

Two empirics teachers in an EFL classroom in Bogota

**TWO EMPIRICS TEACHERS IN AN EFL CLASSROOM FROM TWO TYPES OF
SCHOOLS IN BOGOTA**

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*"Imagination is more important
Than knowledge. Knowledge
Is limited. Imagination
Encircles the world"*
-Albert Einstein.

*We dedicate this work to our
Tutor Sebastian and our parents
Who were the support to do this Project.*

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Abstract

This research is focused on two empirics teachers in an EFL classroom where the context is a private school and public school. The purpose of this project is to identify and to describe the EFL didactic strategies that an empiric teacher uses in order to solve and deal with the didactic difficulties found during their EFL class. Therefore, it has been decided to research and describe four important topics that are going to be a contribution to this project: Empiricism and empiricism in education, EFL classroom in terms of an English lesson plan and the teacher's preparations and EFL difficulties such as resources, classroom management, language teaching and language learning and the last one EFL teaching strategies. These factors are shown through some observation, teacher's artifacts and an interview where empirics teachers give us their point of view about the experience that they have to face every day in their English classes.

Esta investigación se centra en dos profesores empíricos en un Aula de inglés como lengua extranjera, donde el contexto es un colegio privado y un colegio público. El propósito de este proyecto es identificar y describir las estrategias didácticas en inglés como lengua extranjera que un profesor empírico utiliza en orden para resolver y lidiar con las dificultades didácticas que se encuentran durante su clase de inglés como lengua extranjera. Por lo tanto, se ha decidido investigar y describir cuatro temas importantes que van hacer una contribución a este proyecto, el empirismo y el empirismo en la educación, aulas de Idioma Extranjero en términos de un plan de lección de la clase de Inglés, preparaciones de la maestra y las dificultades en inglés como lengua extranjera, como los recursos, gestión del aula, la enseñanza del idioma y el aprendizaje del idioma y la última estrategias de enseñanza en inglés como lengua extranjera.

Estos factores se analizan a través de observaciones y una entrevista donde los profesores empíricos nos dan su punto de vista acerca de la experiencia que tienen que enfrentar cada día en sus clases de inglés.

Keywords: Empiricism, empiric teachers, EFL (English foreign language), didactic strategies, classroom, resources, language learning, language teaching, experiences.

Palabras claves: El empirismo, maestros empíricos, EFL (idioma extranjero Inglés), estrategias didácticas, aula, recursos de aprendizaje de idiomas, enseñanza de idiomas, experiencias.

CHAPTER 1

Introduction

Empiric teachers might use imagination as a tool to create new techniques, strategies, methodologies in the classroom; and, in this way, they can deal with EFL classroom situations without having previous formal education; and at the same time, they can create their own knowledge theory, in their English classes.

Some people have thought that knowledge is more important having power in the world. However, imagination is a guide to create new ideas, new knowledge, and to have unlimited power where people can discover new abilities by themselves. Therefore, knowledge will not be possible without imagination because our society needs to innovate on a daily basis.

For this reason, teachers have to teach different areas using knowledge and imagination. Independently, if they have or not a bachelor degree in the subject. Therefore, a teacher is required depending on the school's necessities. It is necessary that they create the class from experience and creativity; and at the same time, s/he teaches and learns with the students as well.

This project is based on the study of the teaching performance of two empiric's teachers from an EFL classroom working in two types of schools in Bogota; one private school and one public school. The public school is called La Palestina and the private school is called Lluvia de Bendiciones located in Bogotá.

The motivation to do this project started with a series of informal observations carried out during our teaching practice, with those observations was found different topics that it could be researched one particular aspect that it was found in the observations was that those teachers do not have a degree of English. In Colombia, remembering our process in the school and what it was observed, in those informal observations was that primary teachers have the chance to teach all the basic school subjects without the need of a formal university degree. In some cases, education has been traditional as some specific techniques from traditional education are still used. These techniques are reflected through the use of the same seating arrangement, for example, for different classes, activities or groups. As a result, the different kinds of interaction in the classroom S-T, S-S are reflected in some workshops where students work individually or in groups.

Besides it has been a traditional costume because the main purpose is to find an English Teacher who has an excellent preparation about the subject and it depends on the school's necessities and philosophies. That is why, it is common to find teachers who have to face EFL classroom along with other school subjects without a previous formal training or higher education in EFL. We refer to this kind of teachers as "empiric teachers". So they have to create strategies, methodologies, techniques using their own imagination and daily experience in order to deal with new classroom contexts and situations. In some cases. It has been become into a request for teachers to acquire their teaching experience and practical knowledge through their teaching practicum and daily work. The purpose of this project is to analyse the specific teaching strategies two empiric teachers use during their English classes. In other words, this paper pretends to analyse how two teachers with no previous formal higher education, apply their own strategies in their EFL classroom in two types of schools taking into account the recognizable didactic difficulties they have to face in their English classes.

Statement of the problem

This project aims at describing and analysing the teaching strategies of two empirics teachers use in an EFL classroom in two types of schools in Bogota. For this research, the places that were observed were the public school *La Palestina* and the private school *Lluvia de Bendiciones*. In *La Palestina School*, this project worked with fifth grade and In *Lluvia de Bendiciones*, this project worked with kindergarten grade.

The empiric teacher has to develop some teaching strategies depending on the specific context and situations where they were working and teaching English, as a foreign language.

This project is about the teaching performance, in terms of teaching strategies, of two empiric teachers in an EFL classroom. We want to observe and describe what happens when a teacher does not know English very well and has not been educated specifically as an English teacher in a higher education institute; but they have to teach it along with other school subjects such as mathematics or science. In other words, the strategies two empiric teachers apply in the EFL classroom, are going to be described and analysed when they face didactic difficulties in terms of methodology, classroom management, English language level, in their EFL classes. These aspects involve situations and events that may occur in the english class and for us is very important to consider these aspects because, these can be determined if there is a preparation of the class, if the teacher learns and prepares the english language , before to teach the students and how deal with the classroom management too.

Through three formal observations in each school, the main purpose was to describe and then analyse the teaching strategies two empiric teachers applied in the EFL classroom taking into account their didactic difficulties they faced during their classes.

There are four aspects that are going to be described and analysed throughout this project.

- The main aspects or characteristics that an empiric teacher as an English teacher has in terms of their education, training and professional experience. In here, an English teacher with previous higher education is going to be taken as a standard teacher taking into account the theory related to ESL theory. Despite of being a empiric teacher in terms of English, there is no a formal training because they are prepared and have the training to be teachers but not for teaching a second language, therefore, these teachers do their own theory to acquire the second English language. It is important to clarify that this aspect is given through the practice and experiences they have had as a teachers .So the empiric teachers take their experiences, knowledge through the senses and build their learning and teaching themselves
- Common and recognizable didactic difficulties empiric teachers deal with in an EFL classroom. These didactic difficulties were collected during some observations and then they were described through the use of some observations formats
- The teaching strategies that these empiric teachers apply taking into account the difficulties identified and described through the previous named observations. The focus of the project is the teacher's experimental knowledge and how it is reflected in the teachers' EFL classroom.

- The techniques and methods the empiric teachers used to carry out their classes, the implementations of their didactic materials are going to be described and analysed. It is important to know the types of resources that were used in the English classes and how they were implemented by these two empiric teachers.

Consequently, the main focus of this project is the description and analysis of the didactic strategies that were used by the empiric teachers in their EFL classes taking into account the recognizable didactic difficulties they faced during the EFL classroom during the observations. Besides, in this project relevant information from some interviews with these two empiric teachers was used to collect more data.

This research is important for teachers and students because, they will understand that an empiric teacher is not just a person who does not have any knowledge about a specific topic because they do not have a degree of it. Students and teachers will know that those empiric teachers develop strategies, innovate resources, and through the context they develop the abilities to teach a second language. In contrast, it can understand that those teachers do not focus on teaching grammar structure at all, they focus on to make the students develop abilities to learn a basic English level and the empiric teachers want that the students interact in a real context easily.

Besides, it is important to make this research to understand the meaning of being an Empiric English teacher, to understand how they plan a class, what strategies they use in the classroom, how they deal with the difficulties in the classroom, about the language and resources, about the preparation of them before to teach to the students, also it is important to do the research because to reflect that to be empiric brings advantages like to acquire knowledge thorough the senses and the context, but there are disadvantages that can affect the learning process of the students.

The main project that is going to inquire this research is about the didactics strategies that the empiric teachers use in the EFL classroom but focusing on the difficulties in the resources about lesson plans , about the language learning and language learning also it is focus on what brings the empiricism to the education, mainly in a EFL classroom.

It is evidenced the problem of this research thanks to some informal observations that it was done for our teaching practice in the La Palestina school and in those observations , there were some factors that repeat constantly that was teachers who teach English and they do not have the degree and the methodology to do it.

Despite of, in the Lluvia de Bendiciones school was reflected the same factors when one of the observers had the opportunity to meet the empiric teacher that was observed in this research about she was teaching English subject without knowledge or strategy.

Research line

Taking into account the research lines at Uniminuto, specifically at the Faculty of Education, this research project is in the “***Didactic competence research line***”. Because this project mainly describes and analyses teacher’s didactic competence in terms of how they deal with didactic difficulties find in the classroom dynamics. Besides, it is important to stand out that the research is studying how the empiric teachers apply their own teaching strategies in the EFL classroom in Bogota.

Research question

What are the EFL didactic strategies an empiric teacher uses in their English classes in order to solve and deal with the didactic difficulties find during their EFL lessons?

Research focus

The teaching strategies two empiric teachers use in their EFL classroom in two types of schools in Bogota are going to be described and analysed. Therefore, it has been decided to research and describe four important topics that are going to be a contribution to this project: empiricism and empiricism in education, EFL classroom in terms of an English lesson plan (activities, components that are the categories used in the observation and interview), EFL didactic difficulties and EFL teaching strategies.

Research objectives

GENERAL

*To analyse the strategies two empiric teachers apply in their EFL classroom taking into account the didactic difficulties they face in their English classes.

SPECIFIC

*To describe the recognizable EFL performance main characteristics in terms of activities and procedures applied in class. The idea is to also consider the teacher's preparation stage before an English class.

*To describe the recognizable didactic difficulties found in the EFL classroom in terms of classroom management, language teaching, language learning, and resources.

*To analyse the EFL teaching strategies such as methodologies, language, procedures, activities, and resources that both English teachers applied in the EFL classroom to solve and deal with the difficulties previously recognized and described.

CHAPTER 2

Theoretical Framework

This chapter is based on some author's point of view about the different constructs. The idea is to define the most important concepts about this research. The first construct is Empirics where the function is to understand this concept such as a model or theory, where people use it for teaching. The second construct is EFL classroom. The purpose is to define the role of the teacher and how the class is planned by the teacher and the factors that an empiric teacher has to deal from EFL classroom. The third construct is EFL didactic difficulties where it shows some important factors where empiric teacher has to face in the classroom taking into account the categories such as resources, classroom management, language teaching, language learning. Finally the last construct is teaching strategies where it shows some techniques or methods that an English teacher uses in an English class.

Therefore, the following theoretical constructs that are important to mention and describe were taken into account:

- * Empiricism and empiricism in education
- * EFL classroom in terms of an English lesson plan (activities)
- * EFL didactic difficulties
- * EFL teaching strategies.

This project is going to use and support its argument with some relevant authors in the EFL area such as Locke (1689), Richards (1997) and Craft (1986). These authors provided their point of view about these topics that are related to the theoretical constructs previously mentioned. The idea was to take them into account in order to have different theoretical perspectives at the moment this research analysis was written.

Empiricism

Taking into account the point of view from Hobbes, Craft, Locke state that Empiricism is a theory that numerous people use to build knowledge through practice. In this project, the manners two empirical teachers have to apply this approach unexpectedly and unconsciously caused by their current situations and context are going to be studied. An empiric teacher is a person who has acquired their own teaching knowledge without studying at the university a teaching program in order to be an English teacher. All the knowledge they have got and used has been acquired solely through their teaching experience and imagination. Therefore, an empiric teacher creates their own methods, techniques; resources taking into account the student's context and previous relevant work experience.

According to Locke (1725) “empiricism is a theory of knowledge that asserts that knowledge arises from sense experience. One of several views of epistemology affirms that it is the study of human knowledge. Along with rationalism, idealism and historicism, empiricism emphasizes in the role of experience and evidence; especially sensory experience, in the formation of ideas, over the notion of innate ideas or traditions. Empiricists may argue, however, that traditions or customs arise due to relations of previous sense experiences”. (Locke, 1714).

According to Craft (1986), teaching English successfully is not just a question of applying formal or previously studied methods, and techniques as they must be varied and designed according to whom and what is being taught. He states that “Every teacher develops his/her own methods over a period of time (Craft, 1986). Throughout their teaching experience, they “try out different techniques and refine those that suit them and the subject matter they are dealing with the best” (Craft, 1986: 98). Thus, he outlines various techniques that, he considers can form part of the teacher’s ‘armory’. These principles refer to the importance of involving the student and maintaining their interest, taking into account not only the different aspects of the language, but also the different aspects of the course content and students. Furthermore, he highlights the importance of teaching sequence for introducing new language, the language the teacher uses, items, and the use of aids, (Craft, 1986).

This research is about two empiric's teachers, who do not have a formal university degree to teach specifically English classes. However, they have studied for several years where they have a formal education in pedagogy and they have to focus and depend on their own practice and their previous teaching experience to build ideas and knowledge on how to teach English as a foreign language, English. That way, their students can use the most proper techniques, styles and methods their teachers did not formally study before at a university. On the other hand, empiric teachers develop their own methods and create their techniques based on the context and different situations that they have had as their purpose is to achieve the curriculum aims taking into account not only the different aspects of the language but also the course content and school philosophies. For example, the traditional teacher has one main characteristic, they have to teach almost all the academic subjects, but they do not have a wide knowledge about all of them. So they have to prepare their classes depending of the course subject, content, population and their own knowledge and imagination based on their previous teaching experience.

Empiricism in education

Our purpose is to define different types of meaning about the empiricism in the education. Therefore, according to Hobbes (1714), there are two types of knowledge, one is the meaning and memory and knowledge linked to science. Hobbes (1714) states that knowledge is based on experience, interest, instruction for practicing human being and spiritualist philosophy. It is what we learn right through the senses. Likewise, Hobbes (1714), Locke (1689) and Hume (1796) agreed on the benefits of empiricism and besides this, they were pioneered with the birth of the empirical model. This model, according to the authors, is reflected when the brain, our cognitive part perceives the reality through our senses; and through this process, we gain knowledge, which is based on experience focusing on a real context with the experience. People create ideas that form a theory and

finally it forms the empirical model, which is set as the human being having as tools the senses and reality can also learn from. In education, this kind of empiricism can be reflected mainly in our traditional teaching, where we initially learn by what people see, listen and touch having the intention to learn, but, not all the times, those traditional teachings were completed and corrected. That was the common way traditional teachers prepared a topic for a whole lesson. Nowadays, teachers have to be professional to teach in a school or in a college. They have to initially study pedagogy and be updated about the subjects; but not in an empiric way. That way, they have to take courses or study a teaching degree in a university. The empirical model is applied nowadays; but it is not powerful because there are already theoretical tools and knowledge to prepare a class, and to learn about how to teach a specific topic.

Empiricism in the second language teaching area

It is important to clarify that there was not enough information about the topic of empiricism, in education and empiricism in the second language teaching area. So, the information here stated is from this thesis' authors 'reflections and analysis.

Taking into account the authors mentioned about the empiricism in the second language teaching area can be related to the meaning of empiricism and the empirical model that can be reflected to the way some empiric teachers or common people learn a second language. When teaching or learning English in an English speaking country, for example, it is supported by a real context talking with native people, getting in contact with the English culture and surviving using the second language almost the whole time. Therefore, teachers have the opportunity to learn a proper fluency and intonation patterns of words and sentences; so they are able to know and use the language differently from a

teacher who has obtained a university degree without going to an English speaking country.

However, there are negative aspects about empiricism in this case. In this way, they are teachers who do not have obtained the specific strategies of how to teach a foreign language properly. Teachers might have the knowledge of the language; but they do not have the methodologies and approaches to teach; how to create and consecutive activities; how to manage an English class ; how to provide feedback; what it is necessary to do and what it is not necessary to do in the EFL classroom.

Teachers do not teach formal or communicative grammar because they usually learn the casual language but not the academic one; so there are weaknesses and strengths about this topic. It can, however, be practical and useful in both aspects.

