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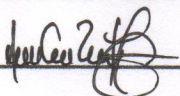
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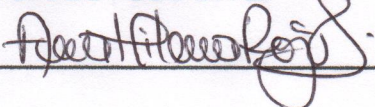
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DESCRIPCIÓN DE LA TESIS Y/O TRABAJOS DE GRADO

motivación y compromiso. También, el aprendizaje híbrido influyó positivamente en la producción oral de los participantes.

ABSTRACT: (Máximo 250 palabras)

Today's world demands the use of the English language in different areas of knowledge. Besides; the increasing use of technology in educational settings (Zandi, Thang, & Krish, 2014) encourages teachers to restate their professional development (Chen, Chen, & Tsai, 2009). This qualitative action research project seeks to identify the EFL oral skills that are promoted when a blended learning approach is implemented in a professional development course. The participants were seven content- subject teachers from a private school in Huila, Colombia. Data were gathered during the implementation of an English blended course in which twelve lessons were divided into six face-to-face session and six online meetings. Via in-depth interviews, class observations, video recording analysis, teacher's reflection, students' artifacts and a survey the data were collected. The findings suggest that the EFL oral skills behavior is connected with use of vocabulary, use of body language, pronunciation and intonation patterns, production of chunks of language, monitoring oral production and motivation and engagement. Also blended learning influenced positively participants' oral production.

APROBACION DE LA TESIS

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IDENTIFYING THE TEACHING SKILLS OF
PRIMARY SCHOOL ENGLISH TEACHERS AS THEY PARTICIPATE IN A
TEACHER EDUCATION COURSE

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Master thesis presented as a partial requirement to obtain the degree of Magister in English

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*This research study is lovingly dedicated to our families and friends who have been our
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Abstract

This research study identified the teaching skills of three primary school English teachers while enrolled in a teacher education course. Two questions guided the study. The first one refers to what teaching skills primary school teachers exhibit while enrolled in a teacher education course; and the second refers to what are the primary school English teachers' concerns when engaged in a teacher education course. The collected data sources were field notes of class observations of each participant, interviews, participants' reflective journals, and feedback sessions. In conclusion, five teaching skills were identified: classroom management, planning, managing feedback, learning technologies and knowledge of subject matter. Regarding the second question, results indicated that teachers are more concerned about their language proficiency in class, planning, efficient use of time, and materials. In addition, this research study revealed an important connection of teachers' teaching skills with their concerns when learning how to become English teachers. Finally, some suggestions are presented for future teacher education courses as part of teachers' professional development and for further research studies.

Keywords: primary school English teachers, professional development, teacher education, teaching skills, teachers' concerns.

Introduction

The purpose of this research study was to identify primary school English teachers' teaching skills and their concerns while enrolled in a teacher education course. To have a better understanding of the problem, some instruments such as an interview, a survey and, some researchers' journals were used. Those instruments were applied to some primary school English teachers, coordinators and a principal who worked in a public school of Gigante. This needs analysis helped us to learn that primary school English teachers have some difficulties in terms of their teaching practices at the level of language proficiency, teaching methodology and teaching skills. Additionally, it was noticeable that there were some concerns related to the teaching practice while being English teachers. Apparently, all these aspects were closely related to their lack of training in the field of English as a Foreign Language (EFL) teaching.

Likewise, this study was embedded in a teachers' professional development program and in the research area of English teacher education. At the same time, this study derived from broader educational difficulties that many primary school teachers have to face when teaching English because they are not majored in this area.

The upcoming chapters encompass key information that leads our research to the identification of the teaching skills of primary school English teachers and their concerns. Hence, the upcoming information is divided into five chapters. Chapter 1 is largely descriptive. It will present a statement of the research problem and an overview of related studies, the setting and the rationale, the research questions, and the objectives. Chapter 2 will introduce the theoretical constructs that support our research project. Chapter 3 will provide in detail the

research approach, the participants, the data collection procedures, and the instructional design. Chapter 4 will examine the data analysis and the findings based on the steps and stages utilized. This chapter is divided into two sections. The first section addresses the categories in terms of teaching skills and subskills. The second section shows the teachers' concerns during the process of being enrolled in teacher education course. Chapter 5 will offer some conclusions and pedagogical implications that this study may have for future studies and for professionals in the field of ELT.

