

PROFESSIONAL DEVELOPMENT COURSE IN EFL FOR ELEMENTARY TEACHERS AT LICEO DE BOLIVAR SCHOOL.

ABSTRACT

The professional development of elementary teachers in EFL represents a challenge for teachers, teacher educators and policy makers in the accomplishment of better standards in education.

For that reason, a descriptive and interpretative study about elementary teachers who are facing the complex and difficult task of teaching English to children in a public elementary school (Liceo de Bolivar) in Cartagena de Indias is presented in this work.

First, the need for this research is outlined by researchers; the most important focus on the low elementary teachers' professional development and proficiency in the use and teaching of English as a foreign language, which does not allow them to teach and interact (give basic instructions) in an effective way to their students in English during the class-time.

9 elementary teachers between 28 and 63 years old are participating in this study. Data gathering techniques used were classroom observations, surveys, and questionnaires', videotaping, teachers' reflections, microteaching, and teachers' interviews.

The 3'p (Presentation, Practice and Production) is being used as a methodological tool to sequence the teaching / learning process; providing the teachers a better understanding of how to start, follow, and end a class in an organized way, using the most common classroom language.

A qualitative and quantitative approach to the data collection and analysis are being used in order to enable us to identify and describe the classroom language used by the teachers to develop their classes.

Keywords: EFL, Classroom Language, Elementary Teachers, Instruction, Interaction, 3P's.

INTRODUCTION

In Colombia, the national government and the Ministry of Education have promoted the implementation of English in elementary schools based on the 1994 General Education Law.

The implementation of various policies of bilingualism in the national, regional and local levels has led to some research groups of foreign languages in Colombia to design projects with the intention of reflecting on what is the reality of teachers, in order to understand and propose from a realistic perspective strategies that lead to improve the teaching and learning of English as a foreign language.

For Example: Cardenas' (2001) study indicates that "although general homeroom teachers have pedagogical preparation in general education, and BAL teachers possess knowledge of English and methodology, in both cases the teachers lack a theoretical foundation in psychology, pedagogy, and procedures to teach English to children" (Cardenas, 2001, p.8). In another study conducted in Antioquia, Cadavid, McNulty and Quinchía (2004) found that:

Most teachers had Bachelor of Arts (BA) degrees, but very few had BAs in languages. Many teachers had at least 1 to 4 years of experience in teaching English at the elementary school level, along with other subjects. English in the classroom was limited to giving instructions and to oral repetition; lessons focused on vocabulary, pronunciation, and grammar, but instructional materials were scarce. In relation to the teachers' and students' roles in class, the study showed that the teacher was the person who organized and controlled the class, while the students repeated individually or chorally after the teacher. Class work was generally done individually, with very little pair or group work being used (Quinchía y Cadavid, 2004, p.470).

In primary education, there are many aspects that are affecting the English learning-teaching process, one of the reasons consists of the needs of professional development in EFL that elementary teachers have, because, nowadays, it can be easily found that there are many teachers in charge of English in elementary schools that are not trained to do it and this situation, of course, will bring consequences on the work that will be done in the secondary level. Some research as stated by Cardenas (2001) points out that:

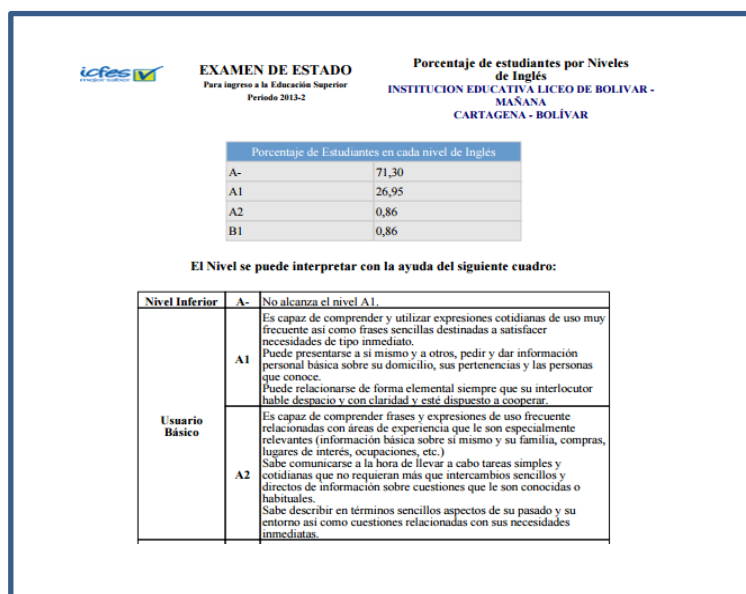
Elementary school teachers in the state of Valle del Cauca are neither well prepared in English nor in the methodology necessary to teach English to children and this is either because they are general homeroom teachers or because they are teachers with a Bachelor of Arts in Languages (BAL). (Cardenas, 2001, p.8).

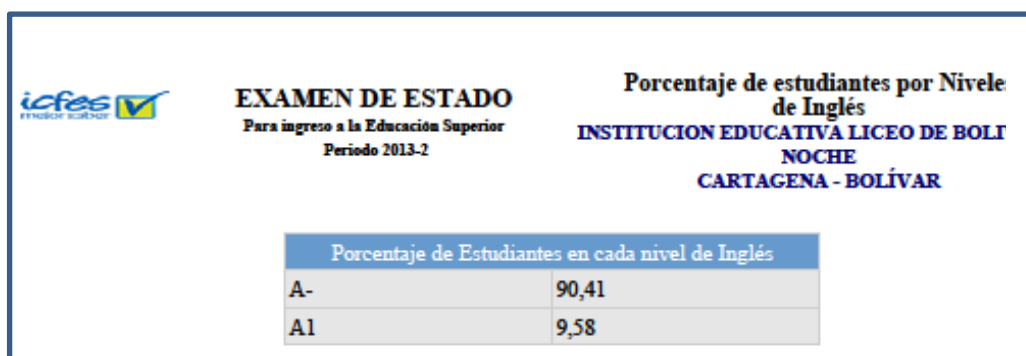
This situation appears to occur at Liceo de Bolivar that is why this research project is focused on it. According to the IEP (Institutional Education Project) final version of December 15th, 2015, Liceo de Bolivar is a school located in Daniel Lemaitre. This neighborhood belongs to the commune 2 and it has approximately 3,500 inhabitants.

It is surrounded by poor neighborhoods, such as Canapote, Siete de Agosto, San Francisco, Pablo VI, Santa Maria, La Esperanza, La Maria, 20 de Julio, Paseo de Bolivar, San Bernardo, Palestina, Santa Rita, and Machuchal, all these with the same low socio-economic and academic conditions : poor people and most of them with high rate of illiteracy (PEI, 2015, p.5).

According to Prueba Saber results in the recent years, this school has a very low academic level and one of the subjects that has been providing very but very low results is English due to many aspects such as: low teachers' training and proficiency in the use and teaching of English. This, of course, has not allowed the elementary teachers to teach and interact (give basic instructions) in an effective way to their students in English during the class-time. As shown by the next graphics:

Graphic N°1.





Graphic N°1. State Examination Results. Source: I.E. Liceo de Bolívar

Graphic N°2



Graphic N°2. Icfes Results weaknesses and possible solutions. Source: PEI.

According to problem already presented we applied a survey (N°1) with the purpose of knowing about teachers' teaching English experience, their interest in taking a professional

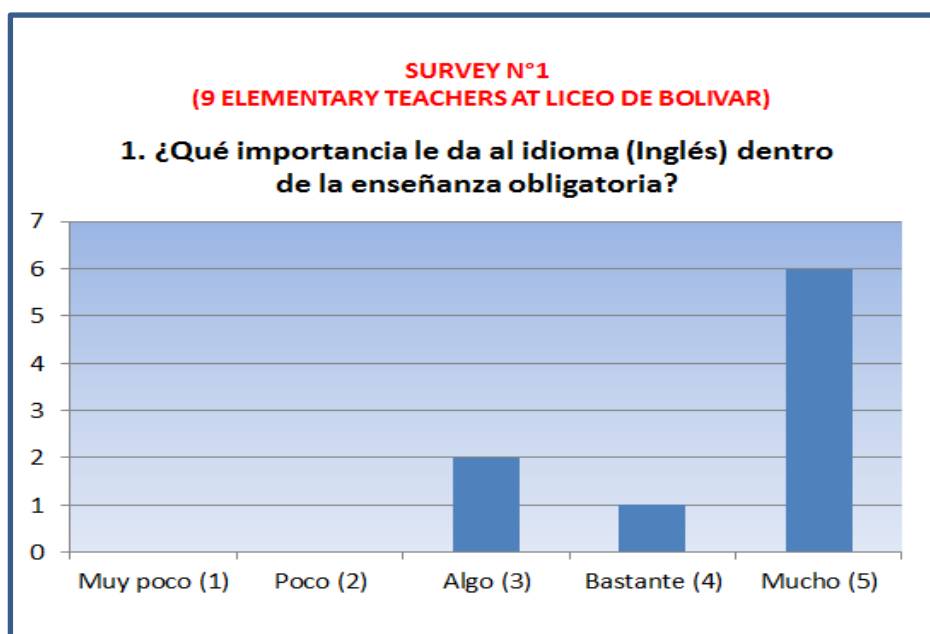
development course to improve their knowledge of English and the methodologies they knew about the teaching of English.

This survey was done to 9 elementary teachers and we asked questions such as:

1. ¿Qué importancia le da al idioma (inglés) dentro de la enseñanza obligatoria?
2. ¿Qué importancia le da a la enseñanza bilingüe en Primaria?
3. ¿Se considera preparado para impartir una clase de Inglés?
4. ¿Estaría dispuesta/o a realizar cursos y aplicarlos para mejorar su capacitación para la enseñanza del idioma inglés?
5. ¿Conoce metodologías bilingües y su puesta en práctica?

From those questions, we found the following results:

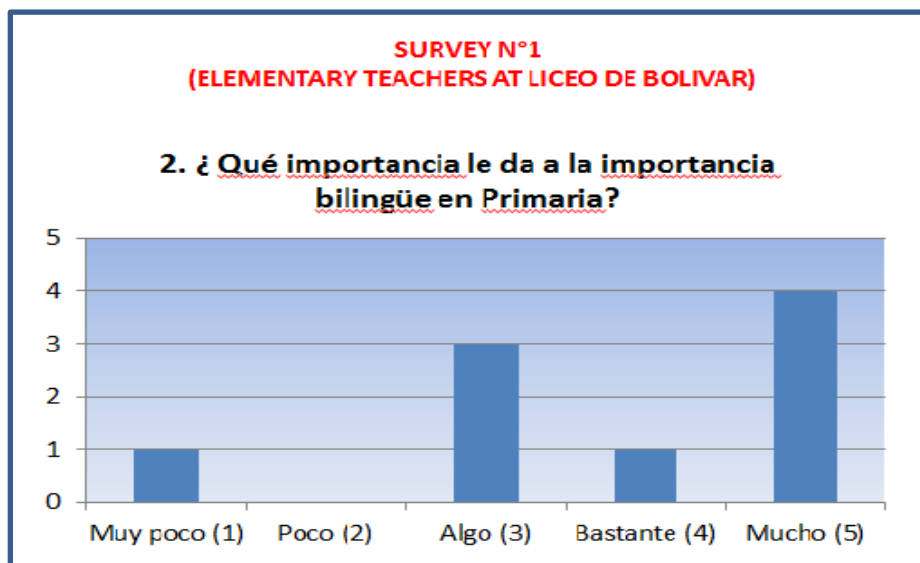
Graphic N°3.



Graphic N°3. Teaching English experience and methodology survey. Source: own.

In Graphic N° 3 we asked the teachers what level of importance English has in the mandatory education? Six (6) of them answered (Mucho), one (1) of them (Bastante) and two (2) of them (Algo).

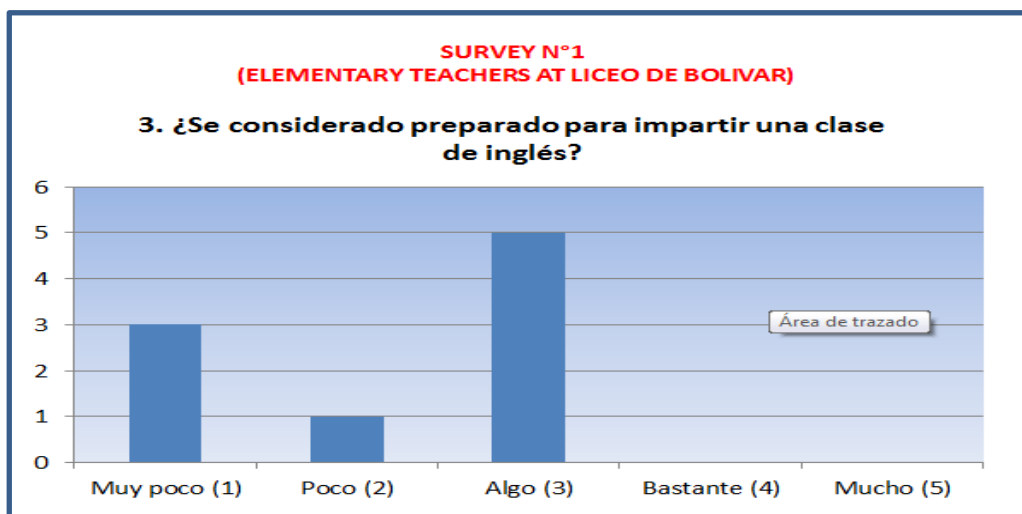
Graphic N°4.