As a result, it can be implemented in the classroom, and provide, that way, positive results. However, on the other hand, results can be negative if these empiric teachers do not prepare their classes using meaningful and creative activities for the target population beforehand.

EFL Classroom

According to Richards (1990) we need to know how teachers teach a second language; which strategies are used in the EFL classroom and the different perspectives to achieve the learning objectives in the English class. In this case he focuses on the teacher, one on the most important character in EFL ; the importance to know the behaviour of the teacher, their methodologies; and if they have or need an empirical knowledge as well .

Richards (1990) maintains that teaching in the EFL classroom is a constant mediation between re-enacted planned activities and students understanding, abilities and motivation to carry out the activities .So, the importance about to know the EFL is about what aspects the teacher has to deal with in the EFL classroom.

One of the purposes of this research is to describe the EFL classroom in terms of lesson plans and activities that empiric teachers have to plan and apply in class. It is very important to know if students are developing their abilities and understanding of the activities and lesson plan applied by their empiric's teachers. Besides it is important to inform the behaviour of the teachers, their methodologies and how they reflect their teaching experience in class.

According to Wajnryb (2002), an EFL classroom is a place where students' experiences are based and is where the growth will take effect. The language classroom is the primary source of information out of which teachers will develop their own personal philosophy of what makes effective teaching and learning. It is also the domain where they will find out about their professional roles and responsibilities. Thence, classroom is commonly the

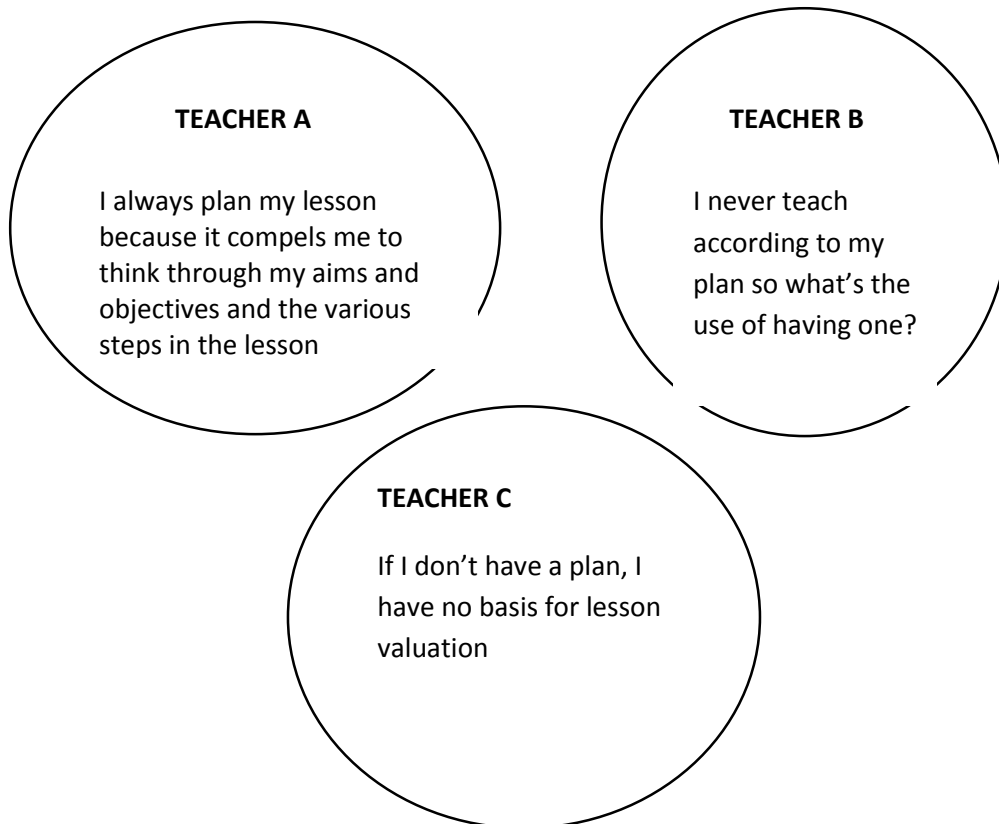
place where teachers create their own methodologies, strategies to teach. Nevertheless, it is a process because teachers develop a determined teaching style based in their experiences in the class. In consequence, through lesson plan and journal template, teachers are able to make effective teaching and learning to the students taking into account some aspects such as student's behaviours, and the behaviour of the teacher.

The lesson planning takes an importance in the EFL classroom because through lesson plan, teachers have the opportunity to develop the student's learning in the class using for the benefit of themselves and the students.

Wajnryb (2002) states lesson planning begins with a sheet of a paper and an objective or set of objectives, and it works its way through a number of procedures, steps and phases through to the end. On the other hand, the planning of teaching is seen as a series of decisions made by teacher about the various elements of a lesson, learners, materials, tasks etc. When a lesson plan is created, a teacher has to think about some aspects such as the learning objective for the lesson, a personal aim, the learner's expected output, the learner's expected comprehensible input, and lesson plan involves some stages such as opening, presentation, guided practice, communicative practice, assessment, and a closing of a lesson.

Teachers have to know that each aspect is a process and when a lesson plan is done and applied, it is not sure that lesson plan will be a success. Then, it depends on the teacher if the English class achieves the learning objective in the students, (Wajnryb, 2002).

Here is an example about a teacher creates a lesson plan. These are some possible answers.



Adaptad from Wajnryb (2002).Classroom Observation

Traditionally, we think of the classroom as the place where the teacher 'knows' and the students 'do not know' and their reason for being there is to 'find out'. Therefore, Deller (1990) states that this model of education invests a great deal of power in teachers, many of whom assume that classroom power, as well as the responsibility for learning success, are fixed in their hands.

Despite teacher creates the lesson plan, and have a preparation before of the lesson, students also have an important role in the class. In that event, a teacher has a great power where the EFL classroom is guided according to the purpose aimed by the teacher but the responsibility for learning with success depends on both sides, (Deller, 1990).

According to the authors previously mentioned, a teacher who does a lesson plan, she/he trusts in the preparation before the class. However, people can have different opinions about create a lesson plan. For example if a lesson plan is necessary or when is the best moment to do it. Also, it is very important that teacher knows about the objective of the lesson because students should following the teacher's intention. Besides it depends on the rhythm which has the teacher with the students to have learning.

EFL Didactics difficulties

Resources

According to the Ministry of Education (2008), Learning resources are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by the provincial or local curricula. Before a learning resource is used in a classroom, it must be evaluated and approved at either the provincial or local level. Evaluation criteria may include curriculum fit, social considerations, and age or developmental appropriateness.

Teachers could have difficulties when they do not know how they should apply or use the resources. Sometimes teachers have the resources; but it is difficult to know how they can use them as it depends on the activities or the purpose that the teachers have to develop in the lesson.

Fernandez (2011) states that resources are tools and strategies that teachers can use as a support to some topics; and these types of resources can be adapted to different ages. The purpose is to facilitate the learning, the interpretation, the understanding to the students of a particular topic. The idea is to create an appropriate material taking into account the student's ages.

The resources are an important tool that teachers can use in a class. When teachers use didactics resources, students have a major interest in the class and the acquisition of the content is easier for them. However, Teachers must take into account different types of resources because students do not perceive the information in the same way. Therefore, the teacher has to use diverse types of resources to catch the student's attention and to avoid some difficulties with the student's perception (Fernandez, 2011).

Classroom Management

Allwright and Bailey (2002) state that classroom management is a dynamic area of investigation and one bearing fruitful results of major relevance to many facets of teaching, syllabus design, materials development, testing, and teacher education.

It could be deduced that classroom management need various characteristics such as syllabus design, materials development, testing and teacher education. It' means that a teacher has to be prepared for every challenge in the classroom; and these characteristic are a support for them when they are teaching. Teachers should think about the student's age and student's level at the moment to design or build their syllabus and materials developed for the group, (Allwright and Bailey, 2002).

According to Melissa (1996), classroom management is the term educators use to describe methods of preventing misbehaviour and dealing with it if it arises. In other words, they are the techniques teachers use to maintain control in the classroom.

Classroom management is one of the most feared parts of teaching for new teachers. For the students, lack of effective classroom management can mean that learning is reduced in the classroom. For the teacher, it can cause unhappiness and stress and eventually lead to individuals leaving the teaching profession, (Kelly, 1996).

When a teacher has difficulties with classroom management, it is when they lose the control about the situation and it depends on the student's age, student's grade and the purpose that teacher has in the class. Therefore, teachers can deal with student's behaviour, and they have to create different strategies or methods to deal with classroom management, (Kelly, 1996).

According to Wajnryb (2002) giving instructions is a key to move from an activity to another, to develop the class. Instructions are not an obligation or an order. They are the way that the students understand the meaning through an instruction step. In this part, it reflects the attention grabbers. This type of strategy helps the students understand the meaning through a sign or image to keep developing the class. The teacher must be clear when using attention grabbers, giving examples for if the students to understand them.

However, for teacher experimented with many options when giving instructions. The recommendation is to know the group of students. Besides it must consider the age of the students, and to have in mind that those attention grabbers, instructions, have to have a reaction in the students. The author mentions six types of instructions that are: Give signal to engage class attention, State briefly the overall nature of the task ,Organize seating groups, give instructions (attention grabbers), Signal to start, and monitor understanding repeating re- phrase as necessary, (Wajnryb2002).

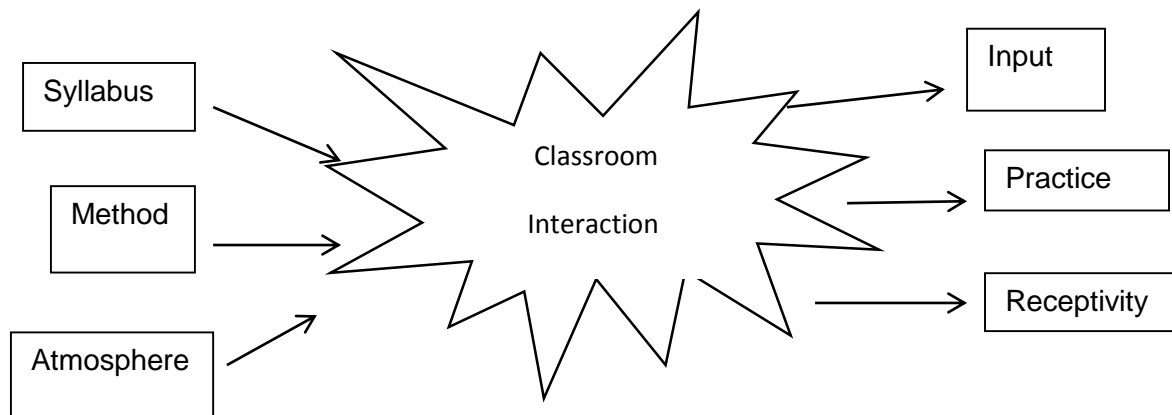
Giving instructions is a strategy that teacher can use through a simple signal to engage class attention, organize seating groups or give instructions (attention grabbers). In this case, giving instructions is used by the teacher which purpose is to keep a good classroom management. Also, this strategy involves another characteristic such as a transition period between one activity and another, especially when this entails the students moving from group, pair or individual work, (Wajnryb, 2002).

Wajnryb (2002) states that classroom management is the place where communication has an important role. Therefore the patterns of interaction depend on the seating arrangement because this is the vehicle for the communication between students- students and teacher-students, (Wajnryb, 2002).

Seating arrangement is an aspect that has influence in the communication of the class, and teacher has to focus on the purpose for the class. For example in a discussion about some topic, the appropriate seating arrangement can be a circle seating; but in other case if the activity is an exam, the seating arrangement will be totally different. Consequently, the seating arrangement depends on the teacher's needs in the class. The objective is to create an interaction between the participants to avoid misunderstanding and finally general a good communication between everybody, (Wajnryb2002).

When teachers have to deal with manage pair and group work, it is important to take into account the following patterns using teacher-led activities, pair work and group work to vary degrees, depending on learning needs, purposes and contexts. Wajntyb (2002) states that when teacher uses a range of activities to move in and out of different interactive patterns smoothly and efficiently, it requires different teacher skills from those involved in teacher-led activities (students), accordingly efficient transitions through the various lesson phases are integral to effective classroom management.

Here below, there is a figure that shows the relationship between plans and outcomes through classroom management:



Adapted from Wajnryb (2002).Classroom Observation Tasks. Book]

The figure shows a brief explanation about the stages to get an input, practice and receptivity of the students through some different aspect such as Syllabus, Method and Atmosphere where the process is completed for the classroom interaction.

Consequently, it means when teacher makes a lesson, they have to think about some important aspects such as syllabus, method; atmosphere brings some difficult didactics where teacher has to deal and to create a lesson plan taking into account each aspect. The purpose is to create a process which allows teacher to have a good interaction with the students and to develop knowledge between them for avoiding missing with some step of the process.

Language teaching

Gage (1994) noted that "to satisfy the practical demands of education, theories of learning must be 'stood on their head' so as to yield theories of teaching." Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. If, like B.F. Skinner, you look at learning as a process of operant conditioning through a carefully paced program of reinforcement, you will teach accordingly. If you view second language learning basically as a deductive rather than an inductive process, you will probably to choose present copious rules and paradigms to your students rather than let them "discover" those rules inductively.

Bruner (1966b:40-41) noted that a theory of instruction should specify the following features could show such as difficulties in the classroom, for example, the experiences which most effectively implant in the individual a predisposition toward learning, and the ways in which a body of knowledge should be structured so that it can be most readily grasped by learner, besides the most effective sequences in which to present the materials to be learned and the last one, the nature and pacing rewards and punishments in the process of learning and teaching. (Gage, 1994)

According to Wajnryb (2002) in language teaching, we can use the teacher's meta-language because it is used to mean different aspects of the class content. It is used to mean teacher's talk which is not connected to the language being presented: the language a teacher uses allows the various classroom processes to happen, that is, the language of organising the classroom.

Meta-language includes the teacher's explanations, response the questions, instructions, giving of praise, correction, collection of homework, etc. The idea is to encourage student talking time (STT) and to reduce teacher talking time (TTT), (Gage, 1994).

Language teaching could be through questions because it is a way to increase the language in the students. When language teachers ask a lot of questions, according to Sinclair and Coulthard (1975) they are one of the commonest types of utterances in the discourse of classrooms. Questions can have different purposes, for example: socialising, scene setting, checking vocabulary, and checking learning and seeking opinion. Independently, questions produce a response in the learner although, students are not aware, the teacher's questions are focused in terms of the lesson's content and it is a cognitive and linguistic process, (Coulthard, 1975).

Another way to teach the language is the language of feedback to error. Wajnryb (2002) states the language of feedback refers to the responses given by the teacher to what learners produce in the classroom. Most teachers are aware of feedback in terms of its motivational value or the value of positive feedback and disincentive that negative reinforcement can produce.

Language of feedback produces the exact content of the teacher's response as it relates to the learner's production that may have an important influence on the learning process. Besides it produces positive contributions for the students. The idea is also to increase the intention of improving in the errors that students have had, (Wajnryb, 2002).

Language learning

According Kimble and Garnezy (1993) "Learning, is a relatively permanent change in behavioural tendency and it is the result of reinforced practice"(Kimble and Garnezy 1993:133). Teaching may be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.", (Kimble and Garnezy 1993:133).

Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry: Learning is acquiring or "getting.", Learning is retention of information or skill, Retention implies storage systems, memory, and cognitive organization, Learning involves active, conscious focus on and acting upon events outside or inside the organism, Learning involves some form of practice, perhaps reinforced practice, Learning is a change in behaviour. (Kimble and Garnezy 1993:133)

According to Allwright and Bailey (2002), If we think too much about the management of interaction in the classroom, we may lose sight of the fact that what is much more important is the management of learning. We do not manage interaction purely for its own sake. We manage interaction in the language classroom for the sake of giving everyone the best possible opportunities for learning the language. In fact, everything we do in the classroom, any of us, can make a difference to what anyone else in the class could possibly learn for being there. In this way, managing interaction and managing learning come together. So, every time the teacher asks a particular learning to say something in front of everybody else, then all the learners can pay attention to what happen, if they wish, perhaps learn from it. For example:

- Teacher: When's your birthday Alvaro?
- Alvaro: Fourteen September.
- Teacher: The fourteenth of September again.
- Alvaro: The fourteenth of September.
- Teacher: I should hope so. Now when's your birthday Mike?

