



**Development of Teaching Competencies through the Professional Teaching Practice**

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## ABSTRACT

This research reports the findings of a systematization of experiences whose main purpose was to identify the competencies developed by student teachers during their professional teaching practice. In 2014, students from the Bachelor Program in English Language Teaching at *Uniminuto University* worked as student teachers in *Luigi Pirandello* and *Instituto Técnico Distrital Republica de Guatemala* Schools where they had to deal with different situations in the classroom. Teaching journals, semi-structured interviews, and questionnaires, were used as data collection instruments. Findings suggest that context (public or private) is a determining factor when it comes to the development of teaching competencies.

Key words: Systematization of Experiences, Teacher Competencies, Teacher Training and Teacher Development.

## RESUMEN

Esta investigación indica los hallazgos de una sistematización de experiencias cuyo propósito principal fue identificar las competencias desarrolladas por profesores en formación durante su práctica profesional. En el 2014, estudiantes de la licenciatura en Idioma Extranjero Inglés de *Uniminuto* trabajaron como practicantes en los colegios *Luigi Pirandello* y al *Instituto Técnico Distrital República de Guatemala* donde tuvieron que enfrentar diferentes situaciones en el salón de clases. Diarios de campo, entrevistas semi estructuradas y cuestionarios, y fueron usados como instrumentos de recolección de datos. Los hallazgos sugieren que el contexto (público o privado) es un factor determinante cuando se trata del desarrollo de competencias docentes.

Palabras clave: Sistematización de Experiencias, Competencias Docentes, Entrenamiento y Desarrollo Docente.

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## DEFINITION OF TERMS

**Cooperative Teachers:** They are the teachers at school. They can also give feedback to the student teachers, assign topics and suggest activities.

**Teaching Journal (TJ):** It is a diary filled by teachers and student teachers. It contains several questions and comments about each class. Incidents are recorded there to allow teachers to reflect about their own teaching.

**Student teachers:** They are students from the Bachelor Program in English Language Teaching who work as interns in a school. One of their responsibilities is planning lessons while they are trained.

**Teacher Competencies:** These are the skills and abilities developed by the student teachers through their practice. Teacher competencies allow teachers to create and adapt material, manage the classroom, and to be successful presenting the new language.

**Teacher Advisor:** This is an expert teacher who works as a mentor providing support to the student teachers at the university. This person is in charge of monitoring the student teachers' performance carrying out observations, checking lesson plans and teaching journals.



## INTRODUCTION

The purpose of this research was to identify the teaching competencies developed by student teachers during their professional teaching practice in public and private schools. To achieve this objective a systematization of experiences was carried out. Experiences were systematized starting from reflections which were written after every teaching session.

In the first chapter, the question and objective of this study are stated. Information about public and private schools is also given.

In the theoretical framework concepts like *Teacher competence*, *Teacher Development* and *Teacher Training* are explained. Previous studies are also offered in the second chapter.

The third chapter includes the methodology used for this qualitative research. The importance of performing a systematization of experiences is mentioned. Data collection instruments such as teaching journals, questionnaires and interviews are defined as well; the formats used to carry them out are also presented.

In the fourth chapter we offered the results of this research. Conclusions, limitations and suggestions for further studies could be found at the end. There are also some recommendations for bachelor programs to bear in mind before and during teaching practices.

## **CHAPTER 1**

### **STATEMENT OF THE PROBLEM**

When it comes to create a successful and joyful class, teachers have to take into account students needs, materials, techniques and use of language. In addition, a very important aspect to consider is the context of students. As public and private schools are two different worlds, teachers have to deal with different situations in their classrooms. Teachers also have to be aware of teaching competencies because these are going to be helpful in order to understand what teaching a foreign language is and involves.

Last year, students from the Bachelor Program in English Language Teaching at Uniminuto University were sent to three schools in order to start their professional teaching practice. After some time, the student teachers realized that they were planning and carrying out classes differently depending on the context they were working in. Therefore, the need to identify the teaching competencies which student teachers developed, came up.

The purpose of this systematization of experiences was to identify the teaching competencies developed by student teachers through their professional teaching practice in two different schools (private and public).

A study of this kind can serve as a way to improve the kind of training teacher students receive before and during their teaching practice and to promote the development of teaching competencies.

#### **Research question:**

What competencies did student teachers develop during their teaching practice?

#### **Research objective:**

To identify the teaching competencies developed by student teachers through their professional teaching practice in two different schools (private and public).

## CHAPTER 2

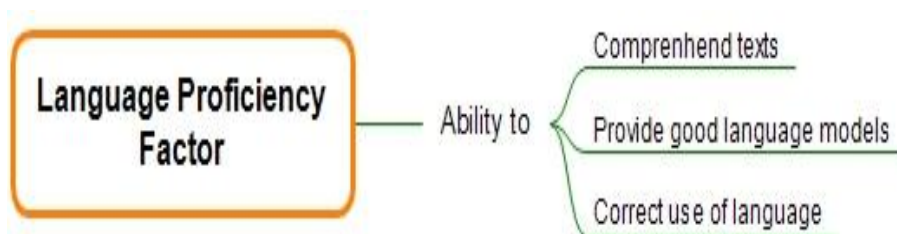
### THEORETICAL FRAMEWORK

The development of *Teacher Competencies* is a process that includes the improvement and growth of certain skills; however it is important to highlight that part of the acquisition of these skills is provided by the *Teaching Training* programs and the theory learned at university. The other part of this process referred here as *Teacher Development* focuses on the self-reflection and personal growth teachers build with experience. These three concepts were developed in this chapter as well as three selected categories: *Lesson Planning, Classroom Management and Language Teaching* which were the core to carry out the systematization of experiences.

#### 2.1 TEACHER COMPETENCIES

Murphy, Shelley, White & Baumann (2011) refer to the concept of teacher competencies as each one of the skills that every language teacher should have and make use of. According to Jack C. Richards (2011) there are some important aspects in terms of competencies that prepare teachers to tackle different situations. The first one is language proficiency which involves the correct use of language.

Figure 1. Teacher Competencies: Language proficiency factor.



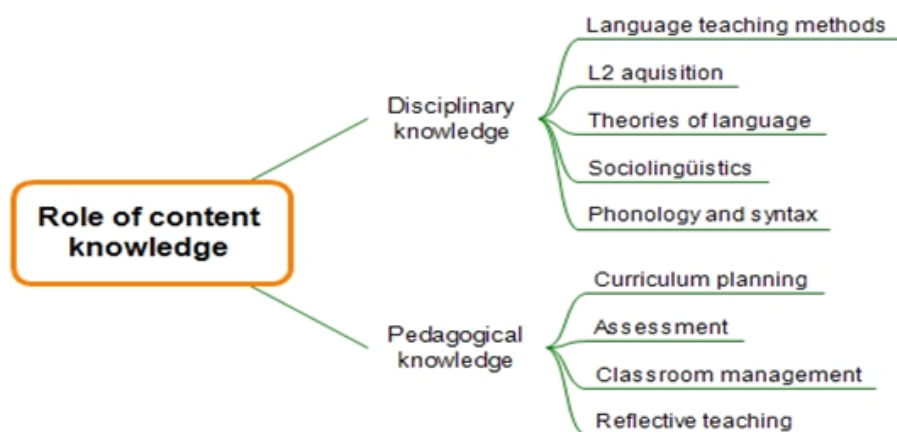
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Comprehending texts and providing language models are very important aspects because teachers need to keep informed and need to produce their own material taking into

account the level of their students. Teachers **have** to be creative when they provide explanations and give instructions.

The second factor is the role of content knowledge which refers to what language teachers need to know about what they are teaching (what belongs exclusively to their subject matter) both in the disciplinary and pedagogical field. As shown below language teachers must know about their discipline and pedagogy which includes classroom management techniques, syllabus planning and assessment.

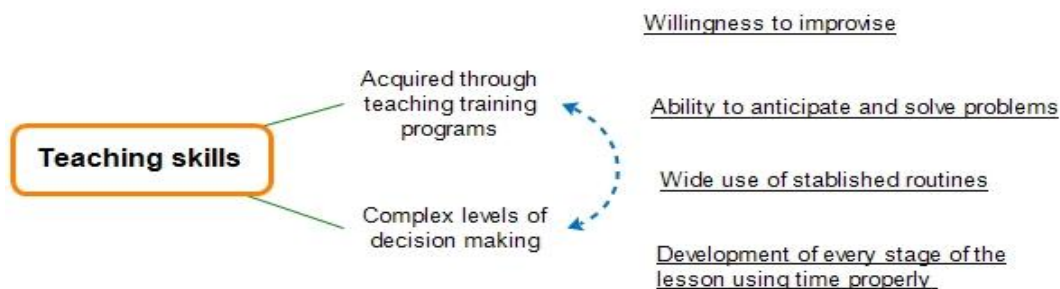
Figure 2. Teacher Competencies: The role of content knowledge.



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Teaching skills is another important factor. These are usually acquired through observing experienced teachers and also through controlled practice provided by the teacher trainers with micro-teaching and peer teaching activities. Consequently, it demands more complex levels of decision making, including the disposition to improvise, to anticipate and deal with problems during the lessons and to have established routines.

Figure 3. Teacher Competencies: Teaching Skills.

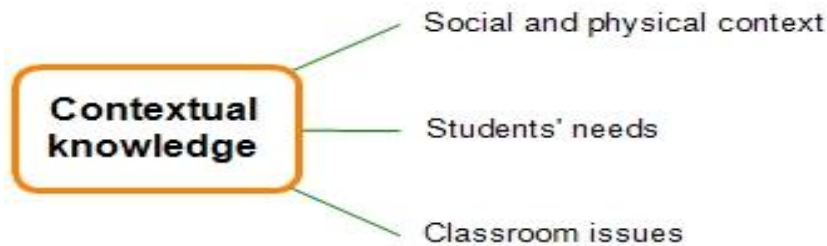


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Moreover, for teachers it is essential to identify the characteristics of the place they are working in. This is called knowledge of the context and it involves the information about the places and situations in which the learning process takes place. This gives teachers the elements they need to develop and create the strategies that fit students' needs and classroom issues.

In this matter Posner (as cited in Richards, 2011, p.11) argues that "A key factor in understanding any teaching situation is the social and physical context – the rules, facilities, values, expectations, and personal backgrounds, which act as resources, constraints, and direct influences on teaching and learning." Here is also important to adapt to these circumstances because the different teaching contexts show different views of the process of teaching a new language.

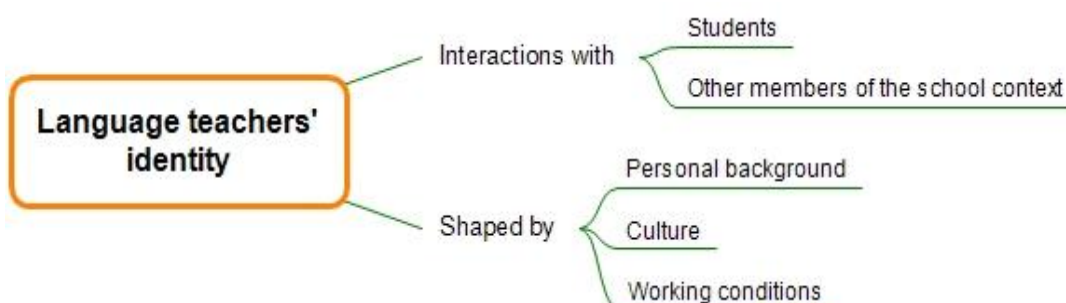
Figure 4. Teacher Competencies: Contextual knowledge.



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Teacher's identity is shaped by factors that include personal background, culture, working conditions, gender, age, and through the interactions inside the classroom between the students and other members of the educational context. Identity is also shaped

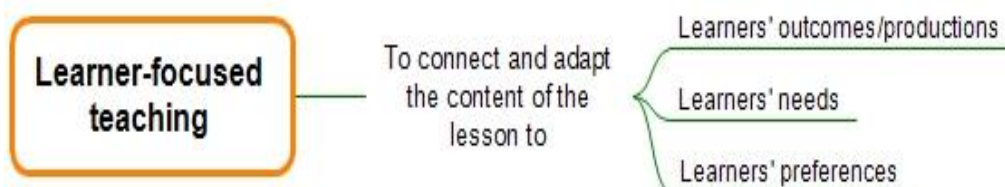
Figure 5. Teacher Competencies: Language teachers' identity.



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Achieving the goals of the lesson and maintaining the order and discipline in the classroom is important. It is also necessary to count on tools to reach a good level of engagement, participation, and interaction among our students in the lesson. Richards (2011) highlights the importance of personalizing teaching which means to connect or adapt the content of the classes to learners' interests by allowing them to choose along with the teacher the topics and contents of the lesson.

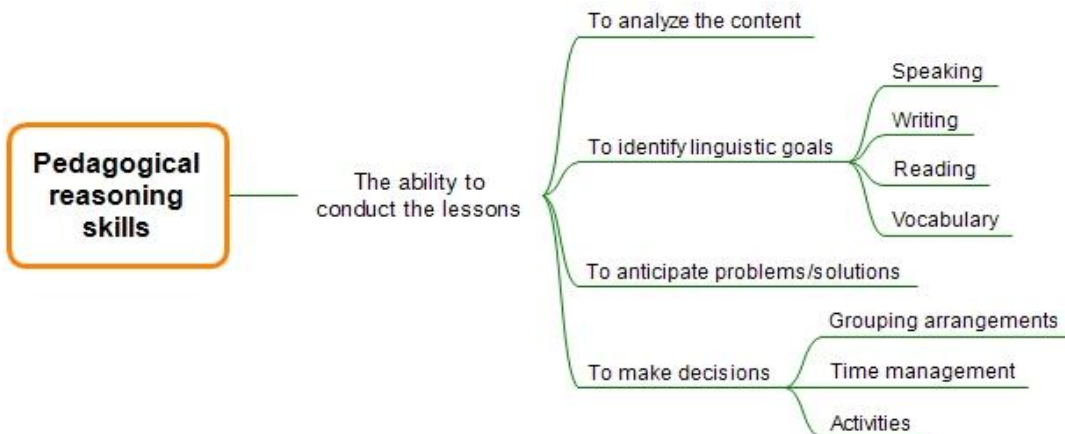
Figure 6. Teacher Competencies: Learner-focused teaching.



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Pedagogical reasoning skills include planning, problem solving, decision making and improvisation which are skills developed through experience.

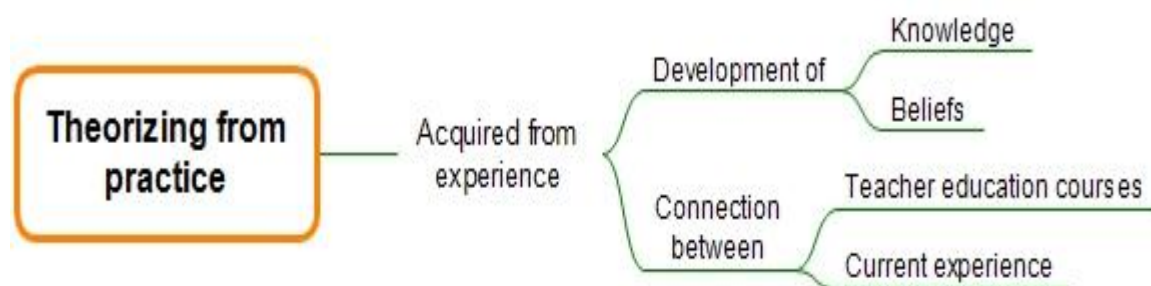
Figure 7. Teacher Competencies: Pedagogical reasoning skills.



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Richards (2011) describes four things teachers are able to do when they put into practice these skills. The first one refers to the ability to analyze the content for the lessons and to identify the ways in which resources can be used. The second one involves identifying the specific linguistic goals depending on the language skill (speaking, writing, reading and vocabulary). The third one is the ability of anticipating problems that may happen and the possible ways to deal with them. The last one is the ability to make the appropriate decisions about grouping arrangements, management of time and organization of the activities during the lessons.

