



CARTA DE AUTORIZACIÓN

CÓDIGO

AP-BIB-FO-06

VERSIÓN

1

VIGENCIA

2014

PÁGINA

1 de 1

Neiva, 13 de Septiembre del 2019

Señores
CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN
UNIVERSIDAD SURCOLOMBIANA
Ciudad

El (Los) suscrito(s):

Claudia Camila Coronado Rodríguez, con C.C. No. 1.075.274.278.

Luisa Fernanda Aguilar Peña, con C.C. No. 1.083.886.632.

Autor(es) de la tesis y/o trabajo de grado titulado "A Task-Based Teacher Development Program for English Rural Primary School Teachers" presentado y aprobado en el año 2019 como requisito para optar al título de Magister en Didáctica del Inglés;

Autorizo (amos) al CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN de la Universidad Surcolombiana para que, con fines académicos, muestre al país y el exterior la producción intelectual de la Universidad Surcolombiana, a través de la visibilidad de su contenido de la siguiente manera:

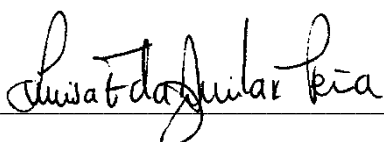
- Los usuarios puedan consultar el contenido de este trabajo de grado en los sitios web que administra la Universidad, en bases de datos, repositorio digital, catálogos y en otros sitios web, redes y sistemas de información nacionales e internacionales "open access" y en las redes de información con las cuales tenga convenio la Institución.
- Permita la consulta, la reproducción y préstamo a los usuarios interesados en el contenido de este trabajo, para todos los usos que tengan finalidad académica, ya sea en formato Cd-Rom o digital desde internet, intranet, etc., y en general para cualquier formato conocido o por conocer, dentro de los términos establecidos en la Ley 23 de 1982, Ley 44 de 1993, Decisión Andina 351 de 1993, Decreto 460 de 1995 y demás normas generales sobre la materia.
- Continúo conservando los correspondientes derechos sin modificación o restricción alguna; puesto que, de acuerdo con la legislación colombiana aplicable, el presente es un acuerdo jurídico que en ningún caso conlleva la enajenación del derecho de autor y sus conexos.

De conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, "Los derechos morales sobre el trabajo son propiedad de los autores", los cuales son irrenunciables, imprescriptibles, inembargables e inalienables.

EL AUTOR/ESTUDIANTE: Claudia Camila Coronado Rodríguez

Firma: 

EL AUTOR/ESTUDIANTE: Luisa Fernanda Aguilar Peña,

Firma: 

Vigilada Mineducación



TÍTULO COMPLETO DEL TRABAJO: A Task-Based Teacher Development Program for English Rural Primary School Teachers

AUTOR O AUTORES:

Primero y Segundo Apellido	Primero y Segundo Nombre
Coronado Rodríguez	Claudia Camila
Aguilar Peña	Luisa Fernanda

DIRECTOR Y CODIRECTOR TESIS:

Primero y Segundo Apellido	Primero y Segundo Nombre
Jaime Osorio	María Fernanda

ASESOR (ES):

Primero y Segundo Apellido	Primero y Segundo Nombre
Jaime Osorio	María Fernanda

PARA OPTAR AL TÍTULO DE: Magister en didáctica del Inglés

FACULTAD: Educación

PROGRAMA O POSGRADO: Maestría Didáctica del Inglés

CIUDAD: Neiva **AÑO DE PRESENTACIÓN:** 2019 **NÚMERO DE PÁGINAS:** 137

TIPO DE ILUSTRACIONES (Marcar con una X):

Diagramas ___ Fotografías ___ Grabaciones en discos ___ Ilustraciones en general ___ Grabados ___ Láminas ___ Litografías ___ Mapas ___ Música impresa ___ Planos ___ Retratos ___ Sin ilustraciones ___ Tablas o Cuadros

SOFTWARE requerido y/o especializado para la lectura del documento: Ninguno

MATERIAL ANEXO: Ninguno

PREMIO O DISTINCIÓN (En caso de ser LAUREADAS o Meritoria):



PALABRAS CLAVES EN ESPAÑOL E INGLÉS:

- | <u>Español</u> | <u>Inglés</u> |
|---------------------------------|--------------------------|
| 1. Desarrollo Profesional | Professional Development |
| 2. Aprendizaje basado en tareas | Task-based learning |
| 3. Profesores de primaria | Primary school teachers |
| 4. Educación rural | Rural Education |

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Este documento es el reporte de un estudio de investigación cuyo objetivo fue medir el impacto de un programa de desarrollo docente basado en tareas, en el que participaron tres profesoras de primaria del área rural del colegio San Marcos de Acevedo-Huila. También se buscó establecer la percepción y las creencias generales de las tres profesoras de primaria con respecto a su práctica docente y las necesidades académicas que afectaron su desempeño dentro y fuera del salón de clase. Para el efecto, utilizamos observaciones de clases, entrevistas semiestructuradas y una encuesta para recolectar datos. Los resultados demostraron que las participantes mejoraron su práctica docente con respecto a procesos como la preparación de clases, diseño de materiales para la clase, la pronunciación y el uso del vocabulario. Los resultados también mostraron que las profesoras ahora son más conscientes de la importancia de tener programas de desarrollo profesional en las instituciones.

ABSTRACT: (Máximo 250 palabras)

This document reports on a research study aimed at exploring the impact of a task-based teacher development program for three rural primary school teachers at San Marcos School in Acevedo-Huila. It also sought to establish the three primary school teachers' perceptions and general beliefs regarding their teaching practice and the academic needs that affected their performance inside and outside the classroom. To the effect, we used class observation, semi-structured interviews, and a survey to collect data. The results show that the participants improved their teaching practices regarding processes such as class preparation, class materials design, pronunciation, and vocabulary use. Results also showed that teachers are now more aware of the importance of having professional development programs in the institutions.

APROBACION DE LA TESIS

Nombre Presidente Jurado: GILMA ZUÑIGA CAMACHO

Firma:

Nombre Jurado: LISSET SUGEY ROJAS BARRETO

Firma:

Nombre Jurado: EDGAR ALIRIO INSUASTY

Firma:

A Task-Based Teacher Development Program for English Rural Primary School Teachers

Claudia Camila Coronado Rodríguez

Luisa Fernanda Aguilar Peña

Thesis presented as a partial requirement to obtain a Master's degree in
English Didactics

Director:

María Fernanda Jaime Osorio, M.A.

Universidad Surcolombiana

Facultad de Educación

Maestría en Didáctica del Inglés

Neiva

2019

Approved
Note of acceptance

Gilma Zuñiga Camacho
External Examiner's Name

Universidad Surcolombiana
Institutional Affiliation

Neiva, September 13th, 2019

Acknowledgements

Our sincere thanks go to our advisor, Professor María Fernanda Jaime Osorio, who was always willing to help, share her knowledge, and guide us during the development of this research report. Also, thank you professor for your patience, motivation, and support.

Besides our advisor, this research was also supported by San Marcos School. We thank the school principal who opened the school for us to implement the teacher development program and collect the data, which was necessary for the development of our study. Finally, we thank the teachers who were part of the research, whose effort and dedication helped us grow personally, intellectually, and academically.

Dedication

We want to dedicate this research product to our families, to our loving parents, sisters and our partners. They were our support at all times during these two years of hard work. Especially, this research project is dedicated to little Juan Fernando Sandoval Aguilar, who is the motivation of his mother.

Claudia & Luisa

Abstract

This document reports on a research study aimed at exploring the impact of a task-based teacher development program for three rural primary school teachers at San Marcos School in Acevedo-Huila. It also sought to establish the three primary school teachers' perceptions and general beliefs regarding their teaching practice and the academic needs that affected their performance inside and outside the classroom. To the effect, we used class observation, semi-structured interviews, and a survey to collect data. The results show that the participants improved their teaching practices regarding processes such as class preparation, class materials design, pronunciation, and vocabulary use. Results also showed that teachers are now more aware of the importance of having professional development programs in the institutions.

Keywords: *Professional development, task-based learning, primary school teachers, rural education*

Resumen

Este documento es el reporte de un estudio de investigación cuyo objetivo fue medir el impacto de un programa de desarrollo docente basado en tareas, en el que participaron tres profesoras de primaria del área rural del colegio San Marcos de Acevedo-Huila. También se buscó establecer la percepción y las creencias generales de las tres profesoras de primaria con respecto a su práctica docente y las necesidades académicas que afectaron su desempeño dentro y fuera del salón de clase. Para el efecto, utilizamos observaciones de clases, entrevistas semiestructuradas y una encuesta para recolectar datos. Los resultados demostraron que las participantes mejoraron su práctica docente con respecto a procesos como la preparación de clases, diseño de materiales para la clase, la pronunciación y el uso del vocabulario. Los resultados también mostraron que las profesoras ahora son más conscientes de la importancia de tener programas de desarrollo profesional en las instituciones.

Palabras claves: desarrollo profesional, aprendizaje basado en tareas, profesoras de primaria, educación rural

Table of Contents

Introduction	11
Chapter I	14
Research Problem	14
Statement of the problem	14
Research Question	16
Research Objectives	16
General Objective	16
Specific Objectives	16
Related Studies	16
Setting	21
Rationale	22
Chapter II	25
Literature Review	25
Teaching English in rural areas	25
Teachers' Professional Development.	27
Professional Development Objectives.	29
Professional Development Principles.	30
Professional Development Programs.	31
Teaching Practice	32
Teaching Practice Connotations and Objectives.	34
Teachers- roles in teaching practice.	36
Task-based Approach	37
Task-Based Approach Cycles.	38
Task-based Approach Principles.:	40
Chapter III	41
Methodological Design	41
Type of study	41
Participants	42
Data gathering techniques and instruments	44
Classroom observations.	44
Interview	46
Video recording	48

Instructional design	49
Pedagogical intervention	51
Chapter IV	55
Data Analysis	55
Data Analysis Procedure	55
Research Categories	56
Informing teaching beliefs about English practices	57
Beliefs about teachers' expertise in their English classes	62
Teachers' attitudes towards the English classes	67
Teachers' attitudes toward the use of English.	70
Chapter V	74
Conclusions and Pedagogical Implications	74
Conclusions	74
Pedagogical Implications	76
Limitations	77
Further Research	78
References	79
Appendices	88

List of Tables

Table 1. Ellis cycle-----38

Table 2. Willis cycle (Rodriguez-Bonces & Rodriguez-Bonces,2010) -----39

Table 3. Pedagogical intervention sample-----53

List of Figures

Figure 1. Professional development dimensions -----28

Figure 2. INSPIRE-----30

Figure 3 Teacher Iceberg Malderez & Bodóczy (1999) -----33

Figure 4. Beliefs-----62

Introduction

Through the years, the English language has played an important role in this globalized world. The English language is used by developed and developing countries for different reasons, being two of them business and education access. In Colombia, for example, among other reasons, the need to compete in a globalized world made the government introduce the English language as a required subject at public schools. From kindergarten to eleventh grade, students are required to accomplish goals that indicate they have the ability to communicate in English at levels of competence established in the Common European Framework of Reference for Languages (CEFR). This requirement has generated a need for universities to offer majors in English Language Teaching; nevertheless, the number of professionals on foreign language teaching do not cover the demand of teachers for schools, nor in the urban zones, neither in the rural areas. As a consequence, teachers from other fields have been assigned to teach the subject, especially in primary school levels, despite their lack of preparation.

The previous panorama has been corroborated by Clavijo (2016) who considers that “National educational policies have mistakenly given elementary school teachers not necessarily certified as English teachers the responsibility of teaching English to elementary school children” (p. 7). Even though the government has made an effort to provide English language teachers and teachers (certified or not) with elements to achieve the country’s goals in terms of English language communicative competence, the standardized tests results such as the Pruebas Saber show that students do not reach the expected level for the 5th or 11th grades, the Minister of Education mentions how *Pruebas Saber 2011* show that 11 out of 100 school students have a pre-intermediate level of English language proficiency (Valencia, 2013, p. 36). In relation to

this, we believe that a factor that may affect the level of English that primary schools' students demonstrate is somehow related to the low English level of their teachers.

To complement this idea, Guevara (2011) states that "the rural sector of education has been characterized by marked isolation, not only in terms of physical distance but also the lack of inclusive educational policies for rural educational communities to finally achieve the same insertion of updating processes than urban education communities' experience"(p. 9). Therefore, this involves that rural primary school teachers are not well prepared to teach a foreign language because most of the primary school teachers in Colombia have expertise in different subject matters (math, social sciences, Spanish, physical education and some teachers are graduated as Normalista Superior), but none of them have neither a degree on English language teaching, nor a good English level; therefore, teachers of primary levels face many difficulties when teaching English (De Mejia, 2009).

Due to the above, this research project, which was carried out in a rural public school in Acevedo-Huila, intends to describe the impact of a task-based teacher development program for three teachers who, not being certified in ELT, are teaching the subject at the school. Also, different instruments such as surveys, interviews, classroom observations and field notes were used to gather information and, the implementation of the task-based teacher development program was done by one of the researchers because she worked at the school.

This document is divided into five chapters. Chapter I presents the problem, the research question, and the research objectives. Chapter II relates the literature on English language teaching in rural areas, teachers' professional development, teaching practice, and the task-based approach. Chapter III discusses the research methodological design, presents the participants and

research instruments to collect data; the pedagogical intervention is also described and justified. Chapter IV presents the data analysis while Chapter V exposes the research study conclusions, the pedagogical implications, limitations of the study, and suggestions for further research.

Chapter I

Research Problem

It is essential for researchers to approach the problematic situation in order to understand its nature and provide a solution to the problem. It is through a process of inquiry and information gathering that a possible pedagogical strategy might emerge as a solution to the problem; hence, and following this paradigm, in the following sections of the paper we will present the statement of the problem, the research question, the research objectives, and the setting and rationale behind this study.

Statement of the problem

San Marcos School is one of the many rural schools in Colombia that are required to cope with the standards established in the national guidelines provided by the Ministry of Education. Nevertheless, this school is one of the many in which English language professionals are not qualified, in fact, only one of the teachers at the school has been prepared in the English language teaching at university level. Students at school are directly impacted by the teachers' lack of English language education, not to emphasize the fact that the teachers themselves feel insecure about their capacity to teach the language because they lack knowledge of English and methodology. Neither their needs had been explored, nor their voices have been heard. The aforementioned ideas are supported by informal talks among colleagues which took place at the teachers' room and the results of a survey administered to teachers at the target school.

On the one hand, informal talks that took place at the teachers' room made one of the researchers (who works as an English language teacher at the school) aware of the constant advice sought by her partners at the moment of preparing their English language lessons. They

usually complained about their lack of interest in teaching such subject due to their deficiency in the command of the language and the lack of knowledge on didactics to teach the subject.

On the other hand, a needs analysis survey with two underlying purposes was administered to 10 teachers; first, to identify the participants and their teaching contexts, and second, to get an idea of their teaching approaches and practices. Results on these two aspects will be reported in the participants section of this paper. All the same, teachers were asked whether they were *currently studying English to improve their proficiency level*. Nine out of ten primary school teachers answered no. When being asked about the reasons not to study the language, some of them argued little importance, lack of time allocation to study, or being busy because they were doing a postgraduate program. The only teacher who had a positive answer said "la licenciatura que estoy realizando nos exige inglés para estar al día con nuestra educación (for the undergraduate program I'm studying, English language is a requirement to be up to date with our education, survey 01). In this regard, all of them argued that they need to take English language training courses to improve their teaching practice.

Finally, although Cadavid, McNulty & Quinchia (2004), Usma (2009), Bonilla & Cruz-Arcilla (2014), Ramos & Aguirre (2015) and, Correa & Gonzalez (2016) have carried out research projects in this field, there is a substantial need of doing research with rural primary school teachers to explore their educational processes and bilingualism concepts. It is important to have knowledge about the actual and current situation of teachers to make significant contributions in our field not only as researchers but also as teachers who collaboratively work to improve all processes. By exploring their needs for language education, school administrators and policy makers can better understand the circumstances rural teachers are and provide professional development programs that are according to their needs.

Research Question

What is the impact of a task-based teacher development program for English language rural primary school teachers at San Marcos School in Acevedo?

Research Objectives

The general objective of this research study is to describe the impact of a task-based teacher development program for English language rural primary school teachers at San Marcos School in Acevedo. We have established three specific objectives; (1) to identify the English rural primary school teachers' perceptions about their professional development and their basic underlying beliefs on the ELT field, (2) to identify teachers' most important academic needs and the factors that affect their teaching performance in and outside the classroom before the implementation of a task-based development program, (3) to describe possible changes on teachers' practices and beliefs as a result of their involvement with the teacher development program.

Related Studies

Related studies are divided into two main groups: a) English language teaching and teaching English in primary school and b) English language teaching practices and teaching English in rural primary school. Hence, they are explained next.

The first field is English language teaching and Teaching English in primary schools. A study by Cadavid, McNulty & Quinchia (2004) is an important related study since it is contextualized in Colombia and it informs our thesis research because it shows the problems in teaching English as a foreign language. It was conducted in Medellin with 12 primary school teachers. Its main objective was to explore the reality of teaching English in the public elementary school classrooms (p. 39). The researchers analyzed class methodologies (activities,

materials, teacher and student roles) in teaching and learning a foreign language. “At that time, researchers began to gather a profile of the teachers concerning their educational background and teaching experience with a questionnaire (p. 40)”. Also, they collected information through classroom observations, took notes in a diary, and interviewed teachers. Findings showed that “the English that is being taught to children in public elementary school is rather limited, or is comprised of basic vocabulary, grammar, and pronunciation (p. 45)”. The research project previously mentioned is also related to a research study done by Usma (2009), in view of the fact that, by including the teaching of English in the bilingual program, primary education is affected. This article is

“An exploration of a historic overview of polices in Colombia before the National Bilingual Program was issued, adoption of this plan, goals and a discussion of its actual and potential effects on schools, teachers, and students and the academic community in general” (p. 124).

It “presented linguistic policy trends in times of the colony, after World War II, and some reforms in the last three decades” (p. 137). Once, the National Bilingual Program was implemented by the Ministry of education in Colombia, standardized tests were adopted, tests such as “the ICELT (In Service Certificate for English Language Teaching) and the TKT (Teaching Knowledge Test)” (p. 130). These changes would start to generate immediate reactions throughout Colombia and, the effects have been that “no empirical research has been published on the implementation of current linguistic policies and how different school communities interpret, enact, resist, and transform policy discourses and practices and use them as opportunities for personal and community development” (p. 138). According to the two previous articles, the problem of teaching English is due to the national program of bilingualism

which has been evidenced the dichotomy that exists between the bilingualism policy and pedagogical practices. Correa & Gonzalez (2016) state that:

The Colombian government has been promoting the teaching of English from primary school in the hope that this will ensure high levels of English by the end of secondary school and make Colombian citizens more competitive in the global market. (p. 18).

To achieve this, the Ministry of Education has implemented several bilingualism programs. However, “they have not been able to address the myriad professional and work-related challenges that public primary school teachers have faced in trying to implement the mechanisms” (p. 18). Finally,

The government has demonstrated a very limited view of what it implies to teach English in Colombia. In this view all that is required to teach English to children is some words and expressions, as shown in the national standards, as well as some class activities and games. This is why it has not deemed it important to offer more than a few faulty language and methodology courses to teachers. (p. 20)

The second group refers to English language teaching practices and teaching English in rural primary schools. On the one hand, a research project carried out by Zuluaga, López & Quintero (2009) tries to rescue the cultural identity of rural school students (p. 27). This action research project had the following participants: 3 advisors from the B.A. program in Modern Languages, 5 preservice teachers, 3 rural schools, and an average of 175 rural school students (approximately thirty-five students per group) (p. 34). The instruments were informal talks, audio, video recordings, field notes, transcripts and document reviews (p. 34). The researchers concluded that it is important for rural English language teachers to consider the students' social

background and their previous knowledge acquired in their surroundings to make learning more successful (p. 40).

On the other hand, *Critical Socio-Cultural Elements of the Intercultural Endeavour of English Teaching in Colombian Rural Areas* conducted by Bonilla & Cruz-Arcilla in 2014 is related to teaching English in rural setting, its main objective was “to explore the socio-cultural dimension involved in the process of English language teaching in Colombian rural areas in an attempt to envisage the implications for English teachers who develop professionally in rural work settings” (p. 118). Five teachers were willing to participate in this qualitative study. To collect data the authors used questionnaires and semi-structured interviews (p. 122), and the findings were key cultural layers involved in the EFL classroom which were “(1) The teachers’ culture (mostly urban), (2) the students’ culture (rural) and the culture of the target language (English). This distinction, although not evident in the findings separately, played a major role in the internal organization of the categories” (p. 122).

Also, a study named *English Language Teaching in rural areas: a new challenge for English language teachers in Colombia* conducted by Ramos & Aguirre in 2015 is related to this thesis research because its main objective was to “provide teachers and stakeholders with an overview of the challenges teachers may face while teaching in rural areas.” (p. 218). The authors recommend that “teaching programs should insert pre-service teachers into the rural context as part of their teaching experiences.” (p. 218). Hence, it is evidenced that:

Rural students can also lack motivation. The importance of English as a global language remains abstract to students that hardly travel outside their county; usually they only have contact with the nearest town, so English is a rarity not connected to their lives. (p. 214)

Finally, *English Language Policy Relevance in a Colombian Rural Area: A case Study in Antioquia*, carried out by Roldán & Peláez (2017), is related to this thesis research because it mentions that it is necessary to involve community. In this case primary teachers and the principal were committed to get involved in the teacher development program, in this way they can change their perception about the English subject. The main objective was to show how some representative citizens of the community in general, from a municipality located on the northern area of the department of Antioquia perceive those policies and their relevance in the specific rural communities (p. 2). This qualitative case study research had “two participants from the commercial sector (a manager from a recognized bank and a local savings cooperative manager) and 3 participants from the education sector (a public school’s principal, a private school teacher and an eleven grade student from a public institution)” (p. 2). The instruments used were document analysis and interviews. The finding reported that:

according to the perception of the citizens who participated in this study, the language policy being implemented by the National Government on bilingualism has become an ethereal speech to the inhabitants of rural areas, while policies are perceived as homogenizing proposals that do not meet the needs of rural communities, and ultimately are not being implemented effectively (p. 2).

The studies mentioned above are connected to this research paper because they show the dichotomy between educational policies and the problems faced in rural areas when it comes to English language teaching and learning in primary schools. The literature on rural primary education in Colombia is limited in terms of professional development, therefore it is important to mention that more investigation is needed in this field considering the lack of knowledge

about the management that teachers, principals, and authorities give to foreign language education in our country.

Setting

San Marcos School is located in Acevedo, Huila. It is a rural school which holds approximately 991 students. It has ten branches named Copalito, La Barniza, La Cabaña, La Florida, San Luis, San José de Corinto, Peñas Blancas, Versalles, La Pedregosa, and El Salado. The school and its sub-branches have 38 teachers; 21 of them teach in primary school, but only four of them teach English language as a subject for 1 hour a week at San Marcos School. This school is in a village where 100% of the inhabitants are farmers of stratum 1 and 2 (Institutional Educational Project, PEI, p. 16) where some work in their own lands, and others work as employers mainly for collecting coffee. Most of the infrastructure in the institution is good and primary school classrooms are the newest. For secondary school, most of the infrastructure is old and there is a laboratory, a sanitary battery, and a computer room. “Regarding the pedagogical experiences in the school, the teachers have excelled in the participation in the ONDAS program, in which the students carry out research projects” (PEI, p. 17). The school has remained in continuous improvement in the scores gained in all the areas evaluated by Icfes. In its mission, San Marcos School:

Offer children and young people of the municipality of Acevedo, a comprehensive quality education at the preschool, elementary and middle school levels; based on principles and values; from an educational framework characterized by its transversality and interdisciplinarity, which allows to achieve a good development in academic, social and personal competences (PEI, p. 25).

Taking into account the description above and the school needs', this study was carried out there in response to the participants' desire and need to improve their English language lessons through a task-based teacher development program.