Chapter I

Research problem

Problem Statement

Based on a needs analysis developed in Gigante-Huila and a literature review about primary school English teachers in Colombia a potential problem was identified. It was determined that primary school teachers had some difficulties regarding their teaching practice at the levels of language proficiency, methodology and teaching skills. Besides, these teachers had some concerns regarding their teaching practice. For instance, all their actions in an English class were very limited and inefficient. All of these aspects seemed to be associated with the lack of opportunities for teachers to be enrolled in English as a Foreign Language (EFL) teacher education programs. This issue not only resembles this specific context but also it shows the broader situation that many primary school English teachers face in the national context. For instance, Cardenas, et al. (1994) suggest that primary school teachers should “possess essential teaching skills for planning and preparation, lesson presentation and management, discipline maintenance, students' motivation, assessment and materials selection” (cited in Ramos 2001, p. 3).

The needs analysis shows some concerns of primary school teachers of Gigante. An interview and a survey were applied to primary school teachers, an academic coordinator, and the principal of a school (See appendix A and B). Besides, another source of data was the researchers' journals (See appendix C) and the teachers' journals (See appendix D) collected after observing some English classes

The data showed that primary school English teachers required learning opportunities to learn how to teach English. In addition, it suggested that training courses for teachers should focus on learning how to plan a class, playful and didactic activities, teaching strategies, pronunciation activities and teaching practice. At the same time, those courses should be constant, deep, and gradual. An example of this is offered by the coordinator, who said “*Serían procesos también constantes, profundos, eh graduales, donde ellos puedan prepararse para enseñarla y evidentemente puedan también tener dominios por lo menos básicos y en niveles por ejemplo B1, B2 del idioma inglés.*” (Int 01, RA)¹

Additionally, teachers expressed their concerns about language proficiency and the impact on their classes. Some teachers mentioned “*No siento gusto por el área pues se me hace difícil.*” (TJ 02, EV); “*es un idioma nuevo, en verdad todo es dificultad*” (Int 01, NE); and, “*Uno a veces quiere tener más vocabulario para poderse expresar ellos le hacen preguntas a uno*” (Int 01, SI).

In relation to the teachers’ actions in class, teachers focused on pronunciation of isolated words and writing (copying down) and translating words. Furthermore, teachers expressed that English classes should be planned just like any other subject matters. Thus, teachers did not plan their English classes because they did not know how to do it. When we asked them how they prepared an English class, one of the teachers said “*Bueno, como se planea una clase de normal, pienso.*” (Int 01, EV). In the researchers’ journals, it was observed that teachers had some troubles when teaching English. As it can be seen in the following extracts:

¹ This code represents the instrument applied; Int. (Interview); 01 (the number of the instrument); EV (the initials of the participant). Likewise, TJ for Teachers’ journal; and, RJ for Researcher’s Journal.

“Teacher used one single activity for the whole class” (RJ 01). Similarly, another decided to finish her class earlier, *“Once they have completed the task, the teacher decided to finish the English class and started teaching math. The class finished after 30 minutes”* (RJ 02). Teachers avoided English classes by replacing them with other subjects.

Teachers failed to deliver well-organized English classes. Their decisions in terms of lesson planning concerning activities, language skills, time management, interaction with students and other teaching skills were not clear. Based on this evidence, teacher education should be explored from the perspective of teachers’ teaching skills and concerns that will emerge from their teaching practice. In this sense, there are studies which buttress the need to examine these teachers’ teaching issues.