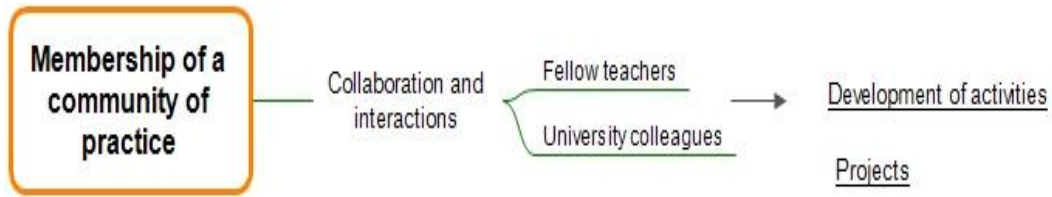
Figure 8. Teacher Competencies: Theorizing from practice.



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Teachers need to establish connections between the theory and the practice, conversely, language teaching is not only restricted to what happens inside the classrooms. It includes also the learning community and its members represent a community of practice. A community of practice as referred by Richards (2011) involves a group of people who interact and share common interests; it as well focuses on exploring and solving issues happening in the workplace. This provides teachers with opportunities to work and learn together by participating in group-oriented activities to share responsibilities and problem solving strategies. Johnston (as cited in Richards, 2011) describes different forms in which this collaboration takes place. It can be whether with fellow teachers, university colleagues and with others in the schools. This involves the development of activities based on the textbooks, tests and lesson panning as well as collaborative research or analysis on matters related to second language acquisition or teaching and learning strategies.

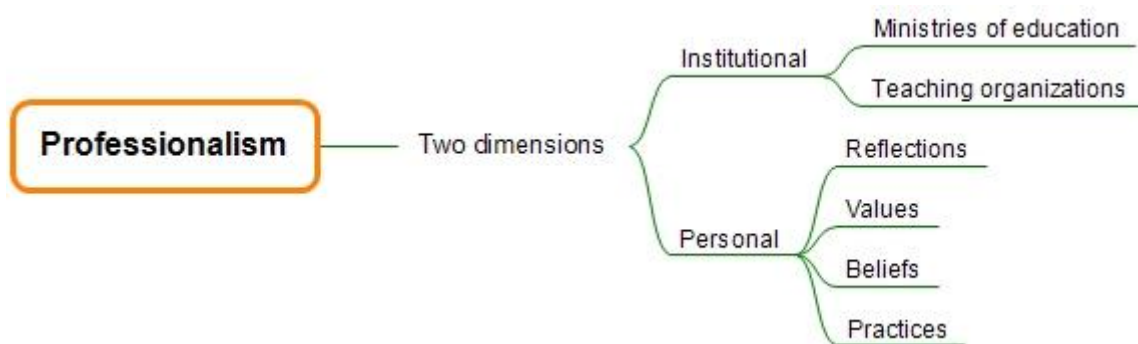
Figure 9. Teacher Competencies: Membership of a community of practice.



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Professionalism is seen through the views of ministries of education, teaching organizations, regulatory bodies, and school principals and teachers' interpretations of teaching, values, beliefs, and practices.

Figure 10. Teacher Competencies: Professionalism.



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In conclusion, depending on the point of view a good teacher is the one who owns the knowledge and has the control in the class. For others, teachers are considered facilitators who are able to challenge students in order to make them more independent, creative and active learners. Richards (2011) gives great importance to each one of the aspects he talks about and highlights the significance of dominating and applying them into a determined context. Richards has classified teaching competencies as it has been mentioned before. There are other classifications made by different authors, for example Estaire and Fernandez (2012) who share the same perspective as Richards.

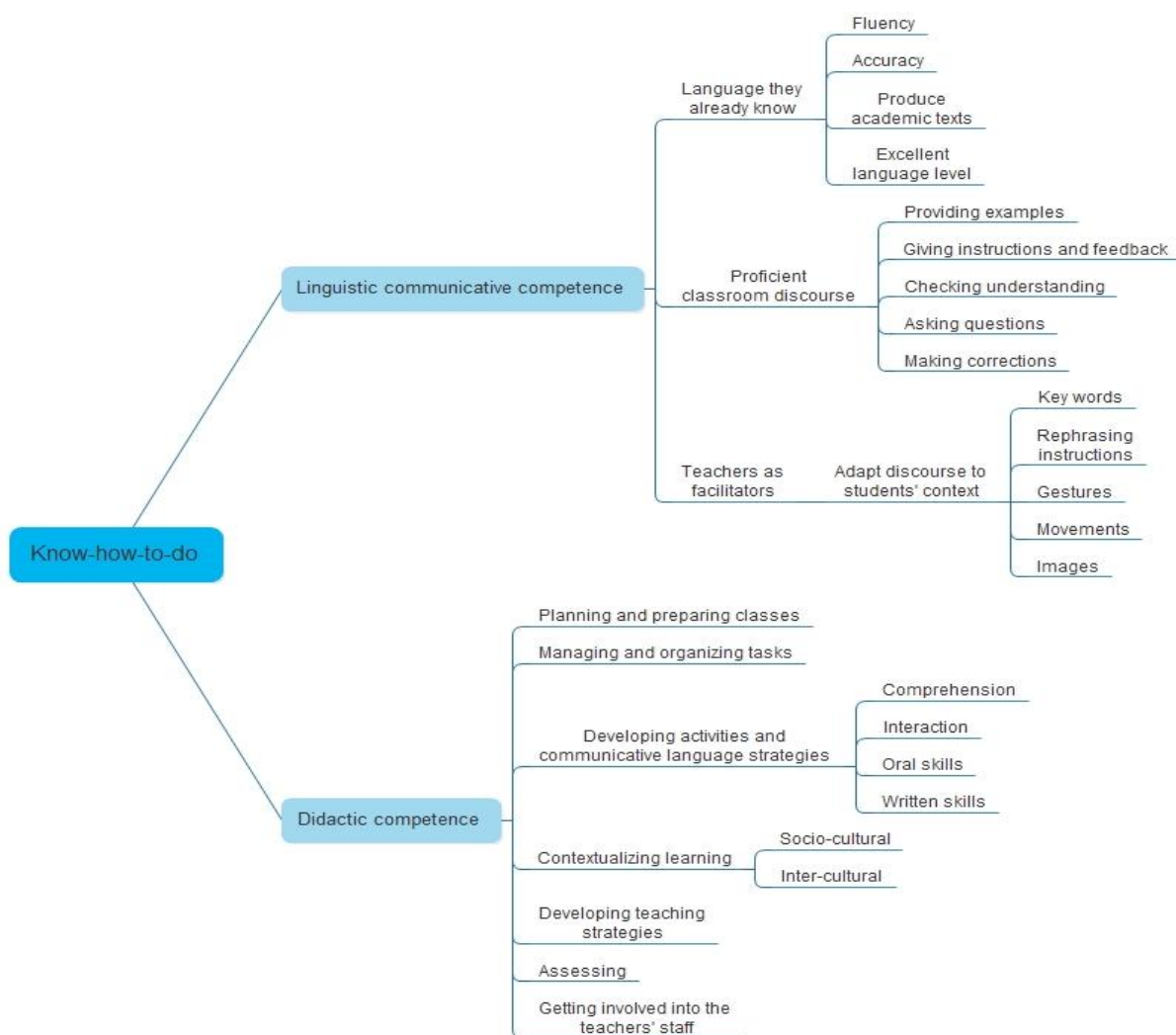
According to Estaire and Fernandez (2012) the teacher competence is the ability to use all the resources available in order to foster the students' learning. Competencies include different procedures, resources and strategies. For these authors there are four



important aspects to be considered in order to talk about competencies: “know-how-to-do”, “know or knowledge”, “know-how-to-be” and “know-how-to-learn”.

### 1. Know-how-to-do

Figure 11. Teacher Competencies: Know-how-to-do.



Created by: Nestor Mancipe

In their research the authors refer to the characteristics a good teacher is requested to have and the actions that involve teaching. For Estaire and Fernandez (2012) there are two competencies: the communicative linguistic competence and the didactic competence.

The communicative linguistic competence emphasizes on the ability to use the language in the context. Teachers must use the language to produce different kinds of academic texts and they should be able to provide examples, give instructions, check understanding, ask questions, make corrections and give feedback.

Teachers are meant to be facilitators and in order to do so, they need to adapt their own discourse to the students' context by using key words, rephrasing instructions or commands, using gestures or movements and images depending on the students' characteristics and their level.

Didactic competencies involve the knowledge to plan and prepare classes, managing and organizing activities and assessing and evaluating.

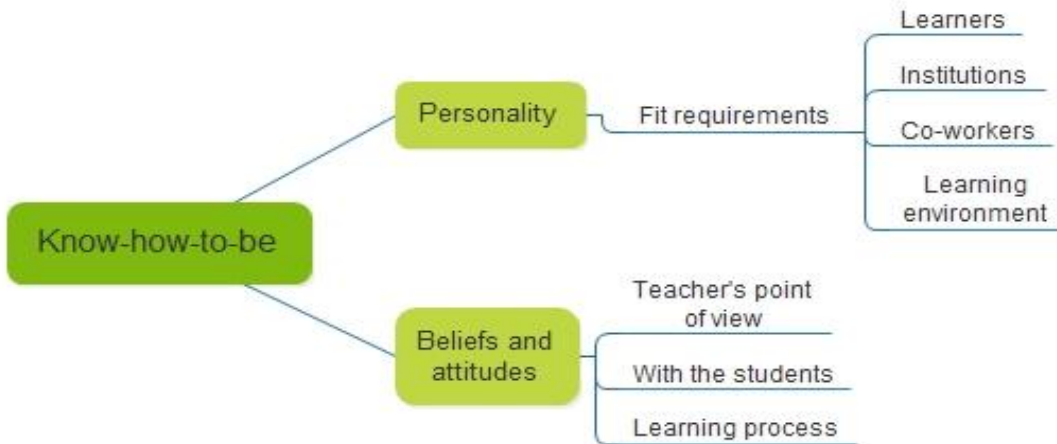
One of the main competencies that teachers are required to develop is planning and preparing classes. They must include in the lesson plan a clear objective taking into account the students characteristics and their context such as: age, needs, interests, English level and learning styles to select topics, situations or tasks. They should select the appropriate topics, tasks and curricular contents, based on the stated methodology by the school and the suitable materials including the TIC, having in mind students' interests and needs.

Managing and organizing activities requires different abilities like setting proper grouping arrangements, location and movement of the teacher in the classroom, eye contact, gestures and tone of voice. Teachers make use of foreign and mother tongue in class (L1 and L2) to give and clarify instructions. This encourages and motivates students to participate and lose the fear to talk. While assessing and evaluating requires understanding of the already mentioned concepts as well as the requirements needed to carry them out.

Teachers should guide and provide constructive feedback. This helps to create a respectful atmosphere where students can overcome affective factors like anxiety, shame and fear.

## 2. Know-how-to-be

Figure 12. Teacher Competencies: Know-how-to-be.



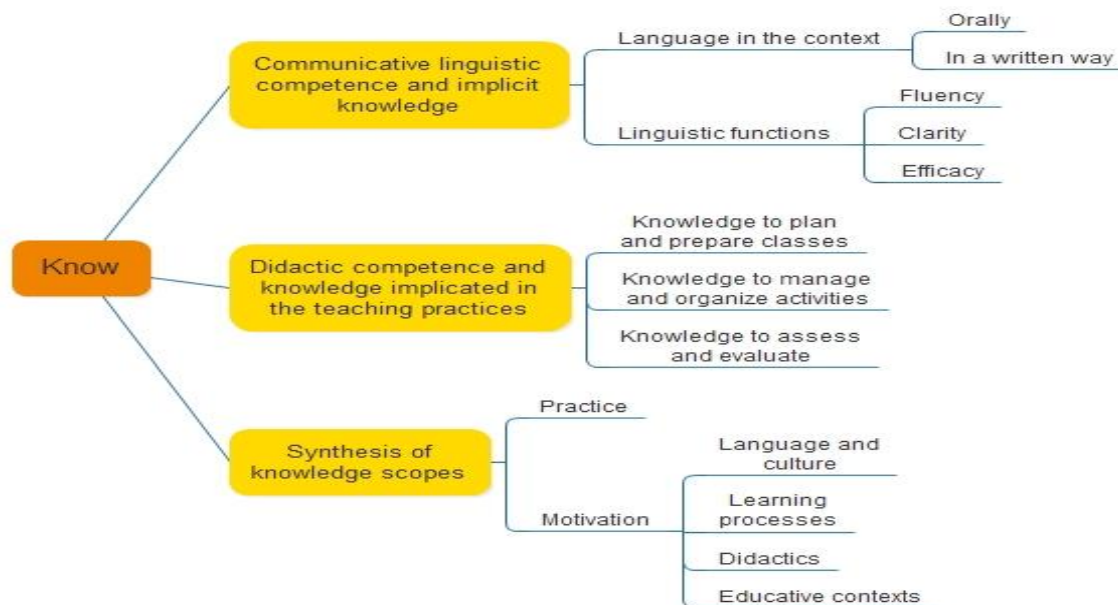
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The authors refer to the characteristics a good teacher is requested to have. Teaching practice is an opportunity for teachers to start finding out their own style and the way they are going to fit into the society's needs. Teachers' knowledge is also relevant, it determines their beliefs and attitudes; those are a consequence of deep reflections and experience.

Teachers must be full of curiosity, innovation and patience. Those are important aspects that teachers must acquire in order to tolerate and accept what is different. They should be aware of their own cultural and linguistic diversity and their target language's. All of the previous aspects cannot be developed if the teacher is not interested in teaching his/her target language and the different issues which come with it.

### 3. Know

Figure 13. Teacher Competencies: Know.



Created by: Nestor Mancipe

The communicative linguistic competence emphasizes the ability to use the language in the context. It happens orally and in a written way in order to accomplish every sort of linguistic functions with fluency, clarity and efficacy adapting them to the teaching practice. The implicit knowledge in this context language use grasps a wide variety of linguistic, discursive and sociolinguistic resources which belong to interaction and comprehension skills.

Furthermore, Estaire and Fernandez (2012) name different linguistic resources such as: Grammatical, lexical and semantic, phonologic and orthographic. There are other resources like discursive and sociolinguistic and the authors give key points in order to develop them; cohesion, organization, uses and rules of courtesy and discourtesy, language differences, dialects and accents as well as socio-cultural referents.

In addition, there are a number of specific knowledge aspects which are reflected on the development of didactic competences. The knowledge to plan and prepare classes is

very important for this study because it refers to the class development and lesson planning which teachers use taking into account their students' characteristics such as: age, needs, interests, English level and learning styles. Teachers' criteria to select topics, situations or meaningful tasks is determining when planning classes.