They are important aspects to take into account because the managing interaction and managing learning have a relationship at the moment that student develop their own learning language through the context. Besides when teacher involves the student in the explanation, students can have a better perception about the language long as teacher uses the feedback in from everyone and students pay attention and observe the correct way to use the language. (Allwright and Bailey, 2002).

Wajnryb (2002) states that the teacher's output becomes the input for the student's output and it becomes the input for the teacher and determines the reaction to that performance. Teaching and learning are no longer exclusive roles, they become the provinces of both performers in the classroom: while the teacher instructs, the teacher learns about what must be done next; and while the learner learns, the students gives instructions about what information is lacking.

The language learning depends on teacher and student because teacher has a rhythm to teach the topic and student has a positive or negative reaction from this process. Hence, the language learning is responsibility of both. The idea is develop the learning process through a good communication and interaction sharing knowledge and advices mutually. (Wajnryb, 2002).

People acquiring a second language naturalistically (that is without formal instruction) are thought to progress a long a continuum whose poles are a first language and the target language. This sequence of stages has been given various labels. Interlanguage, a term coined by Selinker (1972) is one widely used name. It stresses the systematic nature of the learner's linguistic development between two languages, (Selinker, 1972).

EFL Teaching strategies

Cohen (1999) writes about the importance of developing some strategies that can build up a proper plan for the class that can improve the skills of the students. The author focuses on if in the learning process of the students all the strategies are appropriate, or better the other. The author explores the motivation of the teacher using the strategies that the students can use to improve their independent learning process.

According to Gremmo (1997) it is necessary to take into account that knowledge is the based where they are learning through the practice while the skills and abilities are obtained within the context of the activities, the techniques and strategies that a teacher implements and uses for the language learning.

Teaching strategies are an important aspect that empiric teachers have to develop during the English classes as they allow them to explore what strategies are effective and what strategies are more effective depend on some factors that teacher has to take into account such as the context, and the student's knowledge. Therefore empiric teachers have to implement and then use some techniques depending on specific situations and difficulties that they have to face in their classes.

Wajnryb (2002) states that eliciting, for example, can be considered as a teaching strategy. This way, teachers elicit for a range of reasons: to set students thinking in a certain direction; to steer them towards a certain pre-planned topic or lesson objective; to create a context; to warm a class up; to generate peer interaction/correction; to lead into an activity; to attract and focus attention; or to increase students talking time.

Therefore, it allows the teacher to assess what is already known about particular topic, structure or area of vocabulary; to draw out passive knowledge; and to tap into the students as a learning resource in order to engage them in the learning process.

Teachers apply the eliciting strategy for teaching reasons or purposes. Some purposes are to steer them towards a certain pre-planned topic at the end of the lesson; to create a context; and to share between groups through interaction and a good communication. Thence, students are able to draw out passive knowledge through class, for this reason teachers should be didactic and create their own resources for the class, (Wajnryb, 2002)

Literature Review

In this Project, it is important to take into account some similar researches which are related with this research project. Hence, the following research shows the importance about some types of some methods such as “Methodological idealism”, “Methodological individualism” and “Empiricism”. These methods are used in South African and these are popular and effective. However, some authors are not agreeing about this way to acquire knowledge. The connection that we can find with our research, it is not a common method that teacher or people use to get knowledge. However, it is effective and it brings many critics such in the empiricism model.

According to Elphick (2008) “this article seeks to clarify some issues raised by Marxists in their critique of the “liberal” historians of South Africa. It argues that the liberal school was marked, first, by certain political commitments, and, secondly, by an allegiance to the method of “empirico-idealism”. This method is based on three principles: methodological idealism, methodological individualism, and empiricism. (1) “Methodological idealism” is distinct from causal idealism, the belief that consciousness determines the organization of society for productive purposes. It is rather the assertion that historical explanation consists of rethinking the thoughts of past historical figures. This view is compatible with causal materialism as well as with causal idealism. (2) “Methodological individualism” asserts that the historical process is the product of the thoughts and actions of individuals, and that historians must recreate these thoughts and actions with individuals (whether known or anonymous) in mind. (3) “Empiricism” does not mean that the historian approaches evidence “objectively” with no presuppositions. Rather it means that he must explain all evidence relevant to his question.

The article argues that these three principles are highly compatible with each other and with the actual practice of historiographical research. Empirico-idealism tends to appeal to liberals because of affinities between its assumptions about history and liberal ideals of a just society. It is also compatible with certain strands of Marxism, though not with others, most notably Althusserian structuralism” Elphick (2008)

Another research has a connection with the teaching strategies because in this research teachers has to deal with a population who do not know English language and teachers have to deal with some factors between them, to create teaching strategies for the students. Then, they will acquire the English language through the techniques such as conversation where they can have an interaction with the English language.

Dr. Rizopoulosa & Nicolettia (2009) in this research, “latinos represent the fastest growing population in U.S. schools, and teachers face an increasingly demanding educational context in which to teach. The goal of this article is to present vignettes drawn from classroom observations conducted by preservice teachers in urban areas. Preservice teachers capture the dilemma faced by many teachers who feel unprepared to work with the growing number of second language learners. Preservice teachers shared their in-class interactions with Latino students and documented follow-up conversations with urban teachers. By drawing on these reflections, teachers can appreciate the critical role of supporting Latino students in the mainstream classroom”. Dr. Rizopoulosa & Nicolettia (2009)

Consequently, the following study is about to consider the mother tongue such as a method or strategy that teachers use in the English class. This technique allows a better comprehension for the students and it has a relation with this project with the same strategy that an empiric teacher uses when they are teaching English language.

Atkinson (2000) "the role of the mother tongue in monolingual classes is a topic which is often ignored in discussions of methodology and in teacher training. In this article I suggest some of the reasons for this neglect and describe a variety of applications of the learners' first language (L1) in the classroom, with particular reference to the role which activities based on translation can play in fluency development I contend that the potential of the mother tongue as a classroom resource is so great that its role should merit considerable attention and discussion in any attempt to develop a 'post-communicative' approach to TEFL for adolescents and adults" Atkinson (2000)

Thence, our project shows the importance those empirics teachers give to a lesson plan, because lesson plan help them to have a previous preparation before of the English class. As well as empiric teacher has a relation with beginning teachers when they are learning the methodology through a lesson plan. It brings other factors such as to know what the best activity is for each determine context in an English class.

Mutton (2011) “Learning how to plan is recognised as a key skill that beginning teachers have to develop but there has been little research examining how they may actually learn to plan. This paper, based on the analysis of 10 post-lesson interviews with 17 secondary school teachers across three years (the PGCE year and the first two years in teaching) focuses on: what these beginning teachers learned about planning; the nature of that planning; and the development of their awareness as to what planning could and could not achieve. The findings demonstrate that learning how to plan is a feature of beginning teachers’ learning well beyond the PGCE year, indicating that it is through planning that teachers are able to learn about teaching and through teaching that they are able to learn about planning. We discuss the implications for teacher educators and others involved in the professional learning of beginning teachers” Mutton (2011)

CHAPTER 3

In this chapter, it is evidenced what research was implemented in the research Project, also, it is supported by authors the meaning of the type of research, Qualitative. Besides, it is seen the arguments that make this project a qualitative research. In this chapter is shown the context that was implemented the research and, a description of both academic contexts, the participants that were important to make the implementation, and what type of instruments were used to collect the data for the research project and how those instruments will help to get the specific information and to make evidences about the empiric teachers.

Research Paradigm

Why is this study a qualitative research?

The type of study of this project is qualitative research because it describes the following aspects of this investigation: the empiric teacher's EFL classroom in terms of the activities and procedures that teacher applies in class and the didactic difficulties they find in the EFL classroom. Our purpose is to describe the didactic strategies the empiric teacher uses in their English classes taking into account the didactic difficulties found during the EFL classroom. It is reflected that there are some discovers in the research. However, it is not aimed at proving any method or any specific strategy. This research intends to understand the phenomenon in a specific context in order to describe empiricism in a particular educative context.

Research Approach

What is a case study?

According to Richards, Platt and Weber (1985), “a case study can be defined essentially as the study of an “instance in action”. So, a case study selects an instance or a case from the class of objects and phenomena .One is investigating (for example a second language classroom) and investigates the way this instance functions in context. However, unlike ethnography studies, the case study research is more limited in scope and its focus is not related to the cultural context, In this case in the Colombian context or more specifically in Bogotá, or cultural interpretation of the phenomenon under interpretation. In other words, a case study research examines a facet or particular aspect of the instance under investigation”.

The importance of the case study in this research?

A case study was chosen because a phenomenon within its real life context was examined. A collection of some data from two empiric teachers was needed for a subsequent description and analysis. The purpose of the project is to understand something that is unique and specific to the case, that is, in this case, to describe the methodologies, strategies, resources that the empiric teachers use to teach a second language this description from the study can be used to be applied to other similar cases and contexts. The participants for this research are, specifically two empiric teachers of fifth grade and pre-school; students are nine to twelve years old and four to six years old, respectively.

Setting

Educational context

This project was implemented in two different educational contexts. An empiric teacher from a public school and an empiric teacher from a private school were chosen. In addition to this, each empiric teacher works with different types of ages and courses. For example, in the private school, the empiric teacher works with kindergarten graders and in the public school the empiric teacher works with fifth graders. Below, these educative contexts are going to be described in detail.

La Palestina public school

The first empiric teacher works at La Palestina School. It is a public school where there are three Basic levels: elementary, middle and high school. It is a mixed school (boys and girls). There are two campuses and they are close to each other in Engativa area in Bogota. The school is located in a three social stratum neighbourhood; but the students are mainly from two social stratum areas. This information was collected from the P.E.I. of the school and the Institutional Agenda. The agenda of the students provided to this study the information about the school. It was also acquired by the MEN (Ministerio de Educación Nacional) and *Ley General de Educación de 1994, article 73*.

According to the P.E.I. (1998), The Palestina School's mission is focused on the human values and communication learning. The idea is that students are formed as individuals with autonomy, responsibility and participation in the development an improvement of their social context.

The general objective of the school is to promote the diverse personal skills such as: communication, verbal logical reasoning, creativity, ecology, sports culture in order to help the community and at the same time they are able to achieve their personal goals, (P.E.I., 1998).

The humanistic approach purpose is that students can make their own choices about activities in their lives like personal goals in order to build their own future. To sum-up the main idea is that they can have different options for their future lives; and they are able and capable to choose the best decision for them and for their community, (P.E.I., 1998).

There are different aspects that support the humanistic education:

The Puero-centrism concept which means that the student is the centre of the learning and teaching process. Other aspect is the integral formation. It is about all the educational developing processes, harmonically balanced with all the dimensions of the human being (moral and ethical, spiritual, cognitive, affective, esthetical, communicative, corporal and social).The idea is to have a complete relationship with the society that involves those aspects, (P.E.I., 1998).

In terms of the English subject, there is not a specific teaching foreign language model approach or method at La Palestina School. They used to implement in the curriculum an English academic hour class per week. However last year in the curriculum 2 academic hour's English class per week has been established (Doris, 2014). La Palestina School considers, it is necessary to implement two academic hours' English classes per week in order to improve and practice better the English language in the students. The school provides English classes to all high school levels. Teachers are free to use their own didactic resources such as a textbook; it is called *Navegantes Integrado 5*. (Castro, E. 2011). It was perceived during the observations that teachers normally used this textbook as a guide for the English classes.

In this school there is an extra project called Immersion Classroom (*Aulas de Inmersión*) The main objective is to make students explore the English language; but at the same time, to identify, recognize and improve language skills; communicating with foreign people. There are two foreigners from Russia who help to carry out the activities. In conclusion, the students have the opportunity to know a new culture, share costumes; but at the same time, they are improving their language communicative- skills and competences.

The foreigners apply different didactic or cultural activities to improve the student's English language which depend on the grade of the students. Normally, they usually use the *smart-board*, where students can learn topics in English such as vocabulary, expressions, costumes, games, songs, in an interactive way. This information was captured in some of our work in groups where we could see these activities with the students and we shared some information with the foreigners.

To have enough knowledge depending on the subject area, to have experience in teaching, to be didactic and motivating in their classes, to be able to assume different situations with the students and, to have an Undergraduate University degree are the most relevant characteristics demanded by La Palestina school for its teachers. The school always requires a teacher who is able to be creative responsible, autonomous, and punctual who has a minimum knowledge in different subject topics. It finally requires a person who has had previous teaching experience with young learners. The empiric teachers working at La Palestina School, through their own teaching practice have gotten the knowledge needed creating and developing their own methodologies, techniques, and resources throughout their own experience and imagination that has been obtained through different class situations and contexts. (P.E.I., 1998).

Other function that empiric teachers have to accomplish is that they have to teach other regular school subject no matter if they have a previous deep knowledge or experience for each of them. Also they have to face different new situations or new subject topics in their classes on their own. Therefore, the teacher has to create and come up with their own methodologies, techniques, resources that they can use in their classes. At the same time, it is very important that they prepare their classes taking into account the particular situation, students' needs and preferences that they have to face and deal with every day.

Lluvia de bendiciones Private School.

The school works with kindergarten to fifth grades. It is located in Suba area in Bogota. It is a co-education and private school. Students are from third social stratum areas.

There is not a teaching specific foreign language model, approach, or method in the Lluvia de Bendiciones Private School. However, the school has a teacher who teaches English in all the grades in spite that he/she does not have a higher educational degree in Teaching English as a foreign language. The Teacher has a university degree in Childhood Education instead.

In terms of the English subject, there is not a specific teaching foreign language model approach or method at the Lluvia de Bendiciones private school. They used to implement in the curriculum an English class academic hour and a half per week. The school provides English classes to all the courses and it uses CEFR reference to classify the different school levels. Teachers have to use their own didactic resources such as textbook; guides for the teacher and virtual tools. It was perceived during the observations that they normally used previously elaborated guides for the English classes.

Participants

In this research, there are two empirics teachers in an EFL classroom in two types of schools in Bogota. For this research, the places that were observed were the public school La Palestina and the private school Lluvia de Bendiciones. In the Palestina School, this project worked with fifth grade; and In the Lluvia de Bendiciones this project worked with kindergarten grade.

The teacher of the private school graduated from Tecnico Laboral de Educacion Preescolar Institute and the Uniminuto University with a degree of childhood Education. Besides she has worked in the Nuevo Santo Domingo Lyceum where she was in this school for five years and she focused on just the childhood education (pre-school). Also she worked in Comercial las Americas Lyceum for four years, but in this school, she was in charge for the third grade students, teaching all the subjects except English subject. Actually, she is working at Lluvia de Bendiciones School, she started to work there 7 years ago with pre-school, teaching all the subjects but here she had to teach English as a mandatory request from the school.

The teacher in the public school graduated Fundacion universitaria panamericana with a degree in Childhood Education, also she studied in Funlam with a degree of childhood education with virtual mode and Nacional abierta y a distancia University with a degree on mathematics. Teacher worked in María Auxiliadora Norte school just 2 years, she taught all the subjects including English, later she worked in Bolivar de Soacha school, where she worked 2 years teaching all the subjects including English too. Actually, she is working in la Palestina School, she started to work there 1 year ago, and she just focuses on mathematics.

Data collection instruments

The Instruments that were used were: Interviews which aims were to know the methodologies that those teachers used in the class and if the resources were appropriate to have an understandable and productive class; if those methodologies and resources were effective at the moment to use them in the English classes and the kinds of problems that were produced in the context. (Annexe, Interview, page)

According to Kvale,(1996)"A qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level." Interviews are particularly useful for getting the story behind a participant's experiences. "The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires,e.g., to further investigate their responses". (McNamara,1999)

Another instrument was the Field notes. Through three observations for each teacher the teaching strategies two empiric teachers applied in the EFL classroom taking into account their didactic difficulties were ultimately identified, described and analysed as this is the final objective of this project. The field notes was adapted from Richards. (1996).Reflective teaching in the second language classroom. CUP.