Rationale

Teaching and learning a foreign language in Colombia were established in 1994 by means of the General Law of Education (Ley 115). In this law, the acquisition of conversational and reading elements for someone to be able to communicate in a foreign language and the ability to comprehend a foreign language was included for the first time. Within the fundamental areas, Spanish and foreign language comprise 80% of the humanities curriculum. However, the law does not specify the language that students have to learn. Ten years later, in 2004, the Ministry of Education implemented The National Bilingual Program which proposed that English is the language to be taught in all schools from preschool to eleventh grade. Cadavid, McNulty, & Quinchia (2004) state that:

The teaching of English as a Foreign Language (EFL) in public elementary schools was introduced in Colombia as a result of a General Education Law related to early foreign language instruction. This educational endeavor would extend over five years of study – from grades 1 to 5– and include a space for foreign language instruction in public elementary schools each year. (p. 38)

Later on, in 2006, the Basic Standards of Competence in Foreign Languages (BSCFL) were launched. They offer "clear and public criteria that allows establishing what the basic levels of quality children are entitled to from all regions of Colombia are" (BSCFL, p. 3). The creation and application of the previous legal framework given by the Colombian Ministry of Education

made primary school teachers to be immersed in teaching English as a foreign language, process by which they were neither prepared nor trained. In 2012, a project named *Proyecto de Fortalecimiento de Competencias en Lenguas Extranjeras* was carried out by the Colombian government and it resulted in a book that collected all the activities done during the process. The program was then called Bunny Bonita and it projected the following objectives:

(a) to prepare teachers in the effective use of the Learning English Program with the Adventures of Bunny Bonita 2012 edition, (b) to familiarize the teachers with the actions of the PFDCLE and Basic Standards of Competences in Foreign Language: English, issued by MEN, (c) to acquaint the teachers with basic processes for the planning and realization of English classes in primary education” (Ministry of Education, 2012, p. 5).

Along with the BSCFL, the Basic Learning Rights, which are a set of knowledge and skills that each student must learn when finishing a grade at school (Ministry of Education, 2014), were launched. Consequently, “Derechos Básicos de Aprendizaje” were created as a result of the search for improvement in education. These basic rights establish what primary and secondary students should learn according to the parameters dictated by the Ministry of Education.

Furthermore, after the creation and implementation of the Bunny Bonita textbooks, the Ministry of Education has not invested more money in professional development programs or research projects; nevertheless, in 2016 it implemented the *Suggested Curriculum*, a curriculum structure that:

Seeks that teachers have some suggested curricular guidelines and of course to contribute, on the one hand, to improve of pedagogical practices in the classroom and, on the other, to

the students' learning process which lead to the expected English level in each grade (own translation, Ministry of Education, p. 4)

Despite the government's attempts to overcome difficulties found in relation to teachers' needs, most of these attempts have not shown significant improvements in the school which means that teachers need training, particularly in English as such and in teaching methodologies.

Also, this thesis research was implemented to make some contributions in primary school teachers processes of professional development through a teacher development program. In light of this, we tried to raise the awareness about the importance of being more prepared to teach the English Language. Thereby, after realizing the problematic in the context, an intervention was conducted to bring teachers tools for teaching and ultimately to try to help them improve their knowledge in English language itself and different ways to teach it.

Taking into account the problematic situation stated above, this research project aims at closing the gap that exists between teaching English and primary school teachers' teaching practices in rural contexts. Thus, in the next chapter we explain the literature review that helped us to understand how to conduct a teacher development program for rural primary school teachers.

Chapter II

Literature Review

We based our research study on four main constructs: teaching English in rural areas, professional development, teaching practice, and task-based approach. Their concepts and theoretical implications will be defined next.

Teaching English in rural areas

To have a better understanding of teaching English in rural areas, it is necessary to start defining what a rural area is. While National Geographic (2011) states that “a rural area is an open swath of land that has few homes or other buildings, and not very many people”, the National Department of Statistics (DANE) mentions that a rural area is “characterized by the dispersed disposition of housings and agricultural exploitations existing in it. It does not have a layout or nomenclature of streets, roads, avenues, and others. Nor does it have, in general, public services and other facilities of urban areas” (own translation, p. 1). This leads us to say that both concepts enclose the rural area as a setting without many inhabitants. However, they are not the only characteristics that define rural area; according to Farooq (2012), this area is characterized by the following aspects:

1. Rural area is sparsely populated because many people leaving rural areas and settles in the urban areas for more facilities.
2. This society has homogeneity its profession that is agriculture, as their only source of earning money, and this is transmitted from generation to generation.
3. There is homogeneity in clothing, language and customs. It means they belong to the same area.
4. These areas have low means of communication.

5. Rural areas have a low rate of change because of their lack of education and modern technology.
6. Rural areas have a simple culture that is transmitted from generation to generation.
7. Rural areas have an informal lifestyle.
8. Rural communities have strong relationships and interactions with people.
9. In such areas there is less rate of pollution because of the lack of means of transport and factories.
10. In such areas people are friendly with their guests and treat them as a family member.

In Colombia, “94 percent of the country's territory is rural, and 32 percent of the population lives there” (Semana Magazine, 2012). Regarding education in rural context, Perfetti (2003) says that there is a tremendous historical gap between rural and urban education systems in Colombia. Taking this into account, few initiatives have been tackled the gap between rural and urban education in terms of the policies established to the English Language. Bonilla & Cruz-Arcila (2014) refer that rural teachers’ professional growth does not follow parallel routes like those of teachers in urban areas (p. 125) and “the cultural reality lived by students in rural areas differs from the teachers’ view and does not show them a possible goal that includes the use of a foreign language” (ibid. p. 123). Also, Cruz Arcila (2018) explores how “English language teaching (ELT) is dealt with in rural Colombia, considering both active language policy promoting English in the school system on the one hand and the longstanding social issues rural communities endure” (p. 66). It means, there is a huge gap between policies that have been established and the reality that people from these contexts live, especially in teaching English

language at rural schools. Hence, it is necessary to deepen in primary education in rural settings since this is the main context of this study research. The United Nations Organization for Education, Science and Culture (UNESCO, 2011) mention that “in rural primary schools, the dropping out rate is higher compared to urban zones”. This makes it difficult for students to have continuous learning. Another issue is that “most English teachers in Colombia are reluctant to work in rural schools due to several challenges that they may encounter” (Ramos & Aguirre, 2016, p. 210). In other words, in rural settings there is not only a gap between the context and policies, but also there is a lack of interest in working in those places. It happens due to “isolation, cultural adaptation, misconceptions that rural families have about education, motivation, infrastructure, and violence are some of the shortcomings which inhibit English teachers from working in rural areas” (Ramos & Aguirre, 2016, p. 213). This led us to say that in rural areas there are a lot of problems related to teachers and also to students who leave their studies in order to solve their immediate personal needs affecting not only their learning processes in general but also learning English in particular.

Teachers’ Professional Development.

Through the years, teachers have been using their methodologies bearing in mind their context, their number of students, and their teaching practices. Hence, to develop different methodological strategies through time, teachers need to have teacher education and professional development. Freeman (1989) refers to professional development as a “strategy of influence and indirect intervention that works on complex, integrated aspects of teaching; these aspects are idiosyncratic and individual” (p.64). To complement this concept, Richards & Farrell (2005) state that professional development “serves a longer-term goal and seeks to facilitate growth of teachers’ understanding and of themselves as teachers. It often involves examining different

dimensions of teacher's practice as a basis for reflection" (p. 4). To sum up the dimensions the following chart represents them:



Figure 1. Professional development dimensions (Cardenas, Gonzalez & Alvarez, 2010, p 17)

Those dimensions are focused on individual and institutional fields. Individually, the teachers want to get knowledge about the language use and function, methodologies, and to deepen in the curriculum and institutions at the same time promote professional development. (Cardenas, Gonzalez & Alvarez, 2010, p. 57) Furthermore, Vergara, Hernández & Cárdenas (2009) point out that teacher education is “understood as a process of continuous development” (p. 172). Both scholars coincide on how society changes and what it involves; interest and needs change, knowledge increase, ways of doing things evolve and the needs of learners in a changing society (Vergara, Hernández & Cárdenas, 2009, p. 172). These authors say that professional development “happens when teachers after their initial education, get involved in updating programs that keep them in touch with new developments in their area” (p. 173). It is important to highlight that professional development goes according to “maintaining the interest, creativity, and enthusiasm of teachers in their profession” (Richards, 2015, p. 695). The main idea of

updating teachers in their methodologies is to make more interesting classes, in this way, the students will be motivated to learn a foreign language. Professional development in this thesis research was an essential construct, because the researchers helped primary teachers to grow professionally in their teaching practice in their English classes. To achieve coherence in this construct, professional development objectives, principles and programs will be defined next.

Professional Development Objectives.

Teachers continue their professional development during their teaching practice because of their inner motivation to learn. The development of teachers beyond their initial training, can serve some objectives (Organization of Economic Cooperation and Development (Oecd, 1998), including:

- (a) to update individuals' knowledge of a subject in light of recent advances in the area;
- (b) to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;
- (c) to enable individuals to apply changes made to curricula or other aspects of teaching practice;
- (d) to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;
- (e) to exchange information and expertise among teachers and others, e.g. academics, industrialists; and
- (f) to help weaker teachers become more effective. (p.3).

The objectives mentioned above, were chosen as a tool that help researchers to strengthen professional development in this thesis research. As regards the previous information related to professional development and the idea that teachers are aware of the importance of improving everyday practice, a course for primary teachers that considered the teachers' needs was

implemented because as Velez-White (2005) states, both primary and secondary school teachers are in need of programs to improve their proficiency in English and their teaching methodology.

Professional Development Principles.

Through different research studies in the field of English Language Teaching, Richardson & Diaz (2018) provided a core set of principles that characterize professional development. These principles have been organized in one word that sums them up: INSPIRE (see figure 1),



Figure 2. INSPIRE

INSPIRE (Richardson & Diaz, 2018) in terms of professional development, means the following:

- **Impactful:** They have a real impact on enhancing student learning, not just teacher knowledge and behavior.
- **Needs-based:** They are based on the genuine needs of the teachers, their learners, and the institution involved.
- **Sustained:** They take a long-term approach, building a system that will last and lead to real change, with the support of the senior management.

- **Peer-collaborative:** They build in regular support and feedback from colleagues as a key factor in effective development.
- **In-practice:** They ensure teachers learn through applying ideas and techniques from the CPD program in their own classrooms.
- **Reflective:** They encourage teachers to reflect on what they are doing and why, as an essential first step to overcoming the routinization of teaching behaviors.
- **Evaluated:** They track and measure change against objectives, enabling the institution and teachers to adjust the program where necessary.

These principles as the task-based principles (they will be explained later), were a guide that researchers followed to plan lessons and involve teachers.

Professional Development Programs. To have a significant teacher development program it is important that these programs respond to teachers' needs, be based upon their close realities, and account for teachers as learners of their teaching (Giraldo, 2013). Therefore, having a needs analysis before establishing the program is essential to have contextualized goals and, in this way, to develop a significant process for teachers. Darling-Hammond, Hyler, & Gardner (2017) define "effective professional development as structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes". According to their study, they established some criteria of an effective professional development program. These characteristics are:

- It is content focused
- Incorporates active learning utilizing adult learning theory
- Supports collaboration, typically in job-embedded contexts

- Uses models and modeling of effective practice
- Provides coaching and expert support
- Offers opportunities for feedback and reflection
- Is of sustained duration.

If the program complies with most of the characteristics stated above, it is probably going to be a meaningful one. Within this research, the objective of a professional development program goes beyond giving teachers knowledge. It is about making teachers more aware of the importance of being prepared not only for the improvement of their teaching practices, but also for their personal growth. Moreover, the professional development in this thesis research study was carried out with three primary school teachers with the need to "evaluate and redesign the use of time and school schedules to increase opportunities for professional learning and collaboration, including participation in professional learning communities, peer coaching, and observations across classrooms, and collaborative planning." (Darling-Hammond, L & Gardner, M, 2017 p. 8).

Finally, professional development programs are very important to update teachers in teaching methodologies, in this case, primary school teachers. Hence, this kind of programs are focused on improving teaching practices, which is the next construct.

Teaching Practice

Practice is commonly defined by Grossman et al. (2009) as what we do rather than who we are or how we think; this means that most of the time practice is determined by actions we do every day. Jaime & Insuasty (2015) assert that practice goes beyond saying it is the observable behavior of the teacher in class; they believe it is also related to teachers' system of beliefs.

Kiggundu & Nayimuli (2009) define it as an integral component of teacher training that reflects beliefs and ethics about the teaching and learning process. Actually, Malderez & Bodóczyk (1999, cited in Jaime & Insuasty, 2015) metaphorically compare teaching practices to an iceberg; they call it: Teacher iceberg (see Figure 02.)

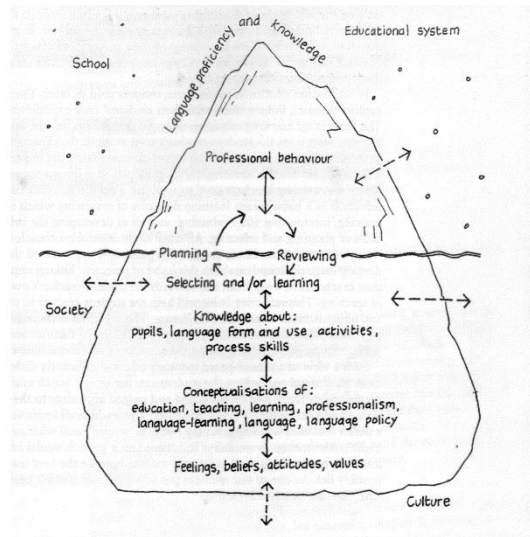


Figure 3. Teacher Iceberg

For the authors, the iceberg represents parts of teachers' practices. The top represents teachers' language proficiency and knowledge as well as the visible behavior which is influenced by the school and the educational system. Just below the surface, it represents the decisions teachers face when planning lessons for students; this is influenced by cultural aspects of the society the teacher is immersed in. Deeper in the water, the iceberg represents teachers' feelings, beliefs and attitudes. In general, the iceberg represents the complex system of factors that affect the teacher professional visible behavior.

Teaching Practice Connotations and Objectives. In addition to Malderez & Bodóczy's (1999) teacher iceberg elements, the teaching practice involves three significant connotations: a) the practice of teaching skills and the acquisition of the role of a teacher; b) the whole range of experiences that students go through in schools; c) the practical aspects of the course as distinct from theoretical studies (Stones & Morris, 1977), and fourteen objectives that Akbar (2002) thinks are involved in the relationship between teachers and students, theories with context, resources, and skills. However, only four of those objectives were taken into account for this research study; they are directly related to professional development, which is our main concern. Those are:

1. To provide the prospective teachers with an opportunity of establishing an appropriate teacher pupil relationship.
2. To provide an opportunity for evaluating the student potential as a teacher and suitability for the teaching profession.
3. To develop a personal relationship with others: administrators, teachers, parents and students.
4. To provide the future teacher with practical experience in school to overcome the problems of discipline and enable him / her to develop a method of control.
5. To provide with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implications for learning.
6. To enable the student teachers effectively to plan and prepare lessons.

7. To develop skill in the use of fundamental procedures, techniques and methods of teaching.
8. To develop desirable professional interests, attitudes and ideas relative to teaching profession.
9. To enable student teachers to acquire desirable characteristics / traits of a teacher and to display appropriate behavior.
10. To provide student teachers with an opportunity to have teaching evaluated and to gain from the benefits of constructive criticism.
11. To provide an opportunity for self-evaluation and to discover own strengths and weaknesses.
12. To develop skills in future teachers related to teaching like fluent speaking, meaningful reading, using blackboard and other teaching material.
13. To provide an opportunity to liaison with school environment, its functioning and with community and its resources.
14. To provide for the exchange of ideas and methods between practicing school and teacher training institution, by teacher training institutions' staff and students, perceiving new ideas material and equipment in use in practicing schools and introducing new ideas, material and equipment into the school.

We chose to focus on the development of the objectives 1, 2 and 7 since they helped us to design a task-based development program in which not only teachers' academic needs were tackled, but also the methodology to teach English was reviewed.

Teachers- roles in teaching practice. Within the teaching practice, it is important to mention the roles that the teacher takes in different stages of a lesson. As defined by Nolan (n.d), there are seven roles that teachers in 21st century perform into the classroom:

1) The controller: “the teacher is in complete charge of the class, what students do, what they say and how they say it.”

2) The prompter: “The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary”.

3) The resource: “The teacher is a kind of walking resource center ready to offer help if needed or provide learners with whatever language they lack when performing communicative activities”.

4) The assessor: “The teacher assumes this role to see how well students are performing or how well they performed. Feedback and corrections are organized and carried out”.

5) The organizer: “The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities”.

6) The participant: “This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it”.

And finally, 7) The tutor: “the teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks. (p. 23).

All of these roles are important because it is necessary to emphasize that the teacher in the classroom is not only an authority figure, but also a learning mediator in which he or she can be multifaceted. The roles that the teacher plays are related to the search for improvement of the students’ learning process and the process of teaching a foreign language.

Task-based Approach

The pedagogical intervention for this research project was based on the Task-based approach (TBA). The Oxford Dictionary refers to task as “an activity which is designed to help achieve a particular learning goal, especially in language teaching”. “Such activities are characterized, among other features, by the emphasis put on meaning and the importance assigned to the process of doing things (how) vs. the prevailing role given to content (what) in the teaching practice of that decade” (Sanchez, 2004). In light of this, TBA proposes that teachers ask learners to carry out a series of tasks where they will need to learn and recycle some specific items of language (Peña & Onatra, 2009), and Richards & Rodgers (2001) say that TBA “enhances the creation of learning tasks that suit the needs of learners and help them master all skills successfully by providing different class exercises to complete their work.” The activities involved in this project were focused on the teachers' needs.

Task-Based Approach Cycles. To plan and design all the activities (tasks) for the task-based development program, it was pertinent to seek for cycles that help as a guide to the lesson plan. While, Ellis (2003) divide the task-based cycle (See Figure 1) into three phases: pre-task, during task, and post-task. The first phase "concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task." The second phase "centers around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not" and the third phase "involves procedures for following-up on the task performance." (p. 527)

Phase	Examples of options
A. Pre-task	<ul style="list-style-type: none"> * Framing the activity (e. g. establishing the outcome of the task) *Planning time *Doing a similar task
B. During Task	<ul style="list-style-type: none"> * Time pressure
C. Post-task	<ul style="list-style-type: none"> * Number of participants * Learner report *Consciousness-raising * Repeat task

Table 1. Ellis' Task-Based cycle

Willis (1996) claims that the Task-based approach has three phases (See Figure 2): (1) pre-task introduces the topic to the class by providing words and phrases which are related to the topic; (2) the task cycle encourages the holistic use of the language which favors an inductive,

cognitive style to recreate natural learning conditions in the classroom; and (3) language focus allows a closer study and assessment of the features used during the task cycle. However, to plan and develop the activities the primary school teachers were exposed to, Willis cycle was the one that the researchers followed, this cycle was used because it explained in detail how classes should be prepared, what made the researchers job to plan classes easier.

Pre-task		
Introduction to topic and tasks		
Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.		
Task cycle		
Task	Planning	Report
Students do the task in pairs or small groups. Teacher monitors; mistakes do not matter.	Students prepare to report. Accuracy is important, so the teacher stands by and gives advice.	Students exchange or present report. Teacher listens and then comments.
Language Focus		
Analysis		Practice
Students examine then discuss		Teacher conducts practice of new words.

Table 2. Willis’ Task-Based cycle (Rodriguez-Bonces & Rodriguez-Bonces, 2010)

Furthermore, with Willis’ cycle the language explored arises from the students' needs, in this case, primary school teachers who were in charge of teaching English in their school.

Task-based Approach Principles. Nunan (2004) points out seven principles related to task-based approach; they are:

1. Scaffolding: Lessons and materials should provide supporting framework within which the learning takes place (p. 35).
2. Task dependency: within a lesson, one task should grow out of, and build upon, the ones that have gone before (p. 35).
3. Recycling: recycling language maximizes opportunities for learning and activates the “organic” learning principle (p. 36).
4. Active Learning: learners learn best by actively using the language they are learning (p. 36).
5. Integration: learners should be taught in ways that make clear the relationship between linguistic form, communicative function and semantic meaning (p. 37).
6. Reproduction to creation: learners should be encouraged to move from reproductive to creative language use (p. 37).
7. Reflection: learners should be given opportunities to reflect on what they have learned and how well they are doing (p. 37).

The principles mentioned above were taken into account in the pedagogical intervention, since they were used to plan the lessons.

Chapter III

Methodological Design

This chapter discusses the methodological design of this research study. Based on the constructs of action research by Kemmis & McTaggart (1988), this research study sought to describe the impact of a task-based teacher development program for English rural primary school teachers at San Marcos School in Acevedo. Therefore, the following sections will be presented: population, research instruments, instructional design, the procedure, and the pedagogical intervention.

Type of study

The approach considered during this project was qualitative research approach. According to Pathak, Jena, & Kalra (2013) qualitative research is an approach that “focuses on understanding a research query as a humanistic or idealistic approach”. Also, about its objective the authors mention that “a qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions”. This approach is closely related to this project because they both have the same intention of knowing teachers’ beliefs, behavior and interactions which will help us to find answers for our research question.

According to Hatch (2002), qualitative research encompasses certain characteristics such as natural setting which means that people are observed in their real stage. Another aspect is that “qualitative research tries to capture the perspectives that actors use as a basis for their actions in specific social settings (p. 7)”. The third aspect is about how the researcher uses an instrument to get information during the research. The researcher collects the information using field notes or interviews’ transcriptions among others. A fourth aspect is about how the researcher collects detailed information from the setting and then tries to look for possible similarities that will

guide him to possible answers to the raised questions. Finally, the author proposed a fifth aspect that consists on reflecting about the data found and the roles of the participants within the setting.

This project was based on the parameters of action research, which is defined as a reflective process that allows for inquiry and discussion as components of the “research”; it is also a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, and usually looks for ways to improve instruction and increase student achievement (Ferrance, 2000). Ferrance (ibid) also states the following steps to do action research in the classroom: a) posing questions, b) gathering data, c) reflecting, and d) deciding on a course of action. Kolb (1984), on the other side, points out that there should be an adaptation of the action research cycle as a learning cycle in which the aspects are: a) concrete experience doing, b) reflective observation, c) abstract conceptualization, and d) active experimentation. Kemmis & McTaggart (1988) summarize the steps into four: a) reflecting, b) planning, c) acting and d) observing. Taking into account that action research seeks solutions for some problems in teaching and learning a foreign language, in this case English, the main point was to collaboratively implement a pedagogical intervention in which, six classes were designed and implemented using the Task-Based approach.

Participants

For the school needs analysis, a survey was applied to 10 primary school teachers, but only four of them were selected and willing to participate in this action research project. Those teachers worked at San Marcos School which is located in Acevedo-Huila. The participants were selected by convenience sampling. All the participants worked in the same place which was the

main headquarters of the institution. This facilitated the processes developed during the research such as observations, interviews and training workshops.

Their names have been protected and categorized under the codes T1, T2, T3 and T4. Teachers 2, 3, 4 have bachelor's degrees in mathematics, and teacher 1 has a bachelor's degree in child pedagogy. Their ages oscillate between 26 to 55. Their years of expertise oscillate between four months and eighteen years of experience. The teachers do not have any postgraduate studies. The teachers have taken English courses at University or Escuela Normalista, but no more courses after their graduation. Teachers from San Marcos school are in charge of a different grade each year; thus, they plan for the year. However, T3 has been in charge of first grade students for eight years. T2, has second graders, T4 is in charge of preschoolers. Their number of students oscillate between 23 and 35. The teachers had to travel every day to school; three out of four teachers live in Acevedo, T3 lives in San Marcos Village. The teachers teach all subjects, five hours a day; however, English has only one hour per week in their schedule. Furthermore, the participants had another role: collaborators in the creation of the activities in the task-based teacher development program, since they gave their opinions and suggested the kind of activities, they expected to participate in.

During the pedagogical intervention development, a participant was assigned to a new institution. This new condition difficulty the development of the last part of the research with the four participants. At the end, only three participants completed the follow-up section to the development program.

The researchers assumed different roles during the research development. Researcher 2 (R2) works at San Marcos School. This researcher is one of the secondary English teachers the

institution has and has been working in the institution for 1 year. Both researchers (R1 and R2) were observers, interviewers, analyzers, questioners, and finally one of the main roles that characterized researchers in qualitative research is an instrument of collecting data. Bahrami, Soleimani, Yaghoobzadeh, Hadi Ranjbar (2016) argue that “the researcher as instrument provides an opportunity for researchers to enter into the unknown world of individual about the phenomena in question and sometimes faced many challenges in reaching this goal (p. 11)” Therefore, the researcher is a very active part of the project because is a first-hand instrument to get data and to analyze it considering all the conditions presented in the context of the research.

Data gathering techniques and instruments

For the ethical issues during the research it is important to mention that participants signed a consent form (See appendix 2) in which they accepted to participate freely in the research. Also, we sent a letter to the principal of the institution explaining the project scope including the title, the objectives, the methodology, the participants and asking for some permissions related to the schedule for the observations. (See appendix 3).

The techniques and instruments implemented in this project were classroom observations, surveys, and an interview. We explain each one in the following sections.