Related studies

Regarding primary school English teachers’ teaching skills, there are not studies concerning this issue in this specific field. Correspondingly, the topic of concerns has not been explored on behalf of the same population as this study does. Therefore, as we have been talking about primary school English teachers, the following study shows similar population which are student teachers. This is due to the fact that all of them are in the process of becoming English teachers. From an international view, Tok (2010) published a study in which student teachers were asked to write about their problems in their practice regarding teaching skills. The author concluded that student teachers faced problems with planning, subject matter knowledge, using instructional materials, motivation, communication, and time management and behavior management skills. This research study helped us to recognize some teaching skills that could be problematic for our teachers. Besides, it helped us to use teaching journals as key instruments in the identification of teaching skills.

In the field of professional development in Colombia, “el programa nacional de inglés: Colombia very well 2015-2025” (2014, p. 61) presents some criteria to overcome weaknesses of the English as a Foreign Language (EFL) teaching in Colombia. This program set the purpose of supporting teachers’ development in three ways: improving language proficiency, increasing teachers’ motivation, and strengthening teaching skills. In addition, it was offered for certified teachers or secondary English teachers. However, primary school teachers were excluded from this initiative. Therefore, some studies report that there is a gulf between primary and secondary school teachers.

Authors such as Cárdenas (2001, p. 5) state that primary school teachers have great knowledge about teaching children. However, they may lack specific knowledge on English teaching. In addition, Cárdenas (2006) investigated the primary school teachers’ characteristics in our country. She mentioned the need of offering effective development programs in which teachers can acquire knowledge on teaching theory and methodologies and at the same time English proficiency. Years later, Maturana (2011, p. 83) points to the fact that there is a gap between secondary and primary education policies in which only English teachers are hired in secondary. Finally, both authors agree that this issue yields negative emotions and feelings in the teaching practice, such as lack of confidence, insecurity and anxiety.

From a different view, in Viafara’s (2008) study, student teachers narrated their experiences in “learning how to write in English”. Some of them said their primary school teachers had many difficulties regarding their methodologies, which focused on vocabulary learning, grammar, and pronunciation. Writing was seen as a mechanical process. Correspondingly, primary school English teachers’ teaching practice is seen as a matter under consideration because there are some glitches and hitches in terms of teaching and

learning processes. This problematic is noticed by the government, research studies, school administrators, and by themselves. This issue calls for a further examination of teachers' teaching skills in order to improve their teaching practices. Undoubtedly, there is a need for carrying out more contextualized research studies focused on primary school English teachers' teaching skills in Colombia.

To conclude, primary school teachers can be seen as potential learners of EFL teaching because of their experience with children. This study offers a better understanding of the teachers' teaching skills and their concerns while they learn to teach English in a teacher education course. Through this, primary school teachers would recognize some of their teaching skills as English teachers and would improve their teaching practices. Finally, conducting this study would contribute to have a more profound background about primary schools teachers in Huila, with a focus on their teaching practices and concerns. Consequently, two related questions arise to guide this study: (1) What teaching skills do primary school English teachers exhibit while enrolled in a teacher education course?; and (2) What are the primary school English teachers' concerns when engaged in a teacher education course?

Setting and Rationale

This study took place in the municipality of Gigante, Huila with public primary school teachers. In this region, public schools are located in urban and rural areas at different distances from the town of Gigante. Besides, every institution has different primary schools. Many of these schools follow the "Escuela Nueva" methodology, which is applied in multilevel classrooms, especially in rural areas. The municipal administration offered a teacher education course in 2015 for primary school English teachers. In this initiative, researchers participated as tutors who accompanied teachers' learning, and

practice process. This course invited fifty preschool, first and second grade teachers to participate. Teachers who worked in rural schools traveled two times a week to attend the course sessions. During the course, three teachers volunteered to be observed in their own classroom settings. These schools were located in different rural sectors. In there, teachers work all day with a maximum of twenty-two students from different ages. In addition, participants and researchers met regularly in a public school in the center of the town. These encounters were intended to apply the instruments and collect the information needed.

Some issues that were found as part of the problematic were that primary school English teachers had difficulties in terms of language proficiency, methodology and teaching skills. As a result, their classes were limited. On top of these detected issues, this study provided an opportunity to overcome these difficulties through the enrollment of a teacher education course. Besides, this study allowed the identification of some teaching skills which contributed to the improvement of the teachers' language proficiency and methodology. Something remarkable is that these teaching skills were not only focused on the teachers' actions but they also represented teachers' knowledge of the subject matter.