Frankenberg (1980) "Most researchers would agree that it is important to record field notes as closely as possible in time to when events were observed. For some this means writing an account at the end of each day, whilst others attempt to record events, or by retiring to a discrete location directly following the observation period. Still others delay the writing of a comprehensive field note until they have left the study site completely. There are merits to all these approaches. Recording events as they happen or shortly afterwards ensures that details, and indeed the entire event, are not lost to memory. On the other hand, shorter long-term reflection on observations may provide a different gloss on the events. Moreover, specifically detailed accounts of events may not be required, and capturing broad patterns may better be achieved at a longer distance from the field". Frankenberg (1980)

Finally, the teacher artefacts were used in order to analyse the materials that the empiric teachers used in the class and the resources that the empiric teachers needed in the classes. The project analysed if those resources , materials were suitable in their lesson, and how they designed them to fulfil their objectives for the English lesson. (*Annexe, Teacher artefacts page 129*)

“Teachers use a wide range of stimulating and exciting materials to teach the concepts outlined in the curriculum to ensure that students are actively involved in their learning. In time, students and parents witness a shift from textbook based to standards based instruction, bringing educational practices in line with the best school systems around the world. In the implementation of the New material and resources , schools provide students with an invitation to explore, investigate, learn and collaborate. The learning environment provides ample opportunity for planned student interactions and engagement.”

CHAPTER 4

Data Analysis

In this chapter, it is evidenced the collection data and the analysis of them to understand the main characteristics to be an empiric teacher, it is shown in this chapter three main characteristics that was worked. The methodology, that is about what the class looks like, the difficulties, based on the observations and interviews, it can reflect what were the most difficult aspects to develop in an English class for an empiric teacher. Furthermore, the data analysis was done through six observations of each teacher and an interview, it was possible to analyze the data and to identify the three categories mentioned above.

Methodology

What the class looks like

Before to analyze the data that was collected by the observations, it is necessary to know what the class of the public and private school look like.

First observation (Private school)

Firstly, to start the class the teacher focused on just vocabulary, she used the board to make draws about the topic that was about food, she started to make simple activity of repetition, she pronounced the new word then the students pronounced it. She had a guided paper to avoid wrong information or to make errors with the teaching of the language in this case the vocabulary about food. Besides when she wanted to keep the control in class she used attention grabbers to have the attention of them or to do silence, when they are out of control, in this observation, it could notice that the students have already had in their minds the attention

grabbers , teacher has been in charge to work with constancy the attention grabbers in all the English classes. (*Annexe, Teaching observation #1, classroom management page 88*)

Moreover, she made them to do an activity in the class , she started to monitoring the students work, she focused on just one specific group in a moment the others were playing talking or doing the activity. To give instructions , teacher had to speak in Spanish to be clear she used the new vocabulary in English but what they had to do all was said in the mother tongue. It is important to specify that she made a good pronunciation of the vocabulary ,when she felt no sure about some pronunciation of the words , she looked for internet or she asked to the English teacher that work (*Annexe, teaching observation #1 classroom management, page101*)

According to Ruth Wajnryb (2002) instruction giving is a key to move from one activity to another to develop the class, the instructions are not an obligation, an order, it is. They are the way that the students understand the meaning through an instruction, In this part, it is reflected in the attention grabbers, This type of strategy helps the students understand the meaning through a sign or image to keep developing the class, the teacher must be clear at the moment to use the attention grabbers, giving examples to prove if the students understand them .However, it can be experimented with many options when giving an instruction. The recommendation was to know the group that the teacher was going to teach. Besides we must consider the age of the students, and to have in mind that those attention grabbers, instructions, have to have a reaction in the students. The author mentions different types of instructions that are: Give signal to engage class attention, State briefly the overall nature of the task ,Organize seating groups, give instructions (attention grabbers), Signal to start, and monitor understanding repeating re- phrase as necessary".Wajnryb(2002).

Second Observation (private school)

In the second observation, teacher continues with the topic about food, she started the class with some attention grabbers but not the same that there were observed in the first observation, in this case she used them in nursery rhymes that the students already knew. Teacher could have the control of the class; the students were in silence and paid attention. Also in this class she used the play dough as a main resource to practice what she had taught the last class, she gave the instructions in Spanish with a good tone of voice, she repeated twice, besides she made an example about what they had to do, she checked the work of the students, in this time she focused on every group of students in class and she responded the doubts of the students and she said to them positive words about their work with the play dough. although in this class, teacher had some problems to pronounce some vocabulary and she decided to ask for help with one of us. *(Annexe, Field Note #2 Resources, classroom management, page 101)*

At the end of the class, it noticed the purpose of the class with the play dough and to do the food with that resource. because the students started to say the food in the second language showing the food that they did to others, the teacher goal was done doing a creative activity that she already knew the students could like it. *(Annexe Field Note #2 Language teaching, page103)(Annexe, Teaching observation part 2 page 108)*

Third observation (private school)

In the third observation, she was teaching a new topic that was body parts , but in this observation , teacher was doing something different in class she was using the visual , auditory and learning style to learn about it.(*Annexe Teaching observation ,Part 2 page 121*)

According to Fleming's (2001) "a common and widely , use of model of learning style is visual , auditory and kinaesthetic (VAK). Some of the characteristics of the visual learning style are: Learning through seeing, to think in pictures and need to create vivid mental images to retain information. So students enjoy looking maps, charts, pictures, videos, and movies. Some of the characteristics of auditory learning style are: to learn through listening, to have highly developed auditory skills. Auditory learners are generally good at speaking and presenting;-they like to think in words rather than pictures. Finally, some of the characteristics of kinaesthetic are learning through movement in order to remember and process information through interacting with the space around them". Fleming's (2001).

In this session the students did not have to be sit down all the time, they did not write in their notebooks, she made a choreography that each student had to be in there . Moreover she used different kind of resources such us speakers,cellphone, and the board to draw the steps of the choreography, the last resource it was for her, she remembered the order of what she was teaching about the activity. It is important to stand out that the opinion of the students to do the choreography was important for the teacher, it could reflected the cooperation between teacher- students.(*Annexe,*

teaching observation, Resources page107) (Annexe Teaching Observation part 2 page 121)

In this class she used many times the body language to teach the new vocabulary of body parts , she did not do drilling, she just showed the part and they did the same action of the teacher . On the other hand, in this class , teacher used a different sitting arrangement ,where she can have more space of the classroom and the students felt confident with their classmates and paying attention too. This type of activity is easy to lose the control of the class but teacher used the instructions , and the attention grabbers to keep the control of the class .Besides, to teach the body parts she reinforced the commands , she had the opportunity to remember them some commands that she had taught before and to present them a new ones. She made that they understand them using in the class, remembering that she chose to do a different type of activity and it helped her to keep the commands in the students mind , As a result she could avoid a little bit the mother tongue. (*Annexe, teaching Observation Part 2, page 121*)

First observation (Public school)

Firstly, in this class teacher taught the numbers and she remembered some commands. In contrast to the teacher of the private school , she mixed two subjects at the same time, mathematics and English, so the teacher used as a main resource the mathematics book and some flashcards with the numbers 100-300.(*Annexe, teaching Observation, Resources, Language teaching, page 84*)

She used the commands to give instructions although she used the mother tongue to make that the students understood the activity that they had to do it for this session.

At the beginning , teacher started doing commands like stand up, raise your hand, close your eyes, open your eyes... to make the students were quiet because they had already been in break time, later she put the flashcards and to start doing pronunciation of the numbers but she translated the meaning to Spanish, the instructions were clear and she tried to say with the help of commands , but she finished saying in Spanish to make the activity understandable.(*Annexe, teaching observation, resources page 84*)

In addition to this, in this context, Spanish was frequently used. The teacher could use it as a tool for giving instructions or when the teacher needed to nag the students. According to Atkinson (1987) "The form to use the mother tongue. However, the teacher, in this case, was speaking Spanish in several moments of the class; for example when giving the meaning of words or using it in a strenuous way in the class. Therefore, it can be a negative factor in the process to learn a second language".

The grammar translation method instructs the students in grammar and provides vocabulary with direct translations to memorize. According to Richards (2002), "The grammar translation method focuses on the memorization of the rules in the first language of the foreign language".

The main advantage of the grammar translation method is the native language that is maintained as the main reference. The translations to the second language enable the students to understand the difference between both languages quickly, especially in abstract word or complicated sentences. According to Richards (2002) "This method enables the teacher to check the student's understanding easily as they could easily communicate with the students using their mother tongue".

According to Wajnryb (2002), "Instruction giving is a key to move from one activity to another to develop the class, the instructions are not an obligation, an order. They are the way that the students understand the meaning through an instruction. In this part, it is reflected in the attention grabber. This type of strategy helped the students understand the meaning through a sign or image to keep developing the class. The teacher had to be clear at the moment to use the attention grabbers, give examples to prove if the students understood her. However, both teachers, in the interviews, stated that they had to experiment with many options before when giving an instruction and maintaining the control of the class. Their recommendation for classroom management was to know the group that the teacher was going to teach. Besides, we must consider the age of the students and to have in mind that those attention grabbers, instructions, have to have a reaction in the students". Wajnryb (2002),

Wajnryb (2002), says "different types of instructions that are Give signal to engage class attention, State briefly the overall nature of the task, organize seating groups, give instructions (attention grabbers), signal to start, and monitor understanding by repeating and rephrasing if necessary".

Second Observation (Public School)

In this class she started with new commands like clap your hands, cross the hands, open the window, in occasions she gave the meaning of the commands in Spanish and she did not use her body language also, she taught a new topic that was body parts but at the beginning she just focused on words *neck, nose, eyes...* later she added the verb *touch*, using the body language and repeating the complete sentences but in the activity the students just said the body parts and ignored the verb. The

most common aspect in this class was that the teacher used too much the commands to give instructions, have the control of the classroom and to develop the activities. As a resources, teacher used the English book where the students completed an activity about the topic, also teacher made a worksheet where the students had to write in the correct way, to draw and to match according to the meaning in Spanish. (*Annexe, Field note # 3, Classroom management, Language Learning page 93-94-95.*)

At the end, teacher created some questions about body parts and she started to interact with the students doing that they used the verb touch and the vocabulary. As the all the previous observations, she used the mother tongue, giving instructions, in the presentation, the guided practice, the communicative practice and at the end, giving the homework. (*Annexe, Teaching Observation, language learning, page 98*)

Third observation (public school)

In this class teacher taught different topics, she reinforced the numbers, and she started teaching the months and the date, but it is important to clarify that teacher did not connect the numbers with teaching the dates. (*Annexe, teaching observation, language learning, page 111*)

She made the class in Spanish, she just spoke in English at the beginning of the class, using the commands that she used in all the classes. Besides she gave clear instructions for the activities and it made that the students participated actively in the class.

Also, she used pieces of papers as a resource to teach the whole topics, those piece of papers were colourful and big to catch the attention of the students and the teacher put in the board the papers and she avoided to write in it (*Annexe, teaching Observation, part 2, page 111*)

To have the control of the class, teacher nagged them and some parts of the class and she looked strict and rough the students felt afraid to talk in class with their classmates or to responded in a wrong way.(Annexe, teaching observation, part 2 ,page 111)

Difficulties

Resources

Analysing the teaching observations, it has been noticed that the teacher in the private school used different materials in the class. They can be simple resources as the board and the marker , piece of papers , flashcards that are too small and the type of letter too or without any colour, it made that the students did not pay attention to the activities or more creative ones like using play dough or material that the students can touch and represent something in the English class, teacher had to get those material for the students and they had to plan if with those materials can fulfil the objectives of the class or it can waste time using it..Also, the teacher in the private school as a tool to integrate the parents of the student in the process of learning English, has created a page on Facebook where she can download videos with the explanations of the topics seen in class, or pronunciation of the new vocabulary, songs , games and exercises. Created that page to remind students and parents at home what she has taught in the class. A difficulty that can exist in that resource , firstly, the student cannot have the opportunity to have the access all the time to the computer and for the teacher has to be active in the network to select the information and to download new and actual videos, games...Those activities in the network did not have any type of grade because teacher created them as a tool for the students to improve the English language with the help of their family.

Besides, in this private school, the teacher was creative, and she had to innovate with new ideas because the students of this context were younger so she had to look for strategies so that the students wanted to learn in a dynamic way. For this Empiric teacher, the students' notebook, the board, the textbooks and flashcards were used in different options and ways in the classroom although the teacher had to invent those flashcards planned the activities, did in the notebook and if the activities on the book could help in the process to the students to learn another language. The teacher also created strategies to catch the students' attention. It could be noticed that the teacher used visual, kinaesthetic materials in some parts of the class depending on the activities that teacher had planned. She used auditory learning style in the English foreign language class. For example she used images and she made the pronunciation of the word that she wanted to teach something relevant and very important to transmit. Another example, she taught the commands with movements in the classroom and they repeated them many times as possible until they kept in mind that topic. She liked to make them to speak in class because she made some activities where they had to show the task and to talk about that activity and share their opinions. It was not in English the whole time as they used their mother tongue in many moments of the activities. To plan those kind of activities took time to create it and it is important to remember that as an empiric teacher, she has to learn and prepare about the topic that she was going to teach in the class. (*Annexe Teaching observation, Resources, page 84*) (*Annexe, Field note #2 Resources page 93*) (*Annexe Teaching observation, Resources, part 2 page 97-98*)

Classroom Management

In this category, the teacher in the private school usually used attention grabbers such as *sit down, everybody sleeping, stand up, raise your hand*. A difficulty using the commands were that both teachers were not consecutively knowing the meaning of those commands, they just said it in the class and the next class new commands were taught and the students did not interiorizing the first ones and they forgot and the teacher did not have a strategy to keep the control in the class, do silence, pay attention. Also, Besides, when they were absent minded to the class; for example when they were talking about other type of topics that did not have any relation with the English class like cartoons, movies and toys. Those type of attention grabbers were frequently used in class, and they knew what they had to do when Teacher started to use them. It was found that the teachers did not know that they were using attention grabbers in the class, they used that strategy unconsciously. (Annexe, teaching observation, classroom management, page 88-89) (Annexe Field note #2 page 93-94)

In the public school, it was noticed that the teacher had the control of the class. But she was rude with them, they felt nervous. The teacher used the rules and she said to them the cause and the consequences about the rules to have the order in the classroom. As a teacher, it is important that the students understand the role of the teacher and the role of the student in the classroom. (Annexe, teaching observation, classroom management, page 97-98)

Likewise, in this context, it can be reflected that there are still traditional teachers in our days. The English Teacher in this public school organized sitting arrangement of the class in lines. If the students talked about something different or do not pay attention, teacher nagged them and she reminded them the rules of the class. She showed the power and the authority in a way that the students could not forget the consequences about what they did in the class. In this category, there were some differences with the private school but it happened because of the age and the context that the students were learning a second language. In the private school, the teacher was teaching English to kindergarten grade and those students were younger than the public school students were the teacher was teaching English to fifth graders. In the private school, she had to create a strategy that reflected the rules of the class in a creative way; while the other teacher had to specify the rules and the consequences because the students in this school could understand more and they had already developed the reasoning aspect to present and process the information in a clear way. (*Annexe, field note#3 Classroom management, page 114-115*) (*Annexe, teaching observation, classroom management, page 119*)

Language Teaching

The teacher in the private school used the pronunciation of the vocabulary depending on the topic of the class. She pronounced the words and the students had to repeat them. The teacher did not pronounce complete sentences; she just focused on words. (*Annexe, teaching observation, language teaching, page 111*)

Besides the teacher used Spanish words to be understandable and when the students did not understand the meaning, she had to use the mother tongue as a strategy to avoid wasting time in just some part of the class. The teacher could have the Spanish as a positive tool but she must know how to use it in the EFL classroom or she could be using the traditional way of learning that is the translation method. She used in class the memorization technique for new vocabulary and did repetitions many times as possible. For example she showed a flashcard and she took lot of time to make that the word of that image was memorized by the students in a correct way. Also, when she used kinaesthetic activities, at the end, they were repeating the words many times and she said the meaning of those words in their mother tongue. Likewise, in the public school, she used the same strategy to teach the second language vocabulary. The teacher focused to say and repeat the vocabulary until the students memorized the group of words in English. (*Annexe, teaching observation, language teaching, page 85*) (*Annexe, field note#1, language teaching. Page 82*)

Both empiric teachers had to use the grammar translation method because it was the way that they know and were mostly familiar with to teach a second language and it was not a bad method at all. In our days, it can used in some ESL activities but not in all of them or the second language learning process might not be successful to the students because of the negative interference of the first language. (*Annexe, field note #2 language teaching, page103*) (*Annexe, teaching observation, language teaching, page 109*)

Eventually, the lack of interest to have to teach the English subject it was the most difficult aspect of one of the teachers, she did not have the motivation from the school and it was mandatory for her to teach it (*Annexe, Interview, language teaching, page 124*)

Language Learning

In the observations of the classes, it has been proved some difficulties for example the teacher taught the topics just in words and not in complete sentences. She used the repetition of the words and sang the flashcards to make the words memorized in the students mind. (*Annexe, teaching observation, language learning, page78*)(*Annexe, teaching observation, language learning, page 98*)

Also the teacher used, as a tool, the mother tongue to be comprehensive in the meaning of some vocabulary of a specific topic in the English class ; but the Spanish in the class was spoken more frequently than the language that the students should learn, in this case, the English language.