Classroom observations. As defined in the glossary of education reform, “classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment”. Gaies (1991) mentions that “what it is seen when teachers and students are in action, is not the mechanical application of methods and techniques, but rather a reflection of how teachers have interpreted these things” (p.14). Also, Bailey (2001) describes

classroom observation “as being the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis”. For this project, classroom observations took place in two stages: 1) Before the implementation of the module to realize which were the conceptions primary teachers had about teaching English and about the way they teach, and 2) After the implementation of the observation to make a contrast with the initial observations to see if there was any possible change in their teaching practice.

The observations were carried out by the researchers through field notes. Aspects such as use of the language, activities, use of material, class’ rapport were considered. Lessons were recorded to review them later to find possible omitted details in the direct initial observations. The observations took around one month and a half because the researchers observed primary teachers once a week during the English class, it means the teachers were observed at least three times and the observations were not carried out every week because of different reasons which has to do with extracurricular activities of teachers and students. Although the researchers conducted the task-based teacher development program, they only observed the primary teachers during the development of the classes in the two stages before and after the implementation. During the observations, the researcher R2 sat at the back of the classroom. Previous to note taking, the observer set a cellphone to record the lesson avoiding interruptions. Through observations the researcher could assess the effectiveness of the program considering possible changes within the class after the pedagogical implementation.

Surveys. According to Bhat (n.d) “a survey is defined as a research method used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest ”. Moreover, Floyd & Fowler (2009) state that “a survey is a way of collecting data by asking people questions”. Taking into account the importance of recognizing the factors that

limit teachers in English teaching in primary schools which was one of the objectives of this research, it was necessary to apply a survey to identify primary teachers' needs, their interests, and basic information related to their pedagogical context. This survey was applied at the beginning as a first step to start solving the questions raised. The questions included in this instrument were related to their studies, their knowledge about English, the activities they like to carry out in class, and the strategies to improve their level of English knowledge (See appendix 1). The answers to the survey were given anonymously to make the participants feel more confident and to get more detailed and accurate information about the topics. Furthermore, during the implementation of the teacher development program, the teachers had to answer a second survey (see appendix 21) after each class.

Interview. Taking into account the importance of knowing the primary teachers voice about their experience in teaching English to children in a rural context, an interview was applied (see appendix 4). An interview is “a dialogue between researcher and participant, guided by a flexible interview protocol and supplemented by follow-up questions, probes and comments” (DeJonckheere & Vaughn, 2019, p. 1). It has to do with how interviews were implemented in this thesis research, since “using semi structured interviews for data collection is to gather information from key informants who have personal experiences, attitudes, perceptions and beliefs related to the topic of interest” (ibid, 2019, p. 2). Hence, before the implementation of a task-based development program, a semi structured interview was applied to three out of four teachers. That interview (see appendix 4) was related to the objectives that sought to identify teachers' beliefs, perception of professional development and teachers' academic needs which helped to get more information about class observations, validate primary school teachers' perceptions on how they teach English language, how they think it should be done, and get

background knowledge the participants have about language itself. The semi-structured interview “employs a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions” (Adams, 2015, p. 493). That is why, twelve questions were asked.

The second semi-structured interview was conducted after the implementation of the task-based approach. That one was a focus group interview; according to Denscombe (2007), a “focus group consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about a topic” (p. 115). That interview (see appendix 22) was conducted by researcher 2 (R2) as a focus group because of lack of time that primary school teachers had to do it individually.

The interviews were conducted in Spanish; they were transcribed (10 pages transcription) and translated into English. The interviews were conducted through telephone calls and recorded with a cell phone voice recorder application. Finally, both interviews were recorded (see appendices 5,6,7 and 22) with two different cell phones, researcher 1 (R1) and R2 (R1 and R2 refer to the acronym of the researchers and the numbers help to differentiate them).

As an important tool to keep all information collected in the interviews before and after the implementation of the task-based teacher development program, the researchers used audio recording. To do so, the researchers used applications installed in their cell phones. Cell phones then can serve as digital audio recording devices. Given (2008) states that:

audio recording involves using either analog or digital recording equipment to capture conversations, interactions, and interviews. The most obvious value of audio recording is

that it offers an accurate summary of what was said, and this is especially important for in-depth interviews and focus groups (p. 69).

Before the implementation of the task-based teacher development program, participants T1, T2 and T3 were interviewed. Those interviews were kept in R1's cell phone with the voice recorder application. The length of the audio recordings oscillates between 15 and 22 minutes. Later, the audio recordings were kept in file in the researchers' laptops. The second interview was conducted by R2 as a focus groups, so the audio recording has a length of 17 minutes. To keep the information, all the recordings were uploaded to a Drive file. All the audio recordings were a tool to transcribe the interviews.

Video recording. Doing classroom observation requires to pay attention to all the aspects that help to answer the question of the research project. However, the researchers sometimes disregard important information without intention. To avoid this kind of issues, the researchers decided to video record the classroom observations. Thus, Canning-Wilson (2000) defined video recordings as "the selection and sequence of messages in an audio-visual context" (p. 36) and Given (2008) says that "video recording is a qualitative research method that involves capturing moving images, with or without sound, to study the visual details of interaction and behavior" (p. 916). To collect relevant data, the researchers used this instrument in which, R2 was in charge of recording all the classroom observations, and she uploaded to a drive file. Before the implementation of the task-based teacher development program, R2 video recorded around 10 classroom observations, and after the implementation R2 video recorded around 7 classroom observations.

Taking into account that primary school teachers were video recorded, this instrument became participant-generated recording, which in research means that “participants either directly control the camera or make the primary choices of what is to be filmed” (p. 917). It happened because the teachers had the opportunity to plan their own classes without the researchers help. So, the teachers controlled the kind of lessons, topics, and activities developed in their English language classes.

Instructional design

To develop and plan the classes, teachers’ needs, and English curriculum were considered. Hence, in the six classes topics such as basic vocabulary related to daily routines, colors, alphabet, school supplies, and animals were taught; they were related to the school curriculum. In relation to the teachers’ needs, we took into account the survey and interview results. Most of their needs were based on their insecurity when pronouncing words in English, their lack of vocabulary to communicate commands and teach the language, and the lack of knowledge on how to teach English. Therefore, different methodological strategies to teach English were taught as well. Those methodological strategies were:

- Total Physical Response: it is an approach to teaching language based on the idea that if you have to physically do something in response to language, then learning is more meaningful, and you learn faster (British Council, 2018).
- Storytelling is “a kind of teaching method which can help the young learners to knowledge, literacy, imagination, creation and critical thinking” (Isbell, 2002).
- Collaborative work learning which is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 1994)

- Learning by doing is “the strategic, active engagement of students in opportunities to learn through doing, and reflection on those activities, which empowers them to apply their theoretical knowledge to practical endeavors in a multitude of settings inside and outside of the classroom.” (Kolb, 1984)

The methodological strategies mentioned above were taught for the improvement of the lesson plans for English classes because rural primary school teachers were aware, they need to motivate students in and out of the classes to learn English. Finally, to check the progress of the task-based development program, each rural primary school teacher had to answer a short survey in Spanish (see appendix 21) after each lesson implementation. The information was collected, and their classes were planned according to their interests and the school curriculum.

To identify and describe the impact that the program had, researchers implemented six two-hour lessons. For the classes of a task-based development program, Willis cycle (1996) was followed. He claims that the Task-based approach has three phases: (1) pre-task introduces the class to the topic and the task by providing words and phrases related to the topic; (2) the task cycle encourages the holistic use of the language which favors an inductive, cognitive style to recreate natural learning conditions in the classroom; and (3) language focus allows a closer study and assessment of the features used during the task cycle. Hence, in the six lessons that were implemented, the researchers taught methodological strategies that are put into practice in the English classes, which help to motivate the students. At the same time, methodological strategies were taught, the primary teachers learned basic vocabulary that was in the curriculum and after each class, rural primary school teachers had to answer a five-minute paper.

As an important factor Núñez, Téllez & Castellanos (2013) claim that “materials are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges

between the various human groups. Moreover, they are forms of social mediation that allow flow of knowledge” (p. 10). It was not only sought to observe that there was a socio-cultural exchange between the students and the teachers, but also it was sought to know if the rural primary school teachers used authentic or non-authentic materials for the teaching of English in the rural area. Authentic materials are materials that do not have any pedagogical purpose at all; non-authentic materials have a specific purpose for teaching and learning English.

Furthermore, for the pedagogical intervention, the teachers’ professional development principles that summarized as INSPIRE, and task-based principles (mentioned in the literature review) were a support that guided the design, and the implementation of a task-based development program.

Pedagogical intervention

Taking into account that the Willis cycle (1996) was carried out in this thesis research, the next charts are a representation of a sample of the pedagogical proposal that was implemented during the Task-based development program.

Teacher: Luisa Fernanda Aguilar Topic: Pronunciation		
School: Institución Educativa San Marcos	Time & length of class: 2 hours	Date: 09/10/18

Pre-task
Introduction to topic and tasks

Objective: To explore the topic with the class.

Researcher (R2) will start the class presenting the topic of pronunciation and a clear explanation of the task to be developed. First, on the board, a brainstorm will be developed about what is pronunciation for the rural teacher considering the linguistic aspects that they think are part of pronunciation, which is understood as the ability to produce and perceive phonic elements, it is presented in four activities that are developed in the oral language, namely: the oral expression, listening comprehension, oral interaction and oral mediation. (MCRE) and the effects of the differences between the first and the second language will be discussed. These effects are merging, substitution and the effect of the intelligibility. Also, it will be explained that there are several ways to pronounce in English, so, the vowels are going to be considered first.

i:	ɪ	ʊ	u:
sheep	ship	good	shoot
e	ə	ɜ:	ɔ:
bed	teacher	bird	door
æ	ʌ	ɑ:	ɒ
cat	up	far	on

Figure 2. Vowels phonetic sounds

Basic vocabulary is going to be taught like moon, sky, old, lady, fading light, needle and night by the R2 in a PowerPoint presentation. The idea is that the teachers associate the picture with the word without translating.

Then R2 is going to read the poem “Mrs. Moon” several times.

Mrs. Moon
 sitting up in the sky
 little old lady
 rock-a-bye
 with a ball of fading light
 and silvery needles
 knitting the night

Task cycle

Task	Planning	Report
<p>Objective: To develop exercises related to a poem in pairs and monitor the workclass.</p> <p>The teachers will work in pairs. The R2 will give the teachers a poem titled “Mrs. Moon” to learn and review the new vocabulary and practice pronunciation. Hence, teachers will have two tasks to do, the first one is reading the poem twice and the second one will be to record themselves telling the poem. This activity is designed to help them achieve a particular goal, in this case is to learn vocabulary and practice pronunciation.</p>	<p>Objective: To practice the previous exercise through an oral report.</p> <p>The teachers will prepare an oral report with R2’s help. R2 will be in charge of the linguistic accompaniment.</p>	<p>Objective: To report the poem.</p> <p>The teachers will have to report the poem orally.</p>
Language Focus		
Analysis		Practice
<p>Objective: To examine the oral report</p> <p>The teachers with the help of R2, will analyze the recordings made in class.</p>		<p>Objective: To practice new words that will be practice in the next class.</p> <p>the most difficult words, will be practiced and the teachers will listen to the song https://www.youtube.com/watch?v=dEbaEXf6BqM that is associated with the next session.</p>

Table 3. pedagogical intervention sample

In the previous charts, it was evidenced how primary teachers were involved in the development of the Willy cycle since they were exposed to each stage because it was necessary to put into practice the task-based lesson plan. Hence, the teachers learned new vocabulary and its phonetics. The researchers planned different activities related to each other forming a loop, in this way all activities would be connected. Finally, R2 was the one who applied the activities, she got the teachers involved in the classes, and both, R1 and R2 planned the activities.

Chapter IV

Data Analysis

This chapter presents the procedure we followed to analyze the data base emerging from the pedagogical intervention. We also show the findings of this study based on three emerging categories: *informing teaching beliefs about English practices* and *transforming the teachers' attitudes toward the English class*.

Data Analysis Procedure

During the development of this research project, the information was collected through interviews, surveys, and classroom observations. To process and analyze data, the six steps proposed by Creswell were followed (2012): data collection, information preparation, researcher reads through the data, data coding, text coding in themes and description of the codes. The author proposes to follow the steps both simultaneously and iteratively; the first means that while the researchers are collecting data, they have to analyze data previously received at the same time to seek major ideas, and the second means as “cycle back and forth between data collection and analysis.” (p. 237). Atlas.ti and Creswell steps, complement each other to analyze the information. Once the qualitative data of the research project was collected, the data exploration was carried out as follows: the objectives of the project were read and some key words such as beliefs about teaching practice, experiences about teachers' practices, teachers' attitudes, pronunciation in the English classes, and English use in class were taken into account. Also, the information that was organized in hierarchical tree diagrams, was used to compare what teachers thought at the beginning and at the end of the task-based teacher development program. In this way, the categories answered our research question.

Hence, to analyze the data, all the information was organized in files and then it was transcribed. Once organized, we use the software Atlas.ti to analyze data. Atlas.ti was used with the purpose of decoding the information collected in the interviews. The interviews already transcribed and translated were imported to Atlas.ti, considering that this is a “sophisticated tool that help to arrange, reassemble, and manage material in creative, yet systematic ways. Atlas.ti keeps the focus on the material itself” (Atlas.ti, 2018). The software helped us to identify codes and it provided us with a graphic representation through a hierarchical tree diagram to analyze the data. According to Gibbs (2008) coding is “how to define what the data that it has been analyzing is about” (p. 38), and code is “a focus for thinking about the text and its interpretation” (p. 40).

Research Categories

To know the impact that, the teacher development program had, the researchers made a contrast between two stages; before and after the implementation of the program. In the process two categories were identified. The first category is *informing teaching beliefs about English practices*, which it is related to teachers’ expertise in the English classes, their underlying beliefs which were consolidated through the teacher development program. The second category was *transforming the teachers’ attitudes toward the English class*, which provides a general understanding of the teachers’ attitudes in their English classes in the two stages of the development program.

Informing teaching beliefs about English practices. Through the years, primary school teachers have acquired a lot of experience in the teaching field, in which, beliefs has come with their expertise, time and different students. Malderez & Bodóczy (1999) have a metaphorical way of explaining teachers' beliefs through a teachers' iceberg, they present three connotations; a) the practice of teaching skills and the acquisition of the role of a teacher; b) the whole range of experiences that students go through in schools; c) the practical aspects of the course as distinct from theoretical studies (Stones & Morris, 1977). To the primary school teachers who participated in the research, such connotations were developed in the implementation of the task-based teacher development program. In connotation (a) teachers mentioned the following:

T1: *I have noticed that the way teachers teach is also different. Some students have called my attention. Some students say, "this teacher is strict, you have to work with this other teacher, you have to do the exercises," and when we do the activities, they are interested a little bit more. They do the activities according to the motivation that we give them. For example, the grades; they like very much to stand up and write on the board, those who finish a workshop first, stand up and go to explain what to do to their classmates.*

T2: *Yes. I think that every year that you have a group of students, every year a student left you, like we say, amazing things. And also, somethings like, like sad things because there are sometimes that the students, well you see that they do not value, that they do not understand, that they do not give importance to this and even if you fight for them they do not give. So, that is a bit bitter as they say.*

For them, their experience has played an important role since their teaching skills and the acquisition of the role of a teacher have changed. It means, primary school teachers have

acquired their role through the time in which, all students have taught them how to behave with them and how to improve their teaching skills. The extracts from the interviews are related to connotation (b) too, because as students, teachers live different experiences at school, and it helps them to reinforce their teaching strategies, and the last connotation represents that theoretical concepts are not enough to develop teaching skills, primary school teachers are exposed every day to different experiences and the task-based teacher development program was distinct from theories studies, because it was more practical.

Also, Jaime & Insuasty (2015) assert that practice goes beyond saying it is the observable behavior of the teacher in class; they believe it is also related to teachers' system of beliefs. The primary school teachers, participants of this research project, started to have beliefs in their teaching practicum and through the years, those beliefs have been consolidated with their experiences. This category informs how teaching beliefs are grounded from their own experiences. The researchers implemented two interviews that took place before and after the teacher development program. In the first interview (see appendix 4), the researchers asked the participants to answer the question *Do you think you have changed your perception about teaching compared with the time you were in the university?* We selected the following excerpts to summarize their views:

T1: *“When I was in the university, I used to believe that education was different compared to the present, but it has changed a bit, although it used to be a little more rigid, stricter, and now it is not the same, I do not feel it is the same” (Line 31).*

T2: *The practice is more to establish some knowledge about how to teach. Practice is more a way like, like a way of following a matriz, following yes, an established schedule (Line 24).*

T2: *But in the moment, right in the moment to be, of being stable in a classroom, the class becomes more variable because looks the need to be going with the students (Line 26).*

T3: *Since I was in high school, to the university, now it is totally different. I mean, one thing is what you imagine that it is while you are doing the practice or an observation and everything perfectly prepared and everything like, strict (Line 32).*

The lines 31, 24, 26 and 32 of the interviews evidenced that rural primary teachers had different perceptions of the education before their graduation and after they started to work. During their studies, the perception of education was based on the learning of theories, and when confronting reality, they found significant differences between theory and practice, causing their beliefs to change. Teachers related their beliefs as a change in the way of teaching through time; teachers must update themselves in the different methodologies and theories of the subjects they teach, since in primary school each teacher is responsible for all subjects. The basis of teaching is not only beliefs but also teachers' attitudes and values, which lie on the culture where teachers work. It must be part of everyday teaching practices to improve

Also, the teachers stated that the way of teaching in the past was perceived differently, the only experience they had had on teaching took place during their teaching practicum; when confronted with the "reality" as they called it, they realized that teaching is complex and that it demanded a lot from them. However, the teachers' opinions mentioned above, are related to teaching in general and their beliefs on teaching changed through the years. The teachers did not

mention how important English was in their context and in their teaching practices. However, in the second interview (see appendix 22), the way of how teachers perceive teaching had changed in terms of their current teaching practices. R2 asked; *have you identified if your practice has changed? To what extent? Think about your English language lessons specifically.*

T4: *For me, eh, like I am more motivated because I trust on your support. No? That I am going to prepare an English class and I can go to ask you how to pronounce this, or what can I do? Or what else do you advise me? (Line 69).*

T2: *Ah, yes teacher. No, well, we are not going to lie, but personally for example, we are not going to forget a teacher called R2 that came and, through her studies, her activity, made me, I mean, made me that the English class had a special methodology, different (Line 73).*

The previous answers evidenced that rural primary school teachers do not only think of teaching in general, but also what they think of teaching English. This kind of thought influences their teaching practices. Jaime & Insuasty (2015) assert that practice goes beyond saying what it is the observable behavior of the teacher in class; they believe it is also related to teachers' system of beliefs. Kiggundu & Nayimuli (2009) define it as an integral component of teacher training that reflects beliefs and ethics about the teaching and learning process. Those beliefs emerged from the instruments used to gather data. To have beliefs, the rural primary school teachers have been exposed through the years to different experiences. Hence, to mention what was the impact on beliefs that teachers had, it is necessary to define impact. According to United Nations Development Group (UNDG):

Impact implies changes in people's lives. This might include changes in knowledge, skill, behavior, health or living conditions for children, adults, families or communities. Such

changes are positive or negative long-term effects on identifiable population groups produced by a development intervention, directly or indirectly, intended or unintended (p. 8).

The great impact that the task-based professional development had on teachers' perceptions was that, at the beginning, the primary school teachers perceived differently teaching practices. They made a contrast through the time in which, they identified teaching as a stricter education. However, English was not part of the contrast they did. After the implementation teachers started to see English subject as important as the other subjects giving significance to prepare class and being prepare for the class. The main point with this intervention was to introduce English not only as a language itself, but also as a language that should be learn in the rural area. Although the bilingualism programs were established since 2004, those primary teachers seemed to have the same perceptions for many years. Even when one of the participants has been working for eighteen years the perceptions have not changed. Despite the fact the bilingual programs were implemented in the country's schools, it was necessary to accompany the teachers so that English could be taught in a better way, but because of this, the teachers did not receive any Professional Development Program and student communicative competence improvement was not achieved. This evidenced the dichotomy that exists between the bilingualism policies and the current teaching practices. Primary school teachers were aware of the importance of learning English, but they did not have the tools to carry out this task. The introduction of a new technological era made them feel out of context because as T2 says: *one of the obstacles could be the informatics management, the use of social media. (Line 66).*

Hence, this category monitor one subcategory, beliefs about teachers' expertise in their English classes. The Oxford Dictionary (2019) defines experience as "the knowledge and skill

that you have gained through doing something for a period of time” and “ the things that have happened to you that influence the way you think and behave”. This subcategory answers the question What is the impact of a task-based teacher development program for English language rural primary school teachers at San Marcos School in Acevedo? It is evidenced how beliefs emerged from experiences in teaching English.

Beliefs about teachers’ expertise in their English classes. To identify the beliefs teachers had and how beliefs evolved not only through their working years, but also in the task-based development program, a hierarchical tree diagram was designed (see figure 3).

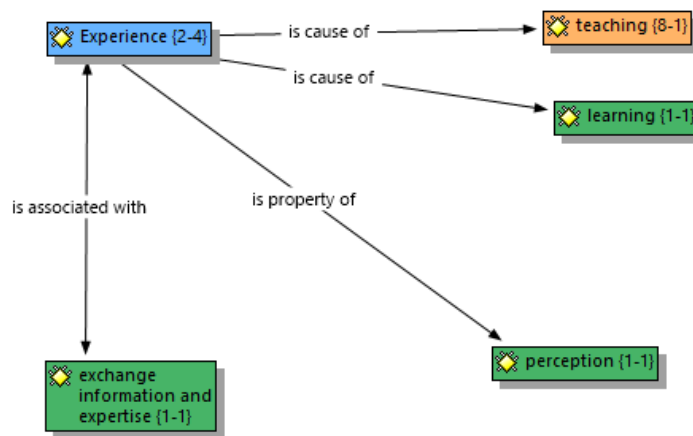


Figure 3. hierarchical tree diagram

In the first survey (see appendix 1) and first interview, we asked them about the number of years devoted to teaching. These were their answers:

T1: *For five years and a half. But I have taught in primary school for four months only (Line 14, interview).*

T2: *18 years ago (Line 4, interview).*

T3: *About 15 years (Line 18, interview).*

It was found that the participants had between 5 and 18 years of experience. T3 had more teaching experience than the other teachers and T4 has less teaching experience. The experience that the T2 and T3 had acquired over the years forged their character and their desire to continue their studies in the learning and teaching of a foreign language. It is important to take into account teachers' experiences in the process of building their beliefs because, at the beginning of this thesis research, teachers believed that teaching was related to theories but, those theories were learned in their undergraduate program. Hence, the way how they perceived the English language in their teaching concepts did not meet their previous beliefs. In the classroom observations done before the implementation of the task-based program, the researchers wrote the following:

R1

- “The T1 asks the students to look for the numbers they do not know in the dictionary” (September, first classroom observation, appendix 8)
- “T1 writes sentences on the board and the students have to write [the sentences] in their notebooks, the students read the sentences in Spanish, the T1 asks for the dictionary in which, the students have to search unknown words” (September, second classroom observation, appendix 8)
- “T1 writes the vocabulary in Spanish and the students have to say the words in English” (September, third classroom observation, appendix 8)
- “T3 gives the students a worksheet to work on” (September, first classroom observation, appendix 10)

- “T3 gives a guide to the students, students have to color, draw and write the parts of the face in the guide” (September, second classroom observation, appendix 10)

R2

- “The T1’s student says animals in Spanish different from what they have, the teacher writes them on the board and the students look for them in English” (September, first classroom observation, appendix 13).
- “T1 writes some actions in English on the board, the teacher organizes students who did not bring the dictionary by groups according to the number of dictionaries in the classroom” (September, second classroom observation, appendix 13).
- “T2 uses the expression “traduce” for the students to say the word in Spanish” (September, first classroom observation, appendix 14).
- “T3 shares a photocopy to each student about some family members” (September, first classroom observation, appendix 15).
- “T4 explains the students a photocopy they have to solve where the students have to match the number in English with the quantity of animals that corresponds” (September, first classroom observation, appendix 16).

Although teachers had a lot of experience in teaching, they had the same pattern, all they did was to ask their students to translate the vocabulary they taught. Also, most of the time, the students had to complete worksheets in class and the materials that teachers used the most was the English dictionary. Núñez, Téllez & Castellanos (2013) claim that “materials are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups. Moreover, they are forms of social mediation that allow flow of

knowledge” (p. 10). Hence, before the implementation of the task-based program, the researchers identified that the tool teachers used the most was the dictionary to translate vocabulary and coloring guides. Most of the classes, **T1**, **T2** and **T4** used markers, an eraser board, and the board. **T1**’s students used the dictionary most of the time. **T2**’s and **T4**’s students used coloring guides. The English classes were boring, and students were not motivated. However, after the implementation of the task-based teacher development program, the researchers observed a great change in teaching practices.