Therefore, with this research study we pretend to offer a panorama to regional academic community in EFL research about primary school English teachers, who work in public and rural schools in Gigante, regarding their teaching skills and concerns. Owing to this, we expect to contribute to future teacher education courses which aim at particular settings and primary school teachers' needs. Providing this background, teacher education courses would embrace the improvement of specific teaching skills and solve those concerns that teachers commonly have.

Concerning the participants, primary school English teachers' practices are better understood by these findings. Moreover, when we attended to teachers' voices, we gave them a chance to reflect upon their concerns. In this sense, teachers could be conscious of their particular needs to carry out a continuous professional development in EFL teaching.

Despite the lack of studies in these specific fields as they are teaching skills and concerns, our research study support the policies found in "Programa Nacional de Inglés: Colombia very well" in terms of the training programs. Therefore, we are strengthening those teacher education courses, especially those which involved primary school English teachers.

General Objective

- To identify the teaching skills of primary schools English teachers of Gigante, while enrolled in a teacher education course in 2015.

Research Questions

- What teaching skills do primary school English teachers exhibit while enrolled in a teacher education course?
- What are the primary school English teachers' concerns when engaged in a teacher education course?

Research Objectives

- To identify the existing teaching skills that primary school English teachers exhibit while enrolled in a teacher education course.
- To identify primary school English teachers' concerns when engaged in a teacher education course.

Chapter II

Review of the literature

In this segment, the required concepts and constructs are presented; beginning with definitions of professional development and teacher education, then moving to teachers' concerns, and ending with teaching skills.

Professional Development

The concept of professional development has been under debate by many researchers. On one hand, Richards and Farrell (2005, p. 4) describe professional development as a general growth not focused on a specific job. This implies a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. On the other hand, Díaz-Maggioli (2003, p. 1) defines professional development as a constant growing process of self-revelation, reflection and growth that produces the best results when it holds up over time in communities of practice and it focuses on work-related responsibilities.

Likewise, Richards states that a specific Teacher Professional Development Program (TPDP) stimulates the teachers' skills, experience, knowledge, and beliefs in language teaching. In the same vein, Freeman suggests that the purpose of development is for the teacher to generate change through increasing or shifting awareness (Richards 2011, Freeman 1989 cited in Giraldo, 2014). Similarly, González (2007) argues that TPDP should be devised for specific contexts as this encourages the making of contextual theory and reflection and takes teachers' voices into account.

Smith (1969) has suggested that a well-educated teacher should be prepared in four areas of teacher competence which are: firstly, related to the command of theoretical knowledge about learning and human behavior. Secondly, display of attitudes that foster learning and genuine human relationships. Thirdly, the command of knowledge about the subject matter. Finally, a repertoire of teaching skills that facilitates students' learning. Additionally, Smith (1969) states that other area to be considered is the one related to teacher competence (Cited in Cooper, 2006, p. 3). According to Freeman (1989), training and development are two major strategies when learning to teach. These two important strategies will be applied to both formal teacher education like "pre-service" (prior to their teaching) and as post work activity to initial training or "in-service" (Cited in Cárdenas, et al. 2010, p. 52)

Therefore, Cárdenas et al. (2010, p. 64) mentions that professional development programs for English teachers in Colombia should take into consideration the following aspects: First, to take the general framework of a development perspective more than the training one. Second, to combine individual and group work in the institutional context (including socio-cultural perspectives of teaching and learning). Third, to provide teaching alternatives to particular contexts, based on the post-method theory. Fourth, to promote reflection and research in educational and social contexts in teachers as knowledge builders. Finally, the fifth aspect is to promote meaningful practice and learning of English associated with the acquisition and construction of new knowledge.

