and I tried to show them the importance to <mark>be part of the solutions</mark>, many of them does not matter… I introduced "Used to" giving them some examples and asking them some questions.
Materials importance	**LH14**.it is not easy to teach another language <mark>without some things</mark> but I try to do my best. **RJ45** so definitely it is important to use a <mark>great amount of input</mark>, this input help them to their own language <mark>improvement</mark>.
Grouping	**RJ4** I prefer <mark>to organize my students in small groups or individually,</mark> it depends on the kind of skill the activity makes emphasis and I look for some complementary activities to reinforce the topic worked
Plannning	**RJ8** When I thought in the activities I planned I tried to <mark>use vocabulary worked last week</mark> **RJ11** Despite I consider that as I could not do <mark>feedback</mark> because of the <mark>time</mark> and the disorder the students result was great, most of my eight students remember vocabulary, examples and last activity and they developed good the exercise. **RJ12** <mark>The time</mark> of the activities this week was so <mark>good</mark>, students <mark>could finish</mark> them and I could do <mark>feedback</mark> of many exercises, they enjoyed a lot l<mark>istening</mark> activity, I am happy, they understood <mark>reading</mark> and listening activity so easy **RJ18**The <mark>activities</mark> for eighth graders include some pictures of different houses and the idea was to reinforce comparatives and superlatives using the information about the Pictures

	RJ 47 I really have troubles with the time, all activities I had programed students did not finished and
	RJ 36 It is so demanding developed oral activities, maybe because of that I did not do this kind of activities frequently. I could see that most of the students did not listen their classmates because they were nervous preparing their presentation, so it did not matter my pronunciation feedback students continued having the same pronunciation mistakes
	RJ45 so definitely it is important to use a great amount of input, this input help them to their own language improvement.
	RJ 47 I really have troubles with the time, all activities I had programed students did not finished
Teacher talk	**RJ10** In tenth grade I started my week explained my students real conditionals and because this topic had been studied last year I organize a chart explained the characteristics of it, then I gave students a list of conditions in order to complete the resulting sentence doing a matching activity and a written and oral exercise, they had to do as a homework two conditional sentences. Finally, students must develop a photocopy activity of real conditionals. The work of this week with this grade was individual.
Testing	**RJ13** The problem was the quiz, I did not understand why when they present a quiz they forgot many information if during the activities I could see they felt comfortable and when I asked them some oral examples they were able.
	RJ 23 My tenth students had good results in the conditional quiz, I think this is because I made relationships between Spanish and English and because they **could remember** some tenses separately and then they were conscious about what they were doing
Use of L1	**RJ14** I had to speak Spanish because they did not understand and even though I explained them in Spanish most of them did not understand
	RJ15 so I definitely consider that it is more difficult to understand some aspects of the language when they did not understand their mother tongue so they could not do any relations about languages
Topics	**RJ16** For these reasons I had to split the topic and started studying present then future and the mixed those topics into conditionals, It was so hard but some students understood, but although many students have many difficulties to develop activities of this topic
	RJ20 In seventh grade I started countable and uncountable working with food vocabulary, students classify it in countable and uncountable and we worked with the expressions "there is and there are" using the vocabulary studied, they did some pictures and they reviewed how to form plurals.
Homework	**RJ17** An important aspect that I could observe was that students did not do homework, it does not matter if it was easy… so easy….
Students skills and likes	**RJ26** Most of the students did not like to speak, they prefer to write, most of my students need to write sentences when I said speak, so I asked some of them why and they told me that it was easier for them to write than to speak because they were not sure about the

	pronunciation and maybe when they had to talk they forget key information
	RJ34 I could verify that my seventh students enjoy a lot to do activities <mark>they consider easy to develop, t</mark>hey liked to use their dictionaries and they loved the idea to design a brochure, it is so significant for them to work with different materials like <mark>pictures and color papers</mark>
	RJ57 It is so difficult to break with the routine and with some customs, it was difficult to me to work more oral activities and did not It is so difficult to break with the routine and with some customs, it was difficult to me to work more oral activities and did not do any grammatical explanation, but I tried, an in seventh grade I worked a lot speaking activities and I gave my students a lot of examples in order to notice how they can use superlatives and comparatives

APPENDIX 9: Observation Core Video Clips

OBSERVATION CORE THEMES (VIDEO CLIPS) TEACHING		
THEMES	**TEACHER 1 (T1)**	**TEACHER 2 (2)**
L1	V5, V8, V11, V12, V17, V19, V21, V23, V24, V25, V26	V1, V2, V7, V9, V12, V13, V14, V17, V19, V23
INSTRUCTIONS-MODEL	V2, V4, V8, V13, V17, V19, V23, V24, V25	V2, V7, V9, V12, V13, V23
GRAMMAR-VOCABULARY	V26	V5, V7, V10, V14, V17
MATERIAL	V3, V15, V16	V3, V6, V12, V15, V18, V19
ARRAGEMENT	V2, V3	V7, V19
HOMEWORK		V12
TIME	V9, V21	V20, V23
TOPIC-ACTIVITIES	V14, V18, V23	V5, V10
FEEDBACK	V20	
TEACHERS ROLES		
ROLES	**TEACHER 1 (T1)**	**TEACHER 2 (T2)**
QUALITY CONTROLLER	V7, V20	V4, V22
MANAGER	V6, V10	V8, V11, V21, V22
MOTIVATOR	V1, V19, V27, V28	V16

APPENDIX 10: <u>VIDEO CLIPS</u>

APPENDIX 11: Reflective Journals 2014 Coding

TEACHER 1

REFLECTIVE JOURNAL 1   WEEK 8 First term 2014
Scientific Question: How does Critical reflection promote proffesional development
MAIN OBJECTIVE :to describe and analyze the critical reflection process of two EFL teachers in an action research to promote their own professional development?