Graphic N°4. Teaching English experience and methodology survey. Source: own.

In Graphic N° 4 we asked the teachers what level of importance they give to the bilingual education in Elementary. Four (4) of them answered (Mucho), Three of them (3) (Algo), one (1) of them (Bastante) and one (1) of them (Muy poco).

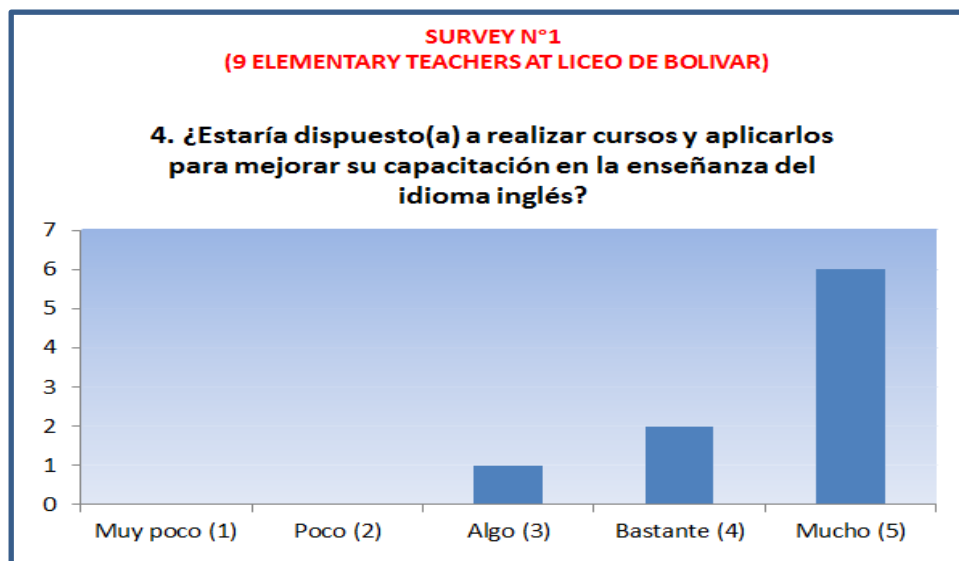
Graphic N°5



Graphic N°5. Teaching English experience and methodology survey. Source: own.

In Graphic N° 5 which is one of the most important to back up the research problem we asked the teachers if they considered well trained to teach an English class. Five (5) of them answered (Algo), Three of them (3) (Muy poco) and one (1) of them (Poco). These results showed us the necessity to implement a professional development course in EFL with these teachers.

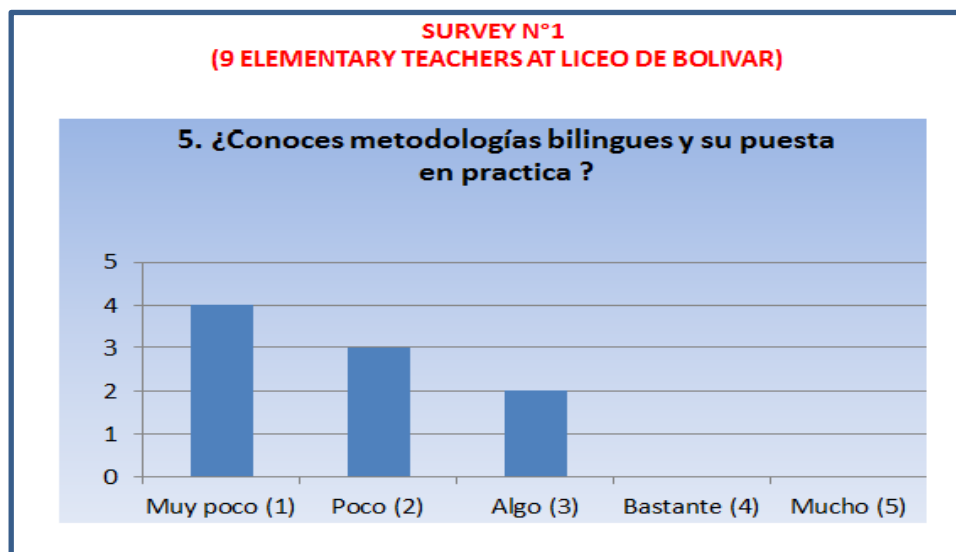
Graphic N°6



Graphic N°6. Teaching English experience and methodology survey. Source: own.

In Graphic N° 6 we asked the teachers if they were really interested in being trained in the teaching of English. Six (6) of them answered (Mucho), Two (2) of them (Bastante) and one (1) of them (Algo). These results encouraged us work on the design of a special course to train these teachers.

Graphic N°7



Graphic N°7. Teaching English experience and methodology survey. Source: own.

In this Graphic (7) it is shown the knowledge that elementary teachers had about specific methodologies related to the teaching of English. The result alerted us in implementing with them a practical but at the same time very suitable method to sequence an English class stages. The results were these: Four (4) of them answered (Muy poco), Three (3) of them (Poco) and just two (2) of them (Algo). These results compelled us to implement a teaching method.

As we wanted to go deeper in our research problem we decided to design another survey (N°2). In this particular occasion we wanted to know about what the school has been doing to improve elementary teachers' low proficiency in English, if the school's principal was offering them any kind of EFL course, if the teachers had idea about the skills which are evaluated in the English teaching, if the teachers developed and interacted in classes with their students in English.

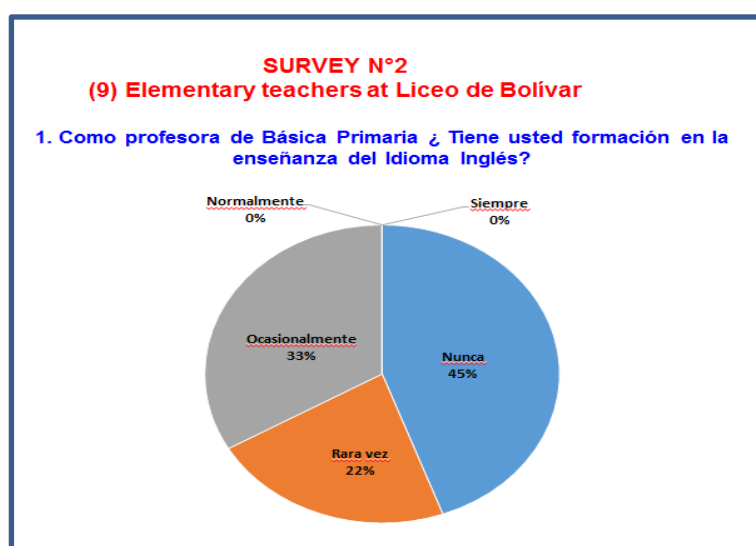
This survey was done to 9 elementary teachers and we asked questions such as:

1. Como profesora de Básica Primaria ¿Tiene usted formación en la enseñanza del inglés como lengua extranjera?

2. El colegio capacita a sus docentes de Básica Primaria en lo referente a la enseñanza del idioma Inglés?
3. Como profesora de Básica Primaria cuando trabaja y/o desarrolla la clase da las instrucciones en Ingles?
4. ¿Proporciona el colegio el material y los recursos necesarios para que la clase de inglés se desarrolle de forma efectiva?
5. ¿Habla con sus estudiantes en Inglés durante la clase y ellos les responden con las misma dinámica?
6. Como docente de Básica Primaria ¿Ha tenido alguna orientación para la implementación de estrategias pedagógicas, metodológicas y didácticas con el objetivo de mejorar el nivel de aprendizaje de la Lengua Inglesa de sus estudiantes?
7. Si se le propone hacer parte de un curso de Desarrollo Profesional en Inglés como Lengua Extranjera aplicado a su contexto (básica primaria) y este tenga como objetivo la implementación y aplicación de estrategias didácticas y mejoramiento de las habilidades de Speaking y Listening de sus estudiantes, ¿se capacitara?

From those questions, we found the following results:

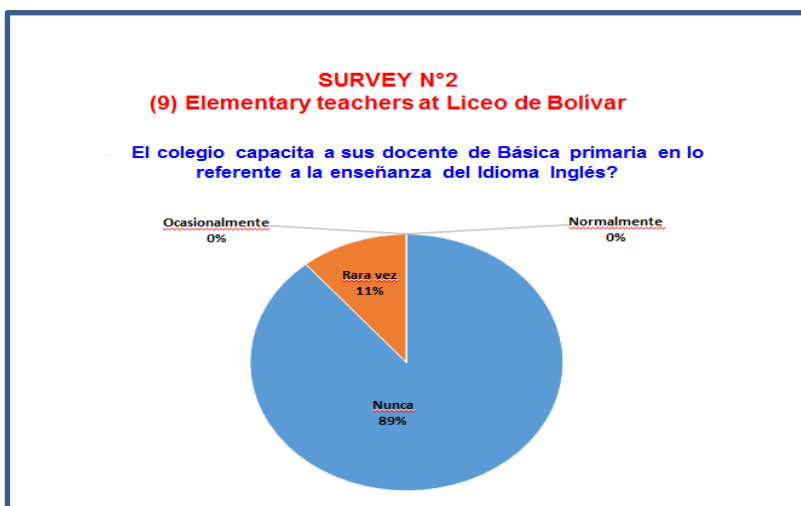
Graphic N°8



Graphic N°8. Teaching English training, vs. teacher – students' interaction. Source: own.

In Graphic N° 8 we asked the teachers if they had ever been trained in the teaching of English. 45% answered (Never), 33% (Occasionally), and the 22% (rarely). That is, that most of them have not studied something related to English teaching.

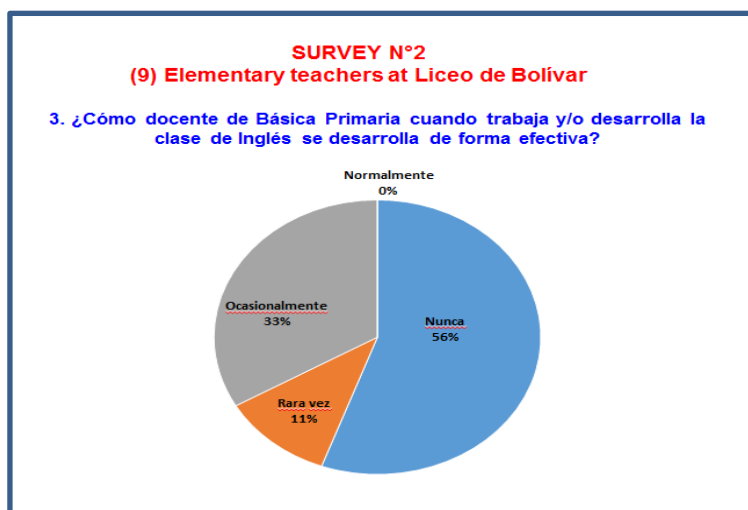
Graphic N°9



Graphic N°9. Teaching English training, vs. teacher – students' interaction. Source: own.

In Graphic N° 9 we asked them if the school continuously trains them regarding the teaching of English in elementary grades. 89% answered (Never) and 11% (Rarely). This question showed us the necessity to design a professional development course in EFL for the teachers to be able at least to give instructions to their students in English.

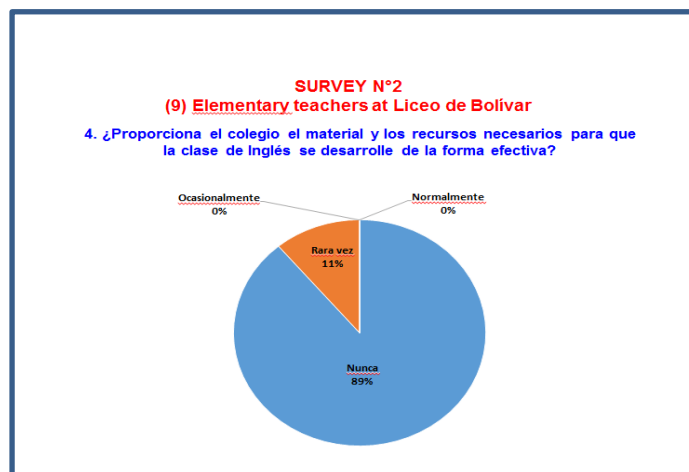
Graphic N°10



Graphic N°10. Teaching English training, vs. teacher – students' interaction. Source: own.