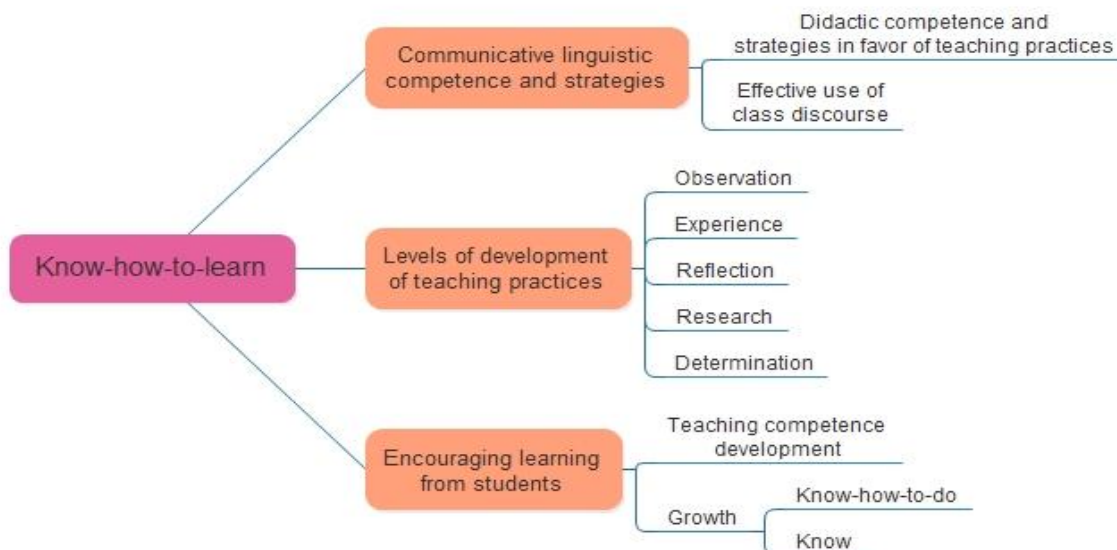
There are other kinds of knowledge which cannot be omitted due to the fact that this research works with a wide range of aspects and categories. Managing and organizing activities requires different abilities like setting proper grouping arrangements, location and movement of the teacher in the classroom, eye contact, gestures and tone of voice. Teachers make use of foreign and mother tongue in class (L1 and L2) to give and clarify instructions, this encourages and motivates students to participate in an organized way and lose the fear to talk.

Besides, the authors state that assessing and evaluating requires understanding of the already mentioned concepts as well as the requirements needed to carry them out. It is important for teachers to be aware of the differences between these two processes because in this way they can be applied in the right time and using proper techniques.

Knowledge must go along with practice, considering motivation as a main tool which gives emphasis on the next aspects: language and culture, learning processes, language learning processes, and didactic, foreign languages didactic and educative contexts.

#### 4. Know-how-to-learn

Figure 14. Teacher Competencies: Know-how-to-learn.



Created by: Nestor Mancipe

Estaire and Fernandez (2012) state that strategies drive to the effective use of class discourse (Teacher and student communication). In order to identify the strategies which belong to this discourse, it is necessary to observe again, the specific functions of the foreign language teacher in the interaction with their students: Favor and catch attention, create a stimulating environment, promote active participation, plan, negotiate, describe, illustrate, explain, give examples, give instructions, check comprehension, summarize, ask, suggest, call attention, correct, assess and provide feedback.

Likewise, the strategies which can be applied in order to support the teacher's labor are related to the didactic competence. Planning strategies and following the teaching/learning process which teachers can apply on their daily practice can enhance the cognitive and metacognitive processes. It helps the teacher to contrast his/her role and be aware of the best way to accomplish it.

Additionally, the authors state that observation, experience, reflection, research and the determination to encourage learning from students, guides to the teaching competence

development where the growth of “know-how-to-do” and “know” gets involved. It also makes possible that every teacher shapes personal aspects such as attitudes and even, the ideal characteristics of a teacher’s profile.

Finally, the training which is given to beginner teachers takes place at universities as well as later studies such as specializations and postgraduates. Teachers keep receiving training after they start teaching and throughout their whole career in order to perform successfully and to improve every day.

This research project has more trending towards Richard’s theory because the way this author presents and organizes the teaching competences language teachers should possess serve as support when it came to choose the main categories for the systematization of experiences and contributed as well to the process of analyzing and giving support to the data collected. On the other hand, Estaire and Fernandez have as well their own classification of teaching competencies and share with Richards notions about the key aspects and skills language teachers should master.

*Teacher development* and *Teacher training* are terms closely linked. However, it is important to state the differences between these two concepts.

## **2.2. TEACHER DEVELOPMENT**

Teacher development goes beyond the term 'training' because it includes different means of helping teachers not only to learn new skills, but also to acquire new insights into their own practice. It also helps them explore other ways of understanding content and resources available by making use of personal and moral dimensions. In this regard Pettis (as cited in Mann, 2005, p.104 ) assert “The role of teacher development refers to context – based awareness of which technique or strategy is appropriate for a particular individual or class in a specific place. It involves change overtime and it is achieved in stages which could be called “teacher performance”. This means that, teacher development is linked also to the teachers’ experiences gained along their career which may include the instructional

aspect and management. Personal development in language teachers must go through moral dimensions, values and ethics that play a significant role in the decisions and choices they make concerning their teaching. In this respect Mori (as cited in Mann, 2005) explores the construction of a culture where teaching is not a simple technical responsibility and has an inherent personal, ethical and moral dimension.

Richards (2011) points out that knowledge is not just an amount of input transferred from educators to teachers; that is, to be aware that we construct part of our knowledge as teachers along with the connection with experience, reflection and collaboration, which are the source of our professional and personal growth.

Student teachers receive help from their teacher advisors who use strategies to stimulate comprehension and understanding about a specific situation. Nevertheless, the one who makes the decisions about what to do and how to solve his/her issues is the student teacher; the collaborator is there just to guide this process. In this matter Clarke (as cited in Mann, 2005 p.104) asserts “teacher development and teacher training have to work together as a key to transform education, because both work as a guidance. This can provide stability and security for teachers and it is necessary stage of development for professionals”. It means that even when the student teacher receives tutoring and advices by other teachers, he/she needs to be confident enough to face any possible situations alone, it can be reached through constant training.

Context influences the identity-building process of student teachers. They face a new world day by day when their role changes from student to teacher. Changing conditions in the classroom are given by a great deal of factors such as: peer teachers relationships, students' social background, students' level of education, institution facilities and institution approach.



In this matter, Beijaard, Meijer, Morine-dersheimer & Tillema (2005, p.22) stated that:

The development of teachers' professional identity in a context of changing conditions for teaching requires different approaches to teacher learning and teacher evaluation. Firstly, it demands a focus on self-awareness and reflection of teachers to use their workplace when developing their own professional identity. Teacher educators need to model and stimulate such self-awareness and reflection in their work. Secondly, it creates a variety of opportunities for learning in the workplace. To do so, we first need to understand the ways in which teachers' workplace provides supportive conditions for teacher learning.

In this order of ideas, the place where student teachers do their professional practice is decisive when they are creating their own style and identity as teachers. Schools give student teachers different kinds of materials and resources. This creates a style which relies on the way they plan their lessons and it affects how the class is developed. In Bogota, we can find a variety of contexts which depend on socio economical factors. Private and public schools provide diverse resources and student teachers have to adapt themselves to the different conditions they will find. Some schools provide everything to the teachers (lesson plan, materials, seating arrangements, etc.) while other schools do not have enough resources available for teachers. For that reason they need to create and design their own materials. This helps to develop the teachers' sense of originality and authenticity.

Knowledge construction is a very important aspect in teacher development and it is triggered by interaction which makes part of teachers' integral training itself. Interaction takes place every time when getting in contact with academic environment. Beijaard et al (2005) suggest three important fields to take into account regarding teachers' development: Teacher-students relationships, cooperative work with their colleagues and context adaptation. Personal features are mentioned by this author as well as Estaire and Fernandez, they consider this aspect important because it has to do with the way a teacher teaches his/her lessons. Those opinions are relevant for this research because it is possible that personality is the actual factor which determines the teacher's performance leaving context aside.

In some cases, interaction with colleagues can result in knowledge construction. Knowledge and adapting skills take place when teachers find a job, a challenging environment or when teachers feel that they are under their colleagues' level.

Beijaard et al argue that (2005, p.15)

Colleagues, whether or not they are part of a learning community, play an important role in teachers' knowledge development. It is helpful, and often necessary, that processes of knowledge construction are embedded in challenging learning environments. In teacher education, teacher educators play a pivotal role in creating such a learning environment. It is argued that teacher educators can be very supportive for beginning teachers on-the-job as well.

Accordingly, teacher development gathers aspects that contribute to knowledge construction, involving the connection with the experiences and interactions teachers have with each member of the school community which leads to collaboration and better work environment. This as well, provides opportunities for growth and reflection on ones' professional and personal dimensions. In connection to this project, along a process like the teaching practice, it is possible that the student teachers reach certain level of development because as mentioned before acquired through experience and self-reflection.

### **2.3. TEACHER TRAINING**

The role of teacher training is to provide teachers with all the methodological tools and concepts for them to apply and build their teaching. In this regard we also may connect this term with "Teacher education" due to the fact that the way in which teachers are trained or educated can make a difference in student achievement depending on the type of education program and support provided. Therefore it is important to have in mind that the years of teacher training (initial and in service), the teacher's language skills, the ability to use the materials, time spent in the classroom preparation and frequent monitoring of student progress represent important aspects that have a positive impact on the quality of teachers' performance as well as students achievement and progress.

Consequently, teacher training involves the acquisition of knowledge language teachers will put into practice when they are immersed in a specific context. Freeman (as cited in Mann, 2005, p.105) affirms that “the teacher might demonstrate a range of strategies and techniques for both correcting students’ errors or for giving them the appropriate type of feedback”. In addition to that he argued that this kind of knowledge and skill is more “trainable” than awareness and attitudes. Mann (2005, p.104) states that “the role of teacher training is to introduce the methodological choices available and to familiarize trainees with the range of terms and concepts that are the “common currency” of language teachers. The trainer typically demonstrates the range of models and techniques available”. Thereby, student teachers are in contact with methodological choices since the beginning of their careers, nevertheless, they put them into practice until they are in their professional practice or when they find a job as teachers; those methodological choices are an essential part when teachers are getting trained because it will define their way to teach.

For this particular study, the student teachers received the same training process at university. Therefore, the development of lesson plans, teaching journals, classroom management, setting arrangement, language teaching and others are based on the same methodology received during their training. However, the difference settles down at the very first moment the student teachers began their professional practice because both of them faced different and unexpected situations in two different contexts (public and private).

In this research three categories were taken into consideration to systematize and classify the data obtained. These categories are: Lesson Planning, Classroom Management and Language Teaching. It is important to highlight that teacher students in this research received training in these three aspects at university. It is also essential to clarify that without this training it is difficult for teachers to know how to deal with certain situations during the classes due to the fact that the knowledge acquired through the teaching programs contributes to the development of strategies and plans to cope with them.

## Lesson Planning

Teachers without experience are usually required to write lesson plans and use them as a guide on their classes. For them, it is very important to design their lesson plans being very thoroughly and having in mind a great deal of aspects such as possible problems, general objectives, English level, materials and personal aims. Also, teachers need to anticipate what they are going to say as well as their students' answers and behavior, thus a sort of class script is created.

In this matter, Brown (2007, p. 152) affirms "For teachers who have never taught before, it is often very useful to write a script of your lesson plan in which your exact anticipated words are written down and followed by exactly what you would expect students to say in return." Teachers must be very detailed when writing their lesson plans because there are aspects whose success depends on the quality of what was planned, that quality can be reached by introducing students to activities, directing tasks and setting rules.

Coherence is one important factor in lesson planning because all of the activities should be connected having an appropriate transition in order to accomplish the learning objectives.

Catching students' attention is not something easy; it requires creativity and effort from the teacher. Usually, when the teacher spends too much time in only one activity, the lesson tends to get boring and so do the students, it causes a loss of class control and therefore, it is possible that the goals proposed cannot be reached. Variety on the activities is a good way to keep students interested because they are constantly excited about what is coming next.

Another very important aspect is timing because it determines whether the teacher needs to take time from later lessons to finish the missing activities or not; this may cause a delay in future lessons provoking the whole syllabus not to be completed.

As seen above, designing a successful and accurate lesson plan is not something easy, it requires time and effort because student teachers are normally under pressure due to the fact that they have to present their lesson plans in a determined period of time. Richards (2011, p. 56) agrees with this statement “More typically, as a student teacher, you will be involved in short-term, week-by-week, day-by-day planning, and it may be difficult to prepare for this before arriving on site to teach and being given specific teaching assignments”. Therefore, it is important that the student teacher becomes familiar with the topics their students are going to work on during the year in order to make the process of planning the lessons easier.

A good lesson plan eases classroom management because it helps teachers to foresee and find solutions to issues like timing, behavior, seating arrangements and L1 use. When the class is not planned by the teacher and he/she comes to the class and improvises, students notice that and they could lose interest in the class.

### Classroom Management

Classroom management has been one of the hardest aspects that teachers have to deal with. It is not only about controlling behavior in the classroom but it also involves a number of other aspects such as: seating arrangements, lesson stages, teacher talk, L1 usage and giving instructions.

Harmer (2007, p.34) states that:

If we want to manage classrooms effectively, we have to be able to handle a range of variables. This includes how the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time. We also need to consider how we appear to the students, and how we use our most valuable asset – our voice. The way we talk to students – and who talks most in the lesson – it is another key factor in classroom management.

Moreover, a good classroom management requires teachers to face adverse circumstances effectively. Misbehavior, lack of participation in class, refusal to speak in L2

and any possible distractors make part of those circumstances which hinder a good class development.

L1 usage is something that just cannot be discarded, it is said that students need as much input as they can receive in order to improve their skills in the L2, nevertheless, it goes beyond; teachers should observe and reflect about their students' level of proficiency in the foreign language and based on that, decide the amount of L1 they will use in their classes. It is not convenient to use a code that learners do not understand at all.

It is important for teachers to give instructions in a very simple way, they also must bear in mind that success depends on the logic the commands have. The level of difficulty should be set according to the students' language level and understanding must be checked constantly to make sure the instruction giving was provided correctly.

On the other hand, teachers must not only care about their speech regardless the fact that it is in L1 or L2 but also about their students' speech. It is recommendable to interact with students all the time. Interaction is also important to strengthen the student-teacher relationship.

Finally, a very important aspect is the attitude the teacher has in class; it helps students feel more motivated, encourages them to work actively and at the same time, builds self-confidence on them. It will be harder to carry out the activities a teacher has prepared if this person comes to the classroom without the willingness to teach a great class.

### Language Teaching

Language teaching is another category which was taken into account in this paper. It is because student teachers reflected on the way they were handling different aspects in the classroom such as: presenting the new language, drilling, feedback issues, eliciting and so on. This category can be defined as all of the knowledge and strategies that teachers can make use of in order to teach a language effectively.

In this matter, Hall (2011, p. 228) states that "... being a good teacher is likely to be influenced by training, qualifications and experience, including knowledge of the learners' language, culture and their educational system". There are ways to perform a more effective language teaching like giving proficient models of L2, acknowledging students with learning strategies, providing them with further information about English learning and being aware of the learners' difficulties and needs. In addition, a teacher who shares the same mother tongue as his/her students could take advantage of it in order to clarify things and make him/herself better understood.

Subsequently, teachers can apply some strategies in order to discover their students' language level as well as the strongest and weakest skills they have, one of those has great relevance in this study, it is eliciting. A teacher elicits the students' knowledge when he/she asks them questions before giving any explanation, this way the teacher becomes aware of what they know and what they need to learn or improve.

Nevertheless, teaching a language effectively, does not have a specific route to follow nor steps to achieve linguistic goals and be successful. It is because every context has different features; what works in one place, may not work in another one. Thereby, the knowledge and strategies which should be developed by teachers vary according to their workplace. In this order of ideas, Hall (2011, p.38) asserts that "Experience tells us that no two classrooms are the same... What happens in L2 classrooms in different parts of the world or in different social contexts is influenced by, for example, differing institutional policies, resource availability and societal goals and expectations".

## 2.4 LITERARY REVIEW

Four studies from different contexts were chosen to show a background regarding differences in educational factors in public and private schools. Those studies highlight the importance of the level of satisfaction that teachers have working in both contexts as well as the style and personal characteristics that teachers acquire when being immersed in a specific context.