2RJ1 After my partner researcher and I revised the Life History and the journals of our classes of 2013, we took some decisions about two questions: *What are the possible actions to begin with this year? and what are the key points to intervene in each of our classes?.* Referring to the first question, **2RJ2**we decided to apply a need analysis to our students but not to all of them only one course: the group of what we recorded and wrote about our teaching practices. So I must to apply that need analysis to 10-2 course. To do that activity, **2RJ3** I read about need analysis and we found some models by Internet. We chose one and adapted it to our context(www.slideshare.net/...needsanalysisquestionaire). That need analysis had 8 questions related to three aspects: attitudes towards English, present and future use of English. The need analysis was answered by 32 students. It was apply on week 6 and its results were:
Students would prefer to do the most the following activities in an English class:

- Students would like to improve reading comprehension
- They would like listen to songs
- Receive detailed explanation about grammar by the teacher
- Negotiate learning activities and do creative ones.

Students propose: Didactic games, phonetics, sing and read books in English.

Students do not prefer too much: Doing oral presentations about a topic and perform sketches.

Students consider they learn better when:

- Receive a logic explanation by teachers or classmates
- See written information
- Repeat words or sentences
- Search by themselves

Students suggest they learn better when: practicing, paying attention to the teacher, listen to their partners and through drawings.

Students like to work by pairs or in groups; however they feel comfortable working alone.

Students consider they need to practice more vocabulary and listening activities.

They feel insecure to participate in a conversation in English and doing writing activities. In contrast, they consider themselves good at listening for details and doing grammar activities. Finally, they learn English because they need to continue studying at the university, they like it and to find a job.

2RJ4 Based on these results, my partner and I made individual decisions about the second questions: aspects that need intervention.

First, **2RJ5** I decided to begin asking my students about possible songs they would like to work with in an English class. Some of them are *More than words, It's my life, Animal Instint , Don't cry and Rolling in the Deep.* Then, I would try to speak more in English during the class little by little and told my students about the main reason of that change. The third improving action I decided to do was asking my students who would like to be the class monitor in order to be more democratic and give them responsibilities and

participation. I also asked them to establish three of four basis rules of class behavior to be comfortable and learn more. These first actions tend to modify teacher-centered role and amount of use of L1.

REFLECTIVE JOURNAL 2   WEEK 9 First term 2014
2RJ6 This week, I tried to speak more time in English and less in Spanish. I did the exercise not only with 10-02 but also with my others courses: seven level and 10-01and 10-03. **2RJ7** I also asked students to select monitor in each course because I consider I cannot do things only for a specific group. **2RJ 8** I think all my students need to have equal opportunities.

2RJ9 I noticed that this first attempt to change a establish routine was difficult for me because tenth graders students have been doing things differently and they showed some resistant to listen only English. **2RJ10**Even though, they are trying may be because I explained them the reasons to do that. With respect to that issue, **2RJ11** I have to say that age is an important factor when as teacher you need to change things teenagers ask for arguments, children like routines.

About seven graders, this will be the second year working with me. May be because of that they are not used to accept changes easily. **2RJ12** They said they do not understand anything; they start talking and shouting while I am trying to give them an instruction. **2RJ13** I have to use Spanish to control discipline. **2RJ14** However, the idea to have or being a monitor was welcome. It could be due to **2RJ 15** they like a lot to have responsibilities, they asked to me if they can help me with different things such as: call lists, collect notebooks or the photocopy file.

2RJ16 During this week, I started working in another aspect about my teaching practices. It was that according to the first analysis of our life histories and journals, the teaching method used by me is based mainly on Audio-lingualism. It is something that need intervention because of the actual context where students learn English to be able to communicate in a global world. **2RJ17** They have to develop that competence in order to have access to better economic and social conditions. As teachers have to develop that competence not just know the structural form of a language but to develop the four skills in order to interact with others. Based on those ideas and students' needs, **2RJ18** my thesis tutor suggested reading and trying to implement activities related to the communicative approach of teaching. I read some parts of the book Designing tasks for the communicative classroom and I also revised a book title how to teach English basically to review how a song will be helpful in an English class.

After, I revised the bibliography **2RJ19** I decided two things: first to introduce some communicative activities but maintaining some grammar explanations but after some previous activities where they can interact with English in terms of functions two years ago. Example: to talk about a famous person such as actor, singer, sportman among others ,ask for personal information or answer or fill in formats or talk about their personal lives about actions carried our since a specific moment until now.(in the case of tenth graders). **2RJ20** I made that decision due to the fact I felt insecure to put in the correct way the guidelines of a communicative approach. Before I started our master degree I thought I did communicative activities but actually it was not like this. So I consider that **2RJ21** I need to do it but like a process step by step because I felt insecure about my future performance.

2RJ22 The second decision was to select more carefully the activities proposed in the textbook that I have been used as for seven graders as tenth graders. **2RJ23** Last year, I asked to take photocopies but just following the order and the activities proposed in that book. **2RJ24** Now, I selected only the listening and reading activities. The speaking and writing activities are being modified according to the students' performance. **2RJ25** I considered that I changed from one topic to another not based on students 'needs but just trying to cover what I have planned from the beginning of the year. That is why **2RJ26** I reduced the amount of material and the speed to change from one topic to another this year.

2RJ27 I know that I must use the textbook as part of my materials for a class but not just the only one. Even thought, seven graders like to work on the activities photocopied from this book. I considered that this book has closer topics for a Colombian context contrary to headway, cutting age, spotlights or upstream that are books produced by international booksellers. **2RJ28** I also decided to refer first to topics not to grammatical issues to my students and ask them if they have any suggestions .This activity is part of our institutional

requirements where teacher have to tell or make students to copy the goals, the competences, the topics and the assessment aspects at the beginning of each term.

2RJ29 At this point I must recognize that only to speak English during almost the whole class it is being difficult. It could be due to the fact I have not been doing it since I started working as English teacher and I totally convinced that something that you do not practice, it is something that you tend to forget specially talking about languages. **2RJ30** The need to talk more in English has made me realize that I need to read a lot by means of new vocabulary and I also need to look for another context to use it not just my school.

REFLECTIVE JOURNAL 3   WEEK 10 First term 2014
This week,**2RJ31** I have to start preparing the final grades of this first term, based on that **2RJ32** I realized, even seven graders showed me higher resistant to listening to me giving instructions just in English. They showed me that the effort of avoiding grammar explanations as a starting point is functioning. The activities proposed during this term focused on to make students express their daily routines, ask about classmates daily routines and talk about their favorite people using the four skills. I have to say that they did very well orally, listening and reading for specific details. Writing was the skill that presented difficulties especially because students forget to use the s of the third person. It could be because most of the time they work from the first and second person not too much from the third one.