- “T2 starts to read a story in Spanish and the students listen carefully because they are going to answer some questions. The reading is related to the topic in English, about the colors” (February, first classroom observation R2, appendix 17).
- “T2 starts showing the students some pictures with candies students consume, T2 pastes the images around the classroom and repeats the name of the candy and the color, the teacher explains a game they are going to play” (February, first classroom observation R2, appendix 17).
- “T2 explains a game they are going to play” (February, first classroom observation R2, appendix 17).
- “T2 gives a copy for the students and explains the activity they are going to do” (February, first classroom observation R2, appendix 17).
- “T3 mentions parts of the face in Spanish and the students repeat after her” (February, first classroom observation R1, appendix 11).
- “T3 gives photocopies to the students for them to write the parts they have seen in class” (February, first classroom observation R2, appendix 18).

- “T3 reproduces the video while students work in the activity” (February, first classroom observation R2, appendix 18).
- “T3 says they are going to listen to a song because they know the family members” (February, first classroom observation R2, appendix 18)
- “T4 sticks on the board papers of different colors, T4 reviews with students the colors blue, red, yellow, black and white, T4 asks for rainbow colors” (February, first classroom observation R1, appendix 12).
- “T4 pastes some pictures on the board and asks the students to think about the member of the family that corresponds to each picture” (February, first classroom observation R2, appendix 19).
- “T4 associates the pronunciation of some words in English with a movement” (February, first classroom observation R2, appendix 19).

Although the primary school teachers continued using worksheets to be developed in class, after the implementation, the teachers used new materials such as stories and games, which made the classes more dynamic, complementing the work they did with the worksheets. The teachers taught songs in English, showed flashcards, told tales in Spanish, and used TPR exercises. The teachers sang songs in Spanish, so they attracted students' attention. Through the development of this thesis research, primary school teachers were exposed to different activities with R2, in which they learned about some methodologies that are used to teach English. In those classes, R2 did dynamic activities and showed authentic and non-authentic materials, such as games, arts and crafts, videos and poems. With those materials and activities, primary teachers increase their knowledge to make more dynamic classes. As it was evidenced in the classroom observations after the implementation of the task-based teacher development program, the

teachers started to leave behind their translation activities and tales, songs and games started to be part of their lesson plans. It made students to be more interested in the English class and for first time, their dictionaries were not included in their learning process. Even though primary teachers had a lot of experience, the dictionary was an elemental part of their methodology. This led us to say that there was a change in their teaching practices because of the implementation of the new tools and strategies to teach English. The impact of the task-based teacher development program was positive because after the analysis, it informs how it has been the changes that teachers have overcome during their teaching practices, also, after the implementation of the program, the teachers realized that English classes needed to be more dynamic and the teaching materials were very important to the development of the classes. All those factors helped to improve teachers' performance in their English classes.

Teachers' attitudes towards the English classes. Through the time that primary school teachers have been teaching, their experience has turned around toward the improvement of their teaching methodologies. They had different attitudes when they were teaching English. The Oxford Dictionary (2019) define attitude as “the way that you think and feel about somebody/something; the way that you behave towards somebody/something that shows how you think and feel” and Allport (1954) states “an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related” (p. 810). Finally, Anastasi (1957) points out attitude as “a tendency to react in a certain way towards a designed class of stimuli”. These scholars coincide that attitudes are related to the emotions and experiences people have lived toward something. So, in this case, primary school teachers showed the attitudes they had in their English classes.

Before the implementation of the task-based teacher development program, the teachers had the following attitude:

- “T1 writes the numbers on the board (1,2,3,4,5,6,7,8,9,10), T1 recommends looking for the numbers the students do not know in the dictionary” (September, first classroom observation R1, appendix 8).
- “T1 asks for the first ten numbers and the students pronounce number as they are written” (September, first classroom observation R1, appendix 8)
- “T1 writes a list of verbs in English on the board and the students have to search its translation in Spanish, Then, one by one [the students] goes to the board to write its corresponding translation” (September, second classroom observation R1, appendix 8).
- “T2 asks all the time, what does this word sound like?” (September, first classroom observation R1, appendix 9)
- “T2 starts bowling game in which, one students (leader) per group goes in front of the empty bottles and s/he has to say food vocabulary correctly, s/he watches the flashcards and pronounces the words according to each picture. If s/he pronounces wrong, s/she does not throw the ball” (September, first classroom observation R2, appendix 13).
- “The T3 sits down and spends the last 30 minutes in her desk. She checks her cell phone” (September, first classroom observation R1, appendix 10)

In the classroom observations, it was found that primary teachers had different attitudes in their lesson planning and performance inside the classroom in their English classes. Both researchers observed before the implementation of the task-based teacher development program that **T2** used strategies such as games in her classes, and she always wanted to involve students in the learning process. However, **T1** spent her classes with word-translation exercises, **T3** and **T4**

spent their time in the English classes with coloring guides. In addition, **T3** got distracted by her cellphone during the classes. Also, the observations showed that most of the classes were in Spanish and little vocabulary was taught in English. Basic vocabulary as the commands were said in Spanish and, the most common exercise was word translation. After the implementation of the task-based teacher development program teachers' attitudes changed. **T1**, **T2** and **T4** started including games, songs, and less word translation exercises were done.

It has been demonstrated that teachers generally have a rather positive attitude towards their job – despite the challenges of teaching – and job satisfaction usually increases with tenure, though this is partly due to the fact that dissatisfied teachers tend to drop out (Oecd . p. 111).

The program had a positive impact in terms of teachers' attitudes, in their performance in their English classes. It was evidenced that at the beginning teachers were not motivated and their attitudes toward the English class was reluctant, one of them got distracted by her cell phone, but after the task-based teacher development program, the teachers were willing to left behind their cell phones and they wanted to develop more dynamic activities.

This category displays a subcategory *teachers' attitudes toward the use of English*. Taking into account that the task-based teacher development program was oriented not only to improve teachers' practices but also linguistic skills, the teachers wanted to practice pronunciation and they wanted to use more English in their English classes. Hence, the way of how it worked, or it was not, is explained next.

Teachers' attitudes toward the use of English. Primary school teachers changed their attitude in their English classes. One of the highlight aspects was the interest in pronouncing more words in English. Yates (2002) claims pronunciation is

the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (p. 1).

In this sense, R2 did pronunciation exercises with the participants, this was included in the first two classes of the pedagogical intervention, in which it was explained how to pronounce vowels and consonants. Before the implementation of the program, the primary teachers expressed the great need they had regarding the pronunciation. In relation to this, T3 expressed: *It is very difficult for me to pronounce English.*

T2 said that: the most important is the pronunciation because sometimes you are too focused on theory, on the structure, all this about writing, but the pronunciation. The participant claimed that there is not any preparation in pronunciation: *I just say the word that best sounds. I say it in a way, in a different way, the word with the best sound.*

Taking into account that pronunciation is understood as the ability to produce and perceive phonic elements; it is presented in four activities that are developed in the oral language, namely: the oral expression, listening comprehension, oral interaction and oral mediation. (Ahumada, 2010, p. 47, own translation).The way of how teachers made mistake

when they pronounced words in English, was evidenced through the classroom observations done by the researchers.

In the third classroom observation carried out by R1, **T1** *instead of pronounce snake ('sneik) the students pronounce snac* (see appendix 8). R2 in her first classroom observation said, **T1** *pronounces shoes, as it is written* (see appendix 13). This confirms that it was evident that teachers had difficulties when pronouncing. However, **T1** had a lot of pronunciation problems, the researchers could not continue the process with her because she changed her workplace.

During the observations after the program, it was evident that participants improved two pronunciation aspects: The first is related to the importance of trying, and the second is related to the importance of striving to have a better pronunciation.

As it is related in the line 12 from the observation #1 **R2** carried out to **T3**: *She tries to have a more accurate pronunciation*. This is evidenced because that day, the class was about parts of the body, and **T3** made an effort to pronounce the vocabulary. This effort was not evidenced in the classroom observations before the implementation of the teacher development program. In relation to this, the use of English in the English classes was more frequently after the implementation of the task-based teacher development program. As seen in the initial observations, the use of English was based on making questions or giving instructions in Spanish. It means that most of the time, mother tongue (Spanish) was used and English was left behind.

Initial observations

- **T1** speaks all the time in Spanish (September, first classroom observation R1, appendix 8)

- **T2** ask the students; what do you eat at breakfast? in Spanish (September, first classroom observation R1, appendix 9)
- **T3** asks for three colors (rojo, azul y verde). (September, first classroom observation R1, appendix 10)

Final Observations

- T3 mentions parts of the face in English (February, first classroom observation, appendix 11)
- From her desk, T3 calls students one by one and practice pronunciation with them (February, first classroom observation, appendix 11)
- T4 mentions colors in Spanish and English (February, first classroom observation, appendix 12)
- T4 gives indications what students have to do in a coloring guide. Her indications are the following: el sol es yellow, los zapatos son black, la manzana es red, el dulce es blue (February, first classroom observation, appendix 12)

“The lack of English use by teachers during instruction can partly be explained by the number of English teachers that have not been specially trained to teach English” (Snorradóttir, 2014, p. 15). This goes in accordance with before and after the implementation of the task-based teacher development program, primary school teachers spoke most of the time in Spanish in their English language classes. However, the teachers made an effort to try to use more English in the classroom, even when they mixed both languages, mother tongue (Spanish) and the foreign language (English). The Task-Based teacher development program that researchers implemented did not have a big positive impact on their development in their linguistic skills. This happened because there was not enough time to help teachers to develop skills. Although, the classes of the

program were in English, six classes were not focused on skills exclusively; they were also focused on methodologies. In light of this, what teachers developed the most was teaching methodologies.

In terms of the impact on teachers' attitudes toward the use of English, teachers were motivated to use more English. Unfortunately, there was not enough time to develop more sessions for the task-based teacher development program. As professional development is a continuous process, R2 is the one in charge of continuing monitoring teacher's performance because she is currently working in the school and she can implement new strategies from her English committee providing assistance to primary teachers not as a researcher but as a colleague.

Chapter V

Conclusions and Pedagogical Implications

Conclusions

This research project centered on how the implementation of professional development programs influences the practice of teachers. This study explored the impact of a Task-based teacher development program on primary teachers' practice in a rural school in Acevedo - Huila. To answer our main objective that was related to describe the impact of the professional development program, researchers applied surveys, interviews and classroom observations. We also present pedagogical implications and further research.

In Colombia, processes of primary teachers' professional development are required everywhere due to the big need primary teachers have related to the lack of opportunities to be prepared in methodologies and knowledge specifically in English language. It is very common to listen to primary teachers who do not feel well prepared to guide students in their process of learning English because they lack knowledge on the subjects they teach. This is why it is very important to implement this type of programs which will help teachers to overcome their difficulties to improve in this way education. Griffin (1983) mentions that:

High-quality professional development is a central component in nearly every modern proposal for improving education. Policymakers increasingly recognize that schools can be no better than the teachers and administrators who work within them. While these proposed professional development programs vary widely in their content and format, most share a common purpose: to 'alter the professional practices, beliefs, and understanding of school persons toward an articulated end' (Guskey, 2002 p. 381). This helps to support the purpose of our study which was based on the improvement of teachers' needs related to their English

classes. This improvement was evidenced in some change's teachers had related to beliefs, pronunciation, use of English, types of activities, etc.

The impact was determined by the contributions the program had on participants performance during the English classes. Those contributions were decided from a comparison between the teaching practice of participants before and after the implementation of the program. Within the initial observations, it was found that the rural primary school teachers not only complemented their pedagogical knowledge but also developed the skills in English. The researchers made comparison between the first interview or classroom observations before the implementation of the task-based teachers' development program and the second interview or classroom observations after the teachers' development program. It was found that at the beginning rural primary school teachers had different perceptions of the education before they received their degree and after they started to work. Furthermore, teachers did not only think of teaching in general, but also, they started to see the importance of teaching English. They started to involve English as a way of thought about teaching.

Although teachers had a lot of experience in teaching, they had the same pattern, all they did was to ask their students to translate the vocabulary they taught and, most of the time, the students had to complete worksheets in class and the materials that teachers used the most was the English dictionary. After the implementation of the teachers' development program, the teachers used new materials such as stories and games, which made the classes more dynamic. In light of this, the attitude that primary teachers had toward the English class was observed as well, at the beginning, all teachers were more involved in the learning process of the students and they started to do more interesting activities to motivate students.

Finally, L1 use is a common occurrence in foreign language teaching contexts despite the fact that it often receives criticism for its interference with target language (TL) acquisition (Pan, 2010, p. 87). The use of the language in the classroom corresponds a really important achievement in our research project, in this way teachers felt more prepared to develop more active and interesting classes for their students. Before and after the implementation of the task-based teacher development program, primary school teachers spoke most of the time in Spanish in their English language classes. Although, the program did not have a great positive impact in their development in their linguistic skills, the teachers tried to be more prepared for the classes, being aware that they needed more training before the classes on the topics to work on them. This thesis study had a significant impact: primary school teachers are more interested in the professional development programs.

Pedagogical Implications

Professional development programs for teachers is a very important and accessible means to make significant changes in English language classes. As in our research, using the human capital of schools provides meaningful possibilities for teachers to have support and firsthand help to solve doubts about different issues related to methodologies, vocabulary, pronunciation, grammar, among others.

Institutions should be more conscious about the value of having professional development programs in the schools, and should be more disposed to open doors to give teachers opportunities to increase and share their knowledge to encourage other teachers to be more aware of the importance of being updated and well trained on the subjects that corresponds to them. The principal of institutions must be more realistic about that it is not always timely to

wait for help from government agencies to achieve meaningful professional development activities among teachers.

Finally, one of the most important aspects to mention about the development of teachers' professional programs is that it requires constant monitoring. It is not enough to give isolated training activities to achieve a real improvement on English language teacher classes. Teachers who orient this kind of programs must be willing to follow a constant feedback process so that the program could have more impact in the long run.

Limitations

Some limitations were addressed in the development of this thesis research which were: difficult to arrange schedule with primary teachers for classroom observations and implementation of the task-based program. Hence, the principal of the school proposed to do the interventions in the institutional week. This thesis research was carried out from August in 2018 and may in 2019 in which, one of the difficulties was that one of the rural primary school teachers changed her workplace because she was transferred to another school.

Furthermore, only six classes were implemented in the task-based development program, in light of this, few topics and methodological strategies were learnt. It did not cover all topics related to the school curriculum. Finally, the first interview was done to three teachers because it was difficult to communicate with the last one. To develop this kind of research project with larger purposes, more time is required to carry out activities with the teachers.

Further Research

For future research that is in the same lines, it is recommended to implement the task-based development program not only six classes but for a semester (four months). More interventions, classroom observations, reflections, exchange of material and follow-up to the English classes of the primary teachers needs to take place. It is also recommended that during the implementation, participants write reflections in journals and not only answer a short survey. In this way, it will be possible to do a better follow-up of what participants feel, want and there will be ideas for the improvement of the teacher development program. Therefore, the reflection will become part of the participants' routine, who will try to find more strategies for teaching English. Finally, it is advisable for future research, to create a bank of authentic and non-authentic materials for teaching English, so that participants can access to them and in this way, they can use them in class.

References

- Adams, W. (2015). Conducting semi-structured interviews, in Newcomer, K. Hatry, H. & Wholey, J. Handbook of Practical Program evaluation. Fourth edition. Chapter nineteen. Retrieved from https://www.researchgate.net/publication/301738442_Conducting_Semi-Structured_Interviews
- Akbar, R.A. (2002). *A study of Teaching practice of Prospective Secondary School Teachers and Development of a Teaching practice Model*. Arid Agricultural University, Rawalpindi (Unpublished Ph.D. Thesis).
- Ahumada, G. (2010). *La enseñanza de la pronunciación en ELE: Una asignatura pendiente* [PDF file]. Université de Montréal. Master thesis. 1-138. Retrieved from <https://core.ac.uk/download/pdf/55647004.pdf>
- Allport, G. (1954). *The nature of prejudice*: Reading, MA: Addison-Wesley.
- Anastasi, C. (1957) Attitude of in-service and pre-service primary school teachers. *Journal of Education Psychology* 36, 3, 1-5.
- Atlas.Ti (2018). What is ATLAS.ti? [computer software]. Retrieved from <https://atlasti.com/product/what-is-atlas-ti/>
- Bailey, K.M., (2001) Observation. In: Carter, R. & Nunan, D. eds. (2013) *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 114-119). Cambridge: Cambridge University Press
- Bhat, A. (n.d). What is a survey - Definition, Methods, Characteristics and Examples [web blog comment]? Retrieved from <https://www.questionpro.com/blog/surveys/>

- Bonilla, S. & Cruz-Arcila, F. (2014). Critical Socio-Cultural Elements of the Intercultural Endeavour of English Teaching in Colombian Rural Areas. *Profile: Issues in Teachers' Professional Development*, 16, p. 117-133. <https://doi.org/10.15446/profile.v16n2.40423>
- British Council. (n.d). Total Physical Response TPR [web blog comment]. Retrieved from <https://www.teachingenglish.org.uk/article/tpr>
- Cadavid, I.C., McNulty, M. & Quinchia, D. I. (2004). Elementary English Language Instruction: Colombian Teachers' Classroom Practices. *Profile: Issues in Teachers' Professional Development*, 5, p. 33-55. Retrieved from <https://revistas.unal.edu.co/index.php/profile/article/view/11213/11877>
- Canning-Wilson, C. (2000). Practical aspects of using video in the foreign language classroom. *The Internet TESL Journal*, 6(11).
- Cardenas, M., Gonzalez, A. & Alvarez, J. (2010). El desarrollo profesional de los docentes de inglés en ejercicio: algunas consideraciones conceptuales para Colombia. *Folios*, (31), 49.67. <https://doi.org/10.17227/01234870.31folios49.67>
- Clavijo, A. (2016). English teaching in the elementary school: Some critical issues. *Colombian Applied Linguistics Journal*, 18(1), 7-9. DOI: <http://dx.doi.org/10.14483/calj.v18n1.aa00>
- Correa, D. & Gonzalez, A. (2016). English in Public Primary Schools in Colombia: Achievements and Challenges Brought about by National Language Education Policies. Education policy analysis archives. *Epaa/appe journal*. Retrieved from <https://epaa.asu.edu/ojs/article/view/2459/1808>
- Creswell, J. W. (2012). Educational Research. *Planning, conducting and evaluating quantitative and qualitative research*. University of Nebraska-Lincoln. (4th ed.). Boston: Pearson.

- Cruz Arcila, F. (2018). The Wisdom of Teachers' Personal Theories: Creative ELT Practices from Colombian Rural Schools. *Profile: Issues in Teachers' Professional Development*, p. 65-78. DOI: <https://doi.org/10.15446/profile.v20n2.67142>
- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.
- DeJonckheere, M. & Vaughn, L. (2019). Semi structured interviewing in primary care research: a balance of relationship and rigor. p. 1-8. Retrieved from <https://fmch.bmj.com/content/fmch/7/2/e000057.full.pdf>
- Denscombe, M. (2007). *The good research guide for small-scale social research projects*. (3rd ed.). New York: McGraw-Hill.
- De Mejía, A. (2009). Teaching English to Young Learners in Colombia: Policy, Practice and Challenges. *MEXTESOL Journal*, Bogotá, Colombia. 103-104
- Ellis, R. (2003). *The Methodology of Task-Based Teaching* [PDF document]. 79-101. Retrieved from https://www.kansai-u.ac.jp/fl/publication/pdf_education/04/5rodellis.pdf
- Farooq, U. (2012). Characteristics of Rural and Urban Community. Retrieved from <http://www.studylecturenates.com/social-sciences/sociology/360-characteristics-of-rural-and-urban-community>
- Ferrance, E. (2000). *Action research*. Providence, RI: LAB, Northeast and Island Regional Education Laboratory at Brown University.
- Freeman, D. (1989). Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education. *TESOL Quarterly*, 23(1), 27. doi:10.2307/3587506
- Floyd & Fowler, F. J. (2009). *Survey Research Methods*. fourth edition.

- Gaies. (1991). *Classroom Observation in teaching Practice*. Chapter 7. 90-105. Retrieved from <https://www.professorjackrichards.com/wp-content/uploads/Practice-Teaching-A-Reflective-Approach-Chap-7-Classroom-Observation-in-Teaching-Practice.pdf>
- Gerlach, J. M. (1994). "Is this collaboration?" In Bosworth, K. & Hamilton, S. J. (Eds.), *Collaborative Learning: Underlying Processes and Effective Techniques*, New Directions for Teaching and Learning. No. 59.
- Gibbs, G. R. (2008). *Analyzing qualitative data*. Sage.
- Giraldo, F. (2013). The Impact of a Professional Development Program on English Language Teachers' Classroom Performance. *Profile: Issues in Teachers' Professional Development*, 16(1), 63-76. doi:<https://doi.org/10.15446/profile.v16n1.38150>
- Given, L. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. Volumes 1 & 2. California. University of Alberta. Retrieved from <http://www.yanchukvladimir.com/docs/Library/Sage%20Encyclopedia%20of%20Qualitative%20Research%20Methods-%202008.pdf>
- Gopaul, C. (2016). Lesson Planning 101: 6 Easy Steps for Effective Lesson Planning [web blog comment]. Retrieved from <https://busyteacher.org/16873-effective-lesson-planning-101-6-easy-steps.html>
- Grossman, P., Compton, C., Shahan, E., Ronfeldt, M., Igra, D., & Williamson, P. (2009). *Teaching Practice: A Cross-Professional Perspective*. Teachers College Record. Volume 111, number 9. p 2055-2100.
- Guevara, Y. (2011). *Proyecto de Capacitación en lengua extranjera inglés a docentes de la zona rural del municipio de Cartago*. (Unpublished research project). Cartago, Valle del Cauca.

- Guskey, T. (2002). Professional Development and Teacher Change. *Teachers and Teaching: theory and practice*, Vol. 8, number 3. p 381
- Hatch, J. A. (2002). *Doing Qualitative Research in Education Settings*. State University of New York Press.
- Isbell, R. (2002). Telling and Retelling Stories: Learning Language and Literacy. Retrieved from <http://ici-bostonready-pd-2009-2010.wikispaces.umb.edu/file/view/Telling+and+Retelling+Stories.pdf>
- Jaime, M.F., & Insuasty, E.A. (2015). Analysis of the Teaching Practices at a Colombian Foreign Language Institute and Their Effects on Students' Communicative Competence. *How*, 22 (1), 45-64 doi:10.19183/how.22.1.133
- Kemmis & Mctaggart. (1988). Action Research Model. Retrieved from <https://www.scribd.com/doc/232329702/Action-Research-Model-by-Kemmis-and-Mctaggart>
- Kiggundu, E. & Nayimuli, S. (2009). Teaching practice: a make or break phase for student teachers. *South African Journal of Education*. 29. 345-358. Retrieved from <http://sajournalofeducation.co.za/index.php/saje/article/viewFile/129/160>
- Kolb (1984). Action research cycle. Retrieved from <https://warwick.ac.uk/services/ldc/resource/evaluation/tools/action/>
- Ministry of education. (2012). Proyecto de Fortalecimiento de Competencias en Lenguas Extranjeras. Cartillas Talleres de Socialización Bunny Bonita. Colombia
- National Administrative Department of Statistics (DANE). (n.d). Conceptos básicos. Retrieved from https://www.dane.gov.co/files/inf_geo/4Ge_ConceptosBasicos.pdf

- National Geographic Society. (2012, October 09). Rural area. Retrieved from <https://www.nationalgeographic.org/encyclopedia/rural-area/>
- Nolan, A. (n.d). Definition for the roles of the teacher [web blog comment]. Retrieved from <https://etoninstitute.com/blog/the-7-roles-of-a-teacher-in-the-21st-century>
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University press.
<https://es.slideshare.net/carlachavezs/task-based-language-teaching-nunan-david>
- Núñez, A. Téllez, M.F. & Castellanos, J. (2013). *Proposal for the Research Line Materials Development and Didactics Ascribed to the Research Group: Critical Pedagogy and Didactics for Social Transformation*. Universidad Externado de Colombia, Bogotá
- Oecd. (2009). The professional development of teachers [PDF file]. Chapter 4. Retrieved from <https://www.oecd.org/berlin/43541636.pdf>
- O'Leary, M., (2014) Classroom Observation. *Classroom Observation: A guide to the effective observation of teaching and learning*. (pp. 28-194). New York. Routledge
- Oxford Dictionary. Definition of task. Retrieved from https://www.oxfordlearnersdictionaries.com/us/definition/english/task_1?q=task
- Pan, Y. (2010). The Use of L1 in the Foreign Language Classroom. *Applied Linguistics*. p. 87-96. Retrieved from <http://www.scielo.org.co/pdf/calj/v12n2/v12n2a07.pdf>
- Pathak, V., Jena, B., & Kalra, S. (2013). Qualitative research. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3757586/>
- Peña, M., & Onatra, A. (2009). Promoting Oral Production through the Task-Based Learning Approach: A Study in a Public Secondary School in Colombia. *Profile: Issues in Teachers' Professional Development*. 11-26.