The National Center for Education Statistics (NCES), whose function is to collect, analyze and report data related to education in the United States and other countries, carried out a research in 1997 called *Public and private schools: how do they differ?* This was written by Susan P. Choy and edited by Andrea Livingston, Karyn Madden and Barbara Kridl. Its main objective was to provide an answer to the question of how public and private schools differ by examining some dimensions of both contexts. In order to address this question, two fundamental differences between public and private contexts were considered: schools sources of support and the role of choice in determining or deciding where students go to school. Next, a description of the characteristics or features of the main participants in the education process (students and teachers) is provided, as well as the way they differ in the public and private sectors.

In addition a comparison of some specific aspects related to the organization and management of private and public schools was done. It includes the school and classes' size and information about the people in charge of making policy decisions for the schools and classrooms. Next, the different circumstances or conditions under which teaching and learning take place in public and private schools are explored as well as the dissimilarities between academic programs and support services. Surveys, questionnaires and statistics provided by the NCES were used to collect the data.

The differences found showed that public institutions have more personal issues affecting students' learning than private institutions. In addition teachers in public schools possess certain characteristics which contribute to make teaching effective, including more schooling, teaching experience and wider participation in professional development



activities. On the other hand, teachers in private institutions are more satisfied with their jobs due to the fact that those institutions offer a safest and comfortable environment in which they are able to belong to a community. It is also pointed out that both contexts share similar teaching strategies and face similar situations. In spite of the differences, the institutions' success is a shared responsibility which belongs to all the members of the learning community. This study is also concerned to find out the differences between teaching and learning in public and private schools and how this affects or enriches learners' academic and personal lives.

Claudio H. Díaz Larenas, Andrea Victoria Rodríguez Moran and Karen Jocelyn Poblete Rivera conducted an exploratory non-experimental research study in (2011) called *Comparing Teaching Styles and Personality Types of EFL Instructors in the Public and Private Sectors*. Its main objective was to compare the teaching styles of a group of thirty Chilean teachers of English, half working with the private sector and the other half with the public sector respectively. Two research questions were established:

- What teaching styles and personality types does a group of EFL teachers from the public and private sector possess?
- Is there any relationship between the participants' teaching styles and their personality types?

The researchers also defined three variables such as teaching styles, personality traits and type of school (public and private). With the purpose of collecting the required data, two instruments were proposed to the participants. One of them was a teaching style inventory to determine the most predominant teaching style in each participant (expert, formal authority, personal, facilitator and delegator). The other instrument was a psychological type index which aimed to identify a specific teaching style within personality type. The participants answered both individually. The researchers waited for four months to start analyzing the data. Results showed that the public section teacher participants show a facilitator and mediator teaching style and an extrovert personality type.

However, the private section teacher participants demonstrate a more authoritative and imposing teaching style and an introverted type of personality.

In 2007, Maria McNulty Ferri and Diana Isabel Quinchía Ortiz members of a research group of learning and teaching of foreign languages from Universidad de Antioquia developed a study called *Designing a Holistic Professional Development Program for Elementary School English Teachers in Colombia*. This study was focused on the school context and placed the teacher in the role of the learner. The program gathered aspects about the curriculum as well as the teachers' language and students' pedagogical needs, determining like this the learning and pedagogical activities for the program. The researchers applied a series of activities to the teachers in order to develop their four skills and also asked them to keep a written record about their language development and how to redesign their curriculums keeping in mind the new knowledge about teaching approaches and activities developed through the course of the study.

The teachers who participated in the study increased their level of confidence using English and implementing new methodological strategies by getting positive feedback and comments from their learners. Furthermore, their attitude towards English and the possibilities regarding the different ways in which a class can be given had positive changes.

The Center of Social Studies (CES) from Universidad Nacional de Colombia conducted a research in 2009. The title of this research paper is *Characterization of the Teachers in Public Schools in Bogotá*. The main purpose of this was to establish the characteristics of teachers from public schools in Bogotá. This study contributed to develop better educational policies on teacher training and professional development. Researchers identified the difficulties they had to face in the classroom and they worked with a group of principals and coordinators of schools, students from seventh to eleventh grades, and elementary, middle and high school teachers. In order to collect the information, a survey for teachers in public schools in Bogotá was designed. About a quarter of the public schools of Bogotá participated. The results of this teacher survey were compared to data and

assumptions from other studies on similar subjects from countries such as Argentina, Brazil, Peru and Uruguay.

Findings were reported on matters such as the age, birthplace, marital status, studies and teachers' professional profile. In addition, teachers' perceptions and attitudes towards teaching practice were considered.

Some recommendations given at the end of this research were the importance of further studies in order to gather information about teachers in Bogota. This will allow evaluating and monitoring the results of the public institutions' activities and actions. It was as well highlighted the need to develop more policies and programs to promote the constant training and growth for teachers.

## **CHAPTER 3**

### **RESEARCH DESIGN**

#### **3.1 Research Paradigm and Approach**

This research was carried out using different instruments such as teaching diaries, semi-structured interviews and questionnaires. A Systematization of Experiences was developed because there was a need to codify and systematize the data obtained from the instruments with reflective purposes. Hleap (as cited in Carvajal, 2005) defines systematization as a qualitative investigation that is guided by a interpretative and critical approach. It intends to describe and interpret experiences giving preference to the participants' opinions. A Systematization of Experiences requires to have a qualitative approach because there was a need to understand and analyze the way student teachers behaved depending on the context they were immersed.

First, a definition of qualitative research by Denzin & Lincoln (as cited in Guest & Namey, 2013, p.3):

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

A whole process where experiences had the most important role took place, therefore, the objective was to systematize those experiences in order to find out the competencies the student teachers developed throughout their practice.

According to Beatriz Borjas (2003, p.16).

Systematization is a critical interpretation of one or several experiences which from its organization and reconstruction discovers or explains the logic experienced process, the factors which have taken part in such process, how they are connected among themselves, and why they have done it that way.

There are some points that are considered important for this research. Systematization is defined by Borjas as an interpretation which is carried out critically, this is a conclusion of an attempt to understand the usefulness of specific experiences. It would not be possible to interpret those experiences if they are not ordered or if they have a lack of logic, it is also important to bear in mind the facts and relationships which somehow affected them.

Likewise, Martinic (as cited in Acosta, 2005, p. 7) asserts that systematization of experiences is “a reflection process which pretends to order or organize what the pace, processes and a project results have been, seeking in such dynamics the dimensions that can explain the path taken by this procedure”. Systematization takes place when a subject gets involved into a context and is willing to identify factors such as: environment, participants’ characteristics and actions which can be helpful when it comes to find solutions to problems or differences regarding other contexts. Some of the aspects which the person who systematizes must bear in mind are his/her emotions, perceptions and social relationships.

Acosta (2005) utters that these processes allow conducting an analysis about what the participants’ actions, what motives them and the results and the benefits. They also trigger learning processes because they can be addressed to groups of people who share common interests or belong to the same community than the ones who performed the systematization with the purpose suggesting ways to improve future practices. Other people can take advantage of these processes because they can find support in case they want to develop their own projects.

A systematization of experiences was chosen because it allowed us to share, compare, conclude, learn from our experiences, and search for ways to improve our performance in the classroom. "Systematization has a value for each particular practice because it permits to give a retrospective sight to the past and, from what was learned, guide the future" Morgan y Quiroz (as cited in Borjas, 2013, p.24).

Borjas (2003), states that there are three objective-based categories reflected on the systematization process:

1. Those that want to favor the interchange of experiences among different teams.
2. Those that propose the comprehension and reflection of a team over their own work
3. Those that intend to acquire knowledge (or theory) from the practice itself.

The second and third objective-based category proposed by Borjas (2013) are the ones which apply to this research because it intends to codify data taken from the teaching practices and extract valuable information with academic purposes. Even though the information acquired was supported by authors and socialized with teachers advisors and other student teachers, the results are open to subjectivity due to the fact that teaching journals are something personal and student teachers wrote about their own feelings and experiences in there.

In order to carry out a systematization of experiences, three aspects must be taken into account: the first one is to reconstruct the experience which means to go through the experience that needs to be analyzed.

Bernechea and Morgan (2010) argue that:

Systematization is the reconstruction of and analytical reflection about an experience. Through systematization, events are interpreted in order to understand them. This supports the production and dissemination of consistent knowledge that is rooted in reality. The systematization allows for the experience to be discussed and compared with other similar

experiences, and with existing theories and, thus, contributes to an accumulation of knowledge produced from and for practice.

The second aspect is to analyze and interpret the experience, in this part, systematization questions emerge and are answered by reflecting on the past events where the actors took part. Those questions come along with the main categories and they help guide the codification process.

Finally, the third aspect refers to communicating the systematization results, however, it does not only consist on answering the research question but also on producing suggestions or actions.

Hargreaves & Morgan (2009, p.31). state that

A systematization will have been successfully concluded when you have reached a satisfactory answer to the systematization main question. But the conclusions of all systematizations should always be expressed as lessons and end up in new action proposals or recommendations for other persons who want to engage in similar practices. It can also produce inputs for policies or general strategy

Action proposals and recommendations make part of this paper's further research  
*See conclusions.*

The steps followed during the systematization were: Participate in the experience, register the experience, select the object to systematize and the relevant aspects about the experience, organize information, identify variables and categories, make a critical interpretation, formulate conclusions and communicate lessons learned.

This research took place in two different schools located in Bogota. Contextual issues in public and private schools were taken into account.

### **3.3 Participants**

This systematization was performed by students of a Bachelor Program in English Language Teaching at Uniminuto University. Their professional teaching practice took place in different public and private schools and students were able to choose whether they wanted to work with elementary, middle or high school students. The student teachers who made part of this research had the opportunity to work with elementary students. Their experiences were different because they did not share the same workplace. After some conversations about academic issues, they found out that the context they were in required them to plan different activities. The participants involved in this professional practice were student teachers and teacher advisors.

### **3.4 Setting**

The period of time for this systematization was established. It was chosen the teaching practice I, which started in February 2014 and finished in June 2014, and teaching practice II, which started in July 2014 and finished in November 2014.

*Instituto Técnico Distrital República de Guatemala* (public) and *Luigi Pirandello* (private) schools, made part of the research field. We worked as student teachers with elementary students of second and fourth grade respectively (8-10 years old).

*Luigi Pirandello* is a private school located in the neighborhood Villas de Granada (northwestern of Bogotá). It educates children since 1985. There are currently 900 students in two branches of the school available for elementary, middle and high school. Students who want to be part of this institution need to complete an admission test.

The aim of Luigi Pirandello School is to educate young people for work. Bilingualism, the development of basic competencies, and transformational leadership are important aspects of the syllabi. The institution is committed to provide a quality service



that meets the expectations of both parents and students on values such as tolerance, respect, loyalty, responsibility and proactivity.

The institution's projection for the year 2015 is 'to be a place where children will be educated to acquire significant theoretical and practical learning in order to create their own business projects within the parameters of Transformational Leadership'

The institution's pedagogical model is teaching for comprehension which means that students are going to be able to use their acquired knowledge as part of their human construction. The pedagogical model aims to develop a special methodology in order to educate young kids and teenagers with the abilities for becoming internationally competitive.

This educational model takes into account different elements such as the experience of the school, knowledge, talent and transformational leadership.

The institution has educated children during 28 years. There are 24 generations of graduate students. Students begin their process with the guidance of bilingual skilled and experienced teachers while they improve independence, self-discipline and develop their communicative abilities (Reading, Speaking, Listening and Writing). Students are expected to reach a B1 level when they are in their last year of high school. Teachers instead, are required to have a B2 level and other employees must have a basic knowledge of English (A2).

The hours of English classes per week in elementary school are eight. However some of the courses are given in English (Mathematics, Social Studies, Science, Geometry and Literature). In middle and high school, students have eleven hours of English. The institution has a laboratory where they are able to practice their skills using computers and each classroom has a Video Beam. In addition, they work with a textbook from Pearson called *Big English*.

On the other hand, *República de Guatemala IED* is a public school located in Engativá. This school educates children since 1965. It offers elementary, middle and high

school education for children and teenagers within 5 to 18 years old. There are 700 students in elementary school which takes place in the morning.

Since 1991 the school was authorized to offer technology programs in high school. Nowadays, students from *República de Guatemala IED* get a high school diploma in accounting and secretarial studies. The school in association with the SENA offers this program to give students the opportunity to continue their studies after having finished their high school. Learners are trained in finances, human management and business.

The aim of the school is to educate citizens with knowledge in business management as well as an entrepreneur attitude in order to handle formal and informal jobs.

In the elementary school, students have two hours of English classes. During the school year, all graders have a regular teacher who teaches almost all the subjects including English. The institution does not have a specific model to teach English, so an English syllabus was adapted to meet the requirements taking into account the standards of competence given by the Ministry of National Education. The most important thing for the school is that students learn vocabulary through activities like giving personal information, memorizing and singing.

School begins every day at 6:30 am until 11:30 for elementary students. Students received English classes once a week. The lessons are taught by teachers from other areas that have basic knowledge of English.

### **3.5 Data collection instruments**

#### **Teaching Journal:**

The tool used in order to carry out the systematization of experiences is the teaching journal or diary. This is a written record where teachers reflect about their classes in order to learn from their teaching experiences. The main purpose of elaborating a teaching

journal is to make a deep and personal reflection about the way the teacher performed in class and search for ways to improve.

According to Zabalza (2004) teaching journals are the documents that teachers use to gather their impressions about what is happening in their classes. This definition applies to the diverse kinds of teaching journals because their main aim is to collect and analyze the information. In addition, Zabalza states that teaching journals are a wonderful resource to elicit own dilemmas regarding professional performance. In this matter, he uses the concept of dilemma to refer to the whole group of adverse situations which the teachers have to face during their classes.

Porlan (as cited in Zabalza, 2004) points out that journals allow us to gather meaningful information about the teaching and learning process, to collect historical information about the classroom and what happens inside of it, to identify problems, to reflect about them and to think about the solutions.

The use of teaching journals follows two main ways, the first one takes journals as a resource to gather the class pace, and the second one as a research-oriented tool whose purpose is to evaluate didactic processes.

Finally, the use of teaching journals helps teachers reflect about their experiences, to give immediate and permanent feedback.

After every single class, the university students had to fill their reflective teacher diaries with information about how things went during the lesson. This teaching journal included aspects such as the effectiveness of the materials used, group arrangements, problems encountered, interactional aspects, techniques, engagement and assessment.

The formats of the teaching journal were used during professional teaching practice I. In the second semester some modifications were done. The new teaching journal allowed student teachers to record more information. The second teaching journal is divided into sections which were useful to determine the categories used in this study.

The examples of the teaching journal formats used by the student teachers who made part of this research can be found on appendixes 1 and 2.

### **Questionnaires:**

Questionnaires are an easy and practical tool to gather and organize data. Objectivity, rapidity, privacy and a better organization of ideas are among its advantages. They permit to save time because participants answer them whenever they want. Questionnaires can also be sent through e mail or handed out personally. Open questions were used in this qualitative research.

Oppenheim (as cited in Beiske, 2002, p.2) affirms that:

If a questionnaire is well designed, it will motivate the participants to give accurate and complete information; as such, it should provide reliable and relevant data in return. A questionnaire can serve as an inductive method with the aim to formulate new theory, where open-ended questions are used to explore a substantive area.

In order to carry out this study, it was necessary to apply a questionnaire to other student teachers who also did their professional teaching practice in the same schools. It was important to have their point of view about this process in order to identify the competences developed in both contexts (public and private).

It was expected the participation of student teachers enrolled in teaching practice II in the schools chosen. There were four students teachers in Luigi Pirandello School and three student teachers in Instituto Técnico Distrital Republica de Guatemala. However, only three student teachers from the private school and one student teacher from the public one answered the questionnaire.

The student teachers' participation in the private context was higher, and then it was easier to collect information from them and thus, support the statements and experiences reported in this project. On the other hand, as there was a lack of participation of the

student teachers from the public school, it was necessary to ask student teachers who only did their teaching practice I in that school.