In this aspect, in the public school, it was similar to the private school as the language learning was vocabulary. The teacher focused on individual words and students spoke most of the time in Spanish because the teacher spoke in Spanish too. Students just said the words when the teacher was going to provide feedback or evaluate what they were learning. It was noticed that teachers were avoiding the structure of the sentence, the pronunciation of complete sentences. This aspect was reflected in all the observations; the teacher spoke in Spanish and repeated the words in English. (*Annexe, teaching observation, language learning page85*) (*Annexe, filed note #2 page 95*)

In addition to this, the teacher used the body language when she was teaching the vocabulary; but she did not to say any word in English ; it just happened in some parts of the class(*Annexe, teaching observation, language learning page 111*)

it was observed in the observations that the empiric teachers used in almost all the lesson the mother tongue and it was a difficulty because the students learning was not complete the students have to have a contact with the second language to learn it but these teachers had a basic level of English , and it made that the classes were not developed in English. Moreover, the majority of the English teachers, in some moments of the class, have had to use the mother tongue. Spanish cannot be perceived as a negative tool; but we must know when and how to use it in the class. (*Annexe, Field note #3 language learning, page117*) (*Annexe, teaching observation, language teaching, page108*)

The mother tongue makes the students feel comfortable at the moment to make the activities; but in that part , the role of the teacher has to reflect the second language to the students and motivate them to speak in the second language more than in Spanish without avoiding or ignoring, in a complete way, the mother tongue.

What these two teachers have learned about ELT

According to the observations and the interview, it can reflect that these empiric teachers are more committed at the moment to plan the class, they use different and creative resources as videos, web page and the student book, the last resource, they do not use to complete the activities in there, these teachers use the images of the book to do flashcards or to do a game, or as a homework to improve at home. *(Annexe, Interview, Recursos, page 123)*

One of the teachers watched videos to be prepared about the topic, about the activities, she looked for web page that can guide about the topic that she was going to teach, besides of that teacher focused on the previous knowledge of the students and she asked to the previous teacher of that grade about the process of the students learning a second language, with that information she started to plan the classes too. *(Annexe, Interview, recursos, page 123)*

Another important aspect that these empiric teachers have learned is to find the way to improve or avoid the difficulties in the pronunciation of new vocabulary, these teachers are supported with interactive videos, nursery rhymes, where these types of videos become an important and main resource for teaching pronunciation and the teacher has the role to guide students, pronouncing with them and to give feedback to the students. *(Annexe, Interview, Language teaching page 125)*

In addition, teachers have learnt to work and to plan the classes depending of the interests of the student, for those teachers, it is important to make that the students participate in their own process and to generate motivation to learn English, for these teachers have learnt about the different methods that they can use in class like the constructivism that help an interaction with others, with their classmates, with their

context and it give the opportunity for those teacher to avoid the traditional education.
. (*Annexe, Interview, Manejo de clase page124*)

Also, those teachers are committed with their own learning process about English, they take time of their personal life to learn the new vocabulary, the pronunciation to avoid teaching in a wrong way . (*Annexe, Interview, Manejo de clase page124*)

On the other hand, they are aware that it is important to have a level of english to teach it , and the teachers know that their actual level is not appropriate because of the ages of the students that they teach it. (*Annexe, Interview, Language teaching page125*)

On top of that, teachers know that it is important to use the technology as a tool to learn a second language , and they are aware that nowadays, the younger people are connected all the time from the different networks like Facebook that the reason that one of these teachers make as a social group on it ,to generate additional activities in their free time and to motivate them to use it as a platform to learn in a fun way, and to make awareness that they can learn outside of the classroom too. (*Annexe, Interview, Language teaching page126*)

To conclude, through the practice for these teachers can improve their weaknesses about to teach english, for them it is important to know the theoretical aspect but ,they feel that the most important is that the students can use the language and interact between them and the teachers, those teachers believe that the grammar aspect is important bt they do not focus on that aspect because they do not have the knowledge and they want to develop skills in the students to speak in a real context. .
(*Annexe, Interview, Language learning page127*)

CHAPTER 5

Conclusions

- In this research it was analyzed how empiric teachers applied some specific strategies such as the use of the mother tongue in some moments of the class, the use of the eliciting strategy, the use of visual, auditor, kinesthetic and grammar translation methods in their EFL classroom when they had to face didactic difficulties such as to create innovative resources where empirics teachers use their imagination for material created by them, another difficulty was the classroom management, despite empirics teachers have had experience in student's behavior sometimes students do not have the control in class. Language teaching and learning was a difficulty because it was evidence lack of the English language in the empiric teacher. Therefore students do not have enough knowledge in the English language.
- In this project it was noticed that empiric teachers used the lesson plan to develop their English classes because it was one of the the biggest help for them. Lesson plan allows to do a preparation where they could learn some topics before the class, and they normally took the time to organize the resources that they were going to use in the class; for example; flash-cards, some worksheet. They used different material such as play-dough, colour papers, cardboards. Those resources were used by them with the purpose to complement the English classes.

- Nowadays, it is necessary to use new technology especially when the teacher is reinforcing a topic at home. It was reflected that in one context of our project, internet was used as a tool to facilitate practice of the class topics at home. The empiric teacher created a group in that social network (Facebook) with the purpose to increase the interest in the students and parents and to remain what the students had learnt in the classroom.
- About the classroom management, it was important the seating arrangement because we could find different kinds of interaction in the classes between students and the teacher. For example, one of the context that we observed, the teacher used the traditional seating which sometimes it was useful because students worked in an individual way. However, in the other context, teacher used grouping arrangement where students showed a better interaction between them and the teacher.
- Consequently, the language teaching, in both contexts, was similar because the teacher focused on the vocabulary and commands than teaching and practicing complete sentences. However, students understood the meaning of individual words. However, the teacher also used her mother tongue and we could find some positive aspects of it. For example, the teacher used it when she nagged the students. She also used to translate the meaning of some of the words.

- In terms of the language learning in both contexts, the English level taught was basic for the students as they just could identify some words, commands and using them in the proper context. The topics were used by the teacher according to the reality but the teacher did not create her own challenge for the English class. Therefore, it was not enough knowledge for the students.
- Finally, it can be concluded that an empiric teacher has all the possibilities to do practical and English classes. First of all, they take into account an important tool that is the lesson plan as it allows that teacher prepare the English class in a meticulous way and he/she has the possibility to predict some situations that they have to face in the EFL classroom. Moreover, an empiric teacher has to learn the topics before the class. It involves the language she is going to use in class, the resources and the knowledge or language that she/he is going to teach in the English class.

Research Question Answers

Research Question

What are the EFL didactic strategies an empiric teacher uses in their English classes in order to solve and deal with the didactic difficulties found during their EFL classroom?

Based on the research question, in this research it has been found some strategies that the empiric teacher uses to teach English to get the student's understanding. Besides, the empiric teacher involves the theory with the practice because she/he has to learn the topic that she/he is going to teach. Therefore, the didactic strategies that empiric teacher uses have a connection with the resources because the resources help them to develop some teaching strategies using visual material such as flashcards, videos, textbook, guides. However, empiric teacher apply the grammar translation method in the EFL classroom as it was evidenced through some class observations. Empirics teachers use some flashcards where she/he shows a drawing about the word and the students perceive the meaning. However, teachers are using Spanish language to tell them the meaning of the word and empirical teachers have the need to use the mother tongue because they feel afraid about if the students learn or not the vocabulary.

Through the observations empiric teacher uses some methods with the students such as visual, auditory and kinesthetic learning styles where they mix different kinds of activities to enhance and improve student's skills. On the another hand, it was evidenced that empiric teachers have to deal with some didactic difficulties such as classroom management, resources, language learning and language teaching in the EFL classroom where she/he developed, created and experimented some strategies to deal with these situations.

Limitations

- We did not have enough time to implement the research instruments. Also we had to take into account the time of the empiric teachers. The main reason is that the schedule was already established at the university and we were doing our teaching practice II. Therefore, the time was very difficult to organize with the empiric teacher's time. The implementation had a deal time for just one month.
- The research profile of our teacher was a limitation because the profile had some specific requests to find the adequate person (the teacher does not have a degree of a foreign language: English.) but the teacher had to teach it in primary of secondary school. Therefore for the implementation to find a teacher with these characteristics might be a difficulty.

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Annexes

Field Note

Two empiric teacher in an EFL classroom in two courses from two schools in Bogota.

EFL Didactic

Teacher: Deli Rodriguez	Course: 502	Nr of students: 29	Observation Nr: 1	Date: October 22th 2014
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Resources	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> • What teaching materials did they use? 	<ul style="list-style-type: none"> • Notebooks-Students • Piece of papers/flash-cards • Board • Book 	<p>*T uses some exercises from a book and Ss have to take notes in their notebooks</p> <p>* She uses some piece of papers to increase the student's interest in the topic.</p> <p>*Ss had a good response with the material because they are participating more in class</p>

Classroom management	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> • What grouping arrangements did they use? • What problems did teacher encounter and how did they deal with them? • Was it a student-center class? How? • What patterns of interaction took place? • How effective was the instruction-giving? • Were all the students engaged in the lesson? 	<ul style="list-style-type: none"> • Traditional-T uses a setting arrangement very traditional and despite the space is big but Ssam not comfortable with the classroom. It is important that Silence all the time in the class, it is important for the teacher. • Student´s behaviours/they are quiet and they feel much respect for the teacher. • Acts quickly and she knows deal with that. She started to do questions to students. • Behaviour- Somestudents are talking 29 Student 	<ul style="list-style-type: none"> • T wanted to avoid that students felt pressured and monitored but this objective wasn't fulfilled because T felt them, they were not comfortable. • T likes that my students can interact between them but in this case was not appropriate. • T thinks that I have improved some things like instructions for students can understand the exam.

<p>Language teaching</p>	<p>Description (what actually happened)</p>	<p>Reflection (analysis of why it happened)</p>
<ul style="list-style-type: none"> • Were the aims of the lesson achieved? Why? • What teaching techniques did teacher use? How effective were they? • How did they promote the use of L2? • How effective did teacher present new language? 	<ul style="list-style-type: none"> • Spanish-English • Days-Week • Interaction through questions. • She uses some English words in her classes. • Polite and Respect. 	<ul style="list-style-type: none"> • She gives time to student do the activities. • It is very important that Ss can develop their English language and they will learn and use those expressions. • In that lesson, T liked the speaking part because I could know if students understand the questions and I knew that T has to improve my presentation in English language. • T is disappointed because Ss are absent-minded in some moments for the class

Language learning	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> • What did the students actually learned? • Did students use L2 in the lesson? What for? • Did students contribute actively to the lesson? • Were students challenged by the lesson? • What were the most effective parts of the lesson? 	<ul style="list-style-type: none"> • Week <p>Differences between the topics.</p> <ul style="list-style-type: none"> • Increase the participation to students with questions. • Dictation/homework • Some activity about divisions/ • Page in the book. • Bring some materials <p>Home She finished the class with homework.</p>	<ul style="list-style-type: none"> • Ss were using some expressions in English to communicate with teacher. IT knows that T will teach them more expressions. • Ss are talking in their mother tongue. • Ss does not speak in English language because T uses her mother tongue all the time, and she speaks English language • T has some rules and Ss finished the class taking notes of the class and they speak their mother tongue.

Strengths	She has a good control of classroom management.
Areas to work	She need to improve her English language and it should have used more in class
Recommendations	

[Adapted from Richards, J. (1996).Reflective Teaching in Second Language Classroom.CUP]

Teaching Observation

Two empiric teacher in an EFL classroom in two courses from two schools in Bogota.
(2014)
EFL Didactic

Teacher'sname		School/Room	
Maria Helena Fernandez		La Palestina	
Grade/Classlevel	Date	Time	Nr of observation
502	October 22/ 2014		2 hours

Part 1: Classobservation

Fill out this chart with the activitties developed during the class

Time/Name	Stage/Procedures	Comments
Resources	*she uses the board, she uses the math books and flashcards with numbers100-300 and to reinforce the others	*She explains mathematics at the same time that she teaches English for that reason she uses the math book and to keep the attention with the flashcards
Classroom management	*she uses the traditional method of the sitting arrangement, the students are not focus in the class , and she is really good giving instruction's to control the student behaviors	*she focuses too much in the topic and she forgets in some situations the students misunderstandings
Language teaching	*she uses the commands to give the instructions *the numbers but she uses the mother tongue	* she uses traditional method to repeat and to give the meaning of the English words in Spanish *almost the whole class she uses Spanish and she does not realize that is a English class and that she should use the second language

Language learning	<ul style="list-style-type: none"> *The numbers *the commands * the signs to do operations in English + and - *She makes examples *To try to integrate math and English at the same time 	<ul style="list-style-type: none"> *she uses too much Spanish she need to uses it as a tool when she can't teach something but it is not all the time *the second language is minimum in this class
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Part 2: Classroom management and teaching

Mark yes-no option at the right that best represents your response. And fill out the comment.

Aspects	Yes	No	NA	Comments
1. T creates a pleasant atmosphere for learning, and looks active, energetic and happy. <i>(classroommanagement)</i>	x	x		In some cases she wants to have the control of the class and that makes that the atmosphere in class is a little bit tedious
2. T states the class objectives. <i>(languageteaching)</i>	x	x		She uses the both topics English and math's but she just focus in just one and it is not English
3. It is evident that the class has been planned. <i>(resources)</i>	x			She has the resources the flashcards and what she has to teach
4. T pays attention to student's incomplete understandings and clarifies them. <i>(languageteaching)</i>	x	x		In some parts she just focuses on the topic and the misunderstandings of the students she does not resolve
5. Activities proposed by the T is meaningful and appropriate. <i>(resources)</i>	x	x		She plans really good activities and resources but she would have explored more to have a meaningful class

6. Instructions are clear. (classroom management)	x			Teacher is good giving instructions too much ,in some cases she has the control in a inappropriate way
7. T makes a good use of classroom language. (languageteaching)	x	x		T uses the mother tongue like 75% and 35% the second language
8. T makes a good use of the English language. (languageteaching)	x	x		She wants to pronounce and to explain the words and sentences well and she uses her body to help to teach it
9. Materials used are coherent with the topic proposed. (resources)	x	x		The resources are good but she just focuses in math subject she can't integrate the material between the English and math
10. All Ss are actively engaged and use the English language. (language learning)	x	x		They were in the class because as I say before she has the control so the students or pay attention or pay attention but they don't use too much the English language
11. There is evidence of student's learning. (language learning)	x			She makes that they participate she makes examples and they she put other examples and they have to do and they to participate for the whole class
12. Activities planned allow Ss' interaction (resources)	x	x		The resources that she uses can have interaction but not as we want

				to because how she focuses in the math the interaction was in
13. There is adequate feedback on Ss' performance (<i>language learning</i>)	x	x		The students who participate , they can have their feedback but forgets the others
14. The presentation stage is clear (<i>language teaching</i>)	x			She starts giving a explanation about the topic
15. There is a closing up to conclude the class. (<i>language teaching</i>)		x		The time was over so she just says the homework and the students start to keep their thing in their bags they go out to the class
16. T implements good classroom management strategies. (<i>classroom management</i>)				She uses strategies to keep the class quite I dotn know if those are good but she can control the class
17. T monitors Ss' work. (<i>classroom management</i>)	x	x		In some occasions is not in the whole class she focuses is her desk more of the time

Teaching Observation

Two empiric teacher in an EFL classroom in two courses from two schools in Bogota.
(2014)
EFL Didactic

Teacher'sname Deli Yamile		School/Room Lluvia de Bendiciones school/Transition	
Grade/Class leve Transition	Date October 23/2014	Time 10.30-12:00	Nr of observation 1

Part 1: Classobservation

Time/Name	Stage/Procedures	Comments
Resources	<ul style="list-style-type: none"> * T uses the board to write the vocabulary and to draw the food. * T has a guided paper that T can have easier the vocabulary. * T uses the network facebook, she uploads videos about pronunciation and Ss practice it in their houses. *T gives to students some copies where Ss have to complete some chart with the correct drawing according to the word. 	<ul style="list-style-type: none"> * It would have been easy if T had flash-cards. It can be a good strategy that she can apply in the lesson. * She does not to drilling or repetition with the vocabulary in the lesson.
Classroom management	* T has attention grabbers to keep the attention and the silence in class. For example: she uses the word (sleeping) and the students	* It is successful when she uses those attention grabbers. Ss understand the meaning.