- Perfetti, M. (2003). Estudio sobre la educación rural en Colombia [Study of rural education in Colombia]. Retrieved from <http://www.redetis.org.ar/node.php?id=137&elementid=3893>
- Proyecto Educativo Institucional, PEI. (2019). Institución Educativo San Marcos. Acevedo-Huila
- Ramos Holguín, B., & Aguirre Morales, J. (2016). English Language Teaching in Rural Areas: A New Challenge for English Language Teachers in Colombia. *Cuadernos De Lingüística Hispánica*, (27), 209-222. <https://doi.org/10.19053/0121053X.4217>
- Richards, J. C. (2015). *Key issues in language teaching*. New York, NY: Cambridge University Press.
- Richards, J.C., & Farrell, T. S. (2005). *Professional Development for Language Teachers*. Cambridge, UK: Cambridge University Press. Retrieved from <https://assets.cambridge.org/97805218/49111/sample/9780521849111ws.pdf>
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge, UK: Cambridge University Press. <https://doi.org/10.1017/CBO9780511667305>.
- Richardson, S. & Diaz, G. (2018). *Effective professional development: Principles and best practice*. Cambridge University. p. 2-23. Retrieved from https://languageresearch.cambridge.org/images/Language_Research/CambridgePapers/CambridgePapersinELT_Teacher_Development_2018.pdf
- Roldan, A. M. & Pelaez, O. A. (2017). English Language Policy Relevance in a Colombian Rural Area: A Case Study in Antioquia . *Íkala, revista de lenguaje y cultura*. p. 1-19. Retrieved from <http://www.redalyc.org/jatsRepo/2550/255049724006/255049724006.pdf>

Sanchez, A. (2004). The Task-based Approach in Language Teaching. *International Journal of English Studies IJES*. 4. p. 39-71. University of Murcia.

Seguir, & Mackay School. (n.d.). 'Task based language teaching' - Nunan David. Retrieved from <https://es.slideshare.net/carlachavezs/task-based-language-teaching-nunan-david>

Semana Magazine. (2012). *Así es la Colombia rural*. Retrieved from <https://especiales.semana.com/especiales/pilares-tierra/asi-es-la-colombia-rural.html>

Snorradóttir, A. (2014). Language use in the English classroom. Retrieved from <https://pdfs.semanticscholar.org/6415/e50e99b722974a411766d9780b12054b9e1a.pdf>

Stanford University Library (2005). Digital Audio Recording Devices and Media. Retrieved from <https://fairuse.stanford.edu/law/us-code/u-s-copyright-act/digital-audio-recording-devices-and-media/>

The Oxford Dictionary. (2019). Attitude. Retrieved from <https://www.oxfordlearnersdictionaries.com/definition/english/attitude?q=attitude>

The Oxford Dictionary. (2019). Experience. Retrieved from https://www.oxfordlearnersdictionaries.com/us/definition/english/experience_1?q=experience

United Nations Development Group. (n.d). What is impact?. Retrieved from <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10352.pdf>

United Nations Educational, Scientific and Cultural Organization, UNESCO. (2011). *Improving the conditions of teachers and teaching in rural schools across African countries*. Addis Ababa, Ethiopia: UNESCO-IICBA.

- Usma, J. (2009). Education and Language Policy in Colombia: Exploring Processes of Inclusion, Exclusion, and Stratification in Times of Global Reform. *Profile: Issues in Teachers' Professional Development*. p. 123-141. Retrieved from <https://revistas.unal.edu.co/index.php/profile/article/view/10551/36787>
- Valencia, M. (2013). Language Policy and the Manufacturing of Consent for Foreign Intervention in Colombia. *Profile: Issues in Teachers' Professional Development*. (15). p. 27-43. Retrieved from <https://revistas.unal.edu.co/index.php/profile/article/view/37859/40574>
- Velez-White, C. M. (2005). Address presented at the 40th ASOCOPI National Conference and 8th ELT Conference, Bogotá, Colombia. [Transcript] Retrieved from www.mineducacion.gov.co/cvn/1665/articles90123_archivo_doc.doc
- Willis, J. (1996). *A framework for task-based learning*. Harlow: Pearson P T R.
- Yates, L. (2002). Fact sheet – What is pronunciation?. Adult Migrant English Program Research Centre. La Trobe University. p. 1-8. Retrieved from http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf
- Zuluaga, C. Lopez, M. & Quintero, J. (2009). Integrating the Coffee Culture with the Teaching of English. *Profile: Issues in Teachers' Professional Development*. (11). p. 27-42. Retrieved from <https://revistas.unal.edu.co/index.php/profile/article/view/11440/12091>
- Zeichner, Kenneth M., & Tabachnick, B. Robert. (1981). Are the effects of university teacher education 'washed out' by school experience? *Journal of Teacher Education*, 32(3), 7-11. EJ 249 372.

Appendices

Appendix 1:



**ENCUESTA
MAESTRÍA DIDÁCTICA DEL INGLÉS
UNIVERSIDAD SURCOLOMBIANA**

OBJETIVO: Identificar la percepción de los docentes de primaria en el área rural, cuando dictan una clase de inglés.

● **Por favor encierre la respuesta apropiada o complete los espacios en blanco**

1. Sexo: masculino _____ Femenino _____

2. Edad: _____

3. Nivel educativo: Normalista _____ Licenciado _____ Magister _____ Doctorado _____

4. Favor escribir el nombre de su último título obtenido

5. Cuántos años ha estado enseñando? _____

6. ¿En qué grado enseña actualmente?

7. ¿Cuántos estudiantes tiene?

8. ¿Actualmente está estudiando inglés para mejorar su nivel de competencia?

Si _____ No _____

¿Por qué?

9. ¿Cuál es la relevancia que usted cree que tiene saber el idioma para enseñarlo?

10. ¿cuál podría ser una alternativa para mejorar su nivel lingüístico y qué estrategias propone?

- Favor elegir una opción en cada pregunta

11. ¿Cuál de las siguientes afirmaciones describe mejor su habilidad en inglés?

- Tengo los conocimientos suficientes para enseñar en el nivel de escuela primaria.
- No creo que sea suficiente, pero no tengo problemas para conducir lecciones.
- No tengo confianza con mi inglés, y estoy ansioso sobre la enseñanza de inglés.
- No estoy seguro de nada, y siento presión para enseñar inglés.

12. ¿qué actividades realiza en clase para enseñar inglés?

- Colocar canciones
- Juegos
- Ejercicios de pronunciación
- Enseña vocabulario a través de tarjetas
- Planas
- Ejercicios de escritura
- Ejercicios de lectura
- Otro, ¿cuál? _____

13. ¿qué es lo que más se le dificulta enseñar en la clase de inglés?

- Estructura gramatical
- Vocabulario
- Dar instrucciones en inglés
- Pronunciar las palabras
- Otro, ¿cuál? _____

Appendix 2: Consent Form



UNIVERSIDAD SURCOLOMBIANA
PROGRAMA MAESTRÍA DIDÁCTICA DEL INGLÉS
FACULTAD DE EDUCACIÓN
CONSENTIMIENTO INFORMADO PARA PROYECTO DE GRADO

TÍTULO DEL PROYECTO: A task-based teacher development program for primary school teachers at a Colombian public school

INVESTIGADORAS: Luisa Fernanda Aguilar y Claudia Camila Coronado

CORREO ASOCIADO A LA INVESTIGACIÓN: laguilarp9002@gmail.com,
clacacorodriguez@gmail.com

INTRODUCCIÓN: usted ha sido invitado(a) a participar en el estudio de investigación denominado A task-based teacher development program for primary school teachers at a Colombian public school. Le invitamos a leer este consentimiento informado y a consultarnos cualquier inquietud que usted tenga al respecto.

PROPÓSITO DEL ESTUDIO: es un proyecto que tiene como propósitos prioritarios: (1) Describir el impacto de un programa para docentes de inglés en escuelas primarias rurales en San

Marcos en Acevedo. (2) describir cómo los profesores de primaria conciben la práctica docente en la enseñanza del inglés como lengua extranjera

PARTICIPANTES DEL ESTUDIO: docentes de primaria de la Institución Educativa San Marcos de Acevedo y dos estudiantes investigadoras de la maestría didáctica del inglés de la Universidad Surcolombiana.

PROCEDIMIENTO: para la recolección de información relacionada con este estudio las investigadoras solicitan el permiso de administrar encuestas, grabar clases y entrevistas a los docentes de primaria participantes, así como de facilitar horas de clase que serán llevadas a cabo por una de las investigadoras, a fin de recabar la información necesaria para responder los interrogantes propuestos.

BENEFICIOS: debe quedar claro que usted no recibirá ningún beneficio económico al participar en este estudio. Su participación es una contribución para el desarrollo del campo profesional de la enseñanza de la lengua extranjera y solo con su participación solidaria sería posible comprender mejor los beneficios del desarrollo de la práctica docente en primaria en la institución educativa a través del uso de un módulo basado en tareas. Igualmente, usted tendrá derecho a conocer los resultados que arroje el estudio.

PRIVACIDAD Y CONFIDENCIALIDAD: la información personal que usted dará a las investigadoras en el curso de este estudio permanecerá en secreto y no será proporcionado a ninguna persona diferente a usted bajo ninguna circunstancia. A las encuestas y entrevistas se les asignará un código de tal forma que el personal técnico, diferente a las docentes investigadoras, no conocerá su identidad. Los resultados de esta investigación pueden ser publicados en revistas científicas o ser presentados en las reuniones científicas, pero su identidad no será divulgada.

NOTA DE ACEPTACIÓN: manifiesto que estoy suficientemente enterado de la naturaleza del estudio “To describe the impact of a task-based teacher development program for English language rural primary school teachers at San Marcos School in Acevedo.” y que estoy plenamente de acuerdo con las condiciones estipuladas. Por consiguiente, expreso voluntariamente mi disposición de participar en su desarrollo.

NOMBRE DEL PARTICIPANTE	
CÉDULA DE CIUDADANÍA	
CELULAR	
FIRMA	

Appendix 3: Principals' Letter

Neiva, 26 de Septiembre del 2018

Ingeniero
DIEGO ALEXANDER GONZALEZ SANTAMARIA
Rector
Institución Educativa San Marcos

Cordial Saludo

Es bueno reconocer que trabajar en esta Institución es tener la oportunidad de compartir un buen clima laboral donde prima el diálogo, la confianza, la amistad, el servicio personalizado, el deseo constante de crecer, de entregar lo mejor en valores y conocimientos intelectuales, académicos y pedagógicos.

Como profesional se busca crecer, mejorar los conocimientos y las práctica pedagógicas, por tanto, yo **LUISA FERNANDA AGUILAR PEÑA** deseo contar con su apoyo para la realización de proyecto de tesis llamado “A task-based teacher development program for primary school teachers at a Colombian public school”, el cual se llevará a cabo junto con mi compañera **CLAUDIA CAMILA CORONADO RODRÍGUEZ** como requisito de grado de la *Maestría Didáctica del Inglés* que actualmente estamos tomando en la Universidad *Surcolombiana*.

A continuación, se da a conocer la información pertinente del proyecto y las profesoras participantes:

TÍTULO DEL PROYECTO: A task-based teacher development program for primary school teachers at a Colombian public school

PROPÓSITO DEL ESTUDIO: Describir la influencia del desarrollo profesional de docentes de educación primaria rural a través de la implementación de un programa de desarrollo docente basado en tareas en la institución educativa San Marcos en Acevedo.

PARTICIPANTES: cuatro docentes de primaria de la sede principal.

PROCEDIMIENTO: para la recolección de información relacionada con este estudio las investigadoras solicitan el permiso de administrar encuestas, grabar clases y entrevistas a los docentes de primaria participantes, así como de facilitar horas de clase que serán llevadas a cabo por una de las investigadoras, a fin de recabar la información necesaria para responder los interrogantes propuestos.

BENEFICIOS: debe quedar claro que las docentes y la institución no recibirán ningún beneficio económico al participar en este estudio. La participación es una contribución para el desarrollo del campo profesional de la enseñanza de la lengua extranjera y solo con la participación solidaria sería posible comprender mejor los beneficios del desarrollo de la práctica docente en primaria en la institución educativa a través de un programa de capacitación basado en tareas. Igualmente, usted y las docentes tendrán derecho a conocer los resultados que arroje el estudio.

PRIVACIDAD Y CONFIDENCIALIDAD: la información personal que las docentes de primaria darán a las investigadoras en el curso de este estudio permanecerá en secreto y no será proporcionado a ninguna persona diferente a las docentes bajo ninguna circunstancia. A las encuestas y entrevistas se les asignará un código de tal forma que el personal técnico, diferente a las docentes investigadoras, no conocerá su identidad. Los resultados de esta investigación pueden ser publicados en revistas científicas o ser presentados en las reuniones científicas, pero las identidades no serán divulgadas.

También, solicitamos su permiso para realizar el curso de desarrollo profesional a las profesoras de primaria durante la semana institucional de Octubre; para esto se plantea las siguientes propuestas:

- Trabajar de lunes a miércoles seis (6) horas los tres días, más un viernes y se trabajaría de igual manera seis (6) horas, para un total de 24 horas.
Las fechas estipuladas para el curso es: lunes 8 de octubre, martes 9 de octubre, miércoles 10 de octubre y viernes 19 de octubre.
- Trabajar de lunes a miércoles cuatro (4) horas los tres días, más dos viernes y se trabajaría de igual manera seis (6) horas, para un total de 24 horas.
Las fechas estipuladas para el curso es: lunes 8 de octubre, martes 9 de octubre, miércoles 10 de octubre y viernes 19 y 26 de octubre.

Agradezco su apoyo para poder desarrollar este proyecto personal y profesional. Estaré atenta y espero pronta respuesta

Luisa Fernanda Aguilar Peña
Lic. En Inglés

Appendix 4: First Interview

MAESTRÍA DIDÁCTICA DEL INGLÉS
UNIVERSIDAD SURCOLOMBIANA
ENTREVISTA

TÍTULO DEL PROYECTO: A task-based teacher development program for primary school teachers at a Colombian Public School (Programa de desarrollo profesional basado en tareas para profesores de primaria en un Institución pública en Colombia)

OBJETIVOS: (1) Describir cómo las profesoras de primaria del área rural perciben su desarrollo profesional y las creencias básicas subyacentes; (2) Identificar las necesidades académicas más

importantes de las docentes de primaria y los factores que afectan su desempeño docente dentro y fuera del aula de clase.

DURACIÓN DE ENTREVISTA: 20 minutos

PREGUNTAS:

1. ¿Hace cuántos años es profesor/a?
2. ¿Ha sido profesor de primaria durante toda su carrera docente?
3. ¿Cuántos grados tiene a cargo y cuántos estudiantes tiene?
4. ¿Cómo percibió la enseñanza cuando estaba en sus prácticas en la universidad y cómo la percibe ahora como docente?
5. ¿Han cambiado ahora que usted tiene XXX años de experiencia? ¿Por qué cree que (no) han cambiado? ¿Qué factores han influido para (no) generar esos cambios?
6. Relate una experiencia en el aula de clase que haya marcado su práctica pedagógica.
7. ¿Para usted, qué implica el desarrollo profesional docente? ¿Cómo percibe los programas de desarrollo profesional docente?
8. ¿Cuáles son los factores que afectan o fortalecen su desempeño docente dentro y fuera del aula de clase?
9. ¿Qué importancia tiene para Ud. el inglés en su práctica pedagógica?
10. ¿Considera Ud. que debe capacitarse para dictar las clases de inglés?, ¿en qué aspectos le gustaría capacitarse?
11. ¿Qué habilidades de las que se desarrollan en inglés (habla, escucha, lectura y escritura) se le dificulta más y cuál se le facilita?
12. ¿En general, considera importante que los profesores de educación básica primaria reciban capacitaciones para desarrollo profesional docente en el área de inglés? ¿Por qué?

Appendix 5: Interview before implementation T1

INTERVIEW T 1

R1: We are going to start the interview with teacher 1 from San Marcos school, right? From Acevedo

T1: yes Mrs.

R1: You read the project title, right?

T1: Yes, Mrs.

R1: Ah well, and are the objectives clear?

T1: Yes, Mrs.

R1: Alright, teacher. Before I start, I would like to know how your day at school was?, Was it hard?

T1: It was good, Thanks to Lord.

R1: Was the day difficult?

T1: Yes, Mrs., a little.

R1: Could you please remind me which grades do you teach?

T1: As for the English subject, I teach in third, fourth and fifth grade.

R1: Alright teacher, let's begin. I would like to know for how long you have been a teacher.

T1: For five years and a half. But I have taught in primary school for four months only.

R1: Ah, so did you use to be a secondary school teacher?

T1: No, I used to work with children in early childhood before.

R1: Ah, okay, I understand. And how many children do you currently teach?

T1: Currently, in third grade I have 26 children, in fourth grade I have 29 students and in fifth grade I have 32 students.

R1: But do you have them all in the same classroom or are they separated in different classrooms?

T1: In a different classroom per grade, what happens is that we rotate to teach the subjects. We are three teachers and we rotate.

R1: So, are you supposed to teach English?

T1: Yes, Mrs.

R1: Ah well teacher, a question, when you were studying...you are a certified teacher, right?

T1: yes Mrs.

R1: When you were in your teaching practicum at the university, how did you perceive teaching then compared to now? Is it different or the same as when you were studying?

T1: When I was studying, the teaching practicum was a bit complicated at the beginning, but after keeping on with the lessons I got involved more and I enjoyed a little more the role of being a teacher. Now in my professional life, I do everything that is possible so that my students understand and learn about the subject.

R1: Ah well, so you told me that you have been teaching for only four months in primary school, right?

T1: Yes Mrs., four months exactly.

R1: For you, how has been that experience?

T1: Well, so far, I've liked it; it has called my attention a little bit. I have been more interested in the students who are a little bit behind in English, very few understand the language. But it has been a positive experience for me.

R1: Yes, it is clear that students in rural areas do not like English.

T1: Yes, a little bit complicated.

R1: I was also a teacher of English in the rural area for a year. I worked in a school called "El Descanso" in Garzón. And because of the teachers' contest I went back to the city. I do not work in the rural area anymore and I'm not with the public sector either, but I can say that working with students who live in rural areas is a very beautiful experience.

T1: Yes of course, it is very beautiful, and students are very friendly.

R1: Yes Mrs., you are right. Teacher you told me that you have four months of experience. Do you think you have changed your perception about teaching compared with the time you were in the university?

T1: When I was in the university, I would believe that education was different compared to the present, but it has changed a bit, although it used to be a little more rigid, stricter, and now it's not the same, I don't feel it's the same.

R1: In what aspects do you think education has changed? Why do you say it has changed? Why do you say that education is no longer rigid?

T1: Well, back then, students were given tasks to do, they were a little bit more interested and parents were also supporting them. But now I also realize that some parents are not interested in the progress students make in their studies. Parental support is important for students. Parents do not help them out.

R1: Yes, you are right and that is a bit more difficult in rural areas.

T1: Yes, that is right.

R1: Well teacher, in relation to the teaching practicum that you are doing, could you relate an experience that has marked you?

T1: Related to my teaching practicum?

R1: Yes, an experience that has marked you in your teaching practicum. The teaching practicum you are doing with your elementary school students.

T1: I do not understand the question well.

R1: Could you please tell me about an experience that has been meaningful to you in these four months related to your teaching practice?

T1: I have noticed that the way teachers teach is also different. Some students have called my attention. Some students say, “this teacher is strict, you have to work with this other teacher, you have to do the exercises,” and when we do the activities, they are interested a little bit more. They do the activities according to the motivation that we give them. For example, the grades; they like very much to stand up and write on the board, those who finish a workshop first, stand up and go to explain what to do to their classmates.

R1: Oh, yes, Mrs., and in primary school, especially when you put a happy face on them, they love that, yes, Mrs.

T1: Yes, Mrs.

R1: Teacher, what does Professional Development mean for you? How do you perceive the development of the Professional Teaching Program?

T1: Well, the programs are very good; it is good to be able to continue with the studies, right? To be informed professionally.

R1: Yes Mrs., have you ever taken a Professional Teaching Development course?

T1: In the university, yes Mrs., you take a course about early childhood, children cares in early childhood.

R1: Ah yes, so that you apply in the classroom what you learned.

T1: Yes Mrs., I apply what I learn.

R1: Teacher, which are the factors that affect or strengthen your teaching performance inside and outside the classroom?

T1: In relation to the English subject, it is difficult for me to speak the language. I want to get more training because students could be more motivated. If they have contact with someone who speaks the language better, they will be more interested, and they would want to speak like him or her.

R1: Well, you said that speaking is difficult for you. But which is the easiest skill for you?

T1: Writing.

R1: Is writing in English easy for you?

T1: Yes, yes Mrs.

R1: But simple or complex sentences, teacher?

T1: Simple sentences and sometimes complex sentences. Sometimes it is complicated, but I understand simple sentences better and complex ones too.

R1: Yes Mrs., now that you are working as a primary school teacher and that you are in charge of teaching English, how important is this language in your teaching practice?

T1: How important?

R1: Yes Mrs.

T1: For me, English is very important. As I was saying, for me it is very important to know it, and for the subjects that I teach at school, especially for our children, for our students.

R1: So, for you, as you said, is it essential to be constantly trained?

T1: Yes, because what we learn in the university is important, but if we keep on training it is much better.

R1: In what aspect would you like to train? Just in learning how to pronounce and speak?

T1: It would be good to correct oneself and to improve some writing mistakes, it would be good to learn how to speak, and that would be very good.

R1: But would it be those linguistic aspects only, developing skills, or would you also like to learn some kind of methodology to teach the language?

T1: Well, it would be good to learn more things about the methodology. That would be very good, too.

R1: But for now, the paramount thing would be the development of certain skills, right?

T1: Yes, yes Mrs.

R1: Teacher, a final question. In general terms, do you consider that it is important that elementary school teachers receive Professional Teaching Development training in the subject of English?

T1: Well, taking into account that we teach that subject, although we do not speak the language, it would be good for us to get training. And not only training sessions but also more advanced courses. To develop more our second language so that students become interested and see that teachers also speak and write it. And then students also take a little more of interest, to learn it.

R1: Teacher, have you thought of a specific topic for the development of skills?

T1: What do you mean?

R1: A specific topic in which training could be given in English or that lessons are focused on the curriculum in the school.

T1: Yes, that would be good.

R1: Thank you very much teacher. We have finished the interview.

Appendix 6: Interview before implementation T2

INTERVIEW T2

R2: Ok, teacher, so this is to let you know that this interview is to know a little bit about the experience you have had as teacher, it is only that. it is not more than that, no? So, the first question says: How many years have you been a teacher?

T2: 18 years ago.

R2: 18 years ago. And have you been primary teacher all the 18 years?

T2: Primary teacher

R2: Primary, so all the grades, have you rotated or always, in general have you had the same grade?

T2: No, the grades are rotated every year is a different grade.

R2: So, last year you did not have second grade?

T2: No, last year not. I had 4th grade.

R2: 4th grade? eh, in this moment, how many grades are you in charge? and in that grade how many students do you have?

T2: I have one grade

R2: one grade, and how many children are there?

T2: I have 32 students.

R2: eh, Are you licenciada?

T2: Licenciada in basic education with emphasis in mathematics.

R2: When you were in the practice in the university, we need to give some classes to practice, right? So, in that time how did you see, or how did you think teaching was? and how do you

think it is now? so, you have some thoughts when you are studying and a different thing is when you start to work, so what do you remember you said... teaching is this.. when you were in your practice? how do remember about that?

T2: *The practice is more to establish some knowledge about how to teach. Practice, is more a way like, like a way of following a matriz, following yes, an established schedule*

R2: Like some steps.

T2: Yes, like some steps yes, a procedure. But in the moment, right in the moment to be, to be stable in a classroom, the class becomes more variable because looks the need to be going with the students.

R2: Yes Mrs., very Good. Eh How do you perceive it now?

T2: Yes, now is that, it is more like look the students' need, what is needed and carry the knowledge to them, eh is more like taking previous knowledge and considering the needs of the region, that it is the most needed, that we need to know the profile of the student.

R2: So, do you consider that you have change the perception you had before and now about teaching?

T2: Yes, of course. Teaching is very different now from what you, from the studies, the university, the studies about pedagogy is very important because they teach you concepts, theory and you come here to the practice.

I2: You come to face really how things are.