2RJ33 Referring to ten graders, their process is being slower than seven graders. I noticed they felt more comfortable with a grammatical explanation to do the activities. They needed translation. I recognized that with them especially with 10-02 **2RJ34** I had to continue moving from a grammatical to a thematic one and make clear the language function. Example: the use of present perfect to express an event (personal or historical) that has been happening. I

2RJ35 I also start working with the songs proposed by students because until this moment, I have not worked on that and I told my students I would do it at the end of the term. I always used to do activities like that at the end or at the beginning of a term because I think they can help me with motivation towards the class. I noticed that students are highly motivate when the year began so I could start with things they don't like to much but at the end of a term they usually are tired because all teachers are asking them different types of works, homework and applying final tests.

 In 1002, I looked for the lyrics and music of *More than words.* **2RJ36** I selected that song because It was not too complicated to pronounce and the lyrics construction was easy to understand. The idea was to engage students to develop the activity making feel them comfortable with it. The activity consisted on four points: fill in the gaps, look up eight unknown words that appeared in the song, draw a picture of the main topic of the song and finally by groups choose a stanza and try to sing it. I planned two more song activities using the songs selected by the corresponding courses with some changes. They are avoiding singing the song in 1003, because the song speed did not allow it, and drawing in 1001 because, these students like videos and they try to answer questions about them using phrases or words.

2RJ37 For the preparation of the song activities I used Internet to have a look of the song content and I also read about the use of songs to teach English in a book of Jeremy Hammer. We had to read that book for our master degree.

This week is the last one of the term so I must give students final grades. There was an institutional change in terms of evaluation process. We used to apply a final test in each subject but now we have to apply three or four quizzes throughout the term and that quizzes will help us to determine aspects to improve. The academic coordinator told us that we must consider assessment instead of evaluation. He emphasized on the need to apply a formative assessment but not a summative evaluation. I totally agree with that due to learning a language is a process with different rhythms and different skills.

REFLECTIVE JOURNAL 4 WEEK 1 Second term 2014
As, we are starting a new term, I am introducing the vocabulary related to the main topic that is Television World. **2RJ38** I used to present only a list of new words because later these words would appear in the listening, speaking ,reading and writing activities but I noticed that here, I have to do more things at the beginning to have a higher impact on students long term memory. Many times when students have to speak

or write something related to the topic, they do not used them because they forget or consider that words in isolation. **2RJ39** That`s why I consider they have to develop more activities that allows students to be able later and remind them.

2RJ40 I planned an activity for tenth graders that consisted on design a lottery using the words of the different professions that deal with television and movies. Previously, Students had to develop some matching activities on a photocopy and then, they must use those words as the main resource to design the game using the materials, asked in advanced as homework, in the classroom. Students had to get in groups of four. They had to distribute responsibilities for the designing of the game to each member of the group. I told them they have to write down on ten cards the description ten professions, then, they had to prepare the board, drawing pictures to represent each profession they used on the cards. Finally, they put into a pile the ten cards and each member of the group takes one card and read it and observes the pictures and put the card on the corresponding one. The team member who has put down his/her cards in the correct pictures will be the winner.

2RJ41 I am not sure it would function as I thought but what I could say now it is that this activity engaged students to work by teams and allow them to organize themselves according to their abilities. The student, who likes drawing and do it well, drew the pictures, the students who likes cutting prepare the cards and the student who has a good pronunciation read aloud and so on. **2RJ42** I think this activity help me tho break the routine of just looking up words in the dictionary.

For Seven graders I asked them make posters of their favorite people (singer, sportsman or actor) using the personal information they were asked in the oral activities. They had to bring their poster as the final project of the term and present it to their classmates. Classmates had to listen and take notes in a chart (given by the teacher) on their notebooks in order to answer teacher questions to get participation points. For this final project students used the pictures and information collected as homework of their favorite people during the term. They also had to report the information using the grammatical structures worked during the different exercises and activities. **2RJ43** I think that recycling information is an important way to establish relationships among topics, skills and functions of knowledge. It helps students to see that everything can be related with a purpose.

REFLETIVE JOURNAL 5 Week 2 Second term 2014
Then, I continue with the introduction of grammar aspects (tag questions). **2RJ44** I was thinking how to do it without the typical explanation and then the students practice based on writing exercises. **2RJ45** I decided to do it as I did the previous term with my seven graders. I started asking questions and they could answer it using a word, gestures or the whole sentence if they could. I tried to ask to the students who I noticed was following me and understood me. So, classmates observe the example and try to do the same but using the appropriated information. Example: What is your favorite sportsman? If a student knows what sportsman means, he/she says: Falcao Garcia. The main part of the question was previously known.
I tried to do the same with tenth graders because I assumed they managed well the questions related to personal information but now the difference would be the form of those questions Based on that experience and after we were working on vocabulary using the lotteries designed by students, I prepared a warming up activity using pictures of local and international famous(actors, actress, presenters, models and directors) cut from magazines. I pasted them on the board and I eliciting from students personal information about each one of them. I used wh questions such as: who is he/she? Where does he/she come from? Is she/he married? What does she/he do?

Then , I started asking students similar things but with tag questions confirming names, last names, place of origin and age, e.g : you are Yeimy Fresneda, aren`t you? , you aren`t from Guatavita, are you? **2RJ46** Another factor that supports my decision was the time I have been spent with those students because I know a lot of details of their personal information.

After, some students interact, trying to do similar questions I wrote on the board one example given during the exercise. I underlined the tag question and told it to students and I asked about the purpose of using them. One said in Spanish: confirmar. Then, students move to a written dialogue that they listened and then read it and finally they underline the tag questions.

Now, moving to seven graders, I prepared a workshop in which they had to solve a questionnaire of five questions using how many but with data obtained in from their classmates such as: How many girls are there in 702? Or how many students are there in 702? Students had to go around the classroom counting and answer it. Then, they had to make a graphic showing the results making used of the statistic class.