<p>Classroom management</p>	<p>have to sleep in their desks.</p> <p>* T is always monitoring to the students.</p> <p>* T checks what the students do in the notebook.</p> <p>* When Ss start to talk, she says “Como estan hablando seguimos con el otro”.</p> <p>* She has a good voice tone to talk to the students.</p> <p>* In the class, there is a specific kid, he does not do what the others, so the teacher gives games to maintain the kid busy and be quiet.</p> <p>* T does not have a timer to control the time of the activity.</p> <p>* Another attention grabber, she uses some words and Ss have to complete the word, for example: T says Arri T says: Aba Students: baSs: jo</p> <p>* T gives time for the students can do the activities, and she gives them clear instructions.</p> <p>* She gives instructions in Spanish about the student’s homework.</p> <p>* She frequently uses the attention grabber (sleeping)</p>	<p>*In some moments, she has a control with them.</p> <p>*She focuses on a specific group and she forgets the other.</p> <p>* She does not use the two attention grabbers. She focus on only one (sleeping)</p> <p>*She does not have control with the time, and students take much time to do the activities. (Sit down) (Listen to me).</p>
<p>Language teaching</p>	<p>*Ss are learning the food topic; T makes drawings to be understandable about the topic.</p> <p>* She has a good pronunciation of the vocabulary.</p> <p>* She uses English language when she was</p>	<p>*T does not think that she has a good pronunciation and she pay help for the pronunciation of the words.</p>

	<p>drawing and writing the words about the vocabulary while she was mentioning those words.</p> <p>*She talk to students in Spanish language and she gives instructions about the activity in Spanish language</p> <p>*She does not do drilling as she had said before.</p> <p>*Although she is doing the drawing in the board about food, she tell students the meaning in Spanish language (use translation method)</p>	<p>*She could feel more confortable when she talks in Spanish language.</p> <p>*She thinks that she has a bad pronunciation.</p> <p>*T does not feel motivation with the English class.</p> <p>*She has to teach English and T just focus on the vocabulary.</p>
Language learning	<p>*The vocabulary learnt is: Spaghetti, chicken, salad, soup, chees, and chips.</p> <p>* Ss do not use English language, they just talk to them and their teacher in Spanish language.</p> <p>* Ss just repeat the word when T is writing the word in the board. (one time)</p> <p>*Ss are learning about font size because T checks these aspects in student's notebooks.</p> <p>*One student use the expression in English: Teacher, Can I go to the bathroom, please.</p>	<p>*She has to teach English and her just focus on the vocabulary.</p> <p>*Some students might use the English language if T uses more output in English language.</p>

Fill out this chart with the activitties developed during the class

Part 2: Classroom management and teaching

Mark yes-no option at the right that best represents your response. And fillout the comment.

Aspects	Yes	No	NA	Comments
1. T creates a pleasant atmosphere for learning, and looks active, energetic and happy. (classroommanagement)	X	X		In some moments the students are focus on the class but in some cases, they lost the control

2. T states the class objectives. <i>(languageteaching)</i>			X	The topic is food and this is not the first class about it.
3. It is evident that the class has been planned. <i>(resources)</i>	X			She has planned because T makes the class step by step, and the lesson was not improvised. Besides she was using a guide as resource and she bring to students it.
4. T pays attention to student's incomplete understandings and clarifies them. <i>(languageteaching)</i>	X			She was monitoring student's work in class. She moved around the classroom and checks it.
5. Activities proposed by the T is meaningful and appropriate. <i>(resources)</i>	X	X		She uses good material, but she would have been able to use more suitable resources and activities.
6. Instructions are clear. <i>(classroom management)</i>	X	X		She uses Spanish language to be clearer with the instructions.
7. T makes a good use of classroom language. <i>(languageteaching)</i>	X	X		In some parts of the lesson, it was not enough.
8. T makes a good use of the English language. <i>(languageteaching)</i>		X		She just used English language with the vocabulary.
9. Materials used are coherent with the topic proposed. <i>(resources)</i>	X			Yes, it was coherent with the topic that the teacher is teaching.
10. All Ss are actively engaged and use the English language. <i>(language learning)</i>		X		Some of them are talking, playing, doing other things.
11. There is evidence of student's learning. <i>(language learning)</i>	X			It is just in the activity that they did in their notebooks.

Two empirics teachers in an EFL classroom in Bogota

12. Activities planned allow Ss' interaction (<i>resources</i>)		X		Students do not talk about the topic (food)
13. There is adequate feedback on Ss' performance (<i>language learning</i>)			X	T just moves for the class.
14. The presentation stage is clear (<i>language teaching</i>)	X			She makes drawings with the vocabulary
15. There is a closing up to conclude the class. (<i>language teaching</i>)	X			The closing was the homework.
16. T implements good classroom management strategies. (<i>classroom management</i>)	X	X		T used some attention grabbers with the students and T tried to fulfil with the objective.
17. T monitors Ss' work. (<i>classroom management</i>)	X			T makes around the classroom and she is checking if students were taking notes about the topic.

Field Note

Two empiric teacher in an EFL classroom in two courses from two schools in Bogota.

EFL Didactic

Teacher: Maria Elena	Course: 502	Nr of students: 33	Observation: 2	Date: November 12th 2014
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Resources	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> What teaching materials did they use? 	<ul style="list-style-type: none"> T uses some commands to relax to student (up, down, behind, dance) She uses board markets, book reading. 	<ul style="list-style-type: none"> She user this strategy.

Classroom management	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> What grouping arrangements did they use? What problems did teacher encounter and how did they deal with them? Was it a student-center class? 	<ul style="list-style-type: none"> T uses come commands to relax to student (up, down, behind, dance). Touchyournose, shoulders/eyes/face/neck. Ss are very quiet and they are paying attention, to the instructions. Ss have a good 	<ul style="list-style-type: none"> She uses this strategy, for Ss feel relaxed and be quiet. Ss respect the class and the teacher. T has a good classroom management. Then, she doesn't use an attention grabber. It is not necessary.

<p>How?</p> <ul style="list-style-type: none"> • What patterns of interaction took place? • How effective was the instruction-giving? • Were all the students engaged in the lesson? 	<p>participation.</p> <ul style="list-style-type: none"> • Ss (clap your hands) (sit down) • When Ss are doing some exercise, they are quiet, and they don't have a bad behaviour. • T doesn't use an attention grabber, it is not necessary. • T walks around the classroom. 	
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Language teaching	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> • Were the aims of the lesson achieved? Why? • What teaching techniques did teacher use? How effective were they? • How did they promote the use of L2? • How effective did teacher present new language? 	<ul style="list-style-type: none"> • She uses English language and Spanish language. The instruction is in English. • T uses teacher talk method. While Ss are listening to her. • T uses eliciting method, through some questions to the students. • T uses some give instructions in English. 	<ul style="list-style-type: none"> • She doesn't use translation method. • When she gives instructions. • T focus on a specific part of the classroom. LRF. Some Ss don't pay attention understands but they are silence T will have a reaction and she does question for them.

Language learning	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> • What did the students actually learned? • Did students use L2 in the lesson? What for? • Did students contribute actively to the lesson? • Were students challenged by the lesson? • What were the most effective parts of the lesson? 	<ul style="list-style-type: none"> • They learned some commands in English. • Ss are working with a reading. A book. • Ss students learn calligraphy from his notebooks • Ss are doing some math exercises. <p>The student class work was checked by the teacher.</p> <ul style="list-style-type: none"> • Ss activity had a participation in the class. • Some specific students motivated to others students to participant in the class. 	<ul style="list-style-type: none"> • Ss understand the commands and immediately, they start to do it. • Ss answer always in Spanish language. • They don't use English language.

<p>Strengths</p>	<p>There are some questions about book/the reading!</p> <p>Some questions: Ss have to reflect. About the book.</p> <p>For example: Ss will write a letter where they will</p> <p>Be grateful to their parents and their they say to them thanks.</p> <p>BOOK Ss have to do some exercises</p>
<p>Areas to work</p>	
<p>Recommendations</p>	

[Adapted from Richards, J. (1996).Reflective Teaching in Second Language Classroom.CUP]

Teaching Observation

Two empirics teacher in an EFL classroom in two courses from two schools in Bogota.
(2014)
EFL Didactic

Teacher'sname		School/Room	
Maria Helena Fernandez		La Palestina	
Grade/Classlevel	Date	Time	Nr of observation
502	Nov/12/2014	10:23am-12:00	2 hours

Part 1: Classobservation

Fill out this chart with the activitties developed during the class

Time/Name	Stage/Procedures	Comments
Resources	<ul style="list-style-type: none"> *Book *worksheet *questions to interact with the students 	<ul style="list-style-type: none"> *They socialize wht they did as homework
Classroom management	<ul style="list-style-type: none"> *To start the class, after the break of the students, she stands up in front of the class and she waits for silence of all other students. *she uses commands to start the class like , stand up , clap dance ... She gives instructions in Spanish to the students to be quiet 	<ul style="list-style-type: none"> *she has good pronunciation of the vocabulary * the teacher doesn't use body parts to say the commands , but they understand

Language teaching	<p>*she uses vocabulary that they are learning in the English class like the verbs, body parts, commands</p> <p>*She says other kind of vocabulary like touch your neck , nose , eyes , and some verbs that they have seen in class</p> <p>*she says abre la ventana, open the window</p> <p>* she says the instruction: cross your hands to start to explain the activity</p> <p>*she uses a lot of commands “ suit down properly” “Cross the hands”</p>	<p>*She makes a review of the topic</p> <p>* she uses both languages I think is not the correct way to use the mother tongue I think she is using translation method.</p> <p>* She tries to say and to teach many commands some of them they understand the others no so much</p>
Language learning	<p>She makes the first part of the class in English she just do in Spanish the whole class</p>	<p>*She uses vocabulary not sentences for the students , she memories and they can uses the vocabulary but they do not to d a whole sentence</p>

Part 2: Classroom management and teaching

Mark yes-no option at the right that best represents your response. And fill out the comment.

Aspects	Yes	No	NA	Comments
1. T creates a pleasant atmosphere for learning, and looks active, energetic and happy. (classroommanagement)	x			She starts the class breathing , relaxing the students , because before of the class they had their break
2. T states the class objectives. (languageteaching)			x	I feel it wasn't clear because I didn't realize what are the objectives of the class

Two empirics teachers in an EFL classroom in Bogota

3. It is evident that the class has been planned. (<i>resources</i>)	x	x		I feel that it was planned but I feel that it was to much better it she would have done other kind of activities
4. T pays attention to student's incomplete understandings and clarifies them. (<i>languageteaching</i>)	x			The students are engaged with the class because the teacher has the control
5. Activities proposed by the T is meaningful and appropriate. (<i>resources</i>)	x	x		In the class some of the activities are good but I feel it is not enough
6. Instructions are clear. (<i>classroom management</i>)	x			She has the control of the class she is really serious and she uses the rules to obey her
7. T makes a good use of classroom language. (<i>languageteaching</i>)	x	x		She tries to do the best that she can using the correct vocabulary but at the end she prefers to talk in Spanish
8. T makes a good use of the English language. (<i>languageteaching</i>)	x	x		She uses to much the spanish
9. Materials used are coherent with the topic proposed. (<i>resources</i>)	x			The material are coherent
10. All Ss are actively engaged and use the English language. (<i>language learning</i>)	x	x		They are engaged but they don't use the second language in a correct way
11. There is evidence of student's learning. (<i>language learning</i>)	x	x		They repeat or do the command so we can notice that at least the memorize the vocabulary

Two empirics teachers in an EFL classroom in Bogota

12. Activities planned allow Ss' interaction (<i>resources</i>)		x		I feel it is not interaction it is more the control that she has in class so she asks something she says what student is going to participate
13. There is adequate feedback on Ss' performance (<i>language learning</i>)	x			She socializes with the class , doing the activities in the board
14. The presentation stage is clear (<i>language teaching</i>)			x	I didn't notice the presentation of the topic
15. There is a closing up to conclude the class. (<i>languageteaching</i>)	x			In this case was the homework's but for all the subjects
16. T implements good classroom management strategies. (<i>classroommanagement</i>)	x	x		I feel that she can make an afraid atmosphere in the class so for that reason they are quite in class
17. T monitors Ss' work. (<i>classroom management</i>)	x			She makes around the class to check the students work

Field Note

Two empiric teacher in an EFL classroom in two courses from two schools in Bogota.

EFL Didactic

Teacher: Deli Rodriguez	Course: Transition	Nr of students: 14	Observation 2	Date: October 30th 2014
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Resources	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> What teaching materials did they use? 	<p>She uses play dough and Ss are using some planks - some graphics, also she uses student's notebooks and some guides about the topic.</p>	<p>It is useful because Ss like to work with these materials special the play-dough. Some students start to play with the planks and it is a problem because Ss are absent-minded about the class, they do not pay attention about the explanation of her teacher.</p>

Classroom management	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> What grouping arrangements did they use? What problems did teacher encounter and how did they deal with them? Was it a student-center class? How? What patterns of 	<p>*She usually uses the attentions grabber, it is said to them in Spanish language, for example (Manos arri-) and Ss have to complete the word in this case (ba) she uses also the sleeping word and Ss understand that they have to do silence and put their arms on their table with</p>	<p>* It is very useful Ss immediately have reaction.</p> <p>*The attention grabbers are useful but student's attention is not enough and they are talking all the time.</p>

<p>interaction took place?</p> <ul style="list-style-type: none"> • How effective was the instruction-giving? • Were all the students engaged in the lesson? 	<p>their head on the arms.</p> <p>*Another attention grabber that she uses is (este dedito saltarin, salta salta y se queda aqui).</p> <p>*student's behaviour change according to the activity.</p> <p>*Ss are moving all the time around the classroom.</p> <p>*All the Ss do the activities</p> <p>*Ss go to the bathroom "unoporuno" said the teacher, they cannot go to the bathroom in groups because it is a problem</p>	<p>* It is a problem for the teacher because Ss are not concentrated in the activity.</p> <p>*She starts to ask students for the activity, for example teacher is using words such as "¿ya terminaste? ¿donde esta el hot dog?"</p> <p>*It might be a problem if Ss go to the bathroom together because they are very absent-minded and they can spend much time in the bathroom.</p>
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Language teaching	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> • Were the aims of the lesson achieved? Why? • What teaching techniques did teacher use? How effective were they? • How did they promote the use of L2? • How effective did teacher present new language? 	<p>* She is dynamic and she tries to work with other materials. (In this case play-dought)</p> <p>*Ss are quiet and they are concentrated</p> <p>*She uses Spanish language but the vocabulary is in English language.</p> <p>*Teacher does mimic in some situations.</p> <p>*T tries to Ss use the English language.</p> <p>*A technique that she uses grammar translation method.</p>	<p>* It is nice for the students and they show it through they enjoy the activity and the class</p> <p>* Ss have a good behaviour but all the time teacher has to give them some instruction.</p> <p>* She uses the grammar translation method unconsciously.</p> <p>*she does not feel comfortable when she does drilling with the students because she thinks that she does not have pronunciation well.</p>

Language learning	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> • What did the students actually learned? • Did students use L2 in the lesson? What for? • Did students contribute actively to the lesson? • Were students challenged by the lesson? • What were the most effective parts of the lesson? 	<p>*The topic is food and Ss are enjoying learning this topic.</p> <p>* Ss are learning the vocabulary through play-dough using graphics.</p> <p>*Ss usually speak Spanish language, but T tries to Ss say the vocabulary in English language.</p> <p>*Ss are enjoying the activity they like to work with play-dough.</p> <p>*The activity allows that teacher identifies what vocabulary Ss have learned in the lesson.</p> <p>* Ss are usually more Spanish language in the lesson.</p>	<p>* Ss are exciting for the topic.</p> <p>*The material was funny for the students and they enjoyed it.</p> <p>*They use their mother tongue because they do not receive a lot of input from the teacher.</p> <p>*Ss learned the topic, and they were very active in the lesson.</p> <p>*She uses the repetition method, because Ss can memorize the vocabulary.</p> <p>*Ss are learning to pronounce the food vocabulary for example some words are hot dogs-soap-ice cream-hamburger- spaghetti- eggs.</p>

Strengths	<p>*She has a good students' behaviour. It is about the classroom management.</p> <p>*She uses short and clear instructions. Besides the instructions are appropriate for students' age,</p>
Areas to work	<p>*T knows that she does not have a pronunciation well. And it is on area that she should work to give a better knowledge in the phonetic area.</p> <p>*She should work in her learning strategies that she uses with the students because she uses material and resources but she does not how she uses it.</p>
Recommendations	<p>*T has a big experience with children, and she has many advantages such as: She knows to catch student's attention.</p> <p>*She should improve the skills such as: listening and speaking because she does not have security in these skills.</p>

[Adapted from Richards, J. (1996). Reflective Teaching in Second Language Classroom. CUP]

Teaching Observation

Two empirics teacher in an EFL classroom in two courses from two schools in Bogota.