T2: Yes

R2: Eh, something teacher, that in your long experience as teacher, any experience that you have had with a student or with any classroom, that has impacted you or maybe that has left something like a memory, like

T2: Yes. I think that every year that you have a group of students, every year a student left you, like we say, amazing things. And also, somethings like, like sad because there are sometimes that the students, well you see that they do not value, that they do not understand, that they do not give importance to this and even if you fight for them they do not give. So, that is a bit bitter as they say.

R2: Yes, Mrs. that is something of every year. Eh, for you, what could be teacher professional development? What does that sound like?

T2: Well, I think that professional development is more like being updated in everything, in the technology era, in the era of science advance, and to be yes, in touch with new knowledge in everything, in new laws, yes?

R2: Yes, Mrs. you are right. What do you think about the training programs that are offered nowadays? if maybe, you have been in one of them.

T2: Yes, sometimes that government offers training programs for teachers, also there are training programs teacher to teachers, between them, and well, I think it is a good opportunity because there is interchange of ideas, interchange of knowledge and experiences. Well, I think it is very good although many times people do not find it important.

R2: But, do you think it is good?

T2: Yes, yes

R2: Teacher, what do you think could affect your teacher performance inside or outside the school? things you say that do not let you be.

T2: Ah, the obstacles?

R2: Obstacles yes Mrs.

T2: Well, one of the obstacles could be the informatics management, the use of social media. All those aspects, and the other could be to have a better time management no? for things you have for your family but also for your job. Yes, and in the local level, well, we have that we do not have cell phone signal, the transport is difficult, there is a long distance and there is a social identity that do not allow people go beyond and you get used to that.

R2: Hard, hard. Yes Mrs., you are right. how important is English to you? How do you perceive it?

T2: Well, English is a very important subject which is like the door, the main door to go out. Because is one of the languages that people speak the most and truly, I feel ashamed about not knowing English, and it is very important for the students to know it.

R2: Do you consider teacher that you need training on English?

T2: Yes, to be trained yes. That there are courses for levels and that it could be mandatory, yes mandatory for the work field. And well, that comes from behind, I think since you are studying in the university or in the school the language is basic and to follow a continuous process.

R2: Yes Mrs. About English which aspects do you consider you need to reinforce? So, we know that there is vocabulary, pronunciation, listening and speaking.

T2: Yes, I believe that the most important is the pronunciation because sometimes you are too focus on theory, on the structure, all this about writing, but the pronunciation. So, you realize that the day you need English even if you know the structure, you cannot understand someone speaking English because the phonetics is difficult.

R2: But you have good pronunciation, and you try good because the last time that we had classes you have good pronunciation. Where do you look to know how do you have to pronounce? Where do you look?

T2: No, I just say the word that best sounds. I say it in a way, in a different way, the word with the best sound. I do not know if it is correct or not.

R2: But you have good pronunciation.

T2: Thanks

R2: Yes Mrs., you have good pronunciation. eh, from the English skills or of any language like speaking, listening, reading and writing, which one do you think you are more skilled? and which one do you think it more difficult? About English, speaking, listening, writing and reading.

T2: Yes, it is only listening and the pronunciation.

R2: It is the most difficult for you, and the easiest?

T2: Maybe writing

R2: Writing?

T2: Yes, writing

R2: Ok teacher, and the last to finish, do you consider that it is important for teachers from basic education to receive English training?

T2: Yes, I think very important, because, to teach English, even the most basic notions, of course you need to have a dictionary, books, texts everything, a room, a room for English, to be able to be prepared and then go to give the class. Yes, because nowadays we are alone, with what we have. A special room for English is needed at the school.

R2: Yes, Mrs., we need it a lot. Thank you very much teacher. See you on Monday

T2: See you then

Appendix 7: Interview before implementation T3

INTERVIEW T3

R1: Ok, good evening teacher, we are going to start the interview of the project called Task-Based Teacher Development Program for Rural Primary School Teachers. Eh, did you read the objectives?

T3: No

R1: So, we have two objectives. First is to describe how do primary teachers from rural areas perceive their professional development and the underlying core beliefs, and second, we have to identify the most important academic needs of primary teachers and some factors that affect their performance as teachers inside and outside the classroom. Well, teacher the idea is that this interview takes about 20 minutes, maybe more, maybe less, so, are you ready to start with the questions?

T3: Yes, Miss, start.

R1: Ok teacher but before starting first I would like to know, how was your day or work?

T3: Very good, very good, thanks.

R1: Yes? What about the kids? do they behave well?

T3: Yes Mrs., they are very judicious

R1: Yes? Oh. well I am happy for you. Teacher I would like to know How long have you been a teacher?

T3: About 15 years

R1: 15 Years, wow!!

T3: Yes, I am teacher

R1: Very good, yes Mrs. and have you been always primary teacher or secondary teacher too?

T3: No, I have always been primary teacher

R1: Ok teacher, and in this moment, how many grades are you in charge and how many students do you have?

T3: I have just one grade, first grade, and I have 32 students.

R1: So many students, no?

T3: Yes, a little bit, even this year they are less, I have had more students.

R1: Really?

T3: Jummmmmmmmm

R1: To be a rural area a believed that you were going to have less students.

T3: No, this school has big number of students.

R1: Ah, Ok

T3: From preschool to eleventh the grades are always numerous

R1: Ah good but nice

T3: Yes

R1: Ok teacher. Teacher a question, how did you perceive teaching when you were in the practices at the university and how do you perceive it now that you are teacher?

T3: Ok, first of all I am normalista

R1: Yes Mrs.

T3: Since I was in high school, to the university, now it is totally different. I mean, one thing is what you imagine that it is while you are doing the practice or an observation and everything perfectly prepared and everything as strict.

R1: Yes Mrs.

T3: Already in the reality of practicing, you have more spaces, the reality is different, you have to get results with the students. So, yes. the difference is big. There is a big difference because there is more commitment, you in your Laboral life you have to be more committed with them. Whereas, when you are in the practices at the university or the normal high school so, you have a commitment with yourself, yes? So, that is why it is very different.

R1: Yes Mrs., in that sense. But regarding to normal high school, the university and now the current pedagogical practices, do you consider that in normal high school or in the university they were more theory based and now they are more practical?

T3: Yes, yes, they are more theory based. You are more ruled by the theoretical part. You just want to follow what should be done in the class. Instead of this, in the real life it is more practical. You need to look for strategies, you have not limit. I have 32 students all of them with different ways to learn, some of them take a little bit more, another little bit less so you have to fit to them.

R1: Yes, Mrs. you are right. It is very different no? when you are in the university to when you are in the current practice.

T3: Yes, it is very different

R1: So, Do you consider that now that you have experience, your practices have changed really? And which factors do you think have help you to generate that change?

T3: Which factors? The students' context

R1: Could you explain me, please?

T3: The context because, because you. Most of the time I have worked in the rural area and I was just in the urban area two or three years and the context change a lot. I mean, you get certain number of students and you have to go with them. Because each kid has, has different need, they come with many, with many things from the house, their homes are different, so because of that. That is why all this affects and affects the performance of every student in the schools.

R1: Yes of course, I understand perfectly. I was also a teacher in a rural area for a year. I just came back, I come back to the city so sure, is a, is a totally different context which you have to face.

T3: Yes

R1: And teacher, in your 15 years of work experience, could you tell me an experience in the classroom that have marked your pedagogic practice?

T3: Yes, in the last 5 years, well almost 6, there is an experience that marked me a lot. well, I in first grade, in the school I have been for 7 years, from those 7 years I have had first grade for 6 years. And something that has marked me is a girl who arrived at the school to first grade. She come from preschool and has a disability yes? So, I receive her in first grade and I was with her, so because of her disability, is a motor disability and has a disability to pronounce well the words, so, but she is very smart, so that girl that was with me in first grade and because of her problems, we left her in again in first grade with me. She was in first grade 2 years, then we pass her to second grade, and she liked it and then when she went to third grade, she could not feel good with any other teacher. That is why Maria Paula is promoted to an upper grade and she always came back to me.

R1: Oh, so pretty

T3: In this moment, Paulita is 12 years, and the next year because, because of the age she must attend sixth grade. And then, with her I do task slowly, in all this time I have been here she started to recognize the letters, she recognizes short, short, phrases, but she, because of her disability, she cannot read, although, I know that she understands, that she with 5, 6 words the first letter, she understands. But for me it was a very beautiful experience, well, so beautiful with her. I said Maria Paula that she has to go next year with more teachers, because she is a big girl and she tells me not to leave her.

R1: How cute

T3: Yes, do not leave her. So, that is my experience with Maria Paula, this has marked me, marked me a lot. That is why I say: we need to fit to our students, not to look for them to fit us.

R1: Yes, sure. Especially with a student with disabilities, right?

T3: Disabilities, yes

R1: Teacher, I feel curious, which strategies did you use with her?

T3: Normal, I treat her the same as the other kids. Maybe that is why she feels comfortable with me, because I do not make her feel different in the classroom. And sometimes she is lazy, without disposition to work. Sometimes also, I must complain her. She said to me at the beginning “I cannot”, so I said to her, yes you can, come on Paula, let’s try. Well, I am more patient with her, I let her take time with her works, also in her house her parents do not give support. What she learns, she learns it in the school, because they don’t reinforce what she works in the school. So, I do not have differences. For me she is the same, I treat her like if she had any disability.

R1: Perfect. I think that the girl finds in you what she did not find at home, the support.

T3: Well, I think that yes. Sometimes she does not come to the school, so she comes to my house because she feels boring. Sometimes I feel that she in the classroom is uncomfortable because the same, the kids are 5 to 6 and she is 12 and she says that they do not want to play with me, is that they do not love me. So, I say to other kids without her noticing, please Paula this, please Paula that. Please treat her like a girl like you. So, they make her feel like that, so that make me sad because maybe next year she has to go to sixth grade to share with many other teachers. So, I am worry about Paula.

R1: Yes teacher. For her, this is going to be a big change. She is going to be exposed to share, as you said, share with more teachers, with kids of the same age that you know that at 12 or 13 kids nowadays think in a different thing.

T3: Right, she is a baby

R1: Exactly, it is very different, and even that you have to pay attention to her. I love it and I think that this is what marks us as teachers, no?

T3: This is what marks us.

R1: We cannot change the world, we are not superheroes but since we can touch to one person, I think we could feel we did a good job.

T3: Yes, yes that is true

R1: Ok teacher, continuing with the next question, for you What does teacher professional development imply? How do you perceive the programs of teacher professional development?

T3: How do I perceive the programs?

R1: Yes, Mrs.

T3: There are many programs which are very useful for us, right?

R1: Yes, Mrs.

T3: I emphasize all those programs that suddenly the government orders us to apply and that soon we have the training to do some of them because there are others that are just passing, it does not have much applicability and you wonder why spend a lot of time and money in this that it is not justified.

R1: Yes Lady

T3: So, that is my way of seeing things.

R1: And for you, what does professional development imply?

T3: For me? what does imply?

R1: Yes, Mrs.

T3: Grow as a teacher to prepare as a teacher. I cannot stay so stuck like that anymore because everything changes. The students change, the generations change. It is not the same, it would not be the same at least one primary school teacher for example 20 years ago with everything he explained now. So be the rural part because now that technology, good so many things that surrounds children. Then we must and we continue growing as professionals, as teachers, as people.

R1: Yes, Mrs. you are right. When I was in school and I am still young, I still feel that it has changed a lot from when I was studying until now that I work as a teacher and I realized that the boys are much more difficult.

T3: Yes, it is very difficult, and you face many things that in our times there were not and that was easier to cope.

R1: Yes, Mrs., and above all, the support of the parents, no? what is fundamental.

T3: It is fundamental. That is another thing that, a long time ago, children had the support of mothers to support them. Not now. Now most of them work, the children leave school and good and arrive alone. And so be it in the rural part, the children arrive alone because the mother is working. Lack of commitment, lack of support.

R1: Or they are missing a lot because it is harvest time, so they have to help the parents. Yes Mrs. it is understood. Teacher, what are the factors that affect or strengthen your teaching performance inside and outside the classroom?

T3: Well, I believe that my teaching performance strengthens the practice that I have acquired during all these years. That strengthens me. That is why I say; I've been in first 7 years. Not because I do not feel capable of dictating other grades, but because my primary schoolmates do not like to have first. No one likes it first, or is it the coco, the coco grade. It is scary. And I told them, but why and they, oh, no, what laziness, the children, I do not know what, like preschool children. On the other hand for me it is very satisfying to arrive with those little kids at least in January and you say how they change and it happens January and already in April and you say look but those children already read, already write they already have rules of behavior in class. So that is satisfactory for me, it is very satisfying for me and that is like enriching you and you say yes, the practice makes the teacher.

R1: Exactly and I have always believed that the first teachers are the most important in education because thanks to you is that we learn to read, we learn to add, rather you are the basis of everything.

T3: If eighth grade children say: With teacher Sandra I learned to read, and they are already in eighth grade.

R1: Imagine that

T3: And me: not my God, as I am not older, God

R1: No, but it is worth it. It is worth the profession. Yes Mrs. Teacher, how important is English to you in your pedagogical practice?

T3: Too much, that's my great weakness. I think that's my Achilles heel

R1: In what sense?

T3: Well, because English is very important to me, but it is not my strength either. So, for me it is very hard. At least with the most basic thing that I give to my little ones, I have to try to look. Give us a lot of importance, it seems to me a very important subject. But as I say that is not my strength either. I have always said that there should be an English teacher in primary.

R1: Yes, it is very necessary

T3: someone who manages the subject well and who says that can give the English class because it is his area.

R1: Yes, of course, focus only on your respective area.

T3: In their respective area. Primary school children without having their English teacher.

R1: Teacher, is said that in primary school there should be a teacher of English, but what do you think about the trainings to teach this class? Do you think you should be trained to teach English?

T3: Sure, of course It is very important and that is the least we have.

R1: In what aspects would you like to be trained, teacher?

T3: Yes?

R1: In what aspects would you like to be trained?

T3: I believe that we elementary teachers should be trained in the most basic, in vocabulary, in how to give an English class, which is what we have least

R1: That is to say that not only in the development of skills but also in the methodological aspect, right?

T3: Yes, yes of course.

R1: Well, professor, you said that English is a flaw for you, right?

T3: For me it is a great weakness. I was never the best in English at my school. And believe me many times I see it serious.

R1: No, quiet. We all have different abilities, teacher, but I believe that one of the four skills that are in English is easier for you. Because we take into account that they are speaking, listening, writing and reading, which do you think is easy for you and which do you think is difficult?

T3: It is very difficult for me to pronounce English.

R1: The pronunciation.

T3: Yes, a lot.

R1: And what do you think is the easiest?

T3: I, for example, from a text I take words. But pronunciation is very difficult. Write not so much but pronunciation is very difficult.

R1: Ah, if you see that you have skills in English? that you need to develop them is different.

T3: Yes, I need practice in that.

R1: Yes Mrs. Teacher, in general, do you consider it is important that teachers of primary basic education receive training for professional teacher development in the area of English?

T3: Yes, of course

R1: Why?

T3: For the same reason, because it is up to us to dictate all the subjects, those areas and we do not have them. I believe that the English that they give us in the normal or in the degree that we have each one is very little, it is minimal.

R1: So also, we must bear in mind that there are very few hours of English that are in primary. A good teacher many thanks

Appendix 8: Classroom Observations (T1) before implementation by R1

CLASSROOM OBSERVATION T1

#1

The T1 starts singing a song in Spanish and students follow the rhyme and mimic the song.

They sing the animal song twice.

The T1 asks the students for taking out their English notebook.

The T1 checks homework

The students write in their notebooks fourth term (in Spanish).

The students spend 9 minutes in this activity

Some students want the T1 to help them to write fourth term

The T1 speaks all the time in Spanish

The T1 writes the numbers on the board (1,2,3,4,5,6,7,8,9,10)

The T1 recommends looking for the numbers the students do not know in the dictionary

Commands such as sit down, pick up papers are told by the T1 in Spanish

The T1 asks for the first ten numbers and the students pronounce number as they are written

The T1 does not correct the students' pronunciation

The T1 does not pronounce the numbers

The T1 writes the numbers until 100, from ten to ten

The students go to the board and write the numbers script (30 thirty,40 forty)

The students pronounce the numbers at the same time they are writing the numbers

The T1 does not pronounce the numbers

This activity last 14 minutes

The students must have the numbers in their notebooks as well

One student asks the T1 how to pronounce 100 and she said one hundred

After half hour of class, the T1 says something in English

The T1 waits 5 minutes before start practicing the vocabulary

The T1 and the students pronounce the numbers at the same time

The T1 does the distinction between 14,15, 16,17, 18, 19, 20 (those numbers finish in "teen") and 40, 50, 60, 70, 80, 90 (those numbers finish in ty)

The T1 and the students pronounce twice the numbers

The T1 teaches how to write numbers onwards

The T1 choose one student to write on the board the number 54 randomly

The T1 repeats the activity several times

Meanwhile some students are writing the numbers on the board, the others have to write numbers in their notebooks

Finally, T1 writes on the board more numbers (this is homework)

The T1 will check homework next class.

CLASSROOM OBSERVATION T1

#2

The T1 asks the students for the homework which consisted of writing some sentences

The T1 asks the students for taking out their English notebook

The T1 checks homework

The T1 does not speak in English

The T1 socialize homework with the students

The T1 asks for the words' translation (in Spanish)

The T1 writes sentences on the board and the students have to write [the sentences] in their notebooks

The students read the sentences in Spanish

The T1 asks for the dictionary in which, the students have to search unknown words

The T1 ask for the Spanish dictionary as well, and the students have to search the word "verb"

A student reads the definition and the T1 complements the definitions with her explanation

The T1 writes a list of verbs in English on the board and the students have to search its translation in Spanish

This activity last 28 minutes

Then, one by one [the students] goes to the board to write its corresponding translation

The T1 reads the words in Spanish

The T1 does not practice pronunciation with the students

The T1 teaches to do sentences using ing

Homework: review the vocabulary seen in class

CLASSROOM OBSERVATION T1

#3

The T1 starts singing a song in Spanish and students follow the rhyme and mimic the song.

[Quiz] The students have to take out a piece of paper, they have to write their name

The T1 writes some words in English and the students have to writes the translation (clothes vocabulary)

Test last 13 minutes

The T1 socializes the test

The T1 asks the students for vocabulary related to animals (this was a homework)

The T1 writes the vocabulary in Spanish and the students have to tell it in English

The students pronounce the words as they are written

The T1 does not correct students' pronunciation

Instead of pronounce snake ('*snek*') the students pronounce snac

The students tell the T1 more animals and she writes them on the board

The students mention some animals one by one. Then, the students have to write animals in their notebooks with its translation (students search with the dictionary help)

The T1 does not say commands in English

Meanwhile the students are searching the vocabulary in the dictionary, the T1 check the animal drawings (This was socialized at the beginning of the class)

Class is over and the students haven't finished to search the vocabulary. So, it becomes homework
The unfinished activity last 30 minutes

CLASSROOM OBSERVATION T2

#1

The T2 starts the class asking if the students remember how sentences in Spanish are written

The T2 mentions noun and predicate nominative

Then, the T2 shows flashcards in which, there are words (nouns such as teacher, actions such as write)

The T2 pronounces all words and the students as well

The T2 asks all the time, what does this word sound like?

The T2 does the activity several times

The T2 divides the students into groups and they have to do a role play with the vocabulary taught by the T2.

The students just mimic and they do not speak at all

This activity last 20 minutes

The T2 sticks words on the board (pronouns, I am, she is, he is, they are)

The T2 pronounces the pronouns very well

The T2 teaches sentences with *ing*

The T2 makes the distinction between sentences in Spanish and English (ella está cocinando, she is cooking)

The T2 gives the students a worksheet in which, there are four drawings. Below of them is writing cook-cooking, drive-driving, make-making

Appendix 9: Classroom Observations (T2) before implementation by R1

CLASSROOM OBSERVATION T2

#2

The T2 organizes the students in a semi-circle

The T2 has material to play a game with the students (empty bottles and a ball)

The T2 divides the students into teams

Commands such as stand up and sit down are said in English

The T2 mentions there are four teams

The T2 ask the students; what do you eat at breakfast?

The students answer; chocolate, bread, cheese [those words are said in Spanish]

The T2 to complement the students' answers, pronounces [in English] words related to food (apple, milk, bread, banana, cheese, coffee). She uses flashcards to teach vocabulary

The students pronounce the vocabulary taught in English

The T2 shows pictures in which, the students have to say the words in English

The students stick flashcards on the board

From the beginning of the class to this activity 31 minutes have gone by

The T2 starts bowling game in which, one students (leader) per group goes in front of the empty bottles and s/he has to say food vocabulary correctly, s/he watches the flashcards and pronounces the words according to each picture. If s/he pronounces wrong, s/she does not throw the ball. This activity last 15 minutes

Appendix 10: Classroom Observations (T3) before implementation by R1

CLASSROOM OBSERVATION T3

#1

The T3 starts the class asking for the vocabulary seen the last class.

The T3 asks for three colors (rojo, azul y verde)

It is obvious students do not remember the vocabulary because they try to guess, e.g instead of saying red, students say yellow, blue, green.

The T3 decides to ask the students to take out their notes.

Once notes are checked, students answer correctly

The T3 writes family on the board (it is a new topic)

The T3 pronounces family in English

The T3 asks the students information related to their families, who are the members of your family? (question is done in Spanish)

Students answer [in Spanish] my mother, my father, my aunt, my uncle

Then, the T3 writes family members on the board and at the same time she pronounces [in English] with the students

The T3 include greetings. She says good morning father, good morning mother and commands students to repeat

The T3 does not have a projector nor speaker. So, she decides to play a video in her laptop

The video does not have enough volume. Thus, she goes around the classroom showing the video to her students

The T3 gives the students a worksheet to work on it

This activity last 30 minutes

The T3 sits down and spends the last 30 minutes in her desk. She checks her cell phone

Appendix 11: Classroom observations (T3) after the implementation by R1

CLASSROOM OBSERVATION T3

#1

T3 starts the class talking about the parts of the face in Spanish, she asks what are they for?

T3 writes on the board my face and she asks students if they remember how to pronounce face in English

Students have to take out their English notebook which is in their “cuaderno integrado”

T3 mentions parts of the face in Spanish and the students repeat after her

T3 mentions parts of the face in English

Ta mispronounces ear [iar] and eyes [eis]

Then she says these are my eyes

Students repeat after her not only the vocabulary but also the sentence

This activity last six minutes

T3 gives a guide to the students.

Students have to color, draw and write the parts of the face in the guide
 T3 sits down, the students go until her desk and they practice pronunciation with T3
 There are a lot of children around the T3
 After that, T3 gives another guide in which, students have to write the parts of the face in English.
 From her desk, T3 calls students one by one and practice pronunciation with them
 This activity last 40 minutes

Appendix 12: Classroom observations (T4) after the implementation by R1

CLASSROOM OBSERVATION T4

#1

T4 starts the class with a song
 students sing the barn owl
 T4 sticks on the board papers of different colors
 T4 reviews with students the colors blue, red, yellow, black and white
 T4 asks for rainbow colors
 T4 asks students what they know about rainbow, one student answers it comes from sun
 T4 draws a rainbow on the board
 T4 mentions colors in Spanish and English.
 Students repeat after her
 T4 gives indications what students have to do in a coloring guide.
 Her indications are the following:
 el son es yellow
 los zapatos son black
 la manzana es red
 el dulce es blue
 T4 calls students one by one to give the guide
 Students color the guide
 After students have finished, T4 teaches this is color red, this is color black. T4 points the draws that are in the guide
 T4 has prepared an activity.
 T4 sticks color papers around the classroom, she says one color and students have to go to the color that T4 has mentioned.

Appendix 13: Classroom Observations (T1) before implementation by R2

CLASSROOM OBSERVATION T1

#1

The teacher greets in English.
 Then, she invites to a student to say a short prayer.
 Then, she does a dynamic with a song in Spanish.

The teacher explains them how they are going to do a recovery that they had, and she indicates them to take half sheet.

The teacher tells the students to mark the sheet and begins to write some words on the board related to clothe. Children have to put them in Spanish.

The teacher moves around the classroom to verify that the students do their job.

The teacher helps with some words from the exam.

The teacher pronounces shoes, as it is written

The teacher proceeds to verify the words on the board with the students.

Sometimes the teacher has not good vocabulary pronunciation

The teacher asks if the students did a homework about some drawings of animals and reviews them with the students in Spanish.

The teacher begins to ask about animals in English with some problems in pronunciation.

Sometimes, she corrects students well in pronouncing the animals in English. Other times, she does not have good pronunciation.

The students say animals in Spanish different from what they have, the teacher writes them on the board and the students look for them in English.

All the activities are done in Spanish.

The use of English is limited.

The teacher organizes the students by couple and gives them instructions to look for the animals.

The students have to write the animals in Spanish in a column and in front of the column how it is said in English.

As the teacher reviews the task, she gives them advice on how to look in the dictionary

The teacher responds to doubts students have about words they find.