2RJ47 Also during this week, students were asked if they would like to have a picnic. They were agreed. They organized by groups according to their interests and brought food they liked and they must use English to express quantities of the food they brought. This activity was nice. I only had to listen to them expressing existence or quantity but I had to deal only with one discipline problem in just one course of the four. It was amazing. **2RJ48** This activity not only involved English itself as the important issue but as a way to express something where the most important was to have a moment outside the classroom sharing favorite food with friends and teacher. It allows a different way to relate teacher and students. Teacher just participated in a social students event.

REFLECTIVE JOURNAL 6 Week 3 Second term 2014
Tenth graders continued working with Tag questions dealing with television world. This week they had to read some TV programs introductions and did a matching activity. Then, they looked some pictures paste on the board and said aloud which TV kind of program it was. After that, I organized them in a round table to play pass around to ask students TV program preferences then, teacher asked them to confirm classmates' preferences to win participation points and then they would do it the same using tag questions. It was an hour class.
For the next two hours class of the week, I decided they would create a dialogue using tags questions by pairs in a specific context (school, a house, restaurant, street, and park). They had to prepare at least three interventions taking into account the greetings and the topic we were dealing with personal information and tv preferences. **2RJ49** They had to perform the dialogue in front of the whole class. After each performance, teacher asked students some comprehension questions and asked for a grade to their classmates taking into account these aspects: if they could understand the main topic of the conversation, determine the context and the use of tag questions.
Until this moment, my students did not develop any grammatical written exercise about tag questions I only clarified them that if they affirm something the tag question will be negative and vice versa.
With Seven graders, **2RJ50** I introduced vocabulary using elicitation of animals in English they already knew then; we tried to classify them into four different scenarios: jungle, farm, see and desert. I drew some of them. Students liked that, especially when my drawings had something strange for example a missing body part or an exaggerated size of head or nose. **2RJ51** Then, I did the mimic of some of them in order to students said aloud its English name. Finally , as homework they had to bring five square of paper to origami with some animals .**2RJ52** This activity was interesting, but It is very important for teachers to give short and clear instructions doing at the same time the action. Otherwise, students can lose easily and stop doing the activity. This activity was difficult for some students and I noticed the problem was not English. **2RJ53** The problem was more related to the grade of development of a kinesthetic intelligent.

REFLECTIVE JOURNALS 2014
TEACHER 2
SCIENTIFIC QUESTION: How does critical reflection promote professional development on 2 EFL teachers?

OBJECTIVE: To describe and analyze the process of critical reflection of 2 EFL teachers to promote their own professional development.

WEEK MARCH 10TH TO 14TH

DESCRIPTION: After the consciously reading from reflective journals of last year I could identify some aspects that I need to improve in my practice. Time management, materials, content, instructions and use of Spanish are some of the aspects I am going to work on to improve my teaching practices.

To start, in the general subject plan,2**RJ1** <mark>we decided to work with contents suggested by the students in a need analysis survey we did at the beginning of this school year, in this need analysis students asked for more speaking activities and affirmed that they like to work on topics like music, sports, food, job, etc., and they suggested to include to learn songs in the activities. They prefer to work by groups, and a few of them said that they prefer to work individually.</mark>

2RJ2<mark>Taking into account my students suggestions and my last year reflections I changed the materials chosen to work this year, so I decided to look for reading material according to my students likes and I suggested to them to take this reading photocopies, I decided to work more by groups and to give my students more opportunities to interact in English.</mark>

2RJ3<mark>I was reading about task based approach and "Designing Tasks for the Communicative Classrooms" by Nunan, to do more communicative classes and at the same time to get my students be interested in the class, it has been difficult for me to change the use of Spanish in my classes but I am trying to use more English instead my students prefer I speak Spanish obviously.</mark>

The first task I planned:

2RJ5 <mark>To my eleventh graders the first task is "Telling Stories",</mark> so I told them they had to create a story and they had to tell the story to their classmates. We did paragraph by paragraph in class, in each session they received input from different sources, (fairy tales videos, songs videos, short readings done by the teacher, readings, etc) to see the idea of the task. They wrote their stories and designed a poster to present their stories next week.

2RJ6 <mark>To my ninth graders the first task was "Celebrity Life Map",</mark> so we started thinking about our lives and completing some charts where we need to use personal information of our life when we were child, teenagers and adults. Then students had to look for information of their favorite character or celebrity and they completed a diagram using the information. They looked for pictures and they design a "Celebrity Poster". They presented their celebrity life map using the poster they designed in class.

2RJ7<mark>To my eight graders the first task was to talk about a "Celebration or Holiday".</mark> We share information about different activities we did in different celebrations like Christmas, birthdays, Halloween and love and friendship. Then we read some information about the customs of other countries in this celebrations, we complete some comprehension charts and did some comparisons. We did a chart of Colombia and Suesca celebrations by month and by groups they chose a celebration to do a presentation.

REFLECTION: I am so worried because I have noticed that my students did not understand my English instructions, most of them asked me to use Spanish and they always waited for translation or asked their classmates what they had to do. I felt guilty because I see most of my students are lost following instructions. Time management was good, I decided to say activity by activity and to give the time to each one so students know since the beginning the time they have to complete the activity and it   was good. I could see students enjoy to work with material different from photocopies, specially eleventh grades, I was not sure about the topic, but they really enjoy the videos of fairy tales and the song video worked. They asked for more activities like these. The writing process was so hard and most of them felt nervous when I told them next week they have to present their work. I tried to have a balance between skills, it was demanding but in this first task I included activities where students could practice the four skills. 2**RJ8**<mark>The presentations was in general good, students listen their classmates because they have to complete information given by their friends, this kind of activity was new, last year they did not pay attention because they did not have to do anything with the information.</mark> 2**RJ9**<mark>I think I need to improve the assessment, I am not sure how to correct mistakes and how to use students mistakes to learn. I Need to include activities in which they notice some grammatical knowledge and I need to improve my instructions in order my students follow them.</mark>

SCIENTIFIC QUESTION: How does critical reflection promote professional development on 2 EFL teachers?