(2014)

EFL Didactic

Teacher's name Deli Yamile Rodriguez	School/Room Lluvia de bendiciones
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Grade/Classlevel Transition	Date October 30th-2014	Time 10:45- 12:00	Nr of observation 2
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Part 1: Classobservation

Time/Name	Stage/Procedures	Comments
Resources	She uses play dough for each students and planks,	She uses her creative and for materials for the kids, teacher can give them a good atmosphere for the class
Classroom management	*She starts with an attention grabber "manosarriba y lasmantienenarriba", then she gives the instructions (todos sleeping y en silencio) *She starts another attention grabber such a song "esteditosaltarin, saltasalta y se quedaaqui, she shows like she puts her finger in her mouth and Ss keep in silence.	*She knows many attention grabbers for the kids, and they keep in silence, when she starts saying those attention.

	<p>*She gives the instruction, really clear with the play dough, the Ss have to do food that teacher says for example she says "Vamoshacer un hot dog" she starts to use the spanish language with the vocabulary.</p> <p>T: "Vamos hacer una soap"</p> <p>Ss: Sopa?</p> <p>T: Exacto, todos vamos hacer una sopa.</p> <p>T checks the student's work, she looks the food that they are doing with the play dough</p> <p>*She says in English soup.</p> <p>*T says "Vamoshacer un ice-cream" she repeats the instructions 2 times and Ss says helado.</p> <p>*T has a good tone of voice.</p> <p>*She checks the work of the students later, she says food, she gives 1 minute and then she moves around the class.</p> <p>*They like the activity, they say to the teacher another attention grabbers (she says incomplete words of the end and the students complete, for example T: arri.... Ss:ba, T: ba.... Ss: Jo.... T: en slee....Ss:ping.</p> <p>*The students use commands to go to the bathroom, some of them try to say with good pronunciation another not so much. (T makes many things at the same time)</p>	
<p>Language teaching</p>	<p>*Vocabulary of food but they are going to show what they have learnt before (in the last classes)</p> <p>*She tries to pronounce in a good way the vocabulary but no all, she can.</p> <p>*She makes drilling with the vocabulary, and she asks what is cheese? But the students do not remember and it gives the answers.</p>	<p>*She has some problems, but time problems, but tiny problems with pronunciation, she says hamburger like spanish language.</p> <p>*Some students try to speak in English language.</p> <p>Ss: go to bathroom, please?</p> <p>*She makes drilling and she pays help for us with some words.</p>

Language learning	*They are learning the meaning of the food, without the teacher says in Spanish.	*They try to understand and teacher tries to avoid the Spanish. (mother tongue)
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Fill out this chart with the activittiesdeveloped during the class

Part 2: Classroom management and teaching

Mark yes-no option at the right that best represents your response. And fill out the comment.

Aspects	Yes	No	NA	Comments
1. T creates a pleasant atmosphere for learning, and looks active, energetic and happy. <i>(classroommanagement)</i>	x			She gives them, play dough with a lot of colors and they really like and motivate them in class.
2. T states the class objectives. <i>(languageteaching)</i>			x	
3. It is evident that the class has been planned. <i>(resources)</i>	x			Teacher has the resources, the list or the tool that they are going to do.
4. T pays attention to student's incomplete understandings and clarifies them. <i>(languageteaching)</i>	x			When she clarifies, she makes general for all the students.
5. Activities proposed by the T is meaningful and appropriate. <i>(resources)</i>	X			For the age of the kids the activities are useful.
6. Instructions are clear. <i>(classroom management)</i>	X			She has good tone of voice, and more when she is giving instructions.
7. T makes a good use of classroom language.	X			

<i>(language teaching)</i>				
8. T makes a good use of the English language. <i>(language teaching)</i>	X	X		She uses too much Spanish language, but she tries to say at least the vocabulary of food in English language.
9. Materials used are coherent with the topic proposed. <i>(resources)</i>	X			She uses good resources she notices if the students understand and the creativity too.
10. All Ss are actively engaged and use the English language. <i>(language learning)</i>	X			They are really engaged because they like the activity.
11. There is evidence of student's learning. <i>(language learning)</i>	X			They make the food if they understand, some of them do not do anything.
12. Activities planned allow Ss' interaction <i>(resources)</i>	X	X		They borrow the play dough in each other and they have to talk about the food in Spanish language.
13. There is adequate feedback on Ss' performance <i>(language learning)</i>	X			Teacher checks, the performance of the Ss and she gives motivation (well, very good)
14. The presentation stage is clear <i>(language teaching)</i>			X	
15. There is a closing up to conclude the class. <i>(language teaching)</i>	X			To finish she gives them their notebook, to write the task of the day.
16. T implements good classroom management strategies. <i>(classroom management)</i>	X			She has many attention grabbers to keep the control of the class.
17. T monitors Ss' work. <i>(classroom management)</i>	X			She moves a lot of around the classroom.

Teaching Observation

Two empirics teacher in an EFL classroom in two courses from two schools in Bogota.
(2014)
EFL Didactic

Teacher'sname Maria Helena Fernandez	School/Room La Palestina
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Grade/Classlevel 502	Date November 19-2014	Time 11.22-12:00	Nr of observation 1 hour
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Part 1: Classobservation

Fill out this chart with the activitties developed during the class

Time/Name	Stage/Procedures	Comments
Resources	She uses pieces of paper to catch the students attention	She is going to explain the topic for this day but she uses the board but she doesn't write anything she puts pieces of paper with the information
Classroom management	<p>*Teacher organizes the classroom in line but clear lines</p> <p>*some students are talking in class and they are not paying attention to the teacher</p> <p>*Teacher makes question to the students They go out to the class in a mess way</p>	*Teacher notices the students who are talking talk about it and she reacts too clam about that situation

Language teaching	Teacher starts the class speaking in English , she uses basic level but the students understand *she uses Spanish in some parts *she makes the class in Spanish and she asks the answers of the task	*She doesn't feel comfortable speaking long sentences in English she prefers to use commands and just words and to try to pronounce in a good way .
Language learning	*The numbers *Months *The date *She doesn't use the correct numbers for the dates	* she makes the class simple simple words simple commands and she uses her body language

Part 2: Classroom management and teaching

Mark yes-no option at the right that best represents your response. And fill out the comment.

Aspects	Yes	No	NA	Comments
1. T creates a pleasant atmosphere for learning, and looks active, energetic and happy. <i>(classroommanagement)</i>	x			She makes the class in a good way the students feel confident to talk and to participate in class she speaks really quite even when she nags them
2. T states the class objectives. <i>(languageteaching)</i>	x			I feel the objectives in he class are clear she tries to mix the English with the mathematics subject and ty to teach both at the same time
3. It is evident that the class has been planned. <i>(resources)</i>	x			There is a process in the class, she brings the material , the resources and we can notice that she has prepared

				the subject for this day, but I m not sure if she planned , focused in the math subject because the class was in Spanish almost all the class
4. T pays attention to student's incomplete understandings and clarifies them. (<i>language teaching</i>)	x	x		She starts to ask about something that it can be difficult for them and she start to make questions and she says who is going to respond it
5. Activities proposed by the T is meaningful and appropriate. (<i>resources</i>)	x	x		It was meaningful they understand the topic about math but in English it was not the same
6. Instructions are clear. (<i>classroom management</i>)	x			She is really clear when she is going to give an instruction if you do this there is a consequence or something like that
7. T makes a good use of classroom language. (<i>language teaching</i>)	x			She has the control of the class the students are quite when she explains the topic
8. T makes a good use of the English language. (<i>language teaching</i>)	x	x		She tries but it not enough
9. Materials used are coherent with the topic proposed. (<i>resources</i>)				Are coherent in some way, like Isay before just in the math subject not too much in English subject
10. All Ss are actively engaged and use the English language. (<i>language learning</i>)		x		They don't use too much the englosh I think they speak just in the presentation of the class and that is all
11. There is evidence of student's learning. (<i>language learning</i>)	x	x		Yes with the participation and the activities in class but in math

12. Activities planned allow Ss' interaction (<i>resources</i>)	x	x		There is interaction between the students and t but it is not in English
13. There is adequate feedback on Ss' performance (<i>language learning</i>)	x			She asks questions to some students that she chooses
14. The presentation stage is clear (<i>language teaching</i>)	x			I feel it is the most clear part of her class
15. There is a closing up to conclude the class. (<i>language teaching</i>)	x	x		She says the homework and they go out really fast to the class
16. T implements good classroom management strategies. (<i>classroom management</i>)	x			She has the control of the class, she is calm but she knows how to avoid bad behaviors
17. T monitors Ss' work. (<i>classroom management</i>)	x	x		Not as much in the English part she doesn't realize if they pronounce in a correct way

Field Note

Two empiric teacher in an EFL classroom in two courses from two schools in Bogota.

EFL Didactic

Teacher: Deli Rodriguez	Course: Transition	Nr of students: 14	Observation: 3	Date: November 6th 2014
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Resources	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> What teaching materials did they use? 	<p>She uses the resources like: Speakers and cellphone, the board, and she uses a choreography to remember some steps the body of the teacher.</p>	<p>She uses these resources to create a dance that she is practicing with her students. And the resources are useful to do the dance.</p>

Classroom management	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> What grouping arrangements did they use? What problems did teacher encounter and how did they 	<ul style="list-style-type: none"> She uses a circle seating arrangement to see the children. She find some problems like student´s attention, 	<ul style="list-style-type: none"> The seating arrangement is useful because students can see the movements that they have to do. Besides T wants to teach the body

<p>deal with them?</p> <ul style="list-style-type: none"> • Was it a student-center class? How? • What patterns of interaction took place? • How effective was the instruction-giving? • Were all the students engaged in the lesson? 	<p>because students don't pay attention when she is giving the instructions.</p> <ul style="list-style-type: none"> • She tries to give some movements through a dance and at the sometime students when they are learning. • The instruction giving are clear but children's concentration is not enough because they are absent minded. • Ss are dory the dance and to learn. 	<p>parts through a dance.</p> <ul style="list-style-type: none"> • The instructions are clear but Ss don't have the enough concentration to pay attention all the time. • She find the solution when Ss don't pay attention, she do some commands to keep attention. • Besides she can control the student's behaviours and she uses the body language to teach the topic.
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Language teaching	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> • Were the aims of the lesson achieved? Why? • What teaching techniques did teacher use? How effective were they? • How did they promote the use of L2? • How effective did teacher present new language? 	<ul style="list-style-type: none"> • T can achieve the important objective of the lesson that Ss learned the parts of the body. • She uses the kinaesthetic method where T uses the movements of the body and a song for the children will learn about the parts of the body. • She uses Spanish language therefore she speaks Spanish and she gives the instructions in Spanish language because the objective is to create a dance using the parts of the body. 	<ul style="list-style-type: none"> • She does an excellent job! Because she uses the body language with a dance. To students will learn about the topic. • Although the main purpose is to memorize the dance. She can teach the parts of the body, to the children using the kinaesthetic method and it is useful to understand it is an evidence method of the learning. • She uses the English language to clarify vocabulary and all the class when T tries to communicate to students using her mother tongue. • Ss are not motivated to use the English language because T doesn't use all the time the English language.

Language learning	Description (what actually happened)	Reflection (analysis of why it happened)
<ul style="list-style-type: none"> • What did the students actually learned? • Did students use L2 in the lesson? What for? • Did students contribute actively to the lesson? • Were students challenged by the lesson? • What were the most effective parts of the lesson? 	<ul style="list-style-type: none"> • Students are learning a dance where they are memorizing the parts of the body. • She uses the English language to clarify the vocabulary about the parts of the body and but when she is giving the instructions. They are giving in Spanish language and Ss are talking in Spanish language. • Ss are active and excited sometimes they don't have enough concentration. • T and the students have a challenge in the lesson. It is that Ss learn the vocabulary through of to dance. 	<ul style="list-style-type: none"> • T fulfilled the objective because Ss are doing the movements of the dance at the same time they are learning the parts of the body. However T uses the Spanish language because children understood better. • When she uses the English language. It is used to clarify the parts of the body vocabulary. Besides she uses her body language. Therefore Ss don't use enough the English language and Ss speak in their mother tongue. • Despite, Ss are excited and active for the dance. They are absent minded some moments of the class. • The result of the lesson is fulfilled but maybe T hadn't used her mother tongue.

<p>Strengths</p>	<ul style="list-style-type: none">• She has a challenge and she is fulfilling with her objective in her class.• She has an excellent control with the commands that she uses to control student's behaviour.
<p>Areas to work</p>	<ul style="list-style-type: none">• T should work more in the English language to use more the language in the class.• She told that she doesn't feel comfortable to when she speaks English language because she is an Empiric teacher in the Area.
<p>Recommendations</p>	<ul style="list-style-type: none">• T is an excellent teacher and she knows how to control to the students and the strategies and methods that she uses. We only consider that.• T should work and has more knowledge in the English language.

[Adapted from Richards, J. (1996). Reflective Teaching in Second Language Classroom. CUP]

Teaching Observation

Two empirics teacher in an EFL classroom in two courses from two schools in Bogota.

(2014)

EFL Didactic

Teacher'sname Deli Yamile Rodriguez		School/Room Lluvia de bendiciones	
Grade/Classlevel Transition	Date November 6th/2014	Time 10:45- 12:00	Nr of observation 3

Part 1: Classobservation

Fill out this chart with the 119activities developed during the class

Time/Name	Stage/Procedures	Comments
Resources	<ul style="list-style-type: none"> T uses some resources such as: speakers, and cell-phone, the board, she uses drawings to m remember the steps of the choreography of the students. Body language of the T 	<ul style="list-style-type: none"> She uses to implement the activity that she had planned for that day. This class, thy don't have to be sit down she uses the kinaesthetic method.
Classroom man agement	<ul style="list-style-type: none"> T uses different kind of setting arrangement that she can control the students. She uses the commands like silence, raise your hand. 	<ul style="list-style-type: none"> T uses the kinaesthetic method she has to find the way that Ss pay attention and to avoid bad behaviour and disorder in

		<p>class.</p> <ul style="list-style-type: none"> The commands not all the time were in English.
Language teaching	<ul style="list-style-type: none"> Body Parts Reinforce Commands 	<ul style="list-style-type: none"> She uses with the movement that the students touch their body parts, not all the time T uses the second language. To reinforce the commands, she tries to avoid mother tongue in this topic.
Language learning	<ul style="list-style-type: none"> The body Parts, head, arms, nose, legs. Sit down stand up, silence, sleeping. 	<ul style="list-style-type: none"> With the movements she tries to teach the body parts. Some commands the students understand.

Part 2: Classroom management and teaching

Mark yes-no option at the right that best represents your response. And fillout the comment.

Aspects	Yes	No	NA	Comments
1. T creates a pleasant atmosphere for learning, and looks active, energetic and happy. <i>(classroommanagement)</i>	X			He uses creative activities and she tries to keep the attention of the Ss.
2. T states the class objectives. <i>(languageteaching)</i>	X			The objectives are done in class, it was not in easy and complete way.

3. It is evident that the class has been planned. (<i>resources</i>)	X		Yes, it has, she tries the respective tools and the class is done step by step.
4. T pays attention to student's incomplete understandings and clarifies them. (<i>language teaching</i>)	X	X	In some cases, she notices the incomplete understandings and she tries to give a solution.
5. Activities proposed by the T is meaningful and appropriate. (<i>resources</i>)	X	X	The activities are good, but she focuses just in the movement.
6. Instructions are clear. (<i>classroom management</i>)	X		T uses he commands in both language in mother tongue and the second language.
7. T makes a good use of classroom language. (<i>language teaching</i>)	X		She uses too much the setting arrangement to control the students
8. T makes a good use of the English language. (<i>language teaching</i>)	X	X	T uses the English in a 50% she has to help in the mother tongue to be understandable.
9. Materials used are coherent with the topic proposed. (<i>resources</i>)	X		She uses the dance the kinaesthetic to you the explanation of the main topic.
10. All Ss are actively engaged and use the English language. (<i>language learning</i>)	X	X	The student are engaged but they don't use the English language too much.
11. There is evidence of student's learning. (<i>language learning</i>)	X		They are commitment with the class and they pay attention for the teacher explorations.