Until the moment, the greatest teacher's need is about pronunciation of vocabulary in English.

#2

The teacher greets in English.

The teacher reviews the homework of English about sentences that the students had to do.

The teacher starts to correct the sentences with the students.

The teacher writes some sentences in English on the board.

There are some mistakes in the writing of some words. The teacher uses two words with mistakes: forets as forest and whate as whale.

The teacher uses large and loud in a sentence to say big and strong.

In the same way, the teacher present mistakes about the use of with because she writes whit

The teacher asks the students if they bring dictionary.

The teacher uses the Spanish dictionary for the students to look the word verb and explains it in Spanish.

The teacher writes some actions in English on the board.

The teacher organizes students who did not bring the dictionary by groups according to the number of dictionaries in the classroom.

The teacher provides comments to the students about what they should do.

To guide the class, the teacher uses a book called Inglés práctico

The teacher moves around the classroom giving advices to the students about how to look words in the dictionary and go when they need it.

The teacher approaches the observer to ask her about the book she uses in the classes.

The teacher writes the meaning of a word on the board.

The teacher asks the students to organize the classroom again.
 The teacher asks to the students to write on the board the word they found in Spanish.
 Voluntarily, each student goes to write a word they found.
 The teacher shows that she knows the vocabulary she teaches to her students.
 The teacher verifies the words in Spanish with the students.
 The teacher has some problems with the pronunciation of some words like fall, find and fly.
 The teacher asks to the students to correct the words with some mistakes.
 The teacher says that that they have to do some sentences with the words they search. She writes a sentence on the board and together with the students start to say words to complete the sentence in English.
 She explains how to form the present continuous with ING.
 The teacher Leave as a task to review the words seen in class.

#3

The teacher greets in English.
 The teacher sings a song in Spanish to introduce the class with a religious message.
 The teacher uses the command sit down for the students to sit.
 The teacher reviews students 'notebooks.
 The teacher says the students to write 4th period while she reviews the notebooks.
 The teacher corrects some mistakes that the students have in the sentences.
 The writes on the board the word numbers.
 The teacher watches that the students write 4th period and what she wrote on the board.
 The teacher writes the numbers on the board and they say them in English.
 The teacher says to write the numbers that are written on the board in English which they have seen before.
 The teacher writes other numbers on the board.
 The teacher makes the students come to the board to write the numbers in English.
 The teacher calls one by one
 The teacher asks the students to continue writing the numbers.
 The teacher asks for time to the students who has finished for the other to copy everything.
 The teacher gives advice to a student that presents difficulties.
 The teacher asks the students to pay attention.
 The teacher makes the students repeat the numbers.
 The teacher clarifies the pronunciation from 13 to 19.
 The teacher makes them to count until 10 using their fingers.
 The teacher explains how to put the numbers to form the date of today.
 The teacher watches the students to write the numbers from the board on the notebook.
 The teacher is attentive to the student that present discipline problems to do his work.
 The teacher asks a student to erase the first line of numbers.
 The teacher returns to see the performance of the student with discipline problems.
 The teacher writes some number on the board for the students to write them in English.
 The teacher walks around the classroom supervising the work the students do.
 The teacher clarifies the doubts students have about how to write the numbers.
 The teacher says to the students that she is going to review the work next class.

Appendix 14: Classroom Observations (T2) before implementation by R2**CLASSROOM OBSERVATION T2****#1**

The teacher starts to organize the classroom for the day.

Some students arrive late, and she makes the corresponding observation.

In the classroom there are not decorations related to English.

The teacher starts to ask about the structure of the sentence in Spanish.

The teacher takes a word and show it to the students associating it with the meaning of subject.

The teacher goes around the classroom showing the word and makes the students repeat the pronunciation.

She says the students to write teacher in the air.

The teacher takes a new word and ask the students to see the word, the number of letters the word has and then pronounces correctly Driver.

The teacher puts clues to the students to guess the word that she shows them.

Ask the student to write the word on the desk with a finger.

Again, the teacher gives clues to the students to guess the word cashier.

The teacher shows a new word fireman and do the same dynamic for the students to guess the meaning of the word.

The teacher shows a new word Cook.

Another word with the same dynamic baker.

The teacher shows a new word.

The teacher uses the expression “traduce” for the students to say the word in Spanish.

The teacher teaches to the students the last word.

She divides the classroom into 3 groups of students. each group has a word for them to do a dramatized according to the word each group has.

The instructions are in Spanish

The teacher sits next to a student and starts to show her a book while the other students work in the drama.

The teacher guides a job for the students with clay.

The teacher approaches the observer to say that the students has cognitive problems.

The teacher returns with the other students to coordinate the activity.

The teacher asks for volunteers to do the dramatization.

The teacher pastes the word they are going to act on the board

The second group comes out and in the same way, paste the words on the board.

While the students carry out the activity, the teacher pastes some words on the left side of the board which correspond to the pronouns.

The teacher makes the students pronounce the words that are on the board. Driver, secretary, teacher.

The teacher asks another group to come out to perform the drama.

The teacher reminds them the pronunciation of fireman.

The teacher calls a new group to participate.

The teacher facilitates some materials to the students for the presentation.

The teacher approaches the students with cognitive difficulties to give her instructions.

The teacher makes the students to repeat the pronouns in English and in Spanish.
The teacher explains the use of pronouns and gives examples.
The teacher associates the knowledge that she has shown in Spanish.
The teacher shows some paper with words that students have painted.
The teacher explains the use of ING.
The teacher shows a paper with a mistake in a word: coke
The teacher shows a different word during the class.
The teacher approaches the observer to clarify a doubt about the meaning of a word.
The teacher has a good command of pronunciation and vocabulary.
The teacher gives a photocopy to the students to observe some images.
The teacher reviews the pronunciation with the students.
The teacher returns the notebooks she had for them to write what it is in the photocopy.

#2

The teacher organizes the classroom and welcome the students.
The teacher organizes some jars in a file on the floor.
The teacher takes time to cut some tape.
The teacher approaches the observer to clarify the pronunciation of some words she is going to use in the class.
The teacher asks again to the observer about the use of sit down and stand up.
The teacher does an exercise with the students to start the class.
The teacher greets the students in English.
The teacher indicates the students that they are going to work about the breakfast and the fruits.
The teacher starts to ask the students what they had for breakfast.
The teacher makes some recommendations to the students about a healthy food.
The teacher shows the students a picture of a bread and make them repeat the pronunciation. Then, she shows how to write bread.
The teacher gets close to the students' tables to show them the draw and make them repeat. Then, she shows how to write the word.
The teacher shows the picture of a pineapple and gives the pronunciation without showing the word. Then, the students repeat the word and finally the teacher shows it.
The teacher shows the picture of a jar of milk and pronounces the word. Then she shows the word.
The teacher asks for the words they already work with.
The teacher shows a new picture and a new word coffee.
The teacher attends to a parent of a students who did not come to class.
The teacher asks the students to be quiet and reflects about the work parents do with coffee.
The teacher shows a new picture for the students to say what is. Then, the teacher says the pronunciation and finally shows the word to them.
The teacher uses an activity with the fingers to remember the viewed words.
The teacher shows a picture of an apple with its pronunciation and its writing.
The teacher shows a picture of a banana with its pronunciation and its writing.
The teacher shows a picture of a chocolate cup with its pronunciation and its writing. Review the words.
The teacher shows a picture of an egg with its pronunciation and its writing
The teacher makes the students write the word in the air and count how many letters it has.
The teacher now shows a lemon.

The teacher clarifies with the observer the pronunciation of cheese.
 The teacher makes the students pronounce each word and shows the writing of each one.
 The teacher pastes on the board the words she showed previously to the students.
 The teacher develops a bowling game in which the students must hit some jars with a number which corresponds to a picture pasted on the board to say it in English.

Appendix 15: Classroom Observations (T3) before implementation by R2

CLASSROOM OBSERVATION T3

#1

The teacher greets in English.
 The teacher says the students to take out the notebook and to write the date.
 The teacher says the students that they are going to remember the colors.
 The teacher writes the colors in Spanish and the students try to say them in English.
 The teacher takes a notebook to look for what they did last class.
 The teacher writes new colors on the board y and asks the students to say them in English.
 The teacher says that they are going to work with the topic about the family and says it in English: the family
 The teacher asks the students who form the family.
 The teacher starts to write the family members on the board in English.
 She looks in the textbook to be sure she writes correctly on the board.
 The teacher writes brother on the board.
 The teacher says to the students to write the words in the notebook.
 The teacher walks around the classroom to see what every student write.
 The teacher associates the greetings with the family members asking how to say buenos dias in English. She asks a student.
 The teacher asks how to say buenos días papá in English.
 The teacher asks how to say buenos días mamá in English.
 The teacher pronounces mother like moter.
 The teacher uses the computer.
 The teacher says that they are going to listen to something in the computer and asks for silence so they can listen.
 The teacher reproduces a video
 The teacher shows the video to the students and make them repeat what they listen.
 The teacher shows the video about grandparents to the students and makes them repeat.
 The teacher reviews the names she has on the board and asks how to say grandfather and grandmother in English.
 The teacher shares a photocopy to each student about some family members.
 In the classroom there is a poster with the alphabet in English and a word which starts with each letter.
 The teacher gives advices to the students
 The teacher goes with a student to explain how to solve the copy.
 The teacher calls the attention to some students who do not do the classwork.
 The teacher gives the students some colors to paint the photocopy.
 The teacher attends the students who come to her desk.
 From her desk, the teacher calls the attention to some students.

The teacher shows some discomfort with the observation
 The teacher reviews with each student the words from the photocopy.
 The teacher calls attention to some students that are out of the desk.
 The teacher says she is going to send a message about the lack of lunch for the next day.
 The teacher says that the student who finish the photocopy can go to her desk to review the vocabulary.
 The teacher uses the cellphone while the students work.
 The teacher continues in her desk using the cellphone while the students work on the photocopy.
 The teacher calls the attention to some students that talk or are out of the desk.
 The teacher calls the attention to some students again.
 The teacher asks a student to bring the Spanish notebook to her desk.
 The teacher writes on the board the message for the parents.
 The teacher says the students to write the message on their notebooks.

Appendix 16: Classroom Observations (T4) before implementation by R2

CLASSROOM OBSERVATION T4

#1

The teacher starts singing a song in Spanish with the students to attract their attention.
 The teacher starts saying to the students that they are going to learn the numbers from 1 to five.
 The teacher shows a file with a number of animals and the children say the amount in Spanish.
 Then, the teacher puts the number below each picture. She shows them how it is written and indicates the pronunciation of each number.
 Repeatedly, she clarifies to children the pronunciation of the numbers. The teacher has problems to pronounce 3 and 5.
 The girls pronounce the numbers how the teacher indicates.
 The boys pronounce the number how the teacher indicates.
 The teacher uses repetition to clarify pronunciation.
 The teacher takes some pictures for the students to say the number that corresponds to each picture in English
 Then, she makes a kind of dynamic. Number one means stand up and number two sit down. She says the numbers in English, and they perform the action according to the number. She does the exercise repeatedly.
 Then, the teacher adds a third action with the number three in English that is sitting on the floor. She takes turn to say the three numbers and the children perform the action that corresponds to each one.
 Then, she adds number four to the dynamic for the children to jump.
 The teacher says the number in English and the children say it in Spanish.
 The teacher uses body language to show to the children the number that corresponds to the one she pronounces.
 During the whole class, the teacher shows some problems with the pronunciation and children pronounce the same as her.
 Then, she changes the activity for the students to give claps according to the number they listen in English. She does it repeatedly.
 The teacher explains the students a photocopy they have to solve where the students have to join the number in English with the quantity of animals that corresponds.

Until here, the teacher has taken 26 minutes of the class to do the activities.

Due to the support that the teacher has in the orientation of the classes by a SENA practitioner, the teacher leaves the class for a moment.

In the classroom, there is not decoration related to English.

The instructions are given in Spanish.

The teacher gives constant approval to the students while they do the activity.

The teacher has an adequate tone of voice since she handles approximately 25 to 27 preschool students.

#2

Before the class, the teacher consults with the observer the pronunciation of some words she is going to work during the class.

The teacher makes the students write the date in their notebooks.

The teacher says to the students that they are going to work about the fruits in English. She helps the students to organize the notebooks.

The teacher shows to the students an exercise they are going to do with a lottery.

The teacher does an exercise for the students to pay attention with a song in Spanish.

The teacher sees the students do the activity.

The teacher walks around the classroom.

The teacher goes through the students' desks.

The teacher asks for the favorite fruit of each student in Spanish.

The teacher associates students with some fruits with colors.

The teacher pastes some pictures with fruits on the board.

The teacher starts saying the name of the fruits in English and students repeat.

The teacher makes the students repeat the fruits in English.

The teacher explains the next activity about coloring some fruits.

Each student has different fruits and has to stand up when the teacher says the fruit in English.

Asks the students the colors in English.

Asks the students the colors of some fruits in English.

Make students to stand up when the teacher says the fruit in English

The students continue painting the fruits until the class ends.

Appendix 17: Classroom observations (T2) after the implementation by R2

#1

The teacher does an exercise with the students to make them pay attention

The teacher starts to read a tale in Spanish and the students listen carefully because they are going to answer some questions.

The reading is related to the topic in English, about the colors.

The teacher uses the tempera jars to make sure students know the colors in Spanish. Some of them say the colors in English.

The teacher starts showing the students some pictures with candies students consume.

The teacher uses some expressions like favorite candies.

Through some pictures, the teacher asks the colors in English.

The teacher says some candies in English and its color: The mint is color green.
 The teacher looks for the observer approval to pronounce the colors.
 The teacher reviews the concepts before the class.
 The teacher pastes the images around the classroom and repeats the name of the candy and the color.
 The teacher explains a game they are going to play.
 The teacher says the color and the students run to touch the color she mentions.
 The teacher forms some groups and the students work with some cards with the colors. A student takes the card and the classmates say the color in English.
 The teacher gives a copy for the students and explains the activity they are going to do.

Appendix 18: Classroom observations (T3) after the implementation by R2

#1

The teacher does an introduction for the class in Spanish about the senses
 The kids participate. She asks how do they say cara in English? She repeats the pronunciation with the students.
 She pronounces the parts of the body in English. Some of them have not good pronunciation.
 The teacher asks the students to take their notebooks.
 All together says the parts of the body in Spanish and in English.
 There are some problems with the pronunciation.
 The teacher tries to use expressions like this is my.
 She shares a photocopy with the parts of the face, and they paint it.
 She says the students to review the words while they paint.
 She sits to cut some papers.
 She tries to have a more accurate pronunciation.
 She reviews the vocabulary with some students who come to her desk.
 Kids follow teacher's directions.
 She gives photocopies to the students for them to write the parts they have seen in class.
 She continues reviewing the vocabulary with Every student.
 She is more than 30 minutes passive in her desk.
 She looks very uncomfortable with the observations.
 She uses a better tone of voice.

#2

The teacher does an introduction asking the students about what they have seen in class.
 The students review their notebooks
 The teacher walks around the classroom and asks the students to write the date in their notebooks.
 The teacher asks the students for the family members.
 The teacher says they are going to listen to a song because they know the family members.
 The teacher says the family members in English and the students say them in Spanish.
 The teacher associates through the video the family members in Spanish and in English.
 After watching the video, the teacher asks the family members they already saw last class.
 Some students say new vocabulary from the video.

The teacher reproduces the video and asks students to pay attention to new vocabulary.
The teacher asks students how to say tio in English. The teacher reproduces the video several times to listen.
The teacher asks for four new family members and students say it in English.
The teacher gives the students a copy with some pictures.
The teacher explains what they are going to do with the pictures.
The teacher writes my family on the board.
The teacher gives some scissors for the students to cut the pictures.
The teacher reproduces the video while students work in the activity.
The teacher reviews some students work and gives good comments about it.
The teacher helps students with the activity.
The students enjoy the activity and they behave well during the class.
The teacher reviews the work of a student, gives some good comments and let him a homework.
The teacher plays a video again.

Appendix 19: Classroom observations (T4) after the implementation by R2

#1

The teacher and the students sing a song for the students to pay attention.
The teacher pastes some colors on the board to be sure the students know the colors in Spanish.
The teacher talks about the rainbow while she draws one on the board. Then she makes a brainstorm with the students about it.
She reviews the colors in English.
The teacher explains an activity with a photocopy they are going to work on in which they are going to paint some draws.
The students start carrying out the activity while the teacher watch how they work and solving doubts during the class.

#2

The teacher introduces the class in Spanish about who are the members of the family.
The teacher explains what they are going to do with a video.
The teacher writes on the board some family members in English and in Spanish.
The teacher looks for the approval of the observer about a word she is saying.
The teacher corrects a mistake she wrote on the board.
The teacher associates the pronunciation of some words in English with a movement.
The teacher does mimics of movements they saw in the video.
The teacher pastes some pictures on the board and asks the students to think about the member of the family that corresponds to each picture.
Finally, the teacher asks them in Spanish.
The teacher makes the boys and the girls repeat the words separately.
The teacher reviews a lot the words in English.
The teacher asks the students to touch the picture according to what she pronounces.
The teacher gives a photocopy to the students.
The teacher comes to talk to the observer about the class structure.
As a closure the teacher reviews again the family members

The teacher pastes the works students did with the photocopy on the board.

Appendix 20: Pedagogical intervention

PART 2 (2 hours) 10:30 - 12:30

pre- task: Before initiating the new task, the Ts talk about the song they listened. They have to mention the differences they have found in the pronunciation in the pronunciation of the vowels. In this way, a new topic is introduced which is related to consonants pronunciation. The R2 explain that “In English, there are lot of consonant sounds that do not exist in Spanish, there are many others that are similar but not exactly the same and there are few that are practically the same as in Spanish” (HB, 2018). Now, the researcher teaches them the consonant sounds in English. (Para más información puede consultar el siguiente link https://hablabieningles.com/hbi/american_english_phonetics/modulo-3-fonetica-inglesa-consonantes/)

21 p PIG	22 b BED	23 t TIME	24 d DO	25 tʃ CHURCH	26 dʒ JUDGE	27 k KILO	28 g GO
29 f FIVE	30 v VERY	31 θ THINK	32 ð THE	33 s SIX	34 z ZOO	35 ʃ SHORT	36 ʒ CASUAL
37 m MILK	38 n NO	39 ŋ SING	40 h HELLO	41 l LIVE	42 r READ	43 w WINDOW	44 j YES

Picture 2. Phonetic sounds

Task cycle

Task: Individually, the Ts are going to have a picture of an animal. Using the vocabulary seen in the first part, they have to do a short description about the animal each one has.

MAESTRÍA DIDÁCTICA DEL INGLÉS UNIVERSIDAD SURCOLOMBIANA

TÍTULO DEL PROYECTO: Programa de desarrollo profesional basado en tareas para profesores de primaria en un Institución pública en Colombia.

OBJETIVO: Analizar el desarrollo de la práctica pedagógica docente y sus creencias acerca de la enseñanza del inglés con profesoras de primaria del área rural a través de un programa intensivo basado en tareas.

REFLEXIÓN

1. ¿considera usted que las actividades realizadas en la sesión eran apropiadas para desarrollar las prácticas pedagógicas? ¿por qué?
2. ¿está usted de acuerdo que se haya implementado actividades dinámicas en esta sesión? ¿por qué?
3. ¿qué opina de las estrategias metodológicas enseñadas en la sesión de hoy?
4. Escriba sugerencias con respecto a la actividad realizada

PART 2 (2 hours) 10:30 - 12:30

pre- task: Before initiating the new task, the Ts will talk about the song they listened. They will mention the differences they have found in the pronunciation in the pronunciation of the vowels. In this way, a new topic will be introduced which is related to consonants pronunciation. The R2 will explain that “In English, there are lot of consonant sounds that do not exist in Spanish, there are many others that are similar but not exactly the same and there are few that are practically the same as in Spanish” (HB, 2018). Then, the R2 will teach them the consonant sounds in English. (for more information go to https://hablabieningles.com/hbi/american_english_phonetics/modulo-3-fonetica-inglesa-consonantes/)

1 ɪ READ	2 i SIT	3 ʊ BOOK	4 u: TOO	5 ɪə HERE	6 eɪ DAY	phonetics	
7 e MEN	8 ə AMERICA	9 ɜ: WORD	10 ɔ: SORT	11 ʊə TOUR	12 ɔɪ BOY	13 əʊ GO	
14 æ CAT	15 ʌ BUT	16 ɑ: PART	17 ɒ NOT	18 eə WEAR	19 aɪ MY	20 aʊ HOW	
21 p PIG	22 b BED	23 t TIME	24 d DO	25 tʃ CHURCH	26 dʒ JUDGE	27 k KILO	28 g GO
29 f FIVE	30 v VERY	31 θ THINK	32 ð THE	33 s SIX	34 z ZOO	35 ʃ SHORT	36 ʒ CASUAL
37 m MILK	38 n NO	39 ŋ SING	40 h HELLO	41 l LIVE	42 r READ	43 w WINDOW	44 j YES

Picture 3. phonetic vowel sounds

The R2 Will show vocabulary through some pictures related with animals, descriptions and colors. According to the presentation, the Ts Will be asked about possible words in English that can be used. In this part, Ts will receive feedback about pronunciation of the words to use in the exercise.

Task cycle

Task: Individually, the Ts will have a picture of an animal. Using the vocabulary seen in the first part, they will do a short description about the animal each one has.

Planning: The Ts will plan the way

to present the description to the other participants orally receiving feedback from R2 about pronunciation and the use of certain words. Report: The Ts will develop a short presentation about the description done.

Language focus: Reflection about the activity, new vocabulary. The Ts will read the poem: “I am a rainbow”. (Taken from: <https://helloworld.com/words/color/>)

I Am a Rainbow

Red is the color of passion and rage
Red is the color that keeps me turning every page.

Orange, though it seems calm, is the color of fire
It's the color that holds all my desires.

Yellow makes me crazy and wild
But is also the color that makes me soft and mild.

Green is the color as strange as it may seem,
holds the key to my fantasies and wildest dreams.
Blue is the color of my oceans of tears
Blue is the sky with all my fears.

Indigo, although pretty, makes me miserable because it's always
Stuck in the middle of being happy and sad
Stuck in the middle of being mad or glad.

Violet is last not least the color that could make me "tres triste",
Happy or hunger for food
It is the color that decides my mood.

But what happens when all these colors bind
They make my heart
My soul
My mysterious mind.
by: Christine Mulvihill

MAESTRÍA DIDÁCTICA DEL INGLÉS
UNIVERSIDAD SURCOLOMBIANA

TÍTULO DEL PROYECTO: Programa de desarrollo profesional basado en tareas para profesores de primaria en un Institución pública en Colombia.

OBJETIVO: Analizar el desarrollo de la práctica pedagógica docente y sus creencias acerca de la enseñanza del inglés con profesoras de primaria del área rural a través de un programa intensivo basado en tareas.

REFLEXIÓN

1. ¿considera usted que las actividades realizadas en la sesión eran apropiadas para desarrollar las prácticas pedagógicas? ¿por qué?
2. ¿está usted de acuerdo que se haya implementado actividades dinámicas en esta sesión? ¿por qué?
3. ¿qué opina de las estrategias metodológicas enseñadas en la sesión de hoy?

4. Escriba sugerencias con respecto a la actividad realizada

DATE: October 10 of 2018

TIME: 4 hours

PART 1 (2 hours)

pre- task: Before starting the class, the Ts will talk about colors they found in the last session in the poem and their pronunciation. Then, the R2 will explain that to learn English a collaborative work is required, so, the R2 will mention that "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 1994)". Also, the R2 will mention that "In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. Thus, in a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged" (taken from <http://archive.wceruw.org/c11/c1/moreinfo/mi2a.htm>). Once the R2 explains the theory, the I will explain about classroom tools. To do that, the R2 will show a PowerPoint presentation about the vocabulary in which the vocabulary appears, which must be described and, in this way, contextualized sentences will be made using the vocabulary seen in the previous classes.

Example:

The sharpener is blue
the school bag is big

Task cycle

Task: The Ts are going to work by couples. the R2 will give an example of a conversation. The R2 will read the conversation and will teach Ts about how to do a good one.

Speaker 1: Good morning, how are you?

Speaker 2: Hi, I am great!! what about you?

Speaker 1: I am busy, I have to organize my school supplies

Speaker 2: Do you need my help?

Speaker 1: Yes, I do.

Speaker 2: I don't find my blue sharpener

Speaker 1: Oh!! Look, it is next to the red pen

Speaker 2: thank you.

Speaker 1: I put all your color markers in your pencil case

Speaker 2: awesome, I organize the green books on the desk and the yellow ones in the library

Speaker 1: Okay!! I let the pink rulers in the box

Speaker 2: I think we finish

Speaker 1: Yeah!! Thank you so much

Speaker 2: you are welcome

Speaker 1: See you later

Speaker 2: bye bye

planning: The Ts will do a conversation using the previous conversation as an example.

report: The Ts will read the conversation they do.