OBJECTIVE: To describe and analyze the process of critical reflection of 2 EFL teachers to promote their own professional development.

WEEK: MARCH 17th TO 21st

DESCRIPTION: This week my eleventh graders had to present their stories but because of school activities we did not have all English classes. 2**RJ10** My ninth graders watched some videos about broadcasts, they noticed the broadcast characteristics and by groups they had to prepare and present a short broadcast. 2**RJ11** My eight graders talked about natural disasters, they watched a video and by groups they read about different natural disasters and they had to prepare and present the reading report.

REFLECTION: This was a short week because this was the town cultural week so students had to participate in many activities so we did not have regular classes. My eleventh students only had an hour of English so only few of them could present their stories, these students wanted to read their stories but when I said they had to told us their stories it was so difficult for them because they did not know vocabulary, they finally used basic vocabulary to talk and their sentences were not complete, they showed pictures and used key words. 2**RJ12**It was so difficult for them the presentation and for me to do the feedback because they had a lot of mistakes, at the end I decided only to focus on common mistakes to correct them at the end, I did it in this way because in Dynamics classes of the last semester I could understand that the most important is the progress that students show in their learning process so I consider their challenge of stay in front of all their classmates and tell us a story in the way they could. **RJ13**I followed the suggestions given by Jeremy Harmer in "How to Teach Speaking", especially in the section "How Should Teachers Correct Speaking", I took notes of the mistakes of each presentation and ask my students to help me to do the feedback, they noticed some pronunciation mistakes and they asked for clarification of those presentations they couldn´t understand clearly. In ninth grade (901 and 902) students did an excellent work, they watched carefully the video and followed instructions, 2**RJ14**I used short instructions, because I noticed my long instructions disturbed the progress of the class, 2**RJ15** they organized and presented their broadcast, they had few pronunciation mistakes, but the objective of the activity was to present news and to be understood and most of them got it. Something similar happen with eighth graders (802), they watched the video, they worked by groups and they presented their natural disasters, the pronunciation was difficult to understand but the general information was understood by classmates. 2**RJ16**Time was better, each activity had a specific period of time and it was really good, the use of videos increased that the students were interested in the activity and at the same time the videos function as the input students need. I had problems with eleventh grade because 2**RJ17**they did not want to talk and always asked for Spanish instructions, maybe they are accustomed to Spanish. Ninth and eighth graders are more tolerant to English although few students wait to their friends' translation.

SCIENTIFIC QUESTION: How does critical reflection promote professional development on 2 EFL teachers?

OBJECTIVE: To describe and analyze the process of critical reflection of 2 EFL teachers to promote their own professional development.

WEEK MARCH 25TH TO 28TH

 DESCRIPTION: This week students from eleventh grade had to finish their stories presentation and started working reading strategies, in ninth grade we worked on broadcast feedback and in eight grades we worked on natural disasters activity (reading specific information).

REFLECTION: **RJ18**Taking into account that last reflective journals suggested that I have some problems with feedback the most relevant this week was the activity I did with ninth graders. I did a video last week of students broadcast and this week we watched the videos and the objective was that each group had to notice their mistakes, then classmates mention mistakes they realized. It was a very interesting activity, to my students and to me because I never had used an activity like this, my students were actively involved in this feedback, and they correct themselves their mistakes, they were conscious about their pronunciation mistakes and some of them were conscious of grammatical mistakes, it was good to do this activity,I consider my students learn and remember many things I consider they had forgotten. 2**RJ19**Finally my eleventh graders finish their presentations, I have to reevaluate this kind of activity because it took too much time and at the end I could see some students were lost. I listened the presentations and when each student finished I did the feedback, as I did last week, they had in general pronunciation mistakes and most of them use incorrectly the adjectives and nouns to do descriptions, so at the end of all presentations we worked on this. We started to remember some reading strategies and we started to develop some ICFES reading activities,2**RJ20** I decided to do Icfes activities because the head of the school ask me in my performance evaluation at the beginning of this year but I selected some interesting reading taking into consideration the topics they suggested in the need analysis. In eight grade a group had problems to finish their activity, I had to talk with a student did not like to work by groups, I negotiated with him time to present his work the next class, the other groups finished their reading activities and next week they are going to present their work.

SCIENTIFIC QUESTION: How does critical reflection promote professional development on 2 EFL teachers?

OBJECTIVE: To describe and analyze the process of critical reflection of 2 EFL teachers to promote their own professional development.

WEEK MARCH 31st TO APRIL 4TH

DESCRIPTION: This week I planned to work with my eleventh graders "traditions" they did a chart with family traditions when they were children and traditions their families have nowadays, then we watched a video about some Colombian traditions as input for the task "English speaking countries traditions". In ninth level we worked an activity related to repeated events and we did a list of events of this type, we did a reading activity and we worked with some verbs doing sentences about repeated actions. In eighth grade we worked past events remembering natural disasters and we developed a reading activity where students had to notice characteristics of the ideas presented in the readings.

REFLECTION: It was so hard for me to avoid grammar explanations and it took me a lot of time to get that students could identify the difference of tenses, verbs and so on, finally I am not sure if they get it. 2**RJ21** To use only English caused that I spend much time trying to my students understand and they continued asking for Spanish instructions, I forgot I had to use short instructions, it is difficult for me and for them to communicate and I saw my students are boring in my classes because they did not understand, a student said that he preferred the classes I did last years, it was so frustrated for me due to all I am doing is in order to be better and my students and I did not feel in that way. It was a really bad week for me, I did not like my classes this week, I felt something is not working…. I saw my students lost and I thought they are feeling the same I felt when I started my university, I did not like this… I need more time to plan my classes and the most difficult I need to join activities. I know that if I want to change some things in my classes 2**RJ22** I need to be patient with myself, it is impossible to change all things I have done during many years in some weeks. I am going to check other way of planning my classes because it is not enough to plan classes only following the tasks components, I think I have to take into account other relevant aspects that influence the dynamic of the class. At least in this moment I know I need to have clear objectives of each task and in this way I

can tell my students the reasons because we are developing activities as we are doing. I felt that while I reflect and think about more in my classes I had more problems in my practices.