To sum up, professional development is understood as the whole process of becoming a teacher, involving the experiences as a learner and as a teacher. This is more related to certified English teachers who have been enrolled in an EFL learning and

teaching process. However, primary school English teachers in this context live a different situation; they teach English before learning how to educate in EFL.

For this research study, it is important to understand that professional development and teacher education are different concepts. Calderhead (1997, p. 2) summarizes some ideologies or conceptual movements of teacher education; First, understanding teacher education from an *academic orientation*, which involves teachers' subject expertise and sees professional strength. Second, the *practical orientation* emphasizes the creativity and classroom technique of the teacher, viewing the teacher as a craftsman; this therefore attaches importance to classroom experience and apprenticeship models of learning to teach. Third, the *technical orientation* derives from a behavioristic model of teaching and learning, emphasizes the knowledge and behavioral skills that teachers require and has been associated with microteaching and competency-based approaches to teacher education. Fourth, the *personal orientation* emphasizes on the importance of interpersonal relationships in the classroom, often derives support from humanistic psychology, and views learning to teach as a process of 'becoming' or personal development. Lastly, the *critical inquiry orientation* views schooling as a process of social reform and emphasizes the role of schools in promoting democratic values and reducing social inequities. Similarly, Zeichner (1983, p. 5-6) asserts that inquiry-oriented teacher education prioritizes the teaching process and the context in which is carried out. As a result, this author says that critical inquiry is essential to fulfill different tasks. Consequently, this orientation prepares teachers to be skillful in what they do, taking into account the effects of their actions on children, schools and society.

Moreover, Calderhead (1997, p. 198) argues that learning to teach is a process in which certain knowledge and skills are essential to adequate classroom performance. At the same time learning to teach involves:

being able to reason about one's own actions, being able to justify particular strategies, understanding the subject matter, children and their ways of learning, and having a conception of the purposes of education and the ways in which schools operate in order to promote education. (Calderhead, 1997, p. 198)

Besides, teacher education is seen as the development of competences that will contribute to the professional development of teachers. Learning to teach is described as having a multi-dimensional nature. From another view Richards and Farrell (2005, p. 3) explain that teacher training can be seen from two perspectives; initially, activities directly focused on a teacher's present responsibilities that typically aim at short-term and immediate goals. Also, as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility, as can happen to primary school teachers who are learning how to become English teachers. Training involves understanding basic concepts and principles and the ability to demonstrate them in class. Additionally, training encompasses to try out new strategies in the classroom, usually with supervision, monitoring and getting feedback from others on one's practice.

In conclusion, this study follows the concept of Richards and Farrell (2005, p. 4), who define training as actions that teachers perform and that have an immediate impact on their contexts. Development, in contrast, involves teachers' knowledge of themselves and of their teaching situations. Similarly, teacher professional development should promote teachers' teaching skills, knowledge and beliefs. Besides, teachers should be aware of this process as a way to implement strategies according to the specific context in which they

work. Smith (1969) clearly states that teachers should be prepared in four aspects: the theoretical knowledge in terms of learning and human behavior; attitudes to promote learning and human relationships; command of the subject matter; and teaching skills. Regarding the aforementioned characteristics, primary school teachers are in service teachers who are professionals in teaching children but nowadays are required to learn how to teach English. Concerning teacher education, Calderhead (1997, p.2) understands this process in five types of orientations: an academic orientation (Subject expertise); practical orientation (Teacher as a craftsman); technical orientation (teacher's knowledge and behavioral skills); personal orientation (interpersonal relationships in the classroom); and finally, critical inquiry orientation (democratic values). In this research study, teacher education is seen as an opportunity to identify those teaching skills that primary school teachers' have when teaching English but also to identify those concerns which arise in the process of learning how to teach the subject matter. The aforementioned constructs help teachers to prepare themselves as professionals. The following is a more detailed explanation linked to the teaching skills which are identified in the teachers' teaching practice.

Teaching skills

In the educational field teachers should be capable of becoming effective decision makers when planning, implementing and managing some choices when teaching. Hence, to achieve this role, teachers should develop the content knowledge and certain skills that will help them to carry out a better process of their teaching. According to Erden (2007) and Tezcan (1996), teachers need to have teaching skills. Therefore, teachers need to

obtain these skills through vocational courses and practices that may be given in teacher education programs (Hotaman, 2004).