Language focus: The Ts and the R2 will analyze the vocabulary and the structures employed in the conversation. In the same way, the pronunciation will be analyzed. To finish, the Ts will have a homework in which they will see this video: <https://www.youtube.com/watch?v=4gde1mhw-A0>

MAESTRÍA DIDÁCTICA DEL INGLÉS
UNIVERSIDAD SURCOLOMBIANA

TÍTULO DEL PROYECTO: Programa de desarrollo profesional basado en tareas para profesores de primaria en un Institución pública en Colombia.

OBJETIVO: Analizar el desarrollo de la práctica pedagógica docente y sus creencias acerca de la enseñanza del Inglés con profesoras de primaria del área rural a través de un programa intensivo basado en tareas.

REFLEXIÓN

1. ¿considera usted que las actividades realizadas en la sesión eran apropiadas para desarrollar las prácticas pedagógicas? ¿por qué?
2. ¿está usted de acuerdo que se haya implementado actividades dinámicas en esta sesión? ¿por qué?
3. ¿qué opina de las estrategias metodológicas enseñadas en la sesión de hoy?
4. Escriba sugerencias con respecto a la actividad realizada

PART 2 (2 hours)

pre- task: The class will start talking about the video the Ts viewed last session. The R2 will asks about the vocabulary and the topic in the video. Also, the R2 will explain about Total physical response that is “an approach to teaching language based on the idea that if you have to do something physical in response to language, then learning is more meaningful, and you learn faster.” (for more info visit: <https://www.teachingenglish.org.uk/article/tpr>). Also, the R2 will say when they can use this strategy: TPR can be used to teach and practice many things.

- Vocabulary connected with actions (smile, chop, headache, wriggle)
- Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast)
- Classroom language (Open your books)
- Imperatives/Instructions (Stand up, close your eyes)
- Storytelling (revisar el siguiente link <https://www.teachingenglish.org.uk/article/total-physical-response-tpr>)

The R2 will explain how to form sentences like I brush my teeth, I comb my hair, I take a shower. The R2 is going to perform the activities of the daily routine. The Ts will practice the vocabulary doing the movement for each action.

Task cycle

Task: Individually, the Ts will review the pronunciation of daily routine vocabulary with the help of I. For this activity and example is going to be presented:

MY DAILY ROUTINE

From Monday to Friday In the morning, I usually get up at 5 o'clock, I have breakfast with my husband., I clean my house, I take a shower. I get dressed, I comb my hair and I cook lunch. In the afternoon, I have lunch with my daughter at 12:00. I watch TV after having lunch. I sometimes take a nap. I go to visit my mother; I go back home. In the evening, I have dinner with my family, I take a shower, I get dressed, I brush my teeth, I go to bed at 10 pm

Planning: The Ts will write their own daily routine.

Report: The Ts will report orally the routine they wrote.

Language focus: The Ts and the R2 will analyze the vocabulary, the pronunciation and the employed structures in the conversation. To finish, the Ts will write about their favorite animal using the vocabulary seen during the session.

**MAESTRÍA DIDÁCTICA DEL INGLÉS
UNIVERSIDAD SURCOLOMBIANA**

TÍTULO DEL PROYECTO: Programa de desarrollo profesional basado en tareas para profesores de primaria en un Institución pública en Colombia.

OBJETIVO: Analizar el desarrollo de la práctica pedagógica docente y sus creencias acerca de la enseñanza del inglés con profesoras de primaria del área rural a través de un programa intensivo basado en tareas.

REFLEXIÓN

- 1 ¿considera usted que las actividades realizadas en la sesión eran apropiadas para desarrollar las prácticas pedagógicas? ¿por qué?
2. ¿está usted de acuerdo que se haya implementado actividades dinámicas en esta sesión? ¿por qué?
- 3 ¿qué opina de las estrategias metodológicas enseñadas en la sesión de hoy?
4. Escriba sugerencias con respecto a la actividad realizada

DATE: October 11 - 2018

TIME: 4 hours

PART 1 (2 hours)

pre- task: At the beginning of the class each Ts will read the text they wrote about their favorite animal. The Ts will read about “learning by doing which consists of: “the strategic, active engagement of students in opportunities to learn through doing, and reflection on those activities, which empowers them to apply their theoretical knowledge to practical endeavors in a multitude of settings inside and outside of the classroom.” Additionally, experiential learning focuses on learners reflecting on their experience of doing something, so as to gain conceptual insight as well as practical expertise. “Projects are usually based around real world problems, which give students a sense of responsibility and ownership in their learning activities.” (para más información revisar <https://opentextbc.ca/teachinginadigitalage/chapter/4-4-models-for-teaching-by-doing/>)

The R2 will teach phrases like he is Mark, he is a beautiful dog, he likes jumping, he likes watching TV, he likes eating ice cream, she is Sarah, she is an amazing cat, she likes hunting

birds, she likes taking shower, she likes sleeping a lot.(Sentences with like and dislike will be used.)

Task cycle

Task: The Ts Will chose an animal (preferably, the animal they described or different options Will be given to facilitate the activity) and write what the animal like and dislike.

planning: The Ts Will do a craft with paper bags and other materials given by the R2. The character will have a name.

Gato (cat): <http://www.dltk-ninos.com/manualidades/animales/imagenes/s/bolsa-gato.jpg>

Perro (dog): <http://www.dltk-ninos.com/manualidades/animales/imagenes/s/bolsa-perro.jpg>

Mapache (raccoon): <http://www.dltk-ninos.com/manualidades/animales/imagenes/s/bolsa-mapache.jpg>

Vaca (cow): <https://funfamilycrafts.com/wp-content/uploads/2011/07/paperbagcow.jpg>

Conejo (rabbit): <https://i.pinimg.com/236x/e8/f0/c7/e8f0c7b215693de0e6cf2a393c643724--paper-bag-puppets-paper-bags.jpg>

Caballo (horse):

https://i.etsystatic.com/9834996/r/il/402cef/858539390/il_570xN.858539390_s0o1.jpg

Pato (duck)

https://i.etsystatic.com/9834996/r/il/c920dd/858529606/il_570xN.858529606_rmim.jpg

report: The Ts will show the crafts, say its name and present a short description

Language focus: The Ts and the R2 Will analyze the vocabulary and the structures employed in the presentation. As homework, the Ts will watch the following video:

<https://www.youtube.com/watch?v=Od6R3a33bro>

MAESTRÍA DIDÁCTICA DEL INGLÉS UNIVERSIDAD SURCOLOMBIANA

TÍTULO DEL PROYECTO: Programa de desarrollo profesional basado en tareas para profesores de primaria en un Institución pública en Colombia.

OBJETIVO: Analizar el desarrollo de la práctica pedagógica docente y sus creencias acerca de la enseñanza del inglés con profesoras de primaria del área rural a través de un programa intensivo basado en tareas.

REFLEXIÓN

1. ¿considera usted que las actividades realizadas en la sesión eran apropiadas para desarrollar las prácticas pedagógicas? ¿por qué?
2. ¿está usted de acuerdo que se haya implementado actividades dinámicas en esta sesión? ¿por qué?
3. ¿qué opina de las estrategias metodológicas enseñadas en la sesión de hoy?
4. Escriba sugerencias con respecto a la actividad realizada

PART2 (2 hours)

pre- task: The class Will start by talking about the vocabulary the Ts find in the video. The I Will talk about storytelling that consists on: en on the one hand, storytelling is “mystical and magical and this links into poetic and literature in one direction” Bettelheim, 1976 cited in Cameron,

2001. p. 160). These help students not only to develop their linguistic skills but also their imagination and creativity. On the other hand, “stories may thus include unusual words, or words that have a strong phonological content, with interesting rhythms or sounds that are onomatopoeic.” (Cameron, 2001. p. 163). One of the main objectives of a storytelling is to enrich lexical competence of primary students in which, storytelling is “a kind of teaching method which can help the young learners to knowledge, literacy, imagination, creation and critical thinking” (Isbell, 2002). The R2 will teach and practice vocabulary related to the tale “The Farmer and the beet”. Then, the R2 will read the tale.

Task cycle

Task: The Ts will read the tale and practice the pronunciation.

planning: The Ts will have to be prepared to retell the tale.

report: The Ts will retell the tale.

Language focus: The Ts, with R2’s help, will analyze the vocabulary and the structures employed in the conversation. In the same way, the pronunciation will be analyzed. To finish, the Ts will do a homework related to see this video:

<https://www.youtube.com/watch?v=h4eueDYPTIg>

MAESTRÍA DIDÁCTICA DEL INGLÉS
UNIVERSIDAD SURCOLOMBIANA
FIVE MINUTES PAPER

TÍTULO DEL PROYECTO: Programa de desarrollo profesional basado en tareas para profesores de primaria en un Institución pública en Colombia.

OBJETIVO: Analizar el desarrollo de la práctica pedagógica docente y sus creencias acerca de la enseñanza del inglés con profesoras de primaria del área rural a través de un programa intensivo basado en tareas.

REFLEXIÓN

1. ¿considera usted que las actividades realizadas en la sesión eran apropiadas para desarrollar las prácticas pedagógicas? ¿por qué?
2. ¿está usted de acuerdo que se haya implementado actividades dinámicas en esta sesión? ¿por qué?
3. ¿qué opina de las estrategias metodológicas enseñadas en la sesión de hoy?
4. Escriba sugerencias con respecto a la actividad realizada

PART 2019

Pre- task: The class will start practicing the following vocabulary:

(http://nauczyciel.pl/files/lessons/Core_Curriculum_for_English/teachers_guide/learningunit2/Y_DP_CCE_TG_y02_u31.pdf)

head /hed/

knee /ni:/, please be careful the letter k is silent

leg /leg/

shoulder (BrE) /'ʃəʊldə/ (AmE) /'ʃəʊldər/

toe (singular) /təʊ/,

toes (plural) /təʊz/

To show the association of words, slides will be shown and then the Ts will point to the body part that R2 will indicate. Then, the teachers will sing a part of a

song (<https://www.youtube.com/watch?v=h4eueDYPTIg>)

This to remember to Ts that in the English classes different types of activities can be carried out to motivate students.

The R2 will talk about the parts of the class.

Gopaul (2018) argues that the class has six stages to be organized. Lead-in (introduce the topic), elicitation (extract information), presentation (present the central theme), controlled practice (practice the subject), freer practice (flexible activities), review and follow up (check students were able to grasp all the concepts taught).

Task cycle

Task: The Ts will choose a topic of their preference.

planning: With the topic, a class will be planned to follow the steps given by the R2.

report: The Ts will share their ideas.

Language focus: The teacher will plan at home to more classes to complete 3, which will be observed by R2.

Appendix 21: Survey 2

MAESTRÍA DIDÁCTICA DEL INGLÉS UNIVERSIDAD SURCOLOMBIANA FIVE MINUTES PAPER

TÍTULO DEL PROYECTO: Programa de desarrollo profesional basado en tareas para profesores de primaria en un Institución pública en Colombia.

OBJETIVO: Analizar el desarrollo de la práctica pedagógica docente y sus creencias acerca de la enseñanza del inglés con profesoras de primaria del área rural a través de un programa intensivo basado en tareas.

REFLEXIÓN

1. ¿considera usted que las actividades realizadas en la sesión eran apropiadas para desarrollar las prácticas pedagógicas? ¿por qué?
2. ¿está usted de acuerdo que se haya implementado actividades dinámicas en esta sesión? ¿por qué?
3. ¿qué opina de las estrategias metodológicas enseñadas en la sesión de hoy?
4. Escriba sugerencias con respecto a la actividad realizada

Appendix 22: Final Interview

MAESTRÍA DIDÁCTICA DEL INGLÉS UNIVERSIDAD SURCOLOMBIANA

ENTREVISTA

TÍTULO DEL PROYECTO: A task-based teacher development program for English language primary school teachers at a Colombian Public School (Programa de desarrollo profesional basado en tareas para profesores de inglés de primaria en un Institución pública en Colombia)

OBJETIVOS: To describe possible changes on the teachers' practices and beliefs as a consequence to their exposure to the teacher development program.

Describir posibles cambios en las prácticas y creencias de los docentes como consecuencia de su exposición al programa de desarrollo docente.

DURACIÓN DE ENTREVISTA: 20 minutos

PREGUNTAS:

1. ¿Consideran que las capacitaciones de inglés fueron suficientes en número y contenido? ¿Por qué?

(Si no fueron suficientes en número, indicar el número. Si no fueron suficiente en contenido, solicitar al docente indicar los contenidos que les hubiera gustado abarcar y que no se abarcaron en la capacitación)

2. Después de completar los talleres de desarrollo profesional docente, ¿consideran ustedes que existen contenidos en los que le hubiese gustado profundizar? ¿cuáles?

3 ¿Les gustaría continuar con las capacitaciones?

4 ¿Qué aspectos positivos pueden resaltar sobre los talleres?

5. ¿Qué aspectos a mejorar merecen atención para una próxima capacitación?

6 ¿Cuáles de los materiales trabajados durante los talleres les gustaría adquirir? ¿Por qué?

7 ¿Han identificado cambios en sus prácticas de enseñanza de inglés en la escuela rural primaria después de haber participado en los talleres de desarrollo profesional docente? ¿Cuáles? (¿en qué áreas?)

8. Teniendo en cuenta las 4 habilidades lingüísticas del inglés (habla, escucha, lectura y escritura), ¿en cuál les gustaría continuar recibiendo capacitación?

9. ¿Cómo se sintió antes, durante y después de las capacitaciones de inglés?

10. Teniendo en cuenta que práctica pedagógica está relacionada con ¿cómo consideran ustedes que los talleres de desarrollo profesional docente han influido en sus prácticas pedagógicas (en la manera como usted enseña inglés a los niños de primaria rural) (en sus creencias con respecto a cómo se debería enseñar inglés en el área rural primaria)?

11 ¿Consideran que las actividades trabajadas durante el curso intensivo estaban relacionadas con el desarrollo profesional de su práctica pedagógica? ¿de qué manera?

Appendix 23: Interview after implementation by R2 (Focus group)

R2: Ok partners, first of all say thanks for your participation in the project, eh, your participation was very useful for us, to enrich our work. Eh, thank you so much and eh, we are going to ask just, well, some questions that you, that you are going to answer about, about what we have worked. Eh, the first question would be focus on, if you think that the number of training sessions that were done in English were enough or if the topics that were seen were enough or if you think, that you need more, more work.

T3: I think we need more.

T4: Yes, of course.

T3: I mean. The training sessions are excellent, but even it is not enough

T4: And also, more materials, no?

R2: Yes

T4: I mean, material and out of that, that you tell us, for example, when you, in my case, what you gave me about the colors, I think, that you told me to work first talking about the rainbow and I have not think something like that. So, that you give us ideas about how we could teach.

T3: That

T4: Do you understand? You told me, start with the rainbow and later you give this copy and we already, like develop the idea, but at least you gave us the idea so it could be good that you could give us ideas about how to teach, what can be taught, what is suitable to teach and also material: videos, sounds.

R2: More or less that you said, eh, an approximated time that you could think or the number of training sessions you could think could be enough. We did three, four yes. So, about those we had there, more or less, how many could be enough to?

T4: Let's say, to start 10 not? 10 and out of that you know that all the time everything is renewing, and you are getting belated.

R2: So, like continuous training no?

T4: And also, with feedback because maybe we could also, in the classes, contribute something to you.

R2: Of course

T4: Or maybe it could be useful for you, or for you to tell us what we are doing wrong. The pronunciation, I mean, if it is not the way English should be taught, if it is just listening or in the case of those who are older to write it.

R2: Yes Mrs. you are right. Ok, after finishing the training sessions, eh maybe, eh some content or a topic we worked that you would like to see deeper. Something that you would like to have more information than what we worked.

T4: For me, all the topics seemed, so, are good, they like them a lot. For example, in my case I worked with the colors, so, now we can include, for example, other colors. We can work with other colors like, for example, we work just like six. We could introduce the purple, pink, for example in this case.

R2: Like more complex, let say

T4: Aja, becoming it more complex. Eh, all the topics like this, for example, the greetings we could introduce magic words. In the family members also, it could be more members.

R2: Ok, eh, would you like to continue with the training sessions maybe if there is any possibility?

T3: To look for other spaces, yes

R2: Would you like to participate?

T3: Yes, besides English is like, very necessary because what you see in la normal or in the university, it is so brief. Not only with topics R2, but also with pedagogical strategies to work.

R2: Yes

T3: For example, you today made me realize that, and I say yes. I mean, you present so much topics of, of English to kids. To little kids for example, I did the account that I said a kid of preschool, first grade, second grade a least learns greetings, colors, vowels, but things like specific and you told them, you said, give them, give them, give them for them to support and they have already started that the other things they learn them later. So, that is something we missed.

R2: Like more, more time for training

T3: Like, yes. Like more time to gives us more strategies to do. I, in my case, today what you told me, I have not thought about that and I think, I think it is very good. About the, the presentations.

R2: The presentation about the family.

T3: The presentation about the family members.

R2: Yes, yes is good. And also, is good that you know that I am disposed, well, to collaborate with you and that you collaborate me, because as T4 says, is more like a process of feedback because you have much more experience on teaching. So, I think that It could be a process of mutual collaboration more than if I came here to give you, give you, give you, yes, It could be more, more collaboration. Eh, I want you to give me maybe good things or positive things you could identify during the training sessions. Positive aspects.

T3: The contents, the contents R2, I mean, they were like specific topics, like the presentation, read. I mean, things that, that liked me that they were topics like that, like, specific that you, that you focus on that.

R2: Yes, any other observation?

T2: No, well teacher R2. I think that, that in the activities which were carried out call my attention because there were many strategies to develop the classes like, using songs, using didactic material, using videos. Everything, well, good to be implemented with, with little kids.

R2: Yes, yes Mrs.

T4: Yes, out of material, the songs, the ideas and out of that, for example in my case when I was in school, I was not very good in English. But my mother paid me many classes so like, it rolled all those, some words that you do not use. Because the true, the true, first it helped us, for example in my case, for the English classes because you came to watch them, and you feel like watched so you try to me it much better. I talk personally. I do not know if they always do English classes like that. But, as you see yourself watched, you try to do it much better. I mean, to put more effort. Normally, you do the class, and explain and it is very fast and no more. But, but then, eh, the, the i that you said, for example, do this, or let this for them or for the next do this, or if you are going to work this, do this.

T3: Suggestions

R2: Ok. Eh, now the contrary. Maybe things you saw that, that you could say, eh maybe if there could be another training opportunity, we would like to change something or that, something that was not so positive of, of the sessions we developed.

T4: Well, I would like to be more centered on, Eh, more centered on, on the classes and the topics we are going to see. For example, almost the three first grades are almost always the same topics, but, all of them are going to go with higher complexity. So, that for example, we work,

well, if in the first period we are going to do this so let's look material about this and try that all together, for example, each one carry out a presentation of how she would do the class to receive feedback from our partners.

R2: Ummmmm Ok.

T4: I mean, am I clear? I mean, work in the more specific topics that we are going to work, for example, in the first period you do two training sessions.

R2: I understand

T4: In the second, you do two more training sessions but about the topics we are going to see and to give feedback.

R2: Something similar to what you do in the university or in La Normal that you are going to put into practice what, what you believe in the class.

T4: Ujummmm

R2: Ahh, I already understand

R2: Something you would like to add, maybe things to improve.

T4: That they were more, no?

R2: To devote more time. Yes

T4: That there were more spaces. And maybe it would be good if we could see your classes to see how you do that, no? Because for example, when the English day

T3: Ah, Yes

T4: You taught the kids the song baby shark, and I think that if I had done it, I should have repeated one thousand times and kids there with that sonsonete. Instead of that, you stopped it, and you did the monachas. I had not realized that everyone is, and you did it and so, I could continue brushing up and in fact that song served me for the family members.

R2: Ujummm Ok.

T4: So, you have many ideas that also can serve us. I think it could be useful, then.

R2: Ok, eh, about the materials we worked in the training sessions, which ones would you like to have? Which ones do you think are more useful? like more, of the materials we worked in class, in the training sessions.

T3: What, what would you like to ask, which ones would you like to have.

R2: Yes

T3: Of all the materials we worked.

R2: Remember, for example, that we saw, for example, the video of Mr. Bean about the routine

T3: Yes

R2: Eh, we worked with a poem about colors.

T4: Ah, Ok

R2: Yes

T4: All of them were good, for example the poem about the colors, it could be used also for, for

R2: And the T2 did it like that but she used a different one.

T4: Because I say, for example, that we could have done the tale in Spanish and where there was a color, we could paste the color, such color, and we could say the poem and there they stopped for example, to say blue or red, or the color it was.

R2: Yes, it is nice

T4: To work the colors, for example, it could work there.

R2: It is a Good idea. Ok, after the sessions maybe, have you identified if your practice has changed? What extent? If it changed or not. Your English class specifically.

T4: For my, eh, like I am more motivated because I count on your support. No? That I am going to prepare an English class and I can go to ask you how to pronounce this, or what can I do? Or what else do you advise me? Instead, you here

T3: Alone

T4: Like ordinary, how it falls. And if you thought that is this way, or how you think how you say that, or, it is very basic. Instead, now having your support, well, is more, is is. You put more effort to better review the classes and that.

R2: Something more to add? Truly I think you have changed a lot. A lot from what I saw last year.

T2: Ah, yes teacher. No, well, we are not going to laugh but personally for example, we are not going to forget a teacher called R2 that came and, through her studies, her activity, made me, I mean made me that the English class had a special methodology, different.

T4: Special, and also

T2: And the kids also are going to remember you because they are attentive, because they also liked it, so that.

R2: No, and above all that I do not want you to think that I came to do the job because I had to, or because I have to develop the thesis because actually, what I have done in the sessions, I like it. My mother was a primary school teacher for forty-five years and I know this difficult job you have yes? Because working with kids is very complicated and I like it yes? I like it, after I can contribute from what I know.

T2: Yes, but very good and unforgettable.

R2: Good. Eh, well, we know that... there are language abilities. Speaking, listening, yes?

T4: Writing

R2: Aja, writing, eh. Maybe in which one do you think you would need more training? Speaking, listening, Reading and writing. Which of these, like you would need more?

T2: For teachers?

R2: Yes Mrs.

T2: Speaking

T3: Speaking, pronunciation

T4: All of them are important because also, for those who are older writing is fundamental.

R2: Ujummm

T4: For me, in internet everything is written because they do not know how to write, and what I manage the most is pronunciation. But also writing is important. Many times, you see the word in English, and you try to, eh, read it. But somebody says the word, and how do you write it? If you do not have any idea?

R2: You do not know, yes

T4: And above all of that, that it is pronounced in different ways. You are told something, you jummm, do not know what to put in the paper.

R2: Yes, you are right. Well, eh I want you to tell me a little bit about how did you feel during the sessions and after having finished them? How did you feel during the sessions?

T4: Good, nice

T3: I mean, you get out from the sessions, like T4 said, like with that amount of knowledge that you remember, like fresh. Because is something that is there because you do not use it R2. I mean like you, you in that opportunity we had with you. I mean that, for example, you have to give one hour of English per week, you take something small, and now with the internet you look, review, get a copy and no more. But with you, to give us a class about how to say, eh, you

pronounce like this, you do this so, you can add this, you can add that. Those are fresh things carried to you. That nourish you, that give you, things like update you.

R2: Ujummmm

T3: So, you feel like updated in small things.

R2: What does the teacher say? How did you feel during the sessions? And after?

T2: No, the sessions are very good because, well, they cleared some doubts, for example that day we had a class about the past.

R2: Ujummm

T3: You leave that like there, like. I mean, because you have small kids, they, well, they do not need to like things so much, so, like they are staying there.

R2: And maybe, that we think that as they are kids, it is only about teaching them isolated words, no?

T3: Like flying.

R2: So, I, I showed the example that I made to the teacher, are little things and are short expressions that T4 and T2 that this is color _____ yes? So, it is about going beyond and understand that they can also develop many abilities and not only to be focused on vocabulary, words, but also in developing more expressions that are used and that are really easy. That they are not going to learn them from night to morning, but they require constant training.

T3: And maybe if you are going to, if you are going to correct them since they are kids, when they are in, in the more advanced groups, well, it is not going to be so difficult.

R2: Correct, yes

T3: Because they already know it.

R2: Correct. Yes Mrs. And to finish. Do you consider that the activities we developed in the sessions were focused on helping you to improve your practice as teachers?

T3: Yes

T4: Yes, of course

T3: In fact, they helped a lot. Or personally it helped me, it helped me to improve it. I mean, those small suggestions that you gave us, what you give us, helps. I mean, things that never you think and that are there, and you can do them.

R2: Something to add? Partners thank you very much.