In Graphic N° 10 we asked the elementary teachers if when they develop the English class, they do it in an effective way. That is, if the students at the end of the teaching understand what they have been trying to teach or not. The 56% answered (Never) that most of the time their classes are not that effective, 11% (Rarely) say that rarely their classes are effective and the 33% (Occasionally) say that their classes are occasionally effective.

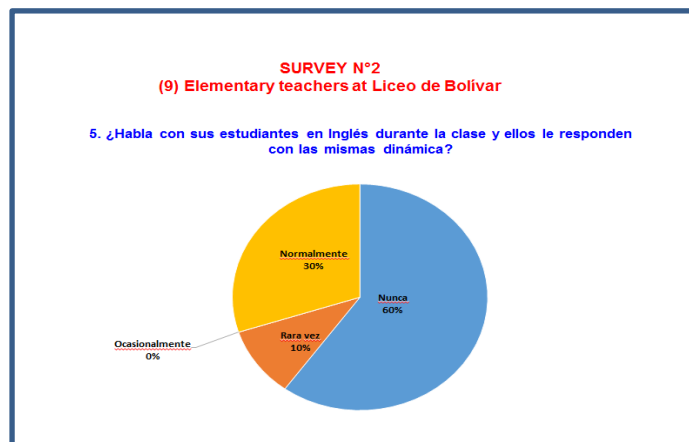
Graphic N°11



Graphic N°11. Teaching English training, vs. teacher – students' interaction. Source: own.

In Graphic N° 11 we asked the elementary teachers for the material the school provides them in order to develop a good class. The 89% said that the school (Never) provides them with materials, that they have to buy them on their own and the 11% answered that (Rarely) the school gives them some didactic materials for them to develop the English classes.

Graphic N°12



Graphic N°12. Teaching English training, vs. teacher – students' interaction. Source: own.

In Graphic N° 12 we asked a very important and crucial question to back up our research problem. We wanted to find out if the teachers speak or interact with their students in class and if the students answer them in the same way. 60% of teachers said that they neither speak nor interact with their students during the development of the class in English. 30% said that they (Normally) use some basic expressions to interact with them and the final 10% said that they (Rarely) speak or interact with the students in English. These percentages easily showed us that we had to design a course for elementary teachers to improve their knowledge of English and at the same time teach them at least some basic classroom language for them to be able to interact in a basic way with their pupils.

According to Liceo de Bolívar's elementary teachers, we found that they are between twenty eight to sixty five years old. Most of them are fulltime teachers; just 3 hold a part-time job. Three of them have been teaching for thirty years while the others have between 5 to 20 years of teaching experience. Most teachers have been teaching English from 1 to 4 years at some schools, putting into practice the basic knowledge they acquired in the few English courses provided by their programs at their universities in which they studied. The majority of the teachers are "Normalistas" as they completed their secondary education in "Escuelas Normales".

They also hold a Bachelor of Education degree in different fields such as Spanish and literature, pedagogy, history and geography, preschool and elementary education, social sciences and ethics. Many of the teachers have undertaken postgraduate programs in different areas, but not in English.

In order to know all the information presented above we applied a survey with the purpose of knowing about teachers' level of academic instructions. We really wanted to know if their professional profile was related to the English language teaching or something similar.

In this survey, the teachers had to choose among several questions the correct option for each one of them; moreover, they had to write exactly what they studied and if they had postgraduate degree in the teaching of English. As follows:

This survey was done to 9 elementary teachers and we asked the following questions:

Example:

Graphic N°13

FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL
ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS

SURVEY N° 3

LICEO DE BOLIVAR ELEMENTARY TEACHERS
LEVEL OF ACADEMIC INSTRUCTION

TEACHER: marlene martinez

6. ¿CUÁL ES SU NIVEL DE INSTRUCCIÓN ACADÉMICA?
b. Técnica b. Tecnológica ☒ Universitaria d. otro: _____

7. ¿QUÉ CARRERA ESPECÍFICAMENTE ESTUDIÓ?
Lic. Ciencias Religiosas, U. Javeriana.

8. ¿CUÁL ES SU NIVEL DE INSTRUCCIÓN EN POSTGRADO?
☒ Especialización b. Maestría c. Doctorado d. No posee
Didáctica de las Ciencias Sociales.

9. SI TIENE FORMACIÓN EN POST-GRADO, ¿CUÁL REALIZÓ?
Didáctica de las Ciencias Sociales.

10. ¿POSEE FORMACIÓN UNIVERSITARIA Y/O POSGRADO EN LA ENSEÑANZA DEL IDIOMA INGLÉS?
b. Si ☒ No c. si la respuesta es Si, menciónela : _____

Graphic N° 13. Teachers' level of instructions survey. Source: own.

From those questions, we found the following results:

1. 5 (Five) of the 9 teachers have professional degrees in Education, such as: Technology, pre-school education, elementary, religion and ethics, and the last one in Spanish and Literature from different universities.
2. 4 (Four) of the 9 teachers have technological degrees in Education. All these teachers have finished their studies in “Escuelas Normales”, they have also taken some pedagogy course at Sena.
3. Just two of them have taken English courses in Institutes. Both of them took three and two course at Centro Colombo Americano-Cartagena respectively.
4. Just three of them have taken post-graduate programs in: Technology and Telematics, Social studies didactics, ludic literature.
5. None of them have a professional degree in the teaching of English and neither a postgraduate degree in the English field.

Most teachers have taken pedagogy courses and just two of them took an English course at Centro Colombo Americano to improve their level but they did not finish it because the government stopped paying their programs. (Example).

Graphic N°14

INTERVIEW N° 1

TEACHER: JAISBETH AREVALO OJEDA

DATA GATHERED FROM INTERVIEWING

LUIS: ¿CÓMO PROFESORA DE BÁSICA PRIMARIA TIENE USTED FORMACIÓN EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA?

Profesora: Bueno, la enseñanza básica que se puede ver en la universidad y el año pasado tuvimos la experiencia de contar con una curso de inglés que iniciamos pero el gobierno solo nos pagó 3 meses en el Colombo.

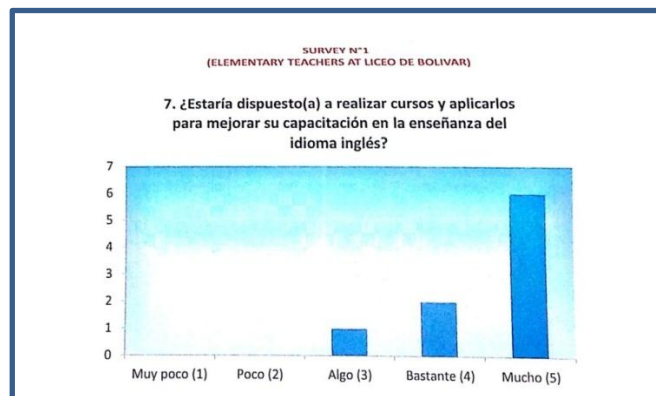
LUIS: EL COLEGIO CAPACITA A SUS DOCENTES DE BÁSICA PRIMARIA EN LOS REFERENTE AL IDIOMA INGLÉS?

Profesora: Solo hasta el año pasado tuvimos esa....

Graphic N°14. Interview transcript about teachers' educational background. Source: own.

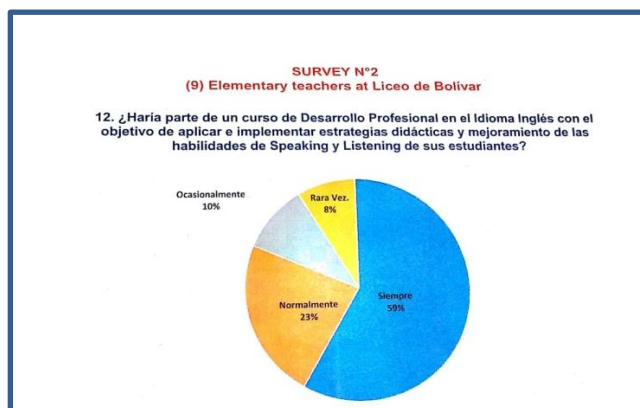
In the public schools in which they have worked, they have taught English in the grades 2nd, 3rd, 4th, and 5th, for 1 to 2 hours a week, same as Liceo, the only concern is that here their average class size is 35 to 50 students. The teachers primarily use English to teach greetings and vocabulary, and do some activities such as repetition exercises and writing from the board. However, most of them are interested in taking any EFL course to enhance their English teaching process in order to improve their students' competences. As the next Graphics Show:

Graphic N°15



Graphic N°15. Teachers' survey (willingness to take the course). Source: own.

Graphic N°16



Graphic N°16. Teachers' disposition to take the course. Source: own

According to what it was said above, that situation awakened us the necessity to design a Professional Developmental Course in EFL that may help the elementary teachers to enhance their knowledge of English and at the same time they could learn some basic classroom language to be able to teach and use with their students during the development of the English class.

Finally, after the two initial surveys, we applied a questionnaire to the children to back up the research problem. In this questionnaire we just wanted to find out the children's perceptions about their classes of English. To get that information we ask some students from 2nd to 5th the following questions:

Graphic N°17

ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS
FUNDACIÓN UNIVERSITARIA CULOMBO INTERNACIONAL

HOLA AMIGUITOS... AYÚDAME A RESPONDER ESTE MINI CUESTIONARIO!!!!

NOMBRE COMPLETO: Yessica Elena Castaños SEXO: F
COLEGIO: Liceo de Bolívar GRADO: 2º EDAD: 10

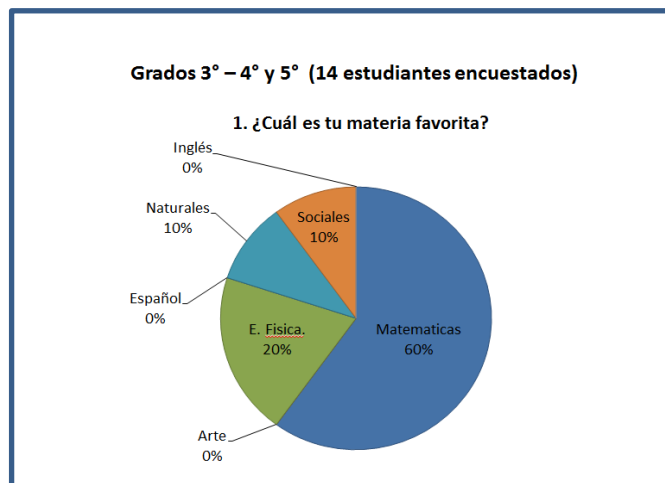
Marca con una (X) la respuesta correcta :

- ¿CUÁL ES TU MATERIA FAVORITA?
☐ Matemáticas ☐ Arte ☐ Educación Física ☐ Inglés
☐ Español ☐ Naturales ☒ Sociales
- ¿TE GUSTA EL INGLÉS?
☐ Muy poco ☐ poco ☒ mucho ☐ bastante
- ¿ESCUCHAS MÚSICA EN INGLÉS EN TUS CLASES?
☐ Si ☒ a veces
- ¿TE LEE LA PROFESORA CUENTOS EN INGLÉS?
☐ Si ☒ a veces
- ¿HABLA TU PROFESORA EN INGLÉS EN TU CLASE?
☐ Si ☒ a veces

Graphic N°17. Elementary students-perception of their English classes questionnaire. Source: own.

From those questions, we found the following results:

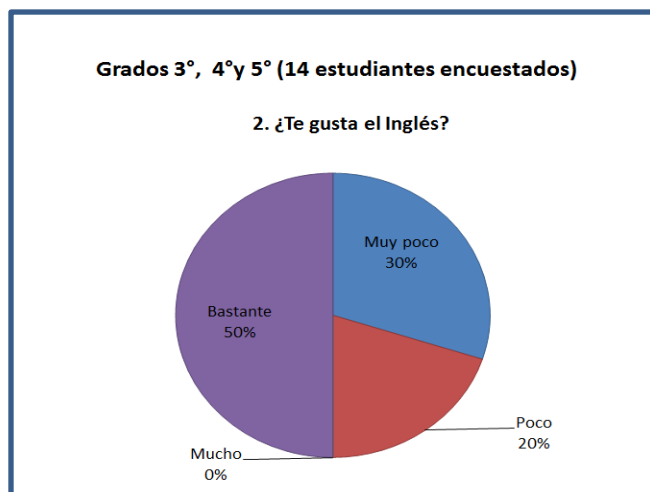
Graphic N°18



Graphic N°18. Elementary students-perception of their English classes questionnaire. Source: own.