Regarding teaching skills, some authors have pointed out some definitions. To start with, Cooper (2011, p.7) states that teaching skills are identifiable behaviors that should be developed in teaching functions. Additionally, these skills can be developed if teachers take into consideration their students' background and aptitudes.

In order to explain what teaching skills are targeted on the basis of teaching, the British Council (2008) has published a document in which there are five teaching skills which at the same time have sub-skills as part of the teaching process. Likewise, Hotaman (2004) emphasizes on six teaching skills which convey the knowledge and the practice in the classroom. Those teaching skills are presented below. The teaching skills that the British Council exhibits in the following figure (See figure 1) are clearly stated as a set of sub-skills, which are included into the main skills. Thus, the main skills are: classroom management, course and lesson planning, understanding your learners, subject knowledge and learning technologies.

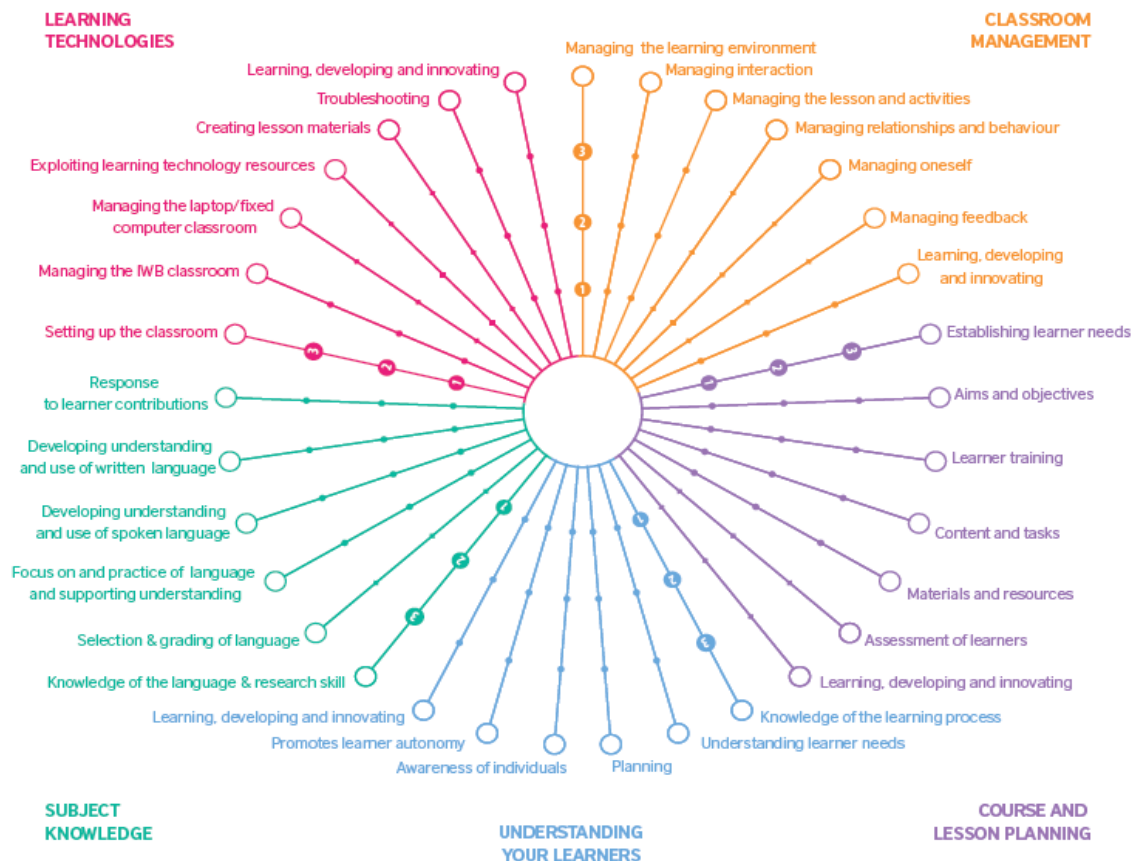


Figure1. This figure illustrates five teaching skills with the corresponding sub-skills.