12. Activities planned allow Ss' interaction (<i>resources</i>)	X			The students have to interact between them, but too much is Spanish and a little of English
13. There is adequate feedback on Ss' performance (<i>language learning</i>)	X	X		T tries to say what they do well and what they have to fix.
14. The presentation stage is clear (<i>language teaching</i>)		X		The whole class was the dancing activity so the presentation was not clear.
15. There is a closing up to conclude the class. (<i>language teaching</i>)			X	We can see the last part of the class because the time is over and she makes the same.
16. T implements good classroom management strategies. (<i>classroom management</i>)	X			She uses the commands the setting arrangement and clear instructions and the rules.
17. T monitors Ss' work. (<i>classroom management</i>)	X			She does the monitoring but not for all.

INTERVIEW

Two empiric teacher in an EFL classroom in two courses from two schools in Bogota.

Objectives:

- To identify the teaching strategies that the empiric teacher uses.
- To describe the EFL difficulties in terms of resources, classroom management, language teaching, language learning and how the empiric teacher has to deal with it.

Recursos	Respuesta
<p>*¿Como usted prepara sus clases de inglés? ¿Que tiene usted en cuenta? ¿Cuáles son las dificultades que usted enfrenta, cuando está preparando y haciendo la clase?</p>	<p>A principio de año se realiza un plan de estudios de acuerdo al grado en este caso transición, se tiene en cuenta el conocimiento previo de los estudiantes y también tiene en cuenta la opinión del profesor del año anterior de los estudiantes. Una de las dificultades es la pronunciación en algunos términos para esto se busca videos o sitios web que le ayuden a mejorar esta dificultad, para poder trabajar pronunciación con los estudiantes.</p>
<p>*¿Qué tipo de recursos usted usa? ¿Como usted los usa?</p>	<p>Se utiliza recursos como videos, en donde se usa para trabajar especialmente pronunciación, también se trabaja con copias.</p>

Manejo de Clase	Respuesta
<p>*¿Cuales son las dificultades que usted enfrenta cuando aplica una planeación en su clase?</p>	<p>Se presenta dificultad cuando se trae ciertos tipos de recursos, por ejemplo, en los videos a veces no se encuentra un lugar adecuado para hacer esto. Se utiliza también imágenes, el libro de los estudiantes, el cuaderno de los estudiantes, y en dado caso que no se pueda usar los recursos preparados por el profesor, se deja aplazado para la siguiente sesión.</p>
<p>*¿Cuáles técnicas de enseñanza en términos de actividades, estrategias, y la distribución del salón, usted ve? ¿Cuál es la reacción de los estudiantes y los resultados en la planeación cuando usted está usando estas técnicas?</p>	<p>Se trabaja bajo el interés del niño, el propósito y la estrategia que se utiliza es que el estudiante también participe en su aprendizaje, como profesor se trata de motivar al estudiante y generar una motivación en el salón. En algunas ocasiones el profesor maneja el constructivismo para la enseñanza hacia el estudiante. Se trata de dar un contexto a la clase para que la vivencia sea concorde a la realidad. La reacción de los estudiantes se da por medio de preguntas.</p>
<p>*¿Que problemas usted encuentra cuando hace, explica, da instrucciones, trabajo en grupo, evaluación y como usted lidia con esto?</p>	<p>La profesora es una profesora empírica en la asignatura tuvo dificultades en la pronunciación, ya que si el profesor no guiaba bien al estudiante ocasionaba un aprendizaje erróneo. Sin embargo se generaba un trabajo autónomo en los fines de semana para aprender el idioma antes de enseñárselos a los niños. Se evidencia que el profesor tuvo la necesidad de aprender el idioma ingles al mismo tiempo que lo enseñaba.</p>
<p>*¿Cuáles estrategias usted encuentra cuando hace, explica, da instrucciones, trabajo en grupo, evaluación y usa estas estrategias</p>	<p>Una de las estrategias utilizadas fue aprender el idioma al mismo tiempo que los estudiantes ya que la profesora empírica tuvo que generar un</p>

en clase?	conocimiento antes de la clase de ingles
*¿Cuáles son sus fortalezas y debilidades cuando explica un tema, da instrucciones, evaluación cuando usted está enseñando ingles en sus clases	Una de las fortalezas fue la motivación por si misma que tenía a la hora de generar actividades, y la persistencia que ella ofrecía a la clase, ya que nunca se rendía a pesar de las dificultades. Por otra parte una de las debilidades fue el desinterés en el idioma, y específicamente en la habilidad de escuchar fue una de sus debilidades.



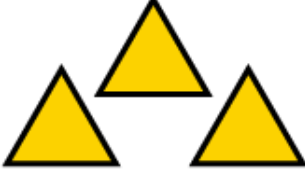
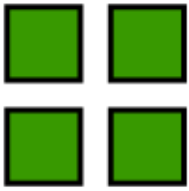
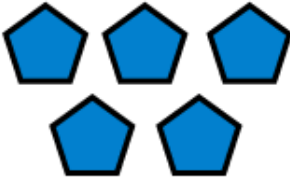
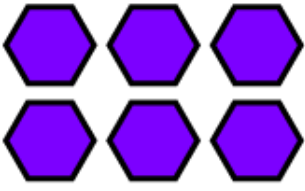
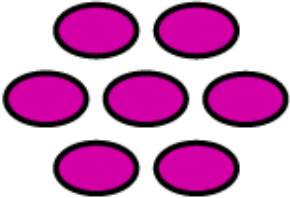
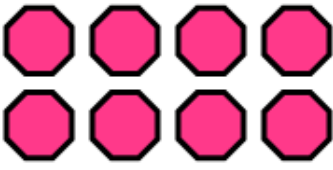

Language Teaching	Answers
*¿Porque usted decidió enseñar Inglés? ¿usted le gusta enseñar Inglés? ¿Porque?	Yo no decidi enseñar ingles, fue una obligación, me ha gustado enseñar ingles solo a pequeños sin embargo soy consiente que el idioma no me emociona mucho y tampoco es mi fuerte
*¿Cual es su nivel de Inglés? ¿Como prueba su nivel? ¿Usted cree que este nivel es apropiado para sus clases? ¿porque?	El nivel es basico ya que fue el nivel que le enseñaron en el colegio, se considera que el nivel de ingles no es apropiado para las clases, y mas en las edades que estan los estudiantes.
* ¿Cuáles tecnicas de enseñanza usted usa?en términos de lenguaje Ingles?¿Ellos evidencian comprensión o usted cumple son su objetivo?¿Cuál es la reacción de los estudiantes y los resultados en la planeación cuando usted está usando estas técnicas?	Una de las estrategias son los recursos que utiliza especialmente videos o canciones, algunos estudiantes se evidencia comprensión en la clase y se cumple con el objetivo de la clase. La reacción de los estudiantes es positiva ya que como se tiene una planeación de clase, por lo general se ven reflejado aspectos positivos.

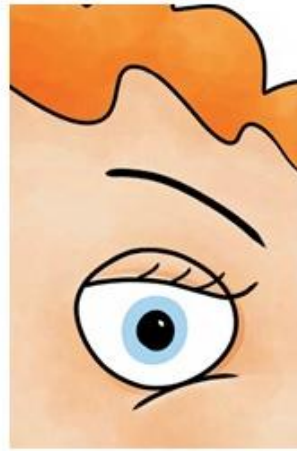
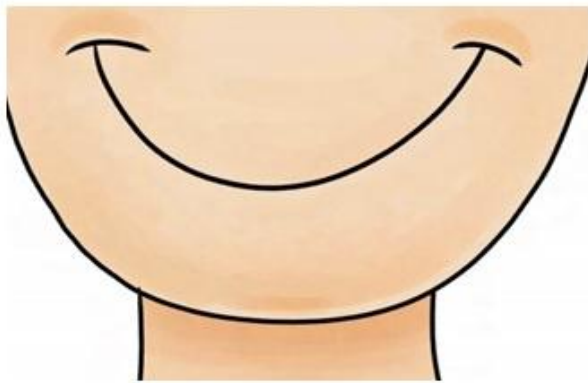
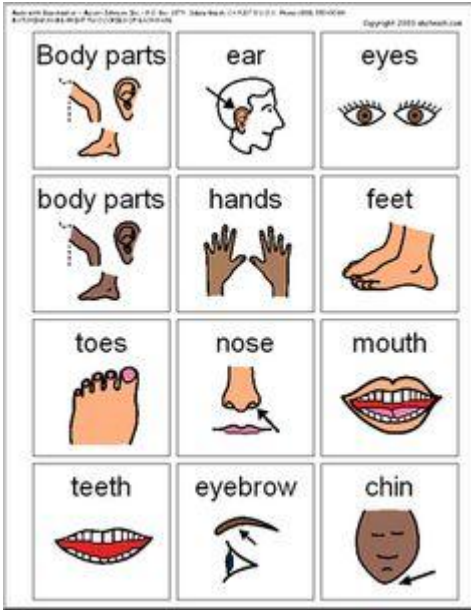
<p>¿Qué problemas usted encuentra en términos de nivel del lenguaje, o el lenguaje ingles cuando explica un tema, en dar instrucciones, evaluar y como usted los maneja?</p>	<p>La pronunciación es una de las dificultades ya que la preocupación principal es que los estudiantes entiendan y adquieran un buen manejo del idioma.</p>
<p>*¿Qué estrategias usted usa en términos del lenguaje en las clases de Ingles cuando explica un tema, en dar instrucciones, y evaluar?</p>	<p>Se trabaja con copias, canciones o libros de la institución también libros o material extra para el mejoramiento del aprendizaje del idioma, adicionalmente se utiliza un Facebook que fue creado con fines educativos donde los estudiantes pueden interactuar fuera del aula, la interacción también es ente padres e hijos</p>
<p>*¿En cuales situaciones usted piensa que es apropiado e inapropiado hablar en Español?</p>	<p>Lo ideal es que solo se hable inglés para generar más conocimiento, en español solo seria para llamados de atención.</p>
<p>¿Cuáles son sus fortalezas y debilidades cuando explica un tema, da instrucciones, evalúa cuando usted está enseñando Ingles?</p>	<p>Una de las fortalezas fue los saludos o algunas palabras en inglés que se practicaban varias veces, sin embargo después de un tiempo el habito se fue perdiendo, por lo tanto la práctica no fue constante.</p>






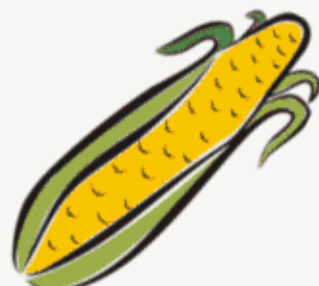
Language Learning	Answers
<p>*¿Como usted hace para que los estudiantes usen el lenguaje ingles en sus clases?</p>	<p>Se hace la interacción del idioma ingles atreves de preguntas, para que se use y se evidencie si en realidad se aprendió o no. También, se utilizaba el método de corrección.</p>

<p>¿Qué problemas usted encuentra en términos de nivel del lenguaje, o el lenguaje ingles cuando explica un tema, en dar instrucciones, evaluar y como usted los maneja?</p>	<p>Algunos estudiantes tenían dificultad en su lengua materna, por lo tanto había dificultad en el segundo idioma. También tenemos que tener en cuenta la edad de los estudiantes</p>
<p>*¿Qué estrategias usted usa en términos del lenguaje en las clases de Ingles cuando explica un tema, en dar instrucciones, y evaluar?</p>	<p>Se trabaja con copias, canciones o libros de la institución también libros o material extra para el mejoramiento del aprendizaje del idioma, adicionalmente se utiliza los videos comprensión de vocabulario y de comprensión de lectura ya que se mostraba imágenes, y oraciones complejas, entonces de una u otra forma se generaba compatibilidad entre ellos.</p>
<p>*¿Como usted promueve el uso del inglés en los estudiantes? Técnicas, actividades, estrategias en diferentes etapas de la clase: Presentación, practica, producción</p>	<p>Atraves del grupo social, Facebook, se generaba actividades adicionales para que los estudiantes hicieran este tipo de tareas en casa con sus padres.</p>
<p>*¿Cuáles son sus fortalezas y debilidades cuando enseña ingles? En las diferentes etapas de la clase: Presentación practica, producción</p>	<p>La práctica fue una de las fortalezas ya que se generaba un desafío a sí mismo para innovar con nuevas actividades hacia los estudiantes, uno de las debilidades fue que no se tenía la certeza de una buena pronunciación.</p>

Teachers Artifact

<p>1 one</p> 	<p>2 two</p> 	<p>3 three</p> 
<p>4 four</p> 	<p>5 five</p> 	<p>6 six</p> 
<p>7 seven</p> 	<p>8 eight</p> 	<p>9 nine</p> 



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Class Expressions



Raise your hand

Stand up

Erase the blackboard

Close the door

Sit down

Open the door

Take out your notebook

Go to the front

May I go to the restroom?

Close your book

Open your notebook

Close your notebook

Web page was created by Deli Rodriguez, teacher in the Lluvia de Bendiciones School –Grade Pre-school

<https://www.facebook.com/profile.php?id=100008254114308&fref=ts>

The screenshot shows a Facebook profile for 'Deli Moreno' (Grupo Transición). The profile picture is a young girl in a red patterned shirt. The cover photo features a green background with the text: 'de un descanso del aprendizaje serio. Pero para los niños el juego es parte fundamental del aprendizaje serio.' Below this, it says 'Deli Moreno el trabajo de la infancia.' The profile has a bio section with the text: '¿CONOCES A DELI? Si conoces a Deli, envíale un mensaje.' There is a 'FOTOS' section with several images of children and adults. A recent post from 'Deli Moreno' dated 27 de septiembre de 2014 reads: 'Hoy doy infinitas gracias a Dios por esos días tan maravillosos, a mis niños y niñas por su esfuerzo y entusiasmo, a los papitos y mimitos por su apoyo y colaboración y a mis compañeras de trabajo por su dedicación... Todos en unión logramos que nuestra semana cultural fuera un éxito... me siento agradecida con Leydi Cristiancho y Miryam Ricardo.' The right sidebar shows a 'Reciente' section with various user interactions and a list of friends.

Solicitud de permiso para realizar práctica de observación de clase



Bogotá, 24 de octubre de 2014

Señor(a) profesor (a)

Dorcy Almeida Marca

Ciudad.

SOLICITUD DE PERMISO PARA REALIZAR PRÁCTICA DE OBSERVACIÓN DE CLASE

Apreciado directivo y/o docente

El infrascrito docente asociado al programa de pregrado “Licenciatura en Idioma Extranjero: Inglés”, de la Facultad de Educación de la Corporación Universitaria Minuto de Dios, a cargo de la asesoría de la asignatura de trabajos de grado, atentamente solicita permiso para que las estudiantes Tatiana Sarmiento con número de identificación estudiantil 000207085 Y Katherine Andrea Cárdenas con número de identificación estudiantil 000207491 realicen una práctica de observación de una clase de inglés para analizar aspectos de enseñanza y aprendizaje relacionados con tres clases de inglés en el colegio Lluvia de Bendiciones. Se espera que esta observación, permita que el docente en formación identifique cómo los aspectos teóricos de la enseñanza de las lenguas extranjeras se evidencian en un contexto educativo real y puedan utilizarlo en su monografía o trabajo de grado. Así mismo, se espera que observar las prácticas

pedagógicas de docentes en servicio, les permita reflexionar sobre sus propias competencias didácticas en desarrollo.

Sin otro particular, en nombre de UNIMINUTO agradecemos a su institución, directivos y docentes, su valiosa colaboración en pro de la mejor formación de los licenciados en inglés.

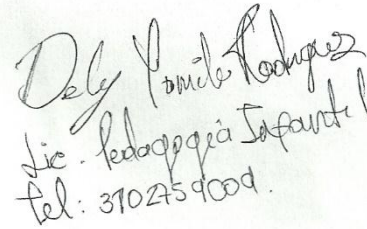
Atentamente,

Sebastián Concha Vargas

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