The above picture shows the students' perception about their English classes. In question N°1 (¿Cuál es tu materia favorita?). None of them (0%) gave a point neither to English nor Spanish. This means, they are not encouraged with the languages subjects. Most of the students answered: Math (60%), 20% (Physical Education), 10% (Science), 10% (Social Studies).

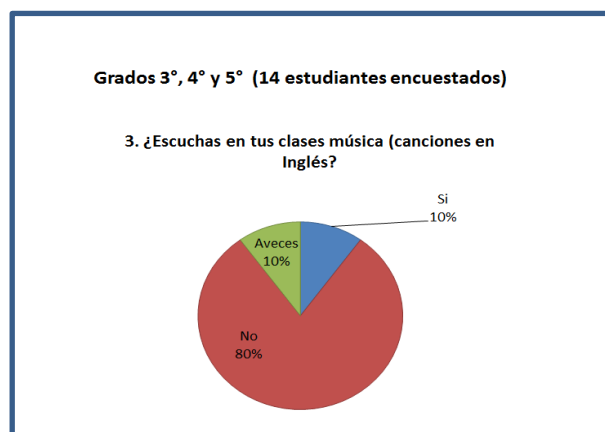
Graphic N°19.



Graphic N°19. Elementary students-perception of their English classes questionnaire. Source: own.

In Graphic N° 19 we asked the children if they liked English in General. The 50% said (Bastante), the 30% (Muy poco) and the 20% (poco). That is, those elementary teachers must design some strategies to increase their students love for English and raise their motivation. As we may see a half part of the surveyed children like English, maybe, they are used to watching cartoons in English.

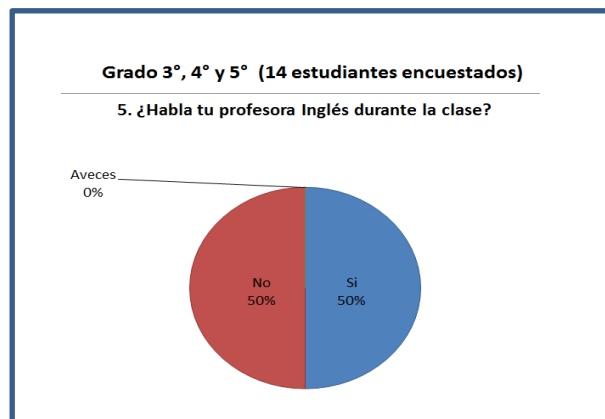
Graphic N°20.



Graph N°20. Elementary students-perception of their English classes questionnaire. Source: own.

In Graphic N° 20 we wanted to know how often the elementary teachers are used to playing songs to their students in English in order to develop their listening skills. We asked this question because our interest is that the students can understand when someone gives any kind of command anywhere, especially in the classroom. The 80% of the children answered in a negative way (No). A 10% answered in a positive way (Si) and just a 10% said that (A veces) their teachers play songs in the classroom to develop the class.

Graphic N° 21.



Graph N°21. Elementary students-perception of their English classes questionnaire. Source: own.

This graphic corresponds to one of the more required data for our research. Firstly, because if the elementary teachers do not speak English in class, they are not going to be able to interact with their students during the class-time. This data help us to really start thinking of a course for the teachers to improve their knowledge of English.

With this questionnaire we can realize that not only the teachers but also the children have low proficiency in the English language.

Given the entire above situation and having into consideration the different stages followed in the research process and after analyzing each one of them, we found that: Neither the elementary students of Liceo de Bolívar Nor the elementary teachers use English in class due to their low proficiency in the English language. Also, it was noticed that The Teachers' lack of basic classroom language vocabulary to interact with their students during the class-time, and besides that, do not possess a specific teaching method, which does not allow them to develop a good class.

According to that, as researchers we have proposed the following question for our research project: **What basic classroom language can elementary teachers develop to interact with their students in the class?**

For our research project, we will propose the following objective:

RESEARCH OBJECTIVE:

- ✓ To identify the classroom language and the methodological procedures that elementary teachers will develop after having attended to the professional development course.

SIGNIFICANCE OF RESEARCH:

The elementary teachers of Liceo de Bolivar expect this research be useful in terms of:

- ✓ The improvement of their knowledge of English
- ✓ The use of classroom language to interact with their students during the development of the classes.
- ✓ The implementation of a practical method to sequence their classes.

THEORETICAL FRAMEWORK

In order to deal with the professional development of the elementary teachers who are teaching English in elementary level at Liceo de Bolivar and to have a better understanding of their real situation, it is necessary to define some key concepts such as: teachers' learning (how do teachers learn?), teachers' training and professional development. Even though these concepts are clearly distinguishable, they establish among them a complex relation where the growth of professionals in exercise of teaching English is addressed.

TEACHERS' LEARNING

The Training of the teachers has a main objective the acquisition of learning to perform in the teaching field. Learning to teach is defined by Freeman (1989) as the result of four components:

“First, the knowledge, that include the discipline which is going to be taught, to whom and where will be taught. Second, the skills, that include the procedures of instructions, class management and curricular decisions. Third, the attitude, that is the way how the teachers conceive themselves and their teaching process, at the same time the relationship with their students. And finally, the conscience, which is considered as the capacity of recognizing aspects or important facts of the learning that motivate the way of making decisions” (p.9).

The two first components are called: Base knowledge of the teacher and both constitute the foundations of the most part of the educational programs. According to that, it is important to point that learning to teach is a lifelong process, and teachers must be equipped with sufficient knowledge, skills, and awareness in order to carry out their jobs.

Definitively, the learning process in teachers especially in those which are considered expertise in the teaching field must contain many innovative aspects that may call their attention and help them to discover and develop new knowledge.

Pont (2003) claims that the teachers' learning to be effective and successful, it must be:

“Motivating, that is, that their goals should be precise. Also, it must have objectives that can be actually achieved by people and that represent a challenge that does not become

impossible. On the other hand, it is important to require that the teachers can use their previously acquired knowledge not to feel lost and at the same time, they can enhance and have the feeling to use their knowledge in their daily life. It is also crucial that the learning must be developed over a sufficient period of time for the teachers to be able to complete their other duties and of course, to lead them to a final achievement helping them to set out how to achieve the goals initially proposed”(p.13).

TEACHERS TRAINING VS. PROFESSIONAL DEVELOPMENT

Many important names in the language teaching field advocate the need for continuous or periodical updating of teachers (Richards & Nunan, 1990; Maley in Spratt, 1994); Freeman & Richards (1996); Richards (1998); Roberts (1998); Crandall (2000); Crookes (2003); and Richards & Farrell (2005), among others, both in formal, state or national development schemes, or through autonomous work. Most of these authors emphasize the difference between training and education processes for teachers (professional development).

Within the training process the first important aspect that teachers must conceive is the idea of how to learn to teach? However, it is easy to answer this question through these two main concepts: training and development.

Freeman (1989) defines the teacher's training as a:

“Relationship between the teachers and the trainer, facilitator, guide or collaborator, in which the latter intervenes directly in the way how the teacher teaches. This intervention is based on the fact of considering that it can be gotten better results in the teaching process through a clear sequence of steps within a specific period of time. These aspects of the teaching that are seen as "liable to be trained" are differentiate units, usually based on knowledge or skills that can be isolated, practiced, and finally dominated "(p. 39).

That is the way how the teaching is evaluated by observable criteria that can be achieved in certain time.

The training is a strategy of clear and direct intervention that assumes the success of the teaching activity in the domain of skills and behaviors. Although this strategy can be effective, it is often a fragmented vision and short impact of the teaching process.

In the case of the teacher training, Aparicio and others (1995) state that this "refers to activities directly focused on the current responsibilities of the teacher and usually has short-term objectives and immediate goals"(p.3). On the other hand, the authors continue saying that "the training involves the understanding of basic concepts and principles, and the acquisition of instructional skills is prerequisites for the performance in the classroom" (p.4).

It deserves to be noted that the contents of a training process are generally determined by experts who develop standardized formats or documents about the educational work in which the activities and roles are prescribed; in a few words, the pedagogical action. These are usually accompanied by specific procedures to be followed step by step to achieve the benefits that these programs bring. In addition, Aparicio and others (1995) warn that due to its focus to the instrumental, this model has usually had as training cores, the knowledge of the matter itself, in our case the English, as well as the levels of the language and its skills (p.22).

The teacher training, according to Narvaez (2005:34), sees the training as "a static matter and referred only to the domain of the conceptual skills (p.247)." In this perspective, the teachers are treated as recipients of models and tool for their application so that lead to professional growth and their pedagogical efficiency.

This approach is characterized by assuming an instrumental conception that is based on the behaviorism and technicism, in which, as the author says, the teachers are taught to teach without guiding them to conceptual and experiential tensions that allow them to reevaluate their role in the school and in their profession.

On the other hand, it is found the professional development of teachers. The term development is defined by Freeman (1989) as "an indirect strategy which has a greater permanence in the time because its purpose is to generate change through the increasing or modification of the attention paid in a conscious way of certain matters" (p.45).

This strategy focuses more on the attitude and awareness of the teacher and it is carried out with the help of a collaborator, also known in our field as a tutor or teacher trainer. Consequently, the development highly depends on the teacher as an individual, the role of the collaborator and the interaction between them.

The tutor uses strategies to encourage the awareness and understanding of the teachers in a specific given situation, that is, to question them about what they are doing and why. The solutions are generated by the teachers with or without the helping of the tutor, since the teachers are who must make the decisions.

“One of the main characteristics of the development is being permanent and open in the time, since the teachers are who define when their job end. The development is aimed to seek pedagogical options for the transformation and construction of the knowledge and the pedagogical work based on reflection about the praxis. In contrast, the concept of teacher development comprises the integral growth that is not limited to a task or a specific element of the teaching. This proposes long-term goals and strives to facilitate the progress of teachers regarding to the understanding of the teaching process and their own development as educators (Richards & Farrell, 2005).

The professional development can be initiated in part or wholly by the own teachers, becoming more individualized and flexible (James, 2001). Different from the training, more than prescription, the teacher development model seeks the description and the understanding of the different dimensions of the teaching practices.

At present the professional development is the most widely accepted strategy, but this does not imply that it is the most used. Although the active participation of the teachers is what must be important in their development.

Diaz-Maggioli (2003: 25) defines the professional development as an "evolutionary process of self-revelation, reflection and growth that produces the best results when is sustained over time in communities of practice and focuses on the responsibilities related to the work." (p.1)

Generally, the professional development refers to:

“Professional growth to long-term that aims to facilitate the growth of the teachers in their understanding of the teaching and themselves as teachers. Often includes the analysis of different dimensions of the teaching practice as a basis for a thoughtful review and may therefore be initiated from the base ”(Richards & Farrell, 2005, p.4).

Diaz-Maggioli (2003:26) points that the professional development of teachers in exercise is necessary for reasons such as the educational reforms and the new challenges that these impose to the teachers; the relationship between how the teachers teach and the success of their students; the need that the teaching objectives must be adjusted to the teachers ‘needs ; and in the case of foreign languages teachers, that these are able to help their students to develop the linguistic and cultural competence in foreign language they learn.

In addition to these justifications, it is important to note that:

“the teachers of English as a foreign language in Colombia have recognized that one of the major professional needs that they face is their linguistic level due to this tends to be affected by the lack of meaningful practice, especially among teachers of public institutions” (Gonzalez, 1995).

The professional development of teachers in practice usually is given in the form of short particular programs to the schools, workshops or courses offered by universities, where attendance is mandatory or voluntary. They are usually funded by educational institutions, governmental authorities, the teachers by themselves or other instances. The Professional development programs aim at improving the learning conditions of the students and the quality of the education. In the case of English teachers in Colombia, Gonzalez (2003:65) found that the professional development of teachers in exercise was based mainly on local and national professional conferences organized by the publishing houses which sell books of the teaching of English.

METHODOLOGY

Method

The design used in this descriptive and interpretative study was based on a both quantitative and qualitative approach. The first one was selected as a descriptive design, which consisted of specifying the different phenomena that may be submitted to analysis, using different instruments and data picked up from: surveys, interviews, questionnaires. In this, the descriptive statistics the level of frequencies and percentages were used to analyze the data.

The qualitative method was used to collect data that provided thick descriptions of the teaching-learning process currently used by the teachers in their classrooms and their opinions about the reality of teaching English in primary schools, their needs, the importance of the professional development and the learning conditions.

Data collection techniques and instruments:

The techniques used to collect research and pedagogical data were: classroom observations, surveys, questionnaires, videotaping, teachers' reflections, microteaching, and teachers' interviews.

The classroom observation was carried out to analyze the different kind of methods that elementary teachers at Liceo de Bolivar used to teach English, we also wanted to know how much English they used during the class-time, if they used classroom commands to guide their students' learning process and finally the structure of the class.