SCIENTIFIC QUESTION: How does critical reflection promote professional development on 2 EFL teachers?

OBJECTIVE: To describe and analyze the process of critical reflection of 2 EFL teachers to promote their own professional development.

WEEK APRIL 7TH TO 11TH

DESCRIPTION: Eleventh graders work on a reading about American youngers, they had to do comparisons between American and Colombian youngers and reflect about the pros and cons of youngers' behavior. Ninth graders work on news headlines and general ideas related to repeated actions, they worked on vocabulary (verbs). Eighth graders did activities related to notice the difference between finished and interrupted actions based on a reading and they worked on vocabulary (verbs).

REFLECTION: 2**RJ23**Last week was so difficult but I was reading about planning and I met that my worry was related to activities… I reflected and I concluded that I need to plan better because I could not plan my classes as a series of disconnected activities that was the reason of my frustration last week.2**RJ24** I remembered that I need to plan my classes taking into account a specific and clear objective and all I plan must conduct my students to get the goal. Other important think I could notice is that I talked a lot in class,2**RJ25** I did some videos and I notice that I repeat the same instruction in different ways many times although it was not necessary, my instructions are so complicated so I am not clear, that's the main problem, my students are lost because I was lost and my instructions were not so clear, I am going to read again "How to teach English". I need to think about what really is important my students learn and plan better my instructions and classes. Changes are difficult, I am waiting for a perfect day but it could not be possible, I must be patient with my students and myself, I must continue doing changes in my classes.2**RJ26**The activity done with eleventh graders was successful I think because they talked about themselves and at the same time they talked about topics they are interested in such as music, fashion, job, money and so on, but when I finished my classes in ninth and eighth graders I noticed that at the end I focused this week classes on vocabulary…. Only vocabulary…. It did not have sense… vocabulary is only a part of a language and my students want to learn English, I need to find the correct form of teaching them vocabulary but in a useful manner.

SCIENTIFIC QUESTION: How does critical reflection promote professional development on 2 EFL teachers?

OBJECTIVE: To describe and analyze the process of critical reflection of 2 EFL teachers to promote their own professional development.

WEEK APRIL 21ST TO 25TH

DESCRIPTION: Eleventh graders had as homework to find general information about the English speaking country they are working with and bring some materials to design posters, they watched the video Black and White and discussed the relevance of knowing about culture and they made sense of the objective of this term.2**RJ27** Ninth graders created news using repeated, unspecified past actions and unfinished actions using the vocabulary they have been working in class. Eight graders create short cartoon stories about disasters using interrupted and finished. actions.

REFLECTION: 2RJ28 During holy week I read about planning and I found the Backward design presented in "Understanding by Design" (Wiggins and McTighe). This design has three stages: Identified desired results, evidence and learning experience. I checked English standards and I had time to think about the possible mistakes I have when I plan my classes. I notice that one of my worries is the content, that's why some times I felt lost because I consider I do not work on content but when I checked standards I realize that I was not been conscious that getting objective students learn content. 2**RJ29** So I did a general plan to eleventh graders following the backward design to this term, this planning was discussed with colleagues who helped to improve it, and I felt different this week, I really know the why, what, when and how work on the things we did and I felt my students understand better why they are doing things. 2**RJ30** My eleventh students reflected about their lives and made relevant comparisons and conclusions. This week was interesting. I planned following the same design a unit of work for my eight students about Healthy Life, during the development of this unit students discuss about their habits about food, exercise, medical dates and so on, they design a nutritional brochure, they read about food pyramid and reflect about their own habits making suggestions of what they have to do to be healthy. I try to join the activities of the last week with activities of this week, especially in eighth and ninth grade and my students should use the vocabulary they learnt in the activities they developed. **2RJ31** I consider that when they use words to communicate an idea or message they really understood they need vocabulary and it is meaningful for them. 2**RJ32** Planning classes taking into account inquiries emerged in previous classes is so hard, there are many aspects that I have to take into account, and when I belief I find the solution there is another inquiry that need to be solve… It is so demanding be aware of aspects of my teaching practice that need to be intervene in order to improve them.

APPENDIX 12: Categorization Reflective Journals 2014

TEACHER 1 REFLECTION ON ACTION 2014			
CAUSE	**DECISION MAKING**	**CHANGES**	**TK OR CONSECUENCES**
2RJ1 After my partner researcher and I revised the Life History and the journals of our classes of 2013, we took some decisions about two questions: What are the possible actions to begin with this year? and what are the key points to intervene in each of our classes?.	**2RJ2** we decided to apply a need analysis to our students but not to all of them only one course: the group of what we recorded and wrote about our teaching practices		**2RJ3** I read about need analysis and we found some models by Internet. We chose one and adapted it to our context(www.slideshare.net/...needsanalysisque stionaire).
2RJ4 Based on these results, my partner and I made individual decisions about the second questions: aspects that need intervention	**2RJ5** I decided to begin asking my students about possible songs they would like to work with in an English class. Some of them are More than words, It's my life, Animal Instint , Don't cry and Rolling in the Deep… **2RJ5** The third improving action I decided to do was asking my students who would like to be the class monitor in order to be more democratic	**2RJ5**… Then, I would try to speak more in English during the class little by little and told my students about the main reason of that change… **2RJ6** This week, I tried to speak more time in English and less in Spanish **2RJ14** However, the idea to have or being a monitor was welcome	**2RJ5** These first actions tend to modify teacher-centered role and amount of use of L1. **2RJ 15** they like a lot to have responsibilities