Source: Teaching skills according to the British Council (2008, p. 2) document

The first skill is related to the ability to plan, control and facilitate interaction. This not only emphasizes on promoting the interaction between students, but this also focuses on learners' needs and abilities. Concerning course and lesson planning, teachers prepare courses and individual lessons. Besides, it is important to meet the learners' needs and the methodology that will be used. These lessons should involve cultural awareness. Then, in understanding the learners, teachers should apply the necessary strategies to help and guide their learners and achieve their learning potential. About subject knowledge, this refers to the language system (lexis, discourse, grammar and phonology) and language use, through

spoken and written texts. It also refers to the ability to communicate this knowledge in an appropriate way taking into account if it is suitable for the learners' learning process. Likewise, this knowledge of the target subject allows teachers to know their learners' needs. It also helps teachers to focus on the language to teach it appropriately. Finally, in learning technologies, teachers should use a wide range of learning technologies. At the same time, the use of technologies brings teachers the opportunity to have more resources when teaching.

Indeed, Hotaman (2004) presents six teaching skills, which are immersed in the teaching practice. Those are: planning the teaching process, offering variety, using the instruction time effectively, creating a participatory learning environment, monitoring the development of the students and ensuring the students' self-control.

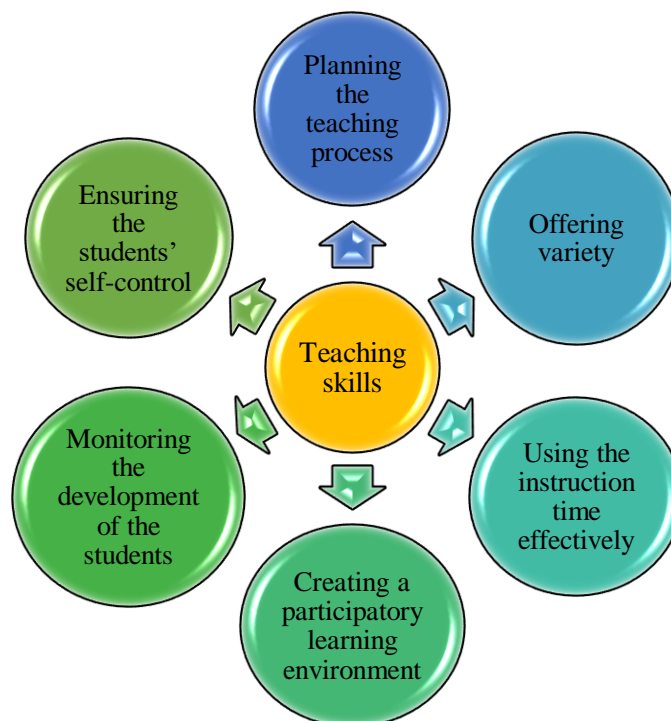


Figure 2. Teaching skills according to Hotaman (2010). This figure represents the teaching skills that teachers should develop.

In planning the teaching process skill, Aydin (2008) emphasizes on the management of learning experiences. In addition to this, planning determines teaching methods and techniques, practices and evaluation activities. Similarly, Solis (2008, p.1-2) defines it as an enjoyable experience in which several variables are needed to ensure an effective lesson. These variables are associated with purpose, topic, participants, content and context. Likewise, Burden and Byrd (1994) ensure that annual plans are very important for teachers. Besides, these semesters, units, weekly and daily plans can be a route to guide the teaching practice (cited by Hotaman, 2010, p.2). With reference to offering variety, Erden (2007) states that monotony is one of the factors which make learning a boring activity. This happens when the teacher “lectures in the same way, asks similar questions, rewards students in the same way or makes use of the same gestures, facial expressions or voice of tone”. Moreover, Hotaman (2005) explains that in the classroom teachers should motivate learners and offer variety making use of verbal communication like exchanging emotions and opinions; and non-verbal communication such as body language “which is effective in initiating, resuming, and ending a communication process and which complements verbal communication” [sic] (Cited by Hotaman 2010, p.2).