The questionnaire was carried out in the teachers' class-time to their students to ask them about their favorite subjects, if they liked or not the English classes, if they during the class-time were used to listening to songs in English, reading tales and to receive instructions in the target language during the development of the class.

In the videotaping's we wanted to notice the effectiveness of the learning they were acquiring during the sessions, if they were able or not to practice what they had been learning in front of their partners reducing at that moment the affective filter: fear, anxiety,

concern, etc. (Krashen, 1988), and to see their improvement and advance in the memorization and use of classroom language in the class.

In the teachers' reflections pedagogically we wanted to know how the student-teachers had felt during the sessions, the learning environment, the method provided to them in the sessions, the applied strategies, the methodology used to develop each one of the sessions and the most important that they could wake up the interest in studying and planning a better English class using of course, the classroom language they learned.

In the microteachings, we wanted to observe how the elementary teachers would put in to practice the management of a class giving instructions in English using the classroom language already learned to start, continue and end it and the same time they could use some expressions to control their students' behavior in the target language.

And finally, in the interviews we wanted to notice the perceptions that elementary teachers' had at taking a professional development course to know also what they wished to be incorporated in an EFL course, also the lack they had in their daily pedagogical practices, their own pedagogical reflections not only about their practices but also about how they feel with this professional training.

COURSE: Schedule, time and lessons plan.

Our program duration was fifty hours: forty hours of face-to-face work and ten hours of independent work. We considered that we could meet with the student- teachers everyday (from Monday to Thursday) in each week for two-hour sessions over a complete month and a week at Liceo de Bolivar in the new technology room, having into consideration the principal's permission.

Based on our workplace schedules, we contemplated holding the sessions from Monday to Thursday, from 5:30 to 7:00 p.m. After teachers' work. Each session was facilitated by one of us; however, the teachers' participation was a point in favor.

Each one of the Units lasted a week. During each week, we used to implement the 3'p method to teach the planning vocabulary about classroom language (Presentation), to teach how to use them through different kind of exercises such as: Matching, Role plays, etc.

(Practice) and to teach how to construct new knowledge according to what had been studied. Each unit included: Teachers' demonstrations, use of flashcards, student-teachers oral interaction, teachers' reflections at the end of each session, teachers' interviews, and videotaping.

The units were divided as follows:

Graphic N°22.

Lesson Plan N°3

School: Liceo de Bolivar **Date:** April - (From 18 to 21 / 2016)

Time: 8 hours (2 hours per days – from Monday to Thursday)

Topic: IN THE CLASSROOM

Vocabulary: Classroom items

Grammar: Articles (A – AN – THE)

Verb (Be): (It is / It's) / Yes, No Questions.

Demonstratives Adjectives (THIS – THAT)

Adjectives (Colors and shapes)

Goal: At the end of the following lesson the student-teachers will identify, classify and describe the main objects in the classroom.

Objectives:

1. The student-teachers will be able to recognize, name and list the objects that are in their bags.
2. The student-teachers will be able to draw and label the objects that are in their classroom.

Materials needed: computer, Cd. Player, Cds, Usb, photocopies (Song lyrics), Flashcards, and Markers.

Student-teachers level: Elementary teachers with low proficiency in English.

PRESENTATION:

Warm-up activities/review:

Pre-teaching

Exercise N° 1

- The student-teachers will infer the meaning of the classroom items through a matching exercise.

- The student-teachers will draw on their notebooks the different materials they use during the class time.
- The facilitator will show some flashcards with the names of the most common classroom items and make them to repeat the names.

PRACTICE

- The student-teachers will see and repeat a short conversation about the objects in the classroom.
- **Free talk:** How much can you remember about the objects in the classroom?

PRODUCTION:

- The student- teachers will work in pair and create a short conversation including Yes/No questions using the items in the classroom.
- The student – teachers will be able to describe the objects in the classroom using adjectives (colors and shapes).
- The student- teachers will put into practice this activity with their students in a real context (their own classrooms) using the material designed.

Graphic N°22. Lesson Plan. Source: own

PEDAGOGICAL DESIGN

In order to carry out the pedagogical intervention and to have a clear pedagogical design it were applied the following instruments with the objective of getting relevant information in order to create a suitable course.

1. SURVEYS: These helped us to characterize the research participants as follows:

RESEARCH PARTICIPANTS:

Surveys n° 1, 2 and 3 were applied to ask the student-teachers about their English knowledge and experience in the teaching of English in Elementary grades. Also, to know if they had been trained to teach English and the methodologies they knew about teaching a foreign language. We also wanted to know the different strategies they used in class, their level of English Instructions, their knowledge of English skills, and also if they had had the opportunity to be trained in a professional development course in EFL. Finally, we wanted to know about the teachers' level of studies, what undergraduate and postgraduate programs they had finished to know if they had the profile to teach English in the elementary level.

2. CLASSROOM OBSERVATION.

Initially, the classroom observation was done through a structure scheme to identify different aspects of the teachers, such as: the kind of method they implement during the class-time and the frequency of the use of English to guide their teaching, also the students' level of understanding classroom language and finally, the environment (learning conditions). This scheme was divided into three parts (Before, during and after observation). In the (Before) part, we wanted to notice the school conditions. In this part, the teachers had to read different criteria and score them from 1 to 5, being 1.0 (N.A) and 5.0 (A). For example:

Graphic N°23.

SCHEME DESIGN

STRUCTURED CLASSROOM OBSERVATION FOR ELEMENTARY STUDENTS AND TEACHERS.

PURPOSE: This scheme has been designed to be applied in English classes observations in private and public schools in Cartagena de Indias.

STRUCTURE: It is divided in three parts, such as: (Before, during and after observation). Firstly, the researcher must fill in the initial format with the correct information provided on it. After that, it must begin the **pre-observation** (taking notes from everything it may be seen), then, the researcher **start observing the class** (teacher performance, materials, class management, etc.) and finally, it must be given a specific balance of what it has been observed.

1. Date: October 9/2015
2. School: Liceo de Bolivar
3. Teacher: Karina Acevedo Galeano
4. Class: 3rd grade
5. Number of children: Boys: 16 - Girls: 20
6. Age of children: Between 7 to 10
7. Level: Elementary
8. Number of English lessons per week: 1
9. Number of teachers they have had so far: —
10. Coursebook: —
11. Supplementary materials: photocopies, markers.
12. Is the classroom a room set aside for English lessons?: No
13. Usual seating arrangement: in lines
14. Any other relevant information: —

STAGE 1.

1. BEFORE START THE OBSERVATION:

INSTRUCTIONS: Please consider each item carefully and assign the scores according to your **PRE- OBSERVATION PROCESS**.

Strongly Agree	Agree	partially agree	so, so	Disagree
5	4	3	2	1

THE ENVIRONMENT (THE LEARNING CONDITIONS) - CRITERIA

- ✓ 5 1. The school has big classrooms.
- ✓ 4 2. The classrooms are safe, and students themselves ensure that all learning is equally accessible to all students.
- ✓ 5 3. The classrooms are enough big to have more than 20 students.
- ✓ 1 4. The classrooms are equipped with computers, laptops and video projectors.
- ✓ 2 5. The school has a new technology room.
- ✓ 2 6. The library has textbooks and English Dictionaries.
- ✓ 1 7. The school has Cd Players
- ✓ 3 8. The school has a clean, bright, organized space to strengthen learning experiences.
- ✓ 2 9. The school's materials are well stored and maintained
- ✓ 1 10. The classrooms have motivating and inspiring phrases.

In the (During) part, we wanted to focus on teachers' planning, attitude, methodology, resources, instructions, and students' work. We also score each item from 1.0 to 5.0. For example:

STAGE 2.

2. DURING OBSERVATION:

INSTRUCTIONS: Please consider each item carefully and assign the scores according to your **OBSERVATION PROCESS**.

Always	Usually	sometimes	seldom	rarely	never
5	4	3	2	1	0

- THE TEACHER: - (CRITERIA)

- ✓ 1 1. Defines objectives for the class presentation.
- ✓ 1 2. Effectively organizes learning situations to meet the objectives of the class Presentation.
- ✓ 1 3. Uses instructional methods encouraging relevant student participation in the Learning process.
- ✓ 2 4. Uses class time effectively.
- ✓ 1 5. Demonstrates enthusiasm for the subject matter.
- ✓ 3 6. Communicates clearly and effectively to the level of the students.
- ✓ 3 7. Explains important ideas simply and clearly.
- ✓ 1 8. Demonstrates command of subject questions and comments.
- ✓ 1 9. Responds appropriately to student questions and comments.
- ✓ 1 10. Uses effective materials to teach the class.
- ✓ 0 11. Offers "real world" application (teach contextualizing).
- ✓ 1 12. stimulates students variety of skills
- ✓ 1 13. Uses the 4 important skills in English Learning
- ✓ 1 14. Makes the students play and enjoy what they are learning.
- ✓ 4 15. Makes the students repeat several times.
- ✓ 2 16. Uses different strategies to catch the students' attention.
- ✓ 2 17. Has a class management Plan.
- ✓ 1 18. Give the instructions in English.
- ✓ 2 19. Keeps the students working (task).
- ✓ 3 20. Controls the class (Students behavior).
- ✓ 0 21. Uses Electronic devices (Cd. Player, Projector, computer, laptop, etc.)
- ✓ 1 22. Teaches the class in a dynamic manner.
- ✓ 2 23. Interacts with the students
- ✓ 1 24. Provides feedback

INSTRUCTIONS: Please consider each item carefully and assign the scores according to your **OBSERVATION PROCESS**.

Always	Usually	sometimes	seldom	rarely	never
5	4	3	2	1	0

- THE STUDENTS: - (CRITERIA)

- ✓ 1 1. listen to instructions
- ✓ 1 2. follow directions
- ✓ 2 3. stay on task
- ✓ 4 4. easily distracted
- ✓ 5 5. work independently
- ✓ 1 6. understand concepts presented
- ✓ 3 7. do not understand concepts
- ✓ 0 8. ask questions
- ✓ 4 9. work slowly
- ✓ 4 10. apathetic/indifferent
- ✓ 4 11. lacked supplies for class
- ✓ 4 12. lacked supplies for class
- ✓ 4 13. hesitant to begin working
- ✓ 1 14. participate in group activities
- ✓ 2 15. interact well with others
- ✓ 3 16. are concentrated when the teacher explains.

In the (After) part, we wanted to notice the teaching- learning process, the evaluation system and also to see students' final results. For example:

STAGE 3.

3. AFTER OBSERVATION:

INSTRUCTIONS: Please consider each item carefully and assign the scores according to your **FINAL- OBSERVATION PROCESS.**

Strongly Agree	Agree	partially agree	so, so	Disagree
5	4	3	2	1

THE OBSERVATION BALANCE (THE RESULT) - CRITERIA

THE TEACHER:

- ✓ 1 1. Achieved the main objectives proposed by his class plan.
- ✓ 1 2. Used effectively the materials for the class presentation.
- ✓ 1 3. Evaluated the process in a quantitative form.
- ✓ 1 4. Evaluated the process in a qualitative form.
- ✓ 1 5. Provided the students the next topics to develop according to the syllabus.
- ✓ 1 6. Encouraged students to learn English by themselves

THE STUDENTS:

- ✓ 2 1. Learned what the teacher prepared and proposed in his/her class.
- ✓ 1 2. The students learned how to use different materials to develop better their skills.
- ✓ 1 3. Were evaluated with a quiz or written test.
- ✓ 1 4. Were evaluated by the effort they did in class.

Peer-Observer: Alfonso Salazar Date and Time: October 6/2015

Strengths observed: Teacher: Draw on the Board to make the topic easier.
she told the students about the topic: Numbers.
she raised the vocabulary (numbers) with the Verb Change.

Suggestions for improvements: Teacher: she must do some identification class.
she must use different resources to catch
students' attention.
she must raise students' motivation.

Overall impression of teaching effectiveness: she must have a class objective
she must speak in English during the class-time
she must at least give instructions in English
she must use a method to follow the class.

the students were sitting on a chair repeating what her teacher asked them to repeat.

DONE BY: Álvaro Zabaleta Fuentes - Luis Castaño Maza - Wilton Páez
 English Teaching Especialización Students
 1st Semester, UNICOLOMBIA

Graphic N°23. Classroom observation scheme. Source: own

After having observed the teachers' classes and as our research project is directly related to the improvement of the teachers' knowledge of English and the use of the classroom language to develop a class. A written Test was applied to them in order to know more or less what their level of English really was. Just 10 questions were asked, as follows:

3. PROFICIENCY TEST:

Graphic N° 24.

Diana Ingrid Cortes
FUNDACION UNIVERSITARIA COLOMBO INTERNACIONAL
ESPECIALIZACION EN LA ENSEÑANZA DEL IDIOMA INGLES
PLACEMENT TEST FOR ELEMENTARY TEACHERS AT LICEO DE BOLIVAR
LEVEL: A1

Written test A1 to C1

- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.