	and give them responsibilities and participation. I also asked them to establish three of four basis rules of class behavior to be comfortable and learn more…		
2RJ8 I think all my students need to have equal opportunities	**2RJ7** I also asked students to select monitor in each course		
2RJ9 I noticed that this first attempt to change a establish routine was difficult for me because tenth graders students have been doing things differently and they showed some resistant to listen only English	**2RJ10** Even though, they are trying may be <mark>because I explained them the reasons</mark> to do that		**2RJ11** I have to say that age is an important factor when as teacher you need to change things teenagers ask for arguments, children like routines
2RJ12 They said they do not understand anything; they start talking and shouting while I am trying to give them an instruction	**2RJ13** I have to use Spanish to control discipline		
2RJ16 During this week, I started working in another aspect about my teaching practices... It is something that need intervention because of the actual context where students learn English to be able to communicate in a global world	**2RJ19** I decided two things: first to introduce some communicative activities but maintaining some grammar explanations but after some previous activities where they can interact with English in terms of functions two years ago. Example: to talk about a famous person such as actor, singer, sportman among others ,ask for personal information or answer or fill in formats or talk about their personal lives about actions carried our since a specific moment until now **2RJ20** I made that decision due to the fact I felt insecure to put in the correct way the guidelines of a communicative approach **2RJ22** The second decision was to select more carefully the activities proposed in the textbook that I have been used as for seven graders as tenth graders		**RJ16**…. It was that according to the first analysis of our life histories and journals, the teaching method used by me is based mainly on Audio-lingualism **2RJ17** They have to develop that competence in order to have access to better economic and social conditions **2RJ18** my thesis tutor suggested reading and trying to implement activities related to the communicative approach of teaching. I read some parts of the book Designing tasks for the communicative classroom and I also revised a book title how to teach English basically to review how a song will be helpful in an English class **2RJ21** I need to do it but like a process step by step because I felt insecure about my future performance
2RJ23 Last year, I asked to take photocopies but just following the order and the activities proposed in that book		**2RJ24** Now, I selected only the listening and reading activities. The speaking and writing activities are being modified according to the students' performance	
2RJ25 I considered that I changed from one topic to another not based on students 'needs but just trying to cover what I have planned from the beginning of the year	**2RJ28** I also decided to refer first to topics not to grammatical issues to my students and ask them if they have any suggestions	**2RJ26** I reduced the amount of material and the speed to change from one topic to another this year	**2RJ27** I know that I must use the textbook as part of my materials for a class but not just the only one
2RJ29 At this point I must recognize that only to speak English during almost the whole class it is being difficult. It could be			**2RJ30** The need to talk more in English has made me realize that I need to read a lot by means of new vocabulary and I also need to look for another context to use it not just my school

due to the fact I have not been doing it since I started working as English teacher and I totally convinced that something that you do not practice, it is something that you tend to forget specially talking about languages			
2RJ31 I have to start preparing the final grades of this first term	**2RJ35** I also start working with the songs proposed by students because until this moment, I have not worked on that and I told my students I would do it at the end of the term. I always used to do activities like that at the end or at the beginning of a term because I think they can help me with motivation towards the class **2RJ36** I selected that song because It was not too complicated to pronounce and the lyrics construction was easy to understand. The idea was to engage students to develop the activity making feel them comfortable with it	**RJ32** …The activities proposed during this term focused on to make students express their daily routines	**2RJ32** I realized, even seven graders showed me higher resistant to listening to me giving instructions just in English. They showed me that the effort of avoiding grammar explanations as a starting point is functioning… **2RJ37** For the preparation of the song activities I used Internet to have a look of the song content and I also read about the use of songs to teach English in a book of Jeremy Hammer. We had to read that book for our master degree
2RJ33 Referring to ten graders, their process is being slower than seven graders. I noticed they felt more comfortable with a grammatical explanation to do the activities. They needed translation	**2RJ34** I had to continue moving from a grammatical to a thematic one and make clear the language function.		
2RJ38 I used to present only a list of new words because later these words would appear in the listening, speaking ,reading and writing activities but I noticed that here, I have to do more things at the beginning to have a higher impact on students long term memory		**2RJ40** I planned an activity for tenth graders that consisted on design a lottery using the words of the different professions that deal with television and movies. Previously, Students had to develop some matching activities on a photocopy and then, they must use those words as the main resource to design the game using the materials, asked in advanced as homework, in the classroom **2RJ42** I think this activity help me tho break the routine of just looking up words in the dictionary **2RJ50** I introduced vocabulary using elicitation of animals in English they already knew then; we tried to classify them into four different scenarios: jungle, farm, see and desert **2RJ51** Then, I did the mimic of some of them in order to students said aloud its English name	**2RJ39** That`s why I consider they have to develop more activities that allows students to be able later and remind them **2RJ41** I am not sure it would function as I thought but what I could say now it is that this activity engaged students to work by teams and allow them to organize themselves according to their abilities **2RJ43** I think that recycling information is an important way to establish relationships among topics, skills and functions of knowledge. It helps students to see that everything can be related with a purpose **2RJ52** This activity was interesting, but It is very important for teachers to give short and clear instructions doing at the same time the action **2RJ53** The problem was more related to the grade of development of a kinesthetic intelligent
2RJ44 I was thinking how to do it without the typical	**2RJ45** I decided to do it as I did the previous term with my	**2RJ47** Also during this week, students were asked	**2RJ48** This activity not only involved English itself as the important issue but

explanation and then the students practice based on writing exercises	seven graders. I started asking questions and they could answer it using a word, gestures or the whole sentence if they could. I tried to ask to the students who I noticed was following me and understood me **2RJ46** Another factor that supports my decision was the time I have been spent with those students because I know a lot of details of their personal information.	if they would like to have a picnic. They were agreed. They organized by groups according to their interests and brought food they liked and they must use English to express quantities of the food they brought. This activity was nice. I only had to listen to them expressing existence or quantity **2RJ49** They had to perform the dialogue in front of the whole class. After each performance, teacher asked students some comprehension questions and asked for a grade to their classmates taking into account these aspects: if they could understand the main topic of the conversation, determine the context and the use of tag questions	as a way to express something where the most important was to have a moment outside the classroom sharing favorite food with friends and teacher. It allows a different way to relate teacher and students. Teacher just participated in a social students event