The questionnaires applied to the student teachers from teaching practice I and II can be found on appendix 3. There were nine questions which were guided according to the categories and questions mentioned in the chapter 4.

### **Interviews:**

In order to define what semi-structured interviews are, Mathers, Fox & Hunn (2002, p.2) assert that:

Semi-structured interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover. The open-ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues or prompts to encourage the interviewee to consider the question further. In a semi-structured interview, the interviewer also has the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee.

Semi-structured interviews were used in order to find out the teacher advisors' perceptions about the student teachers' performance during their professional teaching practice in both contexts, public and private.

The transcriptions of interviews can be found on appendix 4.

## CHAPTER 4

### DATA ANALYSIS

The purpose of this data analysis and interpretation phase is to transform the data collected during this study into evidence that supports the development of the research. According to Gibbs (2007), there are two ways to perform a codification process; the first one is called data-driven and it consists on starting to codify information without a specific category or concept, it is also called open coding.

The second way to perform a codification process is called concept-driven. In this case, concepts are established prior to analyzing the data. About this, Gibbs (2007, p. 44) asserts:

The categories or concepts the codes represent may come from the research literature, previous studies, topics in the interview schedule, hunches you have about what is going on, and so on. It is possible to construct a collection of codes in a codebook without, at first, use them to code the data... In framework analysis, before applying codes to the text, the researcher is encouraged to build up a list of key thematic ideas. These can be taken from the literature and previous research but are also generated by reading through at least some of the transcripts and other documents such as field notes, focus groups and printed documents.

As this is a concept-driven codification, the first step was to select the objective-based categories. Three categories were chosen and questions were designed for each one of them considering the teaching journal formats given to the student teachers.

The second step was to prepare the data, which in this case refers to the process of codification and searching for the units of meaning in the teaching journals that belonged to each one of the categories (*Lesson planning, Classroom management and Language teaching*). The third step was to describe and organize the data by classifying it into sub categories establishing the ones that were common in both contexts.

These new categories contributed to the process of identifying the similarities between both contexts and the competencies developed. At the same time these categories were useful in order to establish differences as well.

Three categories were needed to focus on the different competencies developed by the student teachers on both contexts, public and private. The categories already mentioned were still too general to find out information from the teaching journals, then, three more sets of questions made part of the analysis in order to guide the following process. Those questions will not be answered, they will just serve as a basis to find relevant information and thus, systematize the data more specifically.

Table 1. Categories and questions.

### **Category 1. Lesson planning**

- 1. Are the objectives of the lesson achieved at the end of the class?**
- 2. What kind of teaching materials does the student teacher use? Are they appropriate and effective for the students' level?**
- 3. Does the student teacher depart from the lesson plan? Do the changes have positive or negative effects?**

### **Category 2. Classroom management**

- 1. What problems does the student teacher encounter and how does he or she deal with them?**
- 2. How often does the student teacher use L1 to give instructions?**
- 3. Does the student teacher need the cooperative teacher's help when it comes to keeping discipline in the classroom?**

### **Category 3. Language teaching**

- 1. How effective does the student teacher present the new language?**
- 2. What skill does the student teacher focus on in a deeper way?**
- 3. Does the student teacher elicit the students' knowledge prior to start with a new topic explanation?**

Categories and Codes

- |    |                      |    |
|----|----------------------|----|
| 1. | Lesson Planning      | LP |
| 2. | Classroom Management | CM |
| 3. | Language Teaching    | LT |

Qualitative Tables were used in this analysis. According to Gibbs (2007), these are useful to organize and compare similar data. Creating tables implies including text that has been previously codified. This text is usually written literal because it contains parts of the participants' notes that shall not be missed or modified.

The following table shows the way in which the data collected from the teaching journals is organized.

Table 2. Example of the organization of the data collected.

	<i>Private institution</i>	<i>Public institution</i>
<i>Subcategory</i>		
<i>Category codes</i>	<i>Quotes taken from the student</i>	<i>Quotes taken from the student</i>
<i>LP:(Lesson planning)</i>	<i>teachers' teaching journals.</i>	<i>teachers' teaching journals.</i>
<i>CM:(Classroom management) and</i>	<i>Private institution</i>	<i>Public institution</i>
<i>LT:(Language teaching)</i>		



**Category 1. Lesson Planning (LP):**

Richards (2011) relates pedagogical reasoning skills with the creation of lesson plans *See Fig. 7*. It is because the teacher analyzes the content before planning any activity identifying learning objectives and anticipating possible problems. According to Estaire and Fernandez (2012), when the teacher has to make a decision regarding what activity to put aside, they have to take into account some students' characteristics like age, English level, needs and interests in order not to depart from the main objectives. It makes part of the didactic competencies. *See Fig. 11*

Table 3. Reflective Teaching Journals (RTJ), public and private institutions. Lesson Planning. Subcategory: Controlling time.

	Private School	Public School
Controlling Time		
LP	<p>I thought two hours were going to be a very long time...</p> <p>In spite there was enough time I was able to do almost all the activities I had planned for the class.</p> <p>My students were talking longer than planned for finishing the activities and in previous sessions for cope with this I was using the alarm clock to control time...</p>	<p>Not being able to apply the whole lesson plan to the students is most of times due to the fact that I'm not managing time in a proper way.</p>

Teaching Journal public school October 23<sup>rd</sup> 2014

Teaching Journal private school March 13<sup>th</sup> 20<sup>th</sup> and October 2<sup>nd</sup> 2014

In both private and public schools, student teachers were worried about the time they spent for each activity. Time was not enough for them to carry out the things they planned. Nevertheless, they improved that skill after some classes and some experience they had.

In the public school, time was much more limited because students have one class per week and every class lasts 90 minutes. On the other hand, students from the private school receive four classes per week and each one of them lasts either 50 or 100 minutes; it was a determining factor for student teachers to prepare their classes and manage the topics according to the time they counted on.

In the public school pedagogical activities, school internal issues and so on. It affected English classes as well, making students miss topics and thus, forcing teachers to do reviews.

One of The competencies that student teachers developed was adapting themselves to the circumstances presented. They learned how to plan classes according to the context's features Experience helped student teachers to anticipate and deal with possible issues. Richards (2011) states that those abilities are acquired through teaching training programs and also that it involves time usage skills. *See Fig. 3*

Table 4. RTJ public and private institutions. Lesson Planning. Subcategory: Discarding activities because of time.

	Private	Public
Discarding activities because of time		

LP	I decided to do the communicative practice instead of the worksheet because I considered that I would be better to have students to practice...	The actions I took for changing the lesson plan order was good because all the activities were completed. Just the activity of presenting their houses in class was not completed but I decided to leave that activity as homework.
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Teaching Journal public school August 21<sup>st</sup> 2014

Teaching Journal private school March 20<sup>th</sup> 2014

When the student teacher decides to put off the activities he/she had planned for the lesson, it can be because of different reasons. In this case, students from the private school had more days available during the week for the English class and the student teacher had the opportunity to apply the activities the next session or ask the cooperative teacher to do it and start a new topic. On the other hand, students from the public school had only a day available for the English class every week, so the student teacher had to leave the activities as homework. In addition the student teacher was able to stay with some students at the end of the lessons to clarify things about the topic. She found out that they were understanding the content of the lesson, but the students were shy and they did not show their progress during the lesson.

Here we can see that student teachers make decisions watching out whether the activities they plan are suitable for the achievement of the learning objectives. They also make more decisions regarding their students' progress and what they consider better for their learning process. Estaire and Fernandez (2012), classify the ability to manage and organize tasks into didactic competencies. Managing and organizing skills require student teachers to have the proper knowledge to discard or modify activities when time is not enough.

Table 5. RTJ public and private institutions. Lesson Planning. Subcategory: Reviewing previous topics.

	Private	Public
Reviewing previous topics		
LP	...I didn't include any communicative practice because I had to do a review with students about quantifiers.	The review is important because students forget and they never study and practice at home. The main idea was starting using the homework I left on the class which consisted in drawing the parts of their house.

Teaching Journal public school August 14<sup>th</sup> 2014

Teaching Journal private school September 1<sup>st</sup> 2014

The student teachers from public and private schools were aware of the importance of reviewing topics. Sometimes they realized that a topic was not completely understood by the students. Instead of continuing with the following topic, they took time to check doubts and make sure everything was clear.

The student teachers highlight the lack of willingness students had; regardless the fact that they were from private or public schools, they did not like studying or reviewing topics at home.

Richards (2011) asserts that teachers need to be able to connect and adapt the content of their lessons to learners' needs as well as their outcomes, when there is a failure in the teaching process, teachers must be able to recognize it and thus, find out a solution. Reviews are part of that solution because they reinforce and strengthen the students' learning process.

Table 6. RTJ public and private institutions. Lesson Planning. Subcategory: Designing materials.

	Private	Public
Designing materials		
LP	<p>I started by showing students a set of images.</p> <p>I introduced family members' vocabulary by asking WH questions to students because they are already aware of that kind of questions.</p> <p>I used their textbook to do a listening activity</p> <p>I started the class with a warm up activity (A memory game)</p> <p>I used the video beam for showing students the images for the opening as well as the structures and some exercises to practice.</p>	<p>The use of technological resources is impossible to have access.</p> <p>I did my own resources such as: poster, flash cards and worksheet. The poster that I draw was cartoon "Bart Simpson" I think that teacher should use this kind of character because is easier to catch the attention of them.</p> <p>For this class I use my own resource such as: posters, flash cards, but I consider the poster of "Bart Simpson".</p> <p>This time the lesson plan was designed to use the video beam...</p> <p>I used most of the time flash cards and trying to draw posters ...</p>

Teaching Journal public school August 14<sup>th</sup> 2014

Teaching Journal private school March 31<sup>st</sup>, April 28<sup>th</sup> and September 1<sup>st</sup> 2014

In the public school the access to technological devices like the video beam was restricted, so the student teacher had to create visual resources. It helped her to be very creative and to use a great deal of resources. On the other hand in the private school each classroom has its own computer, video beam as well as internet access and a textbook which is an advantage for the student teacher. Conversely, in both cases the student teachers had to create their own teaching material and at the same time to evaluate if it was useful or not. Autonomous teachers are interested in Designing and creating material to evaluate their students' interests and features.

Richards (2011) argues that comprehending texts and providing language models are very important aspects because teachers need to keep informed and produce their own material taking into account the language level of their students.

Table 7. RTJ public and private institutions. Lesson Planning. Subcategory: Catching attention activities.

	Private	Public
Catching attention activities		
LP	<p>I use this resource a lot because besides of saving time students like it and seem more interested and willing to take part.</p> <p>Through the use of these materials I</p>	<p>For this class and for concluding the topic I used as always poster and flash cards, it has been a good resources for me, because in this way I can have student's attention...</p>

	<p>could see that students were motivated and remembered previous introduced vocabulary.</p> <p>For presenting them the new language I used the pictures and gave them real life examples of people who is in shape and people who does not.</p>	<p>I used most of the time flash cards and trying to draw posters, kids are a lot of visual and it is a good alternative to keep their attention...</p> <p>The use of short activities allow to keep students attention...</p>
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Teaching Journal public school October 23<sup>rd</sup> 2014

Teaching Journal private school August 6<sup>th</sup>, 21<sup>st</sup> and October 2<sup>nd</sup> 2014

Even though the student teacher from the private school stated that their students' attitude towards the class was good, it would not have been possible without some special activities designed to catch the learners' attention. Realia was used by the student teacher from the public school because students paid more attention to what was taught. Students were very talkative and get distracted easily.

Student teachers must have a competence that is mentioned by Estaire and Fernandez (2012), it is the didactic knowledge implicated in the teaching practices; good teaching practices mean that teachers have to find ways to guarantee their learners' academic process. The creation of material has to do with the mentioned aspect because the learners' context and interests determine the successfulness of the class. An advantage of those activities is that they create a stimulating environment and promote the active participation.

**Category 2. Classroom management (CM):**

Teaching training programs give student teachers the opportunity to practice through micro-teachings and peer-teaching activities. The role of content knowledge theory proposed by Richards (2011) classifies classroom management within the pedagogical knowledge teachers should have *See Fig. 2*. In addition, Verdisco and Navarro (2000) highlight the need of teachers to be in contact with real-life situations since the beginning of their professional lives for the teaching training programs to be more effective and contextualized. Beijaard (2005) on the other hand, states that the cooperative teacher's as well as the colleagues' support plays an important role in knowledge constructions and helps teachers work in challenging learning environments.

Table 8. RTJ public and private institutions. Classroom Management. Subcategory: Giving incentives.

	Private	Public
	Giving incentives	
CM	<p>...they had to organize them as fast as possible and write them down on the board. The winners received candies.</p> <p>I checked they had finished at the end and gave a stamp to those who did the activity as I requested and without talking or distracting others.</p>	<p>I give candies to the best exams, children were happy and it strategy might have a positive results with next exams.</p> <p>Children love any kind of motivation, cadies, happy faces, and stars as a positive mark.</p> <p>...any kind of game to motivate them</p>



		also give them any kind of reward at the end of the class.
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Teaching Journal public school March 20<sup>th</sup> 2014

Teaching Journal private school May 5<sup>th</sup> and October 1<sup>st</sup> 2014

Considering the variables in classroom management provided by Harmer (2007), it was found that when working with young learners, receiving some kind of incentive at the end for their participation is really useful due to the fact that they feel more engaged and willing to take part in the lesson. This helps to enhance students' confidence and also contributes to the reduction of their levels of anxiety and shyness when it comes to speak aloud and give their opinions no matter if they are sure or not about their answers. Extrinsic motivation gives ideas about how learners are and the way they react towards the different activities and rewards.

Table 9. RTJ public and private institutions. Classroom Management. Subcategory: Cooperative teacher's support.

	Private	Public
Cooperative teacher's support		
CM	<p>My cooperative teacher helps me to deal with behavior and give me recommendations on how to deal with behavior issues.</p> <p>My cooperative teacher helps me a lot regarding behavior, so I'm aware there</p>	<p>The teacher gave me some advices about the students like being demanding but not authoritarian.</p> <p>The teacher was sitting supervising the class and she helped me to keep the control of the class.</p>

	<p>are many things I need to learn, improve and put into practice in that aspect...</p> <p>...and write their names down to tell the teacher who was misbehaving.</p>	<p>...in some moments I lose the control and teacher had to help me to recover their attention.</p>
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Teaching Journal public school February 27<sup>th</sup> 2014

Teaching Journal private school May 15<sup>th</sup>, August 6<sup>th</sup> and September 25<sup>th</sup> 2014

Most of the help student teachers received came from the cooperative teacher in terms of discipline in both contexts. They gave recommendations on how to deal with certain students' behaviors due to the fact that they are more familiar with each student personality and behavior inside the classroom. As mentioned before Beijaard et al (2005), in teachers' development the cooperative work between colleges, in this case cooperative teachers and student teachers, became into an important tool to enhance student teachers skills. In the private institution the student teacher was able to ask the cooperative teacher's help to grade quizzes or to check students' progress during the course of the activities. Yet, in the public institution the help coming from the cooperative teacher was restricted to the field of discipline and classroom management since she was not an English teacher.

Table 10. RTJ public and private institutions. Classroom Management. Subcategory: Lack of class control/using mother tongue to control misbehavior.