- Where _____ from?
I'm from Russia.
A you are B you C are you
- We have _____ house in Moscow.
A any B a C an
- I have two _____, a boy and a girl.
A sons B daughters C children
- I work in a _____. I'm a doctor.
A hospital B hotel C supermarket
- This is my brother. _____ name's Paul.
A Her B his C He's
- 6 _____ five people in my family.
A They are B There is C There are
- 7 I get up _____ 7 o'clock in the morning.
A for B at C in
- I like apples, but I _____ bananas.
A don't like B like C do like
- 9 Excuse me, _____ speak French?
A do you B you do C you
- 10 How much are _____ shoes?
A this B those C that

Graphic N°24. Proficiency Test applied to elementary teachers. Source: Cambridge.

In this written text, we just wanted to know their level in the knowledge of English. We found that 2 of them got from 10 questions (2 correct answers), 3 of them got (6 correct answers) and one of them got (5 correct answers). This gives us a wide panorama of how the level of teachers is and what do we expect their students' learn from them. From this starting point, we realized that the professional development course show have also some grammatical aspects within each units.

Finally, we applied some interviews. With this Instrument, firstly, we wanted to know what were the teachers' interests at the moment of taking this professional development course, that is, their perceptions, what they expected to learn in it and on the other hand, what they wished to be incorporated in the EFL course. It was also important to ask them about what had been the most difficult problems they had ever faced when teaching an English class. They were also asked if they spoke English during the class-time.

According to the proposed objective, we found the following results:

ELEMENTARY TEACHERS' DIFFICULT SITUATIONS FACED IN THEIR ENGLISH TEACHING PROCESS.

- Teachers' Lack of classroom language
- Teachers really want to improve their knowledge of English.
- Course Expectations

4. INTERVIEWS:

INTERVIEW N° 1 TEACHER: ARACELIS VILLADIEGO DATA GATHERED FROM INTERVIEWING

Note: The **red color** shows the interviewer questions and the **blue one** shows the teachers' most important answers.

Álvaro: Profesora, ¿cómo le va?

Aracelis: Bien, Gracias.

Álvaro: ¿Me regala su nombre por favor?

Aracelis: Mi nombre es Aracelis Villadiego.

Álvaro: Aracelis Villadiego!! ¿Cuánto tiempo lleva enseñando en el Liceo, profe?

Aracelis: Ufff. Aquí en el Liceo estoy desde el 2011, 5 años.

Álvaro: 5 años!!! Ósea ya tiene mucha experiencia en esto de la docencia.

Aracelis: Ahh sí, porque yo estuve anteriormente en otros colegios.

Álvaro: Profesora Aracelis ¿En qué cursos está enseñando actualmente aquí en el Liceo de Bolívar?

Aracelis: En quinto de primaria.

ÁLVARO: HABLEMOS UN POQUITO ACERCA DE SU EXPERIENCIA DOCENTE, ¿CUÁL HA SIDO LA MAYOR DIFICULTAD, POR EJEMPLO EN EL DESARROLLO DE UNA CLASE DE INGLÉS PARA ENSEÑARLE E IMPARTIRLE A SUS NIÑOS?

Aracelis: Bueno la verdad ha sido un poco difícil porque no sé nada de inglés, ósea no lo he practicado, no sé nada.

1. ÁLVARO: USTED ¿HABLA EN INGLÉS CON SUS NIÑOS EN CLASES?

Aracelis: No, no lo hago.

ÁLVARO: ¿USTED ENSEÑA ALGO EN INGLÉS?

Aracelis: Lo básico, más o menos lo que veo en los libros prácticamente.

ÁLVARO: Y ¿QUÉ ES LO BÁSICO PARA USTED?

Aracelis: Son oraciones o de pronto algún vocabulario sencillo que pueda manejar.

2.ÁLVARO: Y LAS INSTRUCCIONES A LOS NIÑOS ¿SE LAS DA EN ESPAÑOL O EN INGLÉS?

Aracelis: En español.

3.ÁLVARO: Y ¿POR QUÉ EN ESPAÑOL?

Aracelis: Porque no tengo expresiones de cómo empezar la clase, no tengo expresiones de cómo llamarle la atención, ósea la verdad no sé nada.

4.ÁLVARO: Y ¿QUE LE GUSTARÍA APRENDER EN UN CURSO QUE VA DIRIGIDO A PROFESORES DE PRIMARIA EN ESTO DE LA ENSEÑANZA DEL INGLÉS?

Aracelis: Me gustaría aprender cómo empezar la clase, como llamarles la atención a mis estudiantes. Lo básico y las expresiones que debo utilizar durante la clase también.

5.ÁLVARO: CUANDO UN ESTUDIANTE ESTÁ HACIENDO DESORDEN POR EJEMPLO SE PONE DE PIE USTED ¿LE LLAMA LA ATENCIÓN EN INGLÉS O EN ESPAÑOL?

Aracelis: En español.

Álvaro: Ósea que no conoce ninguna expresión para controlar los niños en clases.

Aracelis: No.

ÁLVARO: Y PARA ¿PEDIRLE LOS MATERIALES?

Aracelis: También en español.

Álvaro: ¿Conoce algunos materiales en Inglés?

Aracelis: Lo básico, lo que está en los libros.

Álvaro: Por ejemplo?

Aracelis: Por ejemplo lo que está en los libros, los útiles escolares.

Álvaro: Bueno profesora, muchas gracias por su colaboración en este gran proyecto que tenemos.

Aracelis: Muchas Gracias.

As we can notice on this interview, there are many aspects that elementary teachers must improve, not only in the teaching of English process, but also in the same language. That is, that they are really worried about not to have the sufficient knowledge and method to able to guide or follow the language class stages. In this interview, it is shown what they want to learn, for example: They would like to be able to start, continue and end and class giving instructions in English, and also want to control their student's behavior and ask for their materials. This is of course, our starting point to design a course with these characteristics in order to help them to enhance their daily pedagogical practices.

PEDAGOGICAL INTERVENTION

After having clear a pedagogical framework related to the information acquired from the applied instruments, then, we could build up our intervention. In this process we include the use of the classroom language the teachers asked they needed to develop their classes, also, the 3p. Method to sequence the teaching-learning process and different activities to work in class.

We follow the next stages:

1. We, select the topic according to the teachers' requirements and create the lessons plan, as follows:

Graphic N°25.

INTERVIEW N° 1

TEACHER: ARACELIS VILLADIEGO

DATA GATHERED FROM INTERVIEWING

ÁLVARO: Y LAS INSTRUCCIONES A LOS NIÑOS ¿SE LAS DA EN ESPAÑOL O EN INGLÉS?

Aracelis: En español.

ÁLVARO: Y ¿POR QUÉ EN ESPAÑOL?

Aracelis: Porque no tengo expresiones de cómo empezar la clase, no tengo expresiones de cómo llamarle la atención, ósea la verdad no sé nada.

ÁLVARO: Y ¿QUE LE GUSTARÍA APRENDER EN UN CURSO QUE VA DIRIGIDO A PROFESORES DE PRIMARIA EN ESTO DE LA ENSEÑANZA DEL INGLÉS?

Aracelis: Me gustaría aprender cómo empezar la clase, como llamarles la atención a mis estudiantes. Lo básico y las expresiones que debo utilizar durante la clase también.

Graphic N°.25 Transcript Taken from an Interview to elementary teachers of Lidebol. Source: own.

2. Beginning of professional development course: tutors and student-teachers working to improve.

As we realized that they had no idea about how to manage the classroom language in English, we started to teach them the most common expressions to prepare them to perform in a good way during their class-time. So, during four sessions we taught them different classroom language commands, also, we implemented in our lessons the 3'p method to sequence the class, as follows:

Graphics N°26.



Tutor Alvaro Zabaleta explaining some basic classroom commands.



Tutor Luis Castro Macea explaining some basic classroom commands.



3. The student- teachers working in class.

After we did our first three sessions, we applied other activities for them to continue preparing their microteaching and the same time for us to check if they had gotten the knowledge we had already proposed. Not only did we ask them about language itself but also to reflect on their own practices (advances) as follows:

Graphic N°27.

UNICOLOMBO- ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS
 LICEO DE BOLIVAR ELEMENTARY TEACHERS
 ENGLISH ACTIVITY N°1
 (2nd and 3rd) Session.
 TOPIC: CLASSROOM LANGUAGE
 NAME: Jahmbeth Arizola Ojeda

DE ACUERDO A SU CONOCIMIENTO ADQUIRIDO TRADUZCA LAS SIGUIENTES EXPRESIONES Y SEÑALE EN QUE CONTEXTO PUEDE SER UTILIZADA.

EXPRESIÓN	TRADUCCIÓN	CONTEXTO DE USO
What day is today?	¿Qué día es hoy?	Antes de la clase.
Let's start!	Iniciemos / comencemos	Empezando la clase.
Where is peter?	¿Dónde está Pedro?	Antes de iniciar
Are you ready?	¿Estás listo?	Antes de iniciar
Let's begin our lesson.	Comencemos nuestra lección	Iniciando la clase.
Let's start with unit # 8	Iniciemos con la unidad # 8	Introduciendo la clase.
Please, repeat after me!	Por favor, repite después de mí	Durante la clase
Tell me the answer	Dime la respuesta	Durante la clase
Read the conversation	Lee la conversación	Durante la clase.

Graphic N°27. Workshop about classroom language. Source: own.

DATA ANALYSIS AND RESULTS

After having finished our pedagogical intervention, we asked the students' teachers to reflect on how they had conceived this learning process. They through some reflections papers showed their appreciation and gratitude for everything learned not only about the language but also about their new perspective of the teaching of English to children. As follows:

Graphic N°28.

UNICOLOMBO- ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS
LICEO DE BOLIVAR ELEMENTARY TEACHERS
CLASS REFLECTION
TOPIC: CLASSROOM LANGUAGE

NAME: Aracely Villalobos

ESTIMADA PROFESORA...

1. DE ACUERDO A SU EXPERENCIA EN LA SESIÓN DE INGLÉS SOBRE "CLASSROOM LANGUAGE" ESCRIBA EN FORMA REFLEXIVA COMO LE PARECIÓ LA LECCIÓN ESTUDIADA:

La lección en la clase de hoy me pareció oportuna porque aprendí y me enseñaron de buena manera en la clase de inglés y como organizar a los estudiantes saludando en inglés y así ellos se interesan más en el aula y por aprender el inglés.

2. SEÑALE QUE EXPRESIONES UTILIZADAS EN EL SALÓN DE CLASE APRENDIÓ EN INGLÉS:

*Good Morning Everybody
How are you today?
I'm waiting for you to be quiet*

3. REALICE UN DIBUJO EN EL CUAL SE REPRESENTA ENSEÑANDO LOS COMANDOS MAS COMUNES QUE SE UTILICEN EN EL SALÓN DE CLASES EN UNA CLASE DE INGLÉS.

Graphic N°28. Teachers' reflections and knowledge acquired. Source: own.

Graphic N°29.

UNICOLOMBO- ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS
LICEO DE BOLIVAR ELEMENTARY TEACHERS
CLASS REFLECTION
TOPIC: CLASSROOM LANGUAGE
NAME: Jaimeth Arevalo Quedo

ESTIMADA PROFESORA...

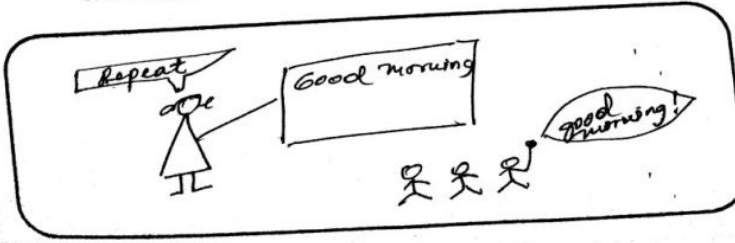
1. DE ACUERDO A SU EXPERENCIA EN LA SESIÓN DE INGLÉS SOBRE "CLASSROOM LANGUAGE" ESCRIBA EN FORMA REFLEXIVA COMO LE PARECIÓ LA LECCIÓN ESTUDIADA:

Interesante y apropiada ya que nos permitió salir del vocabulario convencional utilizado para iniciar una clase, utilizando así nuevas formas para realizarlo.

2. SEÑALE QUE EXPRESIONES UTILIZADAS EN EL SALÓN DE CLASE APRENDIÓ EN INGLÉS:

I hope you are all ready.
Jim waiting for you to be quiet.
who is absent today?
Let's get started.