TEACHER 2 REFLECTION ON ACTION 2014			
CAUSE	**DECISION MAKING**	**CHANGES**	**TK OR CONSEQUENCES**
2RJ1 we decided to work with contents suggested by the students in a need analysis survey we did at the beginning of this school year, in this need analysis students asked for more speaking activities and affirmed that they like …	to work on topics like music, sports, food, job, etc., and they suggested to include to learn songs in the activities. They prefer to work by groups, and a few of them said that they prefer to work individually	**2RJ5** To my eleventh graders the first task is "Telling Stories", **2RJ6** To my ninth graders the first task was "Celebrity Life Map **2RJ7** To my eight graders the first task was to talk about a "Celebration or Holiday". ", "	**2RJ22** I need to be patient with myself, it is impossible to change all things I have done during many years in some weeks**.** **2RJ26** The activity done with eleventh graders was successful I think because they talked about themselves and at the same time they talked about topics they are interested in such as music, fashion, job, money and so on **2RJ27** Ninth graders **created news** using repeated, unspecified past actions and unfinished actions using the vocabulary they have been working in class. Eight graders create short cartoon stories about disasters using interrupted and finished. actions.
2RJ2 Taking into account my students suggestions and my last year reflections…	so I decided to look for reading material according to my students likes and I suggested to them to take this reading photocopies, I decided to work more by groups and to give my students more opportunities to interact in English.	…I changed the materials chosen to work this year, **2RJ10** My ninth graders watched some videos about broadcasts, they noticed the broadcast characteristics and by groups they had to prepare and present a short broadcast.	**2RJ16** Time was better, each activity had a specific period of time and it was really good **2RJ30** My eleventh students reflected about their lives and made relevant comparisons and conclusions
2RJ3 I was reading about task based approach and "Designing Tasks for the Communicative Classrooms" by Nunan, …	. to do more communicative classes	to change the use of Spanish in my classes but I am trying to use more English instead my students prefer I speak Spanish obviously	**2RJ17** they did not want to talk and always asked for Spanish instructions, maybe they are accustomed to Spanish **2RJ21** To use only English caused that I spend much time trying to my students understand and they continued asking for Spanish

			instructions, I forgot I had to use short instructions, it is difficult for me and for them to communicate and I saw my students are boring in my classes because they did not understand, a student said that he preferred the classes I did last years, it was so frustrated for me due to all I am doing is in order to be better and my students and I did not feel in that way Actions, I forgot I had to use short instructions, it is difficult for me and for them to communicate and I saw my students are boring in my classes because they did not understand, a student said that he preferred the classes I did last years, it was so frustrated for me due to all I am doing is in order to be better and my students and I did not feel in that way **2RJ31** I consider that when they use words to communicate an idea or message they really understood they need vocabulary and it is meaningful for them ,
		2RJ8 The presentations was in general good, students listen their classmates because they have to complete information given by their friends, this kind of activity was new, last year they did not pay attention because they did not have to do anything with the information **2RJ11** My eight graders talked about natural disasters, they watched a video and by groups they read about different natural disasters and they had to prepare and present the reading report. **2RJ15** they organized and presented their broadcast, they had few pronunciation mistakes, but the objective of the activity was to present news and to be understood and most of them got it **2RJ15** they organized and presented their broadcast, they had few pronunciation mistakes, but the objective of the activity was to present news and to be understood and most of them got it	
2RJ9I think I need to improve the assessment, I am not sure how to correct mistakes and how to use students mistakes to learn	. I Need to include activities in which they notice some grammatical knowledge and I need to improve my instructions in order my students follow them		

2RJ12 It was so difficult for them the presentation and for me to do the feedback because they had a lot of mistakes …, I did it in this way because in Dynamics classes of the last semester I could understand that the most important is the progress that students show in their learning process …	… at the end I decided only to focus on common mistakes to correct them at the end…	…so I consider their challenge of stay in front of all their classmates and tell us a story in the way they could	
2**RJ**13I followed the suggestions given by Jeremy Harmer in "How to Teach Speaking", especially in the section "How Should Teachers Correct Speaking",.	…I took notes of the mistakes of each presentation and ask my students to help me to do the feedback	, they noticed some pronunciation mistakes and they asked for clarification of those presentations they couldn´t understand clearly	
because I noticed my long instructions disturbed the progress of the class	**2RJ14**I used short instructions,		
2RJ18 Taking into account that last reflective journals suggested that I have some problems with feedback…	…I did a video last week of students broadcast and this week we watched the videos and the objective was that each group had to notice their mistakes, then classmates mention mistakes they realized	…my students were actively involved in this feedback, and they correct themselves their mistakes, they were conscious about their pronunciation mistakes and some of them were conscious of grammatical mistakes	
2RJ19 Finally my eleventh graders finish their presentations, …	…I have to reevaluate this kind of activity because it took too much time and at the end I could see some students were lost		
because the head of the school ask me in my performance evaluation at the beginning of this year…	**2RJ20** I decided to do Icfes activities… but I selected some interesting reading taking into consideration the topics they suggested in the need analysis.		
2RJ23 Last week was so difficult but I was reading about planning and I met that my worry was related to activities… I reflected	…and I concluded that I need to plan better because I could not plan my classes as a series of disconnected activities that was the reason of my frustration last week	**2RJ24** I remembered that I need to plan my classes taking into account a specific and clear objective and all I plan must conduct my students to get the goal.	
2RJ25 I did some videos and I notice that I repeat the same instruction in different ways many times although it was not necessary, my instructions are so complicated so I am not clear, that's the main problem, my students are lost because I was lost and my instructions were not so clear	…, I am going to read again "How to teach English". I need to think about what really is important my students learn and plan better my instructions and classes.		
2RJ28 During holy week I read about planning and I found the Backward design presented in "Understanding by Design" (Wiggins and McTighe). This design has three stages: Identified desired results, evidence and learning experience. I checked English	…I consider I do not work on content but when I checked standards I realize that I was not been conscious that getting objective students learn content	**2RJ29** So I did a general plan to eleventh graders following the backward design to this term, this planning was discussed with colleagues who helped to improve it, and I felt different this week, I really know the why, what, when	**2RJ32** Planning classes taking into account inquiries emerged in previous classes is so hard, there are many aspects that I have to take into account, and when I belief I find the solution there is another inquiry that need to be solve… It is so demanding be aware of aspects of

standards and I had time to think about the possible mistakes I have when I plan my classes. I notice that one of my worries is the content, that's why some times I felt lost because		and how work on the things we did and I felt my students understand better why they are doing things	my teaching practice that need to be intervene in order to improve them