	Private	Public
<p>Lack of class control / using mother tongue to control misbehavior</p>		
	<p>...I had some problems with students' behavior because they were slapping their tables very hard and the classroom</p>	<p>...I noticed a participation despite they become misbehavior.</p>

<p>CM</p>	<p>became very noisy, so I had to stop the activity and make them to do it in a more organized way.</p> <p>...some students are very distracted and as a coincidence they have other distracted student in front, so for avoiding distractions I move them to work with a different student to keep them focused.</p> <p>I had a lot of problems to deal with students' behaviors because they were not paying attention to what I was saying and were leaving their seats to talk to others or to ask for a permission to go to the bathroom...</p> <p>I had to stop the activity and ask students in Spanish to go back to their seats...</p> <p>...I was giving the class, some students were talking and not paying attention, which I found surprising because during the lesson or when I was explaining the topic I didn't notice those things.</p>	<p>...the problems in this classroom were that some of them could not work in a group, because they argue for everything (teacher: he/she gave me a bad look, he/she pushed me, he/she took my pencil etc.).</p> <p>Classroom they were in a total indiscipline they were shouting, running.</p> <p>...Sebastian the last class was undisciplined, he did not work in his activities that I did for everybody, he showed me disrespectful in the class, I could not manage this situation.</p> <p>The firstly impression had a change, the last class they seem quiet students, but in this time they got out of control.</p>
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Teaching Journal public school March 6<sup>th</sup> and April 3<sup>rd</sup> 2014

Teaching Journal private school March 13<sup>th</sup>, 20<sup>th</sup>, September 18<sup>th</sup> and October 1<sup>st</sup>, 2<sup>nd</sup> 2014

One of the most difficult things to deal with during the lessons is students' behaviors, as Freeman (as cited by Mann, 2005, p.105) affirms, knowledge and skills are more trainable than some other attitudes students may have since it involves to analyze another aspects in learners such as social background, family issues, and others. In this case, both schools had different kinds of students with different backgrounds and experiences with the language and the teachers they had there. In the public school for example the student teacher had to get familiar with her learner's personal life in order to understand the reasons behind his attitude. When teaching a lesson or carrying out any activity in both contexts we as student teachers did not notice some behavior issues about students because sometimes the most important thing for us is to develop the activity in a successful way.

Experience provides teachers with a wide range of strategies to deal with this kind of situations depending on the type of students and their ages

### **Individual subcategories**

The next charts show the individual competencies which were developed by student teachers; they are not presented together because some of them were only built up by student teachers from either private or public contexts.

#### Private School

Table 11. RTJ private institution. Classroom Management. Subcategory: Controlling individual behaviors.

	Controlling individual behaviors
CM	There is also a new student, he is quite hyperactive and tends to distract other students, especially boys, he cheating during the exam so I had to sit him alone and to be pending on his behavior.

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Teaching Journal private school August 11<sup>th</sup> 2014

This kind of behavior makes part of unexpected situations the teacher has to deal with. As Estaire and Fernandez (2012) mentioned, the communicative linguistic competence made presence at this point since it was necessary to communicate an instruction and a later feedback to correct a misbehavior, separating a student from the whole group because of his/her actions is a clear example of the student teacher's leadership and authority. That strategy carried out by the teacher shows the rest of the class that they should not do that if they do not want to be in trouble (apart from the group, bad grades, teacher's monitoring).

Table 12. RTJ private institution. Classroom Management. Subcategory: Supervising students' work.

	Supervising students' work
CM	<p>I checked they had finished at the end and gave a stamp to those who did the activity as I requested and without talking or distracting others.</p> <p>I walked around the classroom checking that they were doing the activity and also correcting pronunciation and helping them to model the questions they had to ask in case they needed.</p> <p>I also try to be pending on them and to be asking them questions about what they had to do as well as checking they were working at the same pace than the rest of the students.</p>

Teaching Journal private school March 31<sup>st</sup>, September 18<sup>th</sup> and October 1<sup>st</sup> 2014

This is a skill developed by the student teacher during the in-practice time. At first, the student teacher only monitored the students in a basic way. It was with experience and time that she started walking around the students' seats and hurrying them up to finish the activities when time was over. A great allied for the supervision skill is the development of the activities with the lesson plan, as Brown (2007) states, to write a script or lesson plan is useful because teachers can have a general idea of them and their learners' procedures during the teaching process, especially for those student teachers that never taught before.

Table 13. RTJ private institution. Classroom Management. Subcategory: Group and pair work advantages.

Group and pair work advantages	
CM	<p>I consider the most appropriate and effective I've had is the one in which students are organized into tables because they are organized into small groups and work better.</p> <p>I know that working in groups may be helpful for clarifying things you don't have clear, through the interaction with classmates it is sometimes easier to share doubts about a given topic.</p>

Teaching Journal private school August 25<sup>th</sup> and September 25<sup>th</sup> 2014

The student teacher sometimes set some students as tutors, it means and she asked them to get into a group and help other learners with the inconveniences and doubts they had. Unlike the public context, the student teacher who belonged to the private school found working in groups a productive and useful experience.

Public context

Table 14. RTJ public institution. Classroom Management. Subcategory: Depression under difficult circumstances.

	Depression under difficult circumstances
CM	I felt frustrated because I lost control of myself, my mind went blank and I thought that my only solution was to ignore the students during the rest of time of the class. I figured out that it was a terrible idea to escape from the situation...

Teaching Journal public school April 3<sup>rd</sup> 2014

During the first day, I felt I had many hesitations and I did not realize I could do things on right way. I had so many questions about the context, the teachers who worked at the institution and the type of students I would find during the lessons.

Those hard situations make believe that maybe the teaching profession is not the correct job for our lives due to fear produced by the anxiety and inexperience we have as new teachers. As time goes by we are getting more skills to face those problems that we usually find with the academic life.

Table 15. RTJ public institution. Classroom Management. Subcategory: Students' shyness.

	Students' shyness
CM	Some students were shy and others had confidence. I presented some class rules in English and Spanish by using some flashcards and they were receptive.

Teaching Journal public school February 27<sup>th</sup> 2014

Those students who had a high level of confidence were able to ask as many things they could but others were always aside of any relation with the teacher.

While lessons were being completed week by week that shyness disappeared and students gained self-confidence and were more engaged with every class.

### Category 3. Language teaching (LT):

Estaire and Fernandez (2012) consider that having linguistic communicative competences is something very important because language teaching requires great knowledge about several topics and it is not just a matter of approaches and methods but also aspects such as fluency, accuracy and an excellent language domain in general. It is hard for teachers to foster L2 in the classroom if they are not proficient enough to speak in English for large amounts of time; the same situation happens with drilling where teachers are required to have an outstanding pronunciation in order to avoid misunderstandings or transferring mistakes to the students.

Table 16. RTJ public and private institutions. Language Teaching. Subcategory: Drilling.

	Private	Public
Drilling		
LT	<p>I played the video the first time and make stop it for making students to repeat the sentences</p> <p>For the second time I stopped the video for them to repeat the vocabulary</p>	<p>Drilling allows to develop different group dynamic activities...</p> <p>The teacher was emphatic and told me that the most important for her was to improve vocabulary in students...</p>



Teaching Journal public school February 27<sup>th</sup> 2014

Teaching Journal private school March 31<sup>st</sup> and May 12<sup>th</sup> 2014

The focus the student teachers had for drilling was different. In the public school, pronunciation skills were not very important. They focused more on other aspects such as vocabulary and small texts comprehension. There is something remarkable about drilling in the public context, it is the usefulness found by the teacher when they wanted to develop activities as a group. Students' attitude was better in terms of cooperation and team work; however, it was harder to keep discipline because they were noisier and lost their attention on the main topic.

Richards (2011) and Estaire and Fernandez (2012) share the same perspective because they consider that teachers are required to have and provide excellent language models. Good drilling practices cannot take place without a key language model, it is pronunciation.

Table 17. RTJ public and private institutions. Language Teaching. Subcategory: Code switching to clarify and give instructions.

	Private	Public
Code switching to clarify and give instructions		
LT	<p>Students still don't make much use of L2 to interact between them, they do it during some lessons but they switch fast to L1 again.</p> <p>I gave the instructions in English but they seemed confused so I had use</p>	<p>I talked in English and Spanish, I wrote the information on the board...</p> <p>I had to alternate in English and Spanish because not all the students understood the lesson...</p>

	<p>Spanish.</p> <p>To avoid the use of Spanish I will try to use a less complicated vocabulary and try to speak slowly.</p> <p>I'm forced to use Spanish a lot for students to get what they need to do or to clarify things.</p>	<p>To give instructions for each activity I have to talk in "Spanglish" and use Spanish and English...</p>
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Teaching Journal public school February 27<sup>th</sup> 2014

Teaching Journal private school March 31<sup>st</sup>, August 21<sup>st</sup> and September 25<sup>th</sup> 2014

In the private context, the use of Spanish was much more limited if it is compared to its use in the public context. The student teacher from the private school used code switching in a few cases where the explanation was more difficult and required some words which the students did not understand. On the other hand, the use of Spanish or "Spanglish" in the public school was something more common and the teacher did it for them to get familiarized with English. The teacher from the public school found useful to do that because at the end of the course, students were used to say some words in English.

*Table 18. RTJ public and private institutions. Language Teaching. Subcategory: L2 Fostering.*

	Private	Public
L2 fostering		
	<p>We are trying to use vocabulary for different situations to promote the use of L2 among students a good way to</p>	<p>To promote the use of L2 is a hard work every class, students were not engaged with the English classes, it has</p>

LT	<p>make sure they interact more in English...</p> <p>I tried to enhance spelling by asking students to spell the word next to the indefinite article in order to make less outstanding students to produce something in the L2</p>	<p>been I hard process...</p> <p>For the language learning to be effective it is necessary to complete all the parts of the lesson as well as to promote the use of L2 among students...</p>
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Teaching Journal public school September 25<sup>th</sup> 2014

Teaching Journal private school August 11<sup>th</sup> and September 1<sup>st</sup> 2014

In the public context, it was hard to promote the use of L2 because the student teacher had to design and find attractive materials and activities such as: attention-catching videos, songs and texts. It is important to mention that all of the resources used by the student teacher from the public school had to be very short. The results were not what the teacher expected. In the private school, the student teacher promoted L2 in order to expand the students' knowledge because they already produced many words in English. There was not a 100% English production in any of the context; it can be due to the students' age, language level, context and personal features such as shyness and fear of making mistakes.

### **Individual subcategories**

The next charts show the individual competencies which were developed by student teachers. They are not presented together because some of them were only built up by student teachers from either private or public contexts.

Private context

Table 19. RTJ private institution. Language Teaching. Subcategory: Modeling.

	Modeling
LT	<p>... I model the activity with the other teacher and write on the blackboard the kind of questions they needed to ask.</p> <p>I modelled the sentences they had to say...</p>

Teaching Journal private school May 15<sup>th</sup> 2014

This is a teaching strategy to make easier to students the assimilation of the concepts and the correct understanding of instructions which is important for the development of the lesson, especially with young learners.

Modelling makes part of an aspect which Estaire and Fernandez (2012) assert, it is know-how-to-learn. Teachers must develop their communicative linguistic competence and strategies through the effective use of class discourse. It involves every action the teacher performs inside the classroom and it is done in order to favor the students' understanding.

Table 20. RTJ private institution. Language Teaching. Subcategory: Eliciting.

	Eliciting
LT	<p>Then I showed them some pictures and elicited vocabulary.</p> <p>I used the pictures to elicit pronunciation and for them to connect the previous words...</p>

Teaching Journal private school March 31<sup>st</sup> and November 4<sup>th</sup> 2014

This was possible in the private context because learners had more knowledge and were aware of vocabulary. Nevertheless, as they were primary students the process of eliciting needed to be carried out with pictures and things for them to be to make connections. In this case the student teacher needed to think of the correct way to ask the questions for reaching the expected responses.

Table 21. RTJ private institution. Language Teaching. Subcategory: Sharing strategies with colleagues.

LT	Sharing strategies with colleagues
	Students tend to leave their seats all the time especially during my classes, for asking me things. During a class this week at university one of my classmates talked about something she does for avoiding this situation...

Teaching Journal private school September 25<sup>th</sup> 2014

It is important to share good and bad experiences and strategies with colleagues to cope with difficult situations along the classes because this helps teachers to improve and work on their teaching and learning process. This is helpful as well as means of becoming part of the community of teachers in which issues related to the teaching profession are discussed and the possible solutions to it are proposed.

A community of practice as referred by Richards (2011) involves a group of people who interact and share common interest; it as well focuses on exploring and solving issues happening in the workplace. This provides teachers with opportunities to work and learn together by participating in group-oriented activities to share responsibilities and problem solving strategies.

Public context

Table 22. RTJ public institution. Language Teaching. Subcategory: To give positive verbal and non-verbal feedback.

LT	To give positive verbal and non-verbal feedback
	At the end of the class I give the exam feedback, being honest I didn't hope good grades

Teaching Journal public school March 20<sup>th</sup> 2014

The use of feedback in a negative way will place a barrier for students to learn the English language in a constructive form. With my experience on previous evaluations, I found that negative feedback were separating students from the learning process and underestimate students is the worst mistake a teacher can do before providing an evaluation feedback. It is important to provide a feedback saying first the positive achievements completed by the student and finally show the weakness as an opportunity to make things better.

Know-how-to-do is mentioned by Estaire and Fernandez (2012) with a proficient classroom discourse. They say that teachers should guide and provide constructive feedback. This helps to create a respectful atmosphere where students can overcome affective factors like anxiety, shame and fear.

### **Questionnaires analysis**

In the following paragraphs, the questionnaires applied to student teachers from both private and public schools were analyzed. Nine questions were asked to each one of them.

### **Private School student teachers**

The student teachers said that the professional practice contributed a lot to their professional lives because it was their first experience in a school and they were able to put into practice the theory they learned in a real context. They also stated that it helped them to

notice the way a primary school works, to know students and understand their needs and strengths and to guide them in order to be outstanding students.

They also stated that resources such as video beam, textbooks, computers and internet access were provided. Consequently, the student teachers did not show any complaint regarding the resources provided, this was an advantage for them when planning and implementing activities.

In relation to materials, some student teachers took into account aspects like interests, age and English level, when creating materials. Visual aids and textbooks were used as well.

Talking about activities, student teachers sometimes had to modify activities because the school had different events which took time from the English classes. They also state that they had a very good group of students who were willing to work together to finish the lesson successfully. There were some misunderstandings because the student teachers used unknown vocabulary.

Time was a common feature they all talked about because they could not carry out the whole lesson plan.

Regarding classroom problems, the student teachers pointed out they encountered problems related to misbehavior and the classroom space. The way they dealt with misbehavior was acting as mediators with the students. Individualism was another problem because students refused to work in groups. The way to overcome this situation was to make them aware of the advantages of teamwork and showing them it was something funny and useful. Telling the students the importance of studying, paying attention to the lesson and respecting their classmates was another way of cope with misbehavior.

With regard to the use of the mother tongue and code switching, a student teacher did not have to make use of their native tongue whatsoever because the students had a good English level. Nevertheless, the rest of them had to use it in some circumstances such as: complex instructions or commands and important information which did not have to do

with the class itself. When the topic taught had a high level of difficulty as well as its vocabulary, the student teachers had to use Spanish as the last resource.

None of the student teachers stated that they had to use their mother tongue as a tool to keep discipline in the classroom.

Improvisation, decision making and problem solving skills were used when they realized that the students did not understand a topic, when the teacher was absent, when the students were bored or when the electronic devices did not work. Student teachers decided to do extra activities and explanations as well as drawings on the board to keep the class control.

Although the student teachers were under their cooperative teachers' supervision, they had to make decisions and to be autonomous and accurate when facing unexpected situations.

The cooperative teacher's support was only needed in case of extreme misbehavior. All of the student teachers shared the same cooperative teacher and a specific feature of that person is that he was just an observer in class; he did not say a word and let the student teachers develop classroom management skills.

Total physical response activities were used to engage the students in the class. The student teachers also used activities which were appealing to the students like: tongue twisters, debates, cartoons, mimics, songs, competitions, hot potato games, and power point presentations. Warmers were also important to keep the students attentions.

Every student teacher took context issues in favor to make their activities more interesting and thus, introduce and explain topics in an easier way.

### **Public School student teachers**

The student teachers who were assigned to the public school state that the professional practice contributed a lot to their teaching process because it was the first time they were teachers in a real context. Most of the student teachers did not have the



opportunity to be teachers in a real school with real students before their internships. It means that their strategies, approaches and conceptions were limited to theory.