About using instruction time effectively skill, Montague (1987) asserts that one of the main purposes in classroom management is using the time effectively for giving instructions. As a consequence, if time increases, direct teaching can increase the learning process as well. Similarly, Cipani (2008) argues teachers should raffle some unexpected students' behavior. Hence, it is important to have a behavior modification program. If managing time skill does not exist, the other skills may not be effective. Otherwise, if teachers handle good classroom management and organization, they will not suffer from daunting experiences (Cited by Hotaman, 2010, p. 3)

Regarding creating a participatory learning environment skill, Hotaman (2004) asserts that learners “need to participate actively in the teaching learning process for learning, that is to say, a permanent change in behavior caused by experience to take place”. The author also highlights that teachers should involve their students in the teaching-learning process. Moreover, education requires a democratic classroom management. This helps learners to have healthy personalities in relation to a democratic life (cited in Hotaman 2010, p.3). In relation to monitoring the development of the students, Sönmez (2007) explains that the role of an effective teacher is to monitor his/her students to help them getting better level of understanding and comprehension. Besides, evaluation of the teaching- learning process helps students to receive feedback. Some functions that are attributed to feedback are of guiding, motivating and reinforcing (Cited by Hotaman, 2010, p.3).

Finally, the last skill is ensuring the students’ self-control. Steaming from Hotaman’s (2010, p. 3) ideas, students need three types of self-control. Firstly, learners should have positive emotions towards themselves and people around them. Secondly, learners should differentiate what is right and what is wrong. Thirdly, they should acquire some problem solving strategies. “Some of the strategies for ensuring children’s self-control are preventive, some are remedial and some develop plans for modification, however all offer a positive and effective disciplinary approach to the parents” (Eaton, 1997; Gordon, 1998, cited in Hotaman, 2010, p.3).

Two proposals have been discussed in terms of identifying teachers’ teaching skills in the classroom. Therefore, we decided to meet the common aspects that these authors posted in their research studies.

Skill	British Council (2008)	Hotaman (2010)
Classroom management	-Managing the learning environment.	-Creating a participatory learning environment.
	-Managing interaction.	
	-Managing the lesson and the activities.	-Ensuring the students' self-control.
Planning	-Managing relationships and behavior.	-Using the instruction time effectively.
	-Establishing learners' needs.	-Planning the teaching process.
	-Aims and objectives.	-Offering variety.
	-Content and task.	
Managing feedback	-Materials and resources.	
	-Managing feedback: appropriate moments and appropriate strategies for giving feedback.	-Monitoring the development of the students.

Table 1. *Teaching skills commonalities.*

Note. This table offers the commonalities that British Council (2008) and Hotaman (2010) have proposed regarding the teaching skills.

Some studies have talked about skills, such as instructional skills (Moilanem et al., 2012), communication skills (Yusof & Halim, 2014), among other types of skills. In contrast, there are not many studies related to primary school English teachers' teaching skills. However, Tok (2010) presents a study called "The problems of teacher candidate's about teaching skills during teaching practice". The participants were 40 pre-service primary education teachers. They were selected through convenient sampling strategy.

Through reflective journals participants were asked to write about their teaching skills problems. In these studies, problems were related to planning, subject matter knowledge, using instructional materials, motivation, communication, time management and, behavior management skills. Based on the results, these problems were associated with the lack of mastering basic skills, especially the absence of deeper conceptual understanding of the subject matter, time management, motivating students and communicating with students. This study suggests bearing in mind the relation between theory and practice when teaching.

The most crucial point made so far allows this current research study to establish the teaching skills that will be used in the data analysis. These skills will be taken based on the British Council (2008) and Hotaman (2004) proposals. Those are: classroom management, planning, managing feedback, subject knowledge, understanding the learners and learning technologies (see figure 3).