3. REALICE UN DIBUJO EN EL CUAL SE REPRESENTA ENSEÑANDO LOS COMANDOS MAS COMUNES QUE SE UTILICEN EN EL SALÓN DE CLASES EN UNA CLASE DE INGLÉS.



Graphic N° 29. Teachers' reflections and knowledge acquired. Source: own.

As we can see on the graphics before, the student-teachers are showing their evaluation and the benefits they have gotten during this course. We can notice that they are able to use some classroom language expressions to guide their teaching process, which is very satisfactory. The last picture from the paper shows us how they would like to be seen in their future English classes.

On the next graphics we can also observe how the student-teachers after the third session are able to identify and classify the different classroom language expressions according to the specific context and what they think about the lessons taken. As follows:

Graphic N°30.

UNICOLOMBO- ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS
LICEO DE BOLIVAR ELEMENTARY TEACHERS
CLASS REFLECTION (2nd and 3rd) Session.
TOPIC: CLASSROOM LANGUAGE

NAME: Karina Aceredo Galeano.

ESTIMADA PROFESORA...

1. DE ACUERDO A SU EXPERENCIA EN LAS SESIONES (2 y 3) DE INGLÉS SOBRE "CLASSROOM LANGUAGE" ESCRIBA EN FORMA REFLEXIVA COMO LE PARECIÓ LAS LECCIONES ESTUDIADA:

Realmente practicas, sencillas y faciles de aplicar en clase con los estudiantes.

2. SEÑALE AL MENOS DOS (2) EXPRESIONES UTILIZADAS AL INICIAR UNA CLASE DE INGLÉS:

are your ready? — let's begin our lesson.

3. SEÑALE AL MENOS DOS (2) EXPRESIONES UTILIZADAS DURANTE UNA CLASE DE INGLÉS:

— please repeat after me
— Read the conversation

4. SEÑALE AL MENOS DOS (2) EXPRESIONES UTILIZADAS AL FINALIZAR UNA CLASE DE ING.

— Put your book away.
— see you tomorrow next monday.

5. SEÑALE AL MENOS DOS (2) EXPRESIONES UTILIZADAS PARA CONTROLAR LA CLASE DE ING.

— Be quiet please!
— please pay atencion and silence.

1. SEÑALE AL MENOS DOS (2) EXPRESIONES UTILIZADAS PARA PREGUNTAR POR LOS MATERIALES DE SUS ESTUDIANTES:

— where is your notebook.
— Is this your marker — ?

Graphic N°30. Class reflections and teachers' knowledge. Source: own.

After having done different activities, and at this point teachers will get ready to show their tutors a microteaching where they had to put into practice everything what they had learned in terms of language and methodology. For that, the tutors designed the following scheme for them to follow it:

Graphic N° 31.

FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL
ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS

"PROFESSIONAL DEVELOPMENT COURSE IN ELF
FOR ELEMENTARY TEACHERS AT LICEO DE BOLIVAR"

GOAL: The student-teachers will be able to develop a microteaching using a specific topic, the 3'p method and some classroom commands.

REQUIREMENTS:

1. CLASS FORMAT:
Date: May - 26th / 2016
Grade: 4th
Topic: The Fruits
Objective: Identificar las frutas más comunes en Inglés.

2. CHOOSE ANY OF THE FOLLOWING TOPICS: RESPONSIBLE TEACHER

<ul style="list-style-type: none"> • The colors • The family members • The alphabet • The animals • The fruits • The parts of the house • The cardinal numbers • The days of the week • The months of the year • Common verbs 	<hr/> <hr/> <hr/> <u>Jahireth Arévalo Ojeda</u> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

3. USE THE 3'P METHOD :

• PRESENTATION	- (Activación de conocimientos Previos)
• PRACTICE	- (Ejercicios de afianzamiento y aprehensión)
• PRODUCTION	- (Resultado del objetivo inicial propuesto)

4. USE AT LEAST 2 CLASSROOM COMMAND TO START, CONTINUE AND END THE CLASS, FOR EXAMPLE:

Good afternoon: 1. (Let's start the class) / (Let's begin the lesson)
2. (Open your book on page #2) / (Go to exercise 6)
3. (See you next class) / (Do exercise N° 5 for tomorrow, please).

Graphic N°31. Microteachings design and plan. Source: own.

Besides the scheme they had to use to follow their microteaching, they also had to complete a lesson plan format which included the 3p method. As follows:

Graphic N°32.

"PROFESSIONAL DEVELOPMENT COURSE IN ELF
FOR ELEMENTARY TEACHERS AT LICEO DE BOLIVAR"

LESSON PLAN

Date: May- 26th / 2016

Name: Jaimeth Ariado Gada.

Topic: The Fruits

Objective: Identificar las frutas más comunes en Inglés.
Hello students, how are you? Let's start.

1. PRESENTATION: Our class is about the fruits.

Para iniciar la clase presentaré una lámina donde este dibujado un frutero que contenga al menos seis frutas que sean conocidas para los niños, luego les haré preguntas acerca de cuál es su fruta favorita, para así ir nombrando cada una.

2. PRACTICE:

Utilizando algunos comandos como por ejemplo: repeat after me... Iré mecanizando y repitiendo el nombre de cada fruta en Inglés. Cada niño dirá el nombre de una fruta. Al tiempo harán un ejercicio de matching.

3. PRODUCTION:

Cada niño realizará el dibujo de una fruta en hoja de block y la mostrará al resto del grupo haciendo la pregunta: what fruit is this? a lo cual irán respondiendo: This is a: _____

Graphic N°31. Microteaching Lesson plan. Source: own.

Definitively the elementary teachers of Liceo de Bolivar could be able to do a microteaching in front of their partners using a specific topic, objective, using the 3'p method, using classroom language following a lesson plan.

CONCLUSIONS AND IMPLICATIONS

All this process was useful not only to back up the problem and answer our research question, but also for the teachers, their students, the institution and for us as researchers. According to that, the research reports the following conclusions and implications:

According to our research question “**What basic classroom language can elementary teachers develop to interact with their students in the class?** We state that the elementary teachers need the following basic classrooms to interact with their students in class:

BASIC CLASSROOM LANGUAGE EXPRESSIONS			
CATEGORY N-1 (PERSONAL INFORMATION: GREETINGS, EXPRESSIONS TO SAY HELLO AND GOOD BYE)			
Nº	Examples of Expressions	Translation	Example of the context of use.
1.	Hello, Good Morning!	Hola, ¡Buenos dias!	Hello! Good Morning students!
2.	Hi, Good Afternoon!	Hola, ¡Buenas tardes!	Hi! Good Afternoon students!
3.	How are you?	¿Como estas (an)?	How are you pupils?
4.	Are you ok, today?	¿Se encuentran bien hoy?	George, are you ok today?
5.	See you / later / tomorrow!	Nos vemos /Mas tarde/ Mañana.	The class finished. See you tomorrow!

BASIC CLASSROOM LANGUAGE EXPRESSIONS			
CATEGORY N-2 (BEFORE THE LESSON)			
Nº	Examples of Expressions	Translation	Example of the context of use.
1.	What day is today?	¿Qué dia es hoy?	Peter, what day is today?
2.	I am going to call the list	Voy a llamar a lista	Students, I am going to call the list, pay attention!
3.	Where is Peter ?	¿Donde está Peter?	I do not see Peter, Where is Peter?
4.	Let´s start!	¡Iniciemos!	Let´s start the class immediately!
5.	Is Peter here today?	¿Vino Pedro hoy?	Many students are absent. Is Peter here today?

BASIC CLASSROOM LANGUAGE EXPRESSIONS

**CATEGORY N-3
(GETTING STARTED)**

N°	Examples of Expressions	Translation	Example of the context of use.
1.	Open your book, please!	¡Abre tu libro, Por favor!	Mary, open your book, please!
2.	Let's start with unit 8	Empecemos con la unidad 8	Let's start with unit 8, students!
3.	Activity # 1	Actividad # 1	Today, Activity # 1
4.	Exercise # 9	Ejercicio # 9	Today, Exercise # 9
5.	Are you ready?	Estás (an) Listo (s)?	Ok. Are you ready students?

BASIC CLASSROOM LANGUAGE EXPRESSIONS

**CATEGORY N-4
(DURING THE LESSON)**

N°	Examples of Expressions	Translation	Example of the context of use.
1.	Please! Repeat after me!	¡Por favor! Repitan después de mí.	Students please, repeat after me!
2.	Listen to <u>me</u> - <u>to the teacher</u>	Escuchenme / Escuchen al profesor	Listen to me, please!
3.	Please!, Tell me the answer	¡Por favor!, dígame la respuesta	George, please! Tell me the answer.
4.	Read the conversation aloud	Lee la conversación en voz alta	Susan, Please read the conversation aloud.
5.	Complete the sentence	Complete la oración	Complete the sentence, Lee.

BASIC CLASSROOM LANGUAGE EXPRESSIONS

CATEGORY N-5

(AT THE END OF THE LESSON)

N°	Examples of Expressions	Translation	Example of the context of use.
1.	Stop working!	¡Paren de trabajar!	Ok. Students stop working!
2.	Put your books away!	! Guarden sus libros!	Please, put your books away!
3.	Clean the board, please!	¡Limpia el tablero,por favor!	Alice, clean the board, please!
4.	Let´s stop now!	!Paremos aquí!	Let´s stop now students.
5.	Do exercises 1 and 2 for tom.	Hagan los ejercicios 1 y 2 para mañana.	Don´t forget to do exercises 1 and 2 for tomorrow.

BASIC CLASSROOM LANGUAGE EXPRESSIONS

CATEGORY N-6

(ASKING FOR CLASSROOM MATERIALS)

N°	Examples of Expressions	Translation	Example of the context of use.
1.	Peter, where is your _____? (notebook)	Peter, ¿Dónde está tu _____? (cuaderno)	Alice, where is your red pencil?
2.	Is this your _____, David? (marker)	¿Es este tu _____ David? (marcador)	Is this your English book, David?
3.	Where is Alvaro´s _____? (ruler)	¿Dónde está la _____ de Álvaro? (regla)	Where is Alvaro´s pen?
4.	Where are your _____? (scissors)	¿Dónde están tus _____? (Tijeras)	Where are your crayons, Santiago?
5.	Is it your _____? (dictionary)	¿Es este tu _____? (diccionario)	Alex, Is it your Map?

BASIC CLASSROOM LANGUAGE EXPRESSIONS			
CATEGORY N-7 (CONTROLLING THE CLASS, KEEPING ORDER)			
Nº	Examples of Expressions	Translation	Example of the context of use.
1.	Be quiet, please!	¡Quedese quieto! Por favor!	Justin, Be quiet, please!
2.	Stop talking / playing!	Pare de conversar / jugar!	Stop talking Zabaleta
3.	Give that to me, please!	Deme eso, por favor!	Lee, Give that to me, ple.
4.	Respect your classmates	Respete a sus compañeros.	Respect your classmates
5.	Don't do that, please!	No haga eso, por favor!	Al, Don't do that, please!

All this research shows us the following final results and statements:

For the elementary teachers:

1. The experience showed us an improvement in their knowledge of English to be able to interact with their students in class in terms of the use of many classroom expressions during the class-time.
2. They understood the importance of using classroom commands in English to start creating a bilingual environment between them and their students.
3. They learned classroom expressions such as: How to start, continue and end a class, how to control their students' behavior and how to ask for their materials as tools to develop their class in a natural way.
4. They were able to implement during the development of the course the 3Ps method, so, they will be able to use it during the development of their English classes to sequence the teaching/ learning process.
5. They were aware of the importance of teaching English to children in a planning way, that is, they will be able to design lessons plan using in an effective way the 3'p (Presentation, Practice and Production).

6. They changed somehow the perception they had about the difficulty that the subject of English provides in public institutions. Now they do not see it as a “barrier” to constrain the teaching processes.
7. They learned that all the lessons must have a clear topic and a main objective to be developed by the students, and not to work just because.
8. They noticed that motivation played an important role during the whole course, they enjoyed all the lessons. So, they will be able to teach their students with the same enthusiasm, avoiding the affecting filter (fears, etc.).
9. They were able to show themselves through microteaching practices that teaching English to children is not too easy, but no impossible. They just accepted that they need to be constantly trained.

For the elementary students:

1. They will be the receivers of all the knowledge acquired by their teachers.
2. They will be able to have better English classes with direct objectives.
3. They are going to be able to understand when their teachers use classroom language when referring to any specific situation and they will answer to that instruction.
4. They will see English as an entertainment subject, not as they used to see it. At the very beginning most of them said that they did not like English at all because it was difficult.
5. They will be able to follow a specific method (3Ps) to know how to divide their notebooks into the moments of the class (Presentation, Practice and Production).

For the institution:

1. This will be an important advance for them, because according to the research the elementary teachers had never taken a professional development course in EFL, for that reason, they did not use to teach English classes to their children. In this opportunity they made it. So, from now on, they will do it. Consequently, this will

help the secondary teachers to take those students with some basis into a higher level.