In this institution, the student teachers were provided with few resources. There was a video beam and television, but the access to them was very limited. Most of the explanations had to be carried out using the board.

The student teachers could not always carry out the activities they designed because, even though they had 90-minute classes, time was not enough. They also state that sometimes nothing went as they expected and they had to apply different changes. Time is one of the main problems students have to deal with. Carrying out all of the activities they prepared was difficult in both public and private schools.

The students' attitude was something that student teachers had to face on every class. It was noticeable that most of the learners did not like English and it was hard to involve them in the lesson. Although student teachers made an effort to create material and engage students, it did not work in all of the cases.

Student teachers argue that Spanish was needed in many cases because students did not understand instructions in English. When dealing with behavior issues, there was no use of L2.

Talking about solving skills changing or omitting activities was very common. When the activities planned did not work, student teachers had to improvise and try to keep the students' attention.

The cooperative teacher's support was necessary in some cases. The students sometimes thought that, as there was a person doing his/her professional practice, they had the right to disrespect them. The students obeyed when the cooperative teacher had to raise his/her voice. It is another skill that student teachers needed to develop, student teachers should find strategies to improve it.

The best way that student teachers found to make students enjoyed learning another language was through different kinds of games. Students got bored and distracted when there was a lack of movement and action in the class.

### **Analysis Teacher Advisors' Interviews**

The interviews applied to teacher advisors from both private and public schools were analyzed below. This analysis was performed to know their perceptions about their students' performance during their teaching practice as well as notice similarities and differences which can lead this research to find out the competencies developed in the two contexts.

The student teachers created visual aids, handouts and different kinds of materials for their classes. However, in the private context the teacher pointed out that students relied on the book more than they should have. Tutors give importance to the material that student teachers created because it was creative and important to engage students in the lesson.

Student teachers also made use of electronic resources as well and teachers highlight that this is important as long as it does not create dependence.

Therefore, the student teachers were not able to carry out all of the activities they planned because of time issues, even when the public school classes last 90 minutes and some of the private school classes last 100 minutes. They state that student teachers had problems to manage time at the beginning but they were improving this skill with the time in teaching practice II, instead of omitting the activities they did not have time for, they modified them to fulfill the lesson objectives.

According to the teachers advisors, the problems the student teachers had to face were large classes where it was hard to control all of the students' behavior, the students' attitude towards learning English, the ability to manage time and complete all the activities of the lesson plan, and the lack of confidence to make decisions about classroom management without the cooperative teacher' help.

Student teachers in the public school had to face an extra problem. It was the lack of access to basic technological tools like CD player, TV, DVD player, video beam and so on. Most of the problems that the student teachers could not deal with at the beginning were gradually overcome during their teaching experience.

There is a big difference between what was answered by the public and private teaching advisors. In the public school, Spanish was used for a great deal of situations; for example to give instructions, assigning homework, making group arrangements and to keep discipline in the classroom. On the other hand, the student teachers from the private school used Spanish at the beginning, but they started using English gradually when they realized that students understood what they meant.

Even though student teachers from the private school used more English, they had to use short and clear sentences, being very specific, demonstrating and modeling the activities with the cooperative teacher.

As the student teachers were very insecure at the beginning, they were not confident enough to make decisions and they were not sure whether the things they did were accurate or not. The cooperative teacher's presence was a factor which affected the class flow because the students thought that they were not performing well and that they were going to be criticized.

Some students developed those skills more than others because the cooperative teacher gave them more freedom and believed in their ability to face the class issues on their own.

Tutors state that at first it was hard for them to keep discipline in the classroom by themselves, but their experience made them improve this skill throughout the time. At the end, almost all of the student teachers were able to keep discipline without the cooperative teacher's support.

In addition, both contexts needed the same to engage children in the lesson, tutors stated that materials such as: songs, posters, videos, handouts, power point presentations and activities of interaction among themselves; were useful to call the learners' attention.

An extra aspect of the private context is that student teachers were able to use the textbook resources as a tool to engage their students in the lesson.

Adapting to the students' context, needs and interests was a very important competence the student teachers developed throughout their professional practice. Another aspect they developed was classroom management, although there is a need to keep improving this aspect because not all of them could face the students' behavior in a proper way.

Lesson planning skills were enhanced a lot. A final competence that student teachers improved was that they developed important roles like being a good observer, prompter and participant.

## **CHAPTER 5**

### **5.1 CONCLUSIONS**

#### **Research questions answers and findings**

The development of different competencies allowed student teachers to be autonomous in their classes, they could create and carry out a lesson plan taking into account the students' age, context, level, preferences and needs. They were also free to choose the most appropriate materials for their lessons. The use of authentic sources leads to increase interest and variety in the material that learners deal with in the classroom.

Also, the development of activities to motivate students played an important role when it came to go through a topic or to motivate students to work and learn new structures or vocabulary. The student teacher in the public context made use of realia and resources that were more interesting for her students (cartoons, TV shows and famous people) to engage students in the lesson.

At the beginning, student teachers had problems controlling the time and were not able to apply all the activities from their lesson plans. In the second semester during teaching practice II they decided to implement strategies to deal with this.

Sometimes, the student teachers had to make use of their improvisation and decision making skills. For instance, when technology was not available, they had to decide what activities to develop instead.

In this order of ideas, teaching in different context helps student teachers to develop their competencies because it shapes all the decisions they have to make. After analyzing the data, it was found that the student teachers strengthened competencies in different categories. For instance, in private schools, language teaching was the aspect in which the student teachers had more strength. In the public schools, the strongest aspect was classroom management. Competencies related to Lesson Planning were equally developed

by student teachers in both contexts. It is also important to highlight as a recommendation to ask cooperative teachers for support and feedback because they have more experience and know more about the students' characteristics and abilities.

The fact that there are differences between the competencies developed by the student teachers are not always given because they are not able to deal with certain situations or problems inside the classroom, but because of the students' attitudes and behaviors which also shaped the context and its demands. This showed that the strategies that may work with certain students didn't work for others, the use of the mother tongue for instance, was a tool used for different purposes in both contexts and stated one of the most remarkable distinctions.

Another relevant finding which emerged during the project development was the number of subcategories that were created due to the fact that there were many aspects to analyze. However, those subcategories fit appropriately into the main categories (Lesson planning, classroom management and language teaching).

Finally, the good relationship with the cooperative teacher in the schools, made student teachers felt comfortable to develop their professional teaching practice. Conversely, the cooperative teachers provided support to the student teachers in different situations. The cooperative teacher's support in the public school was mainly related to discipline. On the other hand, in the private school, the cooperative teacher not only helped with behavior issues, but with the process of modeling activities and setting examples.

## **5.2 PEDAGOGICAL IMPLICATIONS AND LIMITATIONS**

In order to gather data, it was necessary to apply a questionnaire to other student teachers who also did their professional teaching practice II in the same schools. It was important to have their point of view about their experience as teachers.

This project provides an insight on the one hand, for future student teachers to be aware of the importance of developing teaching competencies taking into consideration the context they are in. On the other hand, it will help universities and colleges which are in charge of training and providing upcoming teachers with the elements and knowledge necessary to face their professional lives.

The student teachers' participation in the private context was higher, and then it was easier to collect information from them and thus, support the statements and experiences reported in this project. On the other hand, as there was a lack of participation of the student teachers from the public school, it was necessary to incorporate student teachers who only did their teaching practice I in that school (One semester length). This was done due to the fact that with the testimony of only one person it was not possible to complete the data analysis and the contrast between the public and private contexts.

### **Further research**

Teachers will be in contact with several environments and students. It means that they cannot just rely on the competencies they acquired during their training. Student teachers must open their minds by observing their colleagues' classes, having conversations with them about their teaching performance, reading and reflecting about how to improve their teaching because a teacher should never stop learning.

Student teachers are required to attend several courses during their training; nevertheless, it is completely different when they face the real world. Aspects such as classroom management and creation of material according to the students' needs should be taken into account by bachelor programs. Identifying the context and its implications is not something easy for student teachers. It takes some time for them to notice what the school expects, for that reason, a previous contextualization must be made by teachers advisors as well as universities themselves. By doing so, student teachers will have better results.

On the other hand, student teachers cannot just rely on a contextualization made by their university and perform properly in only one context, it creates a comfort zone which can be harmful. In other words, when a teacher has worked all his/her life in one institution and finds a new job, this person may feel in the wrong place because their practices were limited to one specific context; he/she never went out of their comfort zone and the competencies created by them could not fit in the new place. As this research suggests that different competencies are developed depending on the context, an accurate strategy that universities can put into practice is to make student teachers swap among institutions every semester or less. This way, student teachers will be more successful in their teaching practices regardless the fact that they are in private or public contexts.

Based on this paper, further research can be done as contexts are alive, they are changing everyday as well as students' manners and behavior. In this order of ideas, the same research could be made in five, ten or twenty years and it is possible that there will be different findings. In the Colombian context, new programs which are created in favor of bilingualism and education itself may affect in a positive or negative way the competencies the future student teachers will develop.

Studies of this kind can be developed in other countries. They can serve as insight to compare educational issues between Colombia and the world and thus, find strategies to improve local practices regarding the development of teaching competencies.



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## APPENDIX 1

### Teaching Journal Template (Version 1.0-201410)

<b>Name:</b>	<b>Date:</b>	<b>Nr of session</b>	<b>Grade:</b>
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DIARY ENTRIES	REFLECTION

- Lesson Report (On Activities, Procedures, Resources, and Learning. Other features can be included in this table if necessary.)

LESSON FEATURES	DESCRIPTION
<b>Things that worked well</b>	
<b>Things that didn't work well</b>	
<b>Critical incidents (Unexpected Problems)</b>	
<b>Things to do different next time</b>	

Created by: Lilian Gonzalez

## APPENDIX 2

### Reflective Teaching Journal

Purpose: Through this reflective teaching journal I will keep a record and monitor what happened through the lessons. Then I will self-assess my own teaching practice by analyzing, reflecting and setting an action plan to improve my teaching performance. [Adapted from Richards, J. (1996). Reflective Teaching in Second Language Classroom. CUP]

<b>Teacher:</b>	<b>Course:</b>	<b>Nr of students:</b>	<b>Lesson Nr:</b>	<b>Date:</b>
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<b>Lesson Planning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• Did I depart from the lesson plan? If so, why? Did the change make things better or worse?</li> <li>• Did I implement the whole lesson plan?</li> </ul>		

<b>Resources</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What teaching materials did I use? How effective were they?</li> </ul>		

<b>Classroom management</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What grouping arrangements did I use?</li> <li>• What problems did I encounter and how did I deal with them?</li> <li>• Was it a student-center class? How?</li> </ul>		

<ul style="list-style-type: none"> <li>• What patterns of interaction took place?</li> <li>• How effective was my instruction-giving?</li> <li>• Were all the students engaged in the lesson?</li> </ul>		
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<b>Language teaching</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• Were the aims of the lesson achieved? Why?</li> <li>• What teaching techniques did I use? How effective were they?</li> <li>• How did I promote the use of L2?</li> <li>• How effective did I present new language?</li> <li>• What would I change if I were to teach this lesson again?</li> </ul>		

<b>Language learning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What did the students actually learn?</li> <li>• Did students use L2 in the lesson? What for?</li> <li>• Did students contribute actively to the lesson?</li> <li>• Were students challenged by the lesson?</li> <li>• What were the most effective parts of the lesson?</li> <li>• What were the least effective parts of the lesson?</li> </ul>		

<b>Assessment</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What kind of assessment did I use in the lesson? How effective was it?</li> </ul>		

<b>Professional development</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• Was my philosophy of teaching reflected in the lesson?</li> <li>• Did I discover anything new about my teaching?</li> <li>• What changes should I make in my teaching</li> <li>• Did this lesson show improvements in my teaching performance?</li> <li>• Did I listen to the cooperative teacher's suggestions? How collaborative is our work?</li> </ul>		

Created by: Lilian Gonzalez

**APPENDIX 3**



**QUESTIONNAIRE**

**DEVELOPMENT OF TEACHING COMPETENCIES**

This questionnaire will gather data about the development of teaching competencies during the professional teaching practice. Please answer the following questions about the experience you had last year in the schools as a student teacher.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Gender: (circle) female / male

School: (circle) public / private

1. How did the professional practice contribute to your development as a student teacher?

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2. What resources were provided to you in your workplace?

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3. Did you create material to meet your students' needs?

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4. Were you able to carry out all the activities you designed for your lesson? Did they go as you expected?

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5. What problems did you encounter in the classroom and how did you deal with them?

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6. In which circumstances did you have to use your mother tongue / code switching?

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7. When did you have to make use of your improvisation, decision making and problem solving skills?

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8. Did your cooperative teacher provide you with support to keep discipline in the classroom?

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9. What kind of activities did you use in order to engage your students in the lesson?

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Thank you for your help.

Created by: Adriana Lopez, Nestor Mancipe and Monica Sandoval

## APPENDIX 4

### INTERVIEW

#### DEVELOPMENT OF TEACHING COMPETENCIES



The purpose of this interview is to gather information about the development of teaching competencies during the professional teaching practice. Please help us by answering the following questions about the experience you had last year with your group of student teachers at school.

1. Did the student teachers create useful material for their classes?
2. Were they able to carry out all the activities they designed in their lesson plans?
3. What problems did student teachers encounter in the classroom? How did they deal with them?
4. Did they have to use their mother tongue / code switching to give instructions?
5. Did student teachers make use of improvisation, decision making and problem solving skills?
6. Did they need the support of the cooperative teacher to keep discipline in the classroom?
7. What kind of activities did they prepare to engage children in the lesson?
8. What competencies did student teachers develop during the professional teaching practice?

## APPENDIX 5

### Interview transcription (Public School)



I: Interviewer

T: Teacher advisor

I: The purpose of this interview is to gather information about the development of teaching competencies during the professional teaching practice. The first question is: Did the student teachers create useful material for their classes?

T: To tell you the truth, I would say that they only created handouts. Most of the times they created handouts which are like worksheets, fill in the gap exercises, worksheets for having students to listen to songs and complete the gaps. Also in some cases they created videos. I mean, they downloaded videos, they created worksheets and they asked the students to complete the worksheets like questions to understand what they watched from the video.

I: Do you think that that material was useful in their classes or not?

T: Definitely they were. They were indeed; because students most of the times were engaged so when I step into the classrooms to do the observations, I noticed that the children were engaged a lot. That was thanks to the material, thanks to songs and videos, I noticed that children liked videos.

I: Were they able to carry out all of the activities they designed in their lesson plans?

T: That's a controversial question because even though you plan several activities in a single lesson plan, sometimes time is not enough to carry out all of them. If you plan, let's say, 8 activities in total, you will finally end up with 5, including the final stage of the class, so I would say in conclusion that they weren't able to carry out all the activities that were planned in a single lesson plan.

I: What problems did student teachers encounter in the classroom and how did they deal with them?

T: I would say many problems. One big problem was related to the class size, they had large classes so there was one drawback for carrying out a lesson plan which included the development of competencies, to have all the students speak with others. Another one, I would say is all the visual aids which is like, in every class there was not a television nor a DVD, so sometimes they had to move students to another classroom which was equipped with television so that was one problem that they had to face. Also not all of the students like English, so they usually say so, even their parents say that, and that's one important drawback that they have to face, like having encounter students who always stated that English is not their preference and even if they have interesting materials, colorful materials, they were the same kids that didn't respond to such activities. In general, I would say that those 4 aspects were important. They generated problems, but at the end they were able to handle those situations.

I: Did they have to use their mother tongue or code switching to give instructions?

T: Yes, I noticed they had to use their mother tongue specially when giving instructions, when assigning homework, when making group arrangements, when the student didn't respect the rules in the class, I noticed that the student teachers had to use Spanish a lot.

I: If you gave it a percentage, how would it be?

T: I would say 60% English and the rest Spanish

I: Did student teachers make use of improvisation, decision making and problem solving skills?

T: I would say that, even if you prepare a class, you have to make decisions. Even if you have everything like scripted on the lesson plan, they are prompted to modifications, to decision making. Since everything that happens in the class is not everything that we plan on a paper, so obviously they sometimes have to make decisions and change things like materials, sometimes they change this because of the students' behavior, sometimes they have to make decisions because the school has a special activity that was not informed, so that makes us to make decisions.

I: Did they need the support of the cooperative teacher to keep discipline in the classroom?

T: Hardly ever, just once in a while, because fortunately they were able to control students' behavior, students' discipline, so at the beginning it was hard for them because they didn't consider like strategies to maintain students' attention, to correct discipline, more than discipline, behavior; so it was hard at the beginning, but during the process it was easier for them.

I: What kind of activities did they prepare to engage children in the lesson?

T: They prepared songs, students enjoy songs and they were happy every time the teacher brought a song to the class. Students like singing songs and the teachers teach them actions. That was the fastest way for students to learn and enjoy the songs. Children also like videos, a lot of visuals, children like their teachers to play memory games, they also prepared posters and students liked them because they had to manipulate what was on the posters, so they enjoyed them a lot.

I: What competencies did student teachers develop during the professional teaching practice?

T: First of all, taking into account knowledge, coming to class teaching kids pronunciation, conversations and trying to include the students context, that was one important competence. Bringing to a lesson the students' context and putting that into a creative and original activity was an important competence that they developed. Also they learned a lot about classroom management, as I said before, it was hard at the beginning and they could also notice the structure of basic language standards (*estándares básicos de lengua extranjera*), and they could confront what is on the paper and what is in the real world, in the real life. They noticed that it was important to make some changes on the way, it is not exactly what the these standards tells the teacher, but it's about what you consider after having analyzed the students' needs that you have to implement and create your own, obviously respecting and considering the standards from the school which are also regulated by the policies of the school. A final competence that I would say is that they

developed important roles, the most important teaching roles like being a good observer, being a good prompter, participant, being fair with everybody in the class and so on.

I: Thank you so much for this interview!

## APPENDIX 6



### Interview transcription (Private School)

I: Interviewer

T: Teacher advisor

I: The purpose of this interview is to collect information about the teaching competencies developed by your student teachers during their teaching practice in the private school.

I: Did the student teachers create useful materials for their classes?

T: Some of them did, some of them created like handouts, visual aids and materials for their classes. However, others used the book that was given by the school, they didn't create like something else to actually complement it ... but I don't know some of them just used the book and did what was in the book, but not adapting it or using other resources.

I: Where they able to carry out all the activities they designed in their lesson plans?

T At the beginning I could say like in teaching practice number one, management of time, being able to actually do everything that was in the lesson plan was kind of difficult. There were some student teachers who could carry only half of the lesson plan or they were not able to actually do the communicative practice so even the guided practice. In teaching practice two it was better most of them were able to actually carry out or at least to adapt it, there were some concerns or some difficulties with time because the classes started late, but they were at least able to be more flexible and adapt what was necessary, so that they could complete most of the lesson plan.

I: What problems did student teachers encounter in the classroom? How did they deal with them?

T: One of the problems I can think right now was being able to efficiently manage time or completing activities. Sometimes it was not because of them, but because of the school schedule, students coming late after the break or after other classes. At the beginning students didn't know exactly what to do, they were trying to carry out the lesson plan exactly the way they had it and they were not able to actually handle the situation. It improved a little bit in the second part. Another one is classroom management being able to take decisions without the teacher. Depending on the classroom students teachers were able to take the initiative. In some cases there were some student teachers who had I could say a very protective teacher and they rely on the teacher and they didn't develop the strategies to actually manage the lesson or manage classroom management.

I: Did they have to use their mother tongue/code switching to give instructions?

T: At the beginning like in the first lessons I observed that some of them did it, but it improved a lot like by the second observation.

I: Did the student teachers make use of improvisation, decision making and problem solving skills?

T: I think that it improved throughout the teaching practice especially the part of improvisation and decision making. Decision making for the first classes was difficult because I think some of them felt insecure and they were not very confident if what they were doing was right or maybe because they had the classroom teacher with them. They relied I guess before on the classroom teacher to make some decisions but I guess it improved with time and it also improved depending on their classroom teachers. Some classroom teachers actually gave students that opportunity to make decisions and they told them "whatever you do is fine" but other were more like "I'm not really sure about what to do".



I: The next question is related to the cooperative teacher (classroom teacher) as you mentioned. Did student teachers need the support of the cooperative teacher to keep discipline in the classroom?

T: Most of them didn't. I think that by teaching practice two most of them didn't. They were actually doing and making decisions on their own. There were seven students doing teaching practice and I would say that two of them were relying on the classroom teacher and the others were actually trying to take decisions on their own.

I: What kind of activities did they prepare to engage children in the lesson?

T: Some activities that I noticed were some games, handouts for the class, videos, power point presentations and activities related to the book.

I: In your opinion, what competencies did student teachers develop during the professional teaching practice?

T: One of them was lesson planning. I noticed that most of them actually had improved a lot in organizing activities according to objectives and according to their assessment and the other one was ... most of them I won't say all but most of them improved a lot in classroom management and something it was like half was the ability to actually adapt materials to the students' age and level, half of students actually got to know students' level and did activities that were appropriate. Half of them were still a little bit I don't know like giving students activities that were below their level when they could actually give a little more.

I: Thanks for your help.

## APPENDIX 7



### QUESTIONNAIRE

#### DEVELOPMENT OF TEACHING COMPETENCIES

This questionnaire will gather data about the development of teaching competencies during the professional teaching practice. Please answer the following questions about the experience you had last year in the schools as a student teacher.

Name: Ximena Moreno

Age: 20

Gender: (circle) female / male

School: (circle) public / private

1. How did the professional practice contribute to your development as a student teacher?

Professional practice was my first encounter with the real context between teacher and students, so it was really significant and important for me, it contributed a lot in the stating of my professional life. The theory learn during the university years is important, but you really learn when you have a context where put in practice all of these theory and in that moment is when you really know if you have vocation to be teacher.

2. What resources were provided to you in your workplace?

My workplace provided me some resources such as: video beam, computer when it was necessary. However, in terms of photocopies I provided these because of time.

3. Did you create material to meet your students' needs?

I can say that I did not really make a diagnostic of my students' needs because I had an inform done by my cooperative teacher about students.

4. Were you able to carry out all the activities you designed for your lesson? Did they go as you expected?

When I could do my lesson plans, I did all of the activities completed. Some of these, did not result as I expected because of time, some of these had to be modified, however I had a really good class, so they helped me a lot and together made the classes.

5. What problems did you encounter in the classroom and how did you deal with them?

Sometimes, I encountered some behavior problems and in this kind of situations, I had to join in immediately talking with students and finding solutions together. Furthermore, I encountered some individualism problems, because most of the students did not like to work with their classmates and this kind of problems were managed showing to students that if they share with other people can be funny and enrichment.

5. In which circumstances did you have to use your mother tongue / code switching?

I can say that because of the students' level of English, the use of mother tongue was not necessary.

7. When did you have to make use of your improvisation, decision making and problem solving skills?

Sometimes, when students didn't understand very well a topic, it was necessary to make improvisation with more explanation and some extra-activity that allowed them to acquire better some topics.

8. Did your cooperative teacher provide you with support to keep discipline in the classroom?

My cooperative teacher never was involved in my lessons. He was just an observer and all the situations that every lesson presented were managed by me.

9. What kind of activities did you use in order to engage your students in the lesson?

Some of the activities that I implemented in my students lessons to motivate them were tongue twisters, debates, cartoons mimic, songs, competences between lines, hot potato game, power point presentations, etc. Thank you for your help.

## APPENDIX 8

### QUESTIONNAIRE

#### DEVELOPMENT OF TEACHING COMPETENCIES



This questionnaire will gather data about the development of teaching competencies during the professional teaching practice. Please answer the following questions about the experience you had last year in the schools as a student teacher.

Name: Carlos Andrés Zárate Reyes

Age: 21

Gender: (circle) female / **male**

School: (circle) public/ **private**

1. How did the professional practice contribute to your development as a student teacher?

It helped me as I could learn and understand how to help and teach students. Also, I could notice how important is to guide children to be not only good students but also goodwill people.

2. What resources were provided to you in your workplace?

Everything, from books, to video projector and even internet.

3. Did you create material to meet your students' needs?

Of course I did, mostly visual aids because the students are more interested in that kind of materials.

4. Were you able to carry out all the activities you designed for your lesson? Did they go as you expected?

Most of them went good, and those which were not “good” was because of time or because I explained with different words so students misunderstood.

5. What problems did you encounter in the classroom and how did you deal with them?

Misbehavior, I dealt with it explaining students why is important to pay attention to the class, to respect their classmates and how important is that they can study.

6. In which circumstances did you have to use your mother tongue / code switching?

When they didn't understand some commands/instructions or when I had to tell them important information (not related to the class).

7. When did you have to make use of your improvisation, decision making and problem solving skills?

As I used a lot of digital visual aids, if the computer, internet, cd or USB weren't working, I wrote in the white board and if necessary I drew.

8. Did your cooperative teacher provide you with support to keep discipline in the classroom?

In extreme misbehavior cases, yes of course, the teacher helped me.

9. What kind of activities did you use in order to engage your students in the lesson?

T.P.R activities

Thank you for your help.

## APPENDIX 9

### QUESTIONNAIRE



### DEVELOPMENT OF TEACHING COMPETENCIES

This questionnaire will gather data about the development of teaching competencies during the professional teaching practice. Please answer the following questions about the experience you had last year in the schools as a student teacher.

Name: Carlos Felipe Alvarez

Age: 20 years old

Gender: (circle) female  male

School: (circle) public  private

1. How did the professional practice contribute to your development as a student teacher?

It contributed me on how to know the way a school works in a primary level.

2. What resources were provided to you in your workplace?

Video beam

3. Did you create material to meet your students' needs?

Yes, I did

4. Were you able to carry out all the activities you designed for your lesson? Did they go as you expected?

Sometimes because of extra activities from the school, the lesson did not start on time so I was not able to complete the whole lesson.



5. What problems did you encounter in the classroom and how did you deal with them?

Mainly, it was the space at the school because it was too small and there was a huge amount of Ss so I had to use sitting lining arrangement.

6. In which circumstances did you have to use your mother tongue / code switching?

When there were complex topics or vocabulary and after having tried many ways of explaining I resorted to Spanish.

7. When did you have to make use of your improvisation, decision making and problem solving skills?

Improvisation: When Ss got bored or finished the activities quickly. Decision making: Never and Problem solving: When my teacher barely did not attend to school so I had to give the class on my own.

8. Did your cooperative teacher provide you with support to keep discipline in the classroom?


No, he did not.

9. What kind of activities did you use in order to engage your students in the lesson?

Warmers such as games and contextualizing the lessons to topics they found appealing.

Thank you for your help.

## APPENDIX 10

 **UNIMINUTO**  
Corporación Universitaria Minuto de Dios

**QUESTIONNAIRE**  
**DEVELOPMENT OF TEACHING COMPETENCIES**

This questionnaire will gather data about the development of teaching competencies during the professional teaching practice. Please answer the following questions about the experience you had last year in the schools as a student teacher.

Name: Wanda Paula Portlan Age: 23  
Gender: (circle) female / male School: (circle) public / private

1. How did the professional practice contribute to your development as a student teacher?

As student the practise improved my skills, because  
I can see how to be a teacher in a real context

2. What resources were provided to you in your workplace?

A Board, & Sometimes Video Beam

3. Did you create material to meet your students' needs?

No, I created the material in base of standards  
of Secretaria de Educacion

4. Were you able to carry out all the activities you designed for your lesson? Did they go as you expected?

In Somecases, because of time, t couldnt finish  
Sometimes go as I have planned, Sometimes Not



5. What problems did you encounter in the classroom and how did you deal with them?

The attitude of students sometimes was difficult. But the idea was bring to the class different activities to make so be immerse in the class.

6. In which circumstances did you have to use your mother tongue / code switching?

I usually use both in the classroom because sometimes so needed explanations in Spanish.

7. When did you have to make use of your improvisation, decision making and problem solving skills?

Sometimes I had to change the activities because so attitude was making difficult to do it.

8. Did your cooperative teacher provide you with support to keep discipline in the classroom?

Yes, when was necessary.

9. What kind of activities did you use in order to engage your students in the lesson?

A lot of games!

Thank you for your help.

## APPENDIX 11

### QUESTIONNAIRE DEVELOPMENT OF TEACHING COMPETENCIES



This questionnaire will gather data about the development of teaching competencies during the professional teaching practice. Please answer the following questions about the experience you had last year in the schools as a student teacher.

Name: Lebeth Samira Tigre Rangel

Age: N/A

Gender: (circle) female / male

School: (circle) public / private

1. How did the professional practice contribute to your development as a student teacher?

The Professional Practice was very helpful in my process as a English Teaching student because I found different ches to develop successful classes in different grades. I noticed that exist so different kind of students and I could learn many things from them.

2. What resources were provided to you in your workplace?

Board, magazines, cartboard, paper, colors, T.V, DVD.

3. Did you create material to meet your students' needs?

Yes, I created a lot of material for each one of my English classes.

4. Were you able to carry out all the activities you designed for your lesson? Did they go as you expected?

I tried to carry out the majority of activities in order to children could understand the topics very well, definitely the development and understanding were successful for me.

5. What problems did you encounter in the classroom and how did you deal with them?

The Classroom management was the problem that I found at school because children lose easily the attention

6. In which circumstances did you have to use your mother tongue / code switching?

In several circumstances I had to use mother tongue because little children don't have previous knowledge about English.

7. When did you have to make use of your improvisation, decision making and problem solving skills?

When Principal Teacher classroom didn't come to class I had to do the class and control students.

8. Did your cooperative teacher provide you with support to keep discipline in the classroom?

When Principal teacher was in the classroom she helped me a lot with group management

9. What kind of activities did you use in order to engage your students in the lesson?

I tried to use a lot of songs and posters with different colors, about activities, it was with use of images and colors in order to they didn't lose attention and developed the activities

Thank you for your help.

## APPENDIX 12

### QUESTIONNAIRE DEVELOPMENT OF TEACHING COMPETENCIES



This questionnaire will gather data about the development of teaching competencies during the professional teaching practice. Please answer the following questions about the experience you had last year in the schools as a student teacher.

Name: Liliana Jimenez

Age: N/A

Gender: (circle) female / male

School: (circle) public / private

1. How did the professional practice contribute to your development as a student teacher?

I could learn techniques and strategies to teach English to young learners.

2. What resources were provided to you in your workplace?

Board, markers, some papers, TV, DVD.

3. Did you create material to meet your students' needs?

I had to create a lot of material like posters, card, pictures, flashcards between others.

4. Were you able to carry out all the activities you designed for your lesson? Did they go as you expected?

Yes, I could carry my classes according to my lesson plan. I think this experience full filled my expectatives.



5. What problems did you encounter in the classroom and how did you deal with them?

The main problem in my classes was misbehavior and some classes not task.  
I used different techniques like "learning center", "bag-pocket" and positive-reinforced.

6. In which circumstances did you have to use your mother tongue / code switching?

when I said instructions or rules in the class.

7. When did you have to make use of your improvisation, decision making and problem solving skills?

When ss don't understand some instructions or activities.  
In some classes I had to change the activities.

8. Did your cooperative teacher provide you with support to keep discipline in the classroom?

Yes, they were friendly and too cooperative in my classes.

9. What kind of activities did you use in order to engage your students in the lesson?

Songs, videos, plays, rhymes, twister, different kind of material.

Thank you for your help.