2. This course has offered to the school's principal a better panorama in the teachers' Professional development process not only in English but also in the different fields of study.
3. Liceo de Bolivar will have better and trained teachers in the elementary level, which help all the institution to obtain better academic results.

For the researchers:

1. We could apply all the different strategies and methodological procedures needed to carry out our research.
2. This course offered us a variety of useful instruments that we must have into consideration when researching.
3. This course allowed us to have a better awareness of how to do a research, especially the rigorous process to pick up the relevant data to back up the problem and to answer the research question.
4. We learned how to classify the different sort of data depending if they are pedagogical or research.
5. We could easily make a pedagogical design to implement our pedagogical intervention.
6. We learned how to do a rigorous data analysis to obtain the required and relevant information.
7. We learned that without a good research you can never provide a good result of an unknown issue.

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LIST OF ANNEXES

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ANNEX N°2..... TEACHERS´ LEVEL OF INSTRUCTIONS SURVEY

ANNEX N° 3..... STUDENTS´ QUESTIONNAIRE

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ANNEX N°5..... SURVEY SAMPLE

ANNEX N°6..... PROCIFIENCY TEST

ANNEX N°1

INTERVIEW N° 2
TEACHER: JAISBETH AREVALO OJEDA
DATA GATHERED FROM INTERVIEWING

Luis: Buenas tardes profesora, me regala su nombre?

Profesora: Mi nombres es Jaisbeth Arévalo Ojeda

Luis: Ok, profesora Jaisbeth yo quiero que usted me diga ehh, ¿Cuánto tiempo tiene trabajando en esta institución?

Profesora: Estoy laborando desde hace cuatro años

Luis: ¿A quiénes les enseña?

Profesora: Eeestoy laborando en el ciclo de básica primaria, niños de primero a quinto.

Luis: ¿Qué materia imparte?

Profesora: Ehh En la básica primaria somos para todas las asignaturas.

LUIS: ¿CÓMO PROFESORA DE BÁSICA PRIMARIA TIENE USTED FORMACIÓN EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA?

Profesora: Bueno, la enseñanza básica que se puede ver en la universidad y el año pasado tuvimos la experiencia de contar con una curso de inglés que iniciamos pero el gobierno solo nos pagó 3 meses en el Colombo.

Luis: El colegio capacita a sus docentes de básica primaria en los referente al idioma inglés?

Profesora: Solo hasta el año pasado tuvimos esa....

LUIS: OK, PROFESORA ¿USTED CONOCE LAS HABILIDADES BÁSICAS UE SE EVALÚAN EN INGLES?

Profesora: Hmmm. No.

Luis: ¿Realiza usted actividades de Listening y Speaking a sus estudiantes?

Profesora: Bueno, como tal realizo actividades básicas para que ellos reconozcan un poco el idioma, pero...enfocado más que todo a escritura, no al listening que sería lo importante.

LUIS: YYY!!! COMO PROFESORA USTED DE BÁSICA PRIMARIA USTED DESARROLLA LA CLASE DANDO INSTRUCCIONES EN INGLÉS?

Profesora: No. (Movimiento de su cabeza).

LUIS: Y USTED HABLA CON SUS ESTUDIANTES EN INGLÉS DURANTE LAS CLASES Y LOS ESTUDIANTES LE RESPONDEN ALGO?

Profesora: Solo en algunos momentos.

Luis: Bueno profesora....eso nos ayuda a tener un panorama de cuál es la condición del colegio y de los grados en cuanto al idioma inglés, así es que muchas gracias.

Profesora: Ok.

ANNEX N°2

FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL
ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS

SURVEY N° 3


LICEO DE BOLIVAR ELEMENTARY TEACHERS
LEVEL OF ACADEMIC INSTRUCTION

TEACHER: Jahisbeth Azevala V.

- ¿CUÁL ES SU NIVEL DE INSTRUCCIÓN ACADÉMICA?
a. Técnica ☒ Tecnológica c. Universitaria d. otro: _____
- ¿QUÉ CARRERA ESPECÍFICAMENTE ESTUDIÓ?
pedagogía - Normal Superior
- ¿CUÁL ES SU NIVEL DE INSTRUCCIÓN EN POSTGRADO?
a. Especialización b. Maestría c. Doctorado ☒ No posee
Curso de pedagogía - 2era.
- SI TIENE FORMACIÓN EN POST-GRADO, ¿CUÁL REALIZÓ?
No.
- ¿POSEE FORMACIÓN UNIVERSITARIA Y/O POSGRADO EN LA ENSEÑANZA DEL IDIOMA INGLÉS?
a. Si ☒ No c. si la respuesta es Si, menciónela: 2 niveles de Inglés

ANNEX N°3

ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS
FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL



HOLA AMIGUITOS... AYÚDAME A RESPONDER ESTE MINI CUESTIONARIO!!!!!!

NOMBRE COMPLETO: Yestherson Blonmick Torres SEXO: F

COLEGIO: Liceo De Bolivar GRADO: 3º EDAD: 10

Marca con una (X) la respuesta correcta :

- ¿CUÁL ES TU MATERIA FAVORITA?
☐ Matemáticas ☐ Arte ☐ Educación Física ☐ Inglés
☐ Español ☐ Naturales ☒ Sociales
- ¿TE GUSTA EL INGLÉS?
☐ Muy poco ☐ poco ☒ mucho ☐ bastante
- ¿ESCUCHAS MÚSICA EN INGLÉS EN TUS CLASES?
☐ Si ☒ No ☐ a veces
- ¿TE LEE LA PROFESORA CUENTOS EN INGLÉS?
☐ Si ☒ No ☐ a veces
- ¿HABLA TU PROFESORA EN INGLÉS EN TU CLASE?
☐ Si ☒ No ☐ a veces

ANNEX N°4

Lesson Plan N°1

School: Liceo de Bolivar **Date:** April - (From 4 to 7 / 2016)

Time: 8 hours (2 hours per days – from Monday to Thursday)

Topic: ALL ABOUT YOU.

Vocabulary: - Expressions to say hello and good bye
- Personal Information

Grammar:

- The Verb (be) with: (I / you / he / she)
- Positive and Negative statements.
- Possessive adjectives (My / your/ His / her/).
-

Goal: At the end of the following lesson the student-teachers will learn how to give and how to ask for their personal information.

Objectives:

1. The student-teachers will be able to greet their students at the beginning and at the end of the class in a natural way.
2. The student-teachers will be able to ask and give details about their personal information in class.

Materials needed: computer, Cd. Player, Cds, Usb, photocopies (Song lyrics), Flashcards, and Markers.

Student-teachers level: Elementary teachers with low proficiency in English.

PRESENTATION:

Warm-up activities:

- Write on the board (hello, good bye and thanks) and ask the student-teachers when those expressions are used.
- The instructor will give some examples of personal information by writing some questions on the board and fill it up with his/her personal information and then the student-teachers will reply it.
- The instructor will show how to use positive and negative statements using the verb (Be). (Video).

PRACTICE

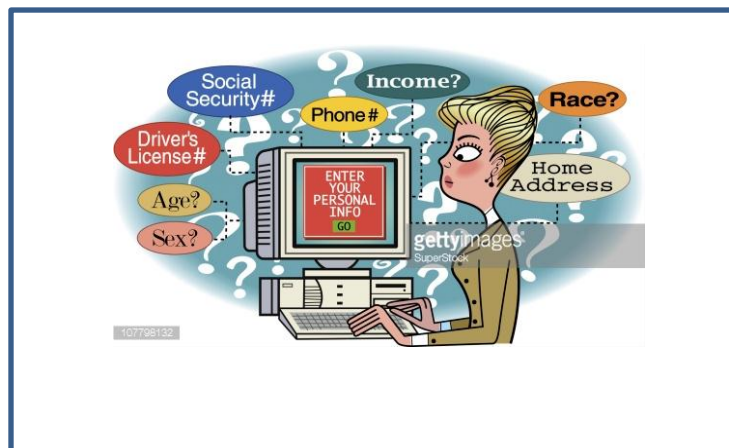
- The student-teachers will have to complete the questions with their own information. (Piece of paper).
- The student- teachers will have to complete the blank spaces using the correct form of the verb (Be).
- The student- teachers will introduce themselves to the class.

Listening Exercise: Complete an application form.

PRODUCTION:

ROLE-PLAY:

- The student-teachers will perform a role play introducing him/herself and a partner, using the correct possessive adjective (His/ Her).



ANNEX N°5

FUNDACION UNIVERSITARIA COLOMBO INTERNACIONAL ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLES

SURVEY

English knowledge and experience to elementary teachers at Liceo de Bolívar

- ✓ A continuación responda las preguntas de acuerdo con su experiencia académica y docente.

Sexo:	Experiencia:	Jornada:
Edad:	Institución:	¿Estudió usted Inglés?:

1	2	3	4	5
MUY POCO	POCO	ALGO	BASTANTE	MUCHO

1. ¿Qué importancia le da el idioma (inglés) dentro de la enseñanza obligatoria?

2. ¿Qué importancia tiene para usted la adquisición del manejo del idioma extranjero por parte del alumnado de cara a su formación global?

3. ¿Qué importancia le da a la enseñanza bilingüe en Primaria?

4. ¿Qué experiencia cree que obtiene el alumnado recibiendo una enseñanza bilingüe en Educación Física?

5. ¿Qué importancia le da usted que el alumnado acabe la etapa de Primaria con un manejo del idioma extranjero adecuado según los objetivos buscados?

6. ¿Se considera preparado para impartir una clase de Inglés?

7. ¿Estaría dispuesto/a a realizar cursos y aplicarlos para mejorar su capacitación para la enseñanza del idioma inglés?

8. ¿Piensa que desde la Universidad se está formando al alumnado de pedagogía en básica primaria para la puesta en práctica de una enseñanza un idioma extranjero?

9. ¿Piensa que las escuelas están capacitadas en cuanto a materiales o instrumentos para la enseñanza de un idioma extranjero?

10. ¿Conoce metodologías bilingües y su puesta en práctica?

ANNEX N°6

FUNDACION UNIVERSITARIA COLOMBO INTERNACIONAL
ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS
PLACEMENT TEST FOR ELEMENTARY TEACHERS AT LICEO DE BOLIVAR
LEVEL: A1

Written test

- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.

1. Where are you from?
A I'm from Russia.
B you
C an
D are you

2. We have a house in Moscow.
A any
B a
C an
D children

3. I have two sons.
A sons
B a boy and a girl.
C daughters
D supermarket

4. I work in a hospital. I'm a doctor.
A hospital
B hotel
C supermarket
D He's

5. This is my brother. her name's Paul.
A Her
B His
C There are
D They are

6. They are five people in my family.
A They are
B There is
C in
D do like

7. I get up at 7 o'clock in the morning.
A for
B at
C you
D that

8. I like apples, but I don't like bananas.
A don't like
B like
C you
D that

9. Excuse me, do you speak French?
A do you
B you do
C you
D that

10. How much are this shoes?
A this
B these
C that

Dra Marta Angulo Mendoza

Unlimited Placement test - Written test

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ANNEX N°7

UNICOLOMBO- ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS
LICEO DE BOLIVAR ELEMENTARY TEACHERS
CLASS REFLECTION (2nd and 3rd) Session.
TOPIC: CLASSROOM LANGUAGE

NAME: Kanna Acredo Galeano

ESTIMADA PROFESORA...

1. DE ACUERDO A SU EXPERENCIA EN LAS SESIONES (2 y 3) DE INGLÉS SOBRE "CLASSROOM LANGUAGE" ESCRIBA EN FORMA REFLEXIVA COMO LE PARECIÓ LAS LECCIONES ESTUDIADA:

Realmente practicas, sencillas y faciles de aplicar en clase con los estudiantes.

2. SEÑALE AL MENOS DOS (2) EXPRESIONES UTILIZADAS AL INICIAR UNA CLASE DE INGLÉS:

are your ready? - let's begin our lesson.

3. SEÑALE AL MENOS DOS (2) EXPRESIONES UTILIZADAS DURANTE UNA CLASE DE INGLÉS:

- please repeat after me
- Read the conversation

4. SEÑALE AL MENOS DOS (2) EXPRESIONES UTILIZADAS AL FINALIZAR UNA CLASE DE ING.

- put your book away.
- see you tomorrow next monday

5. SEÑALE AL MENOS DOS (2) EXPRESIONES UTILIZADAS PARA CONTROLAR LA CLASE DE ING.

- be quiet please!
- please pay attention and silence.

1. SEÑALE AL MENOS DOS (2) EXPRESIONES UTILIZADAS PARA PREGUNTAR POR LOS MATERIALES DE SUS ESTUDIANTES:

- where is your notebook.
- Is this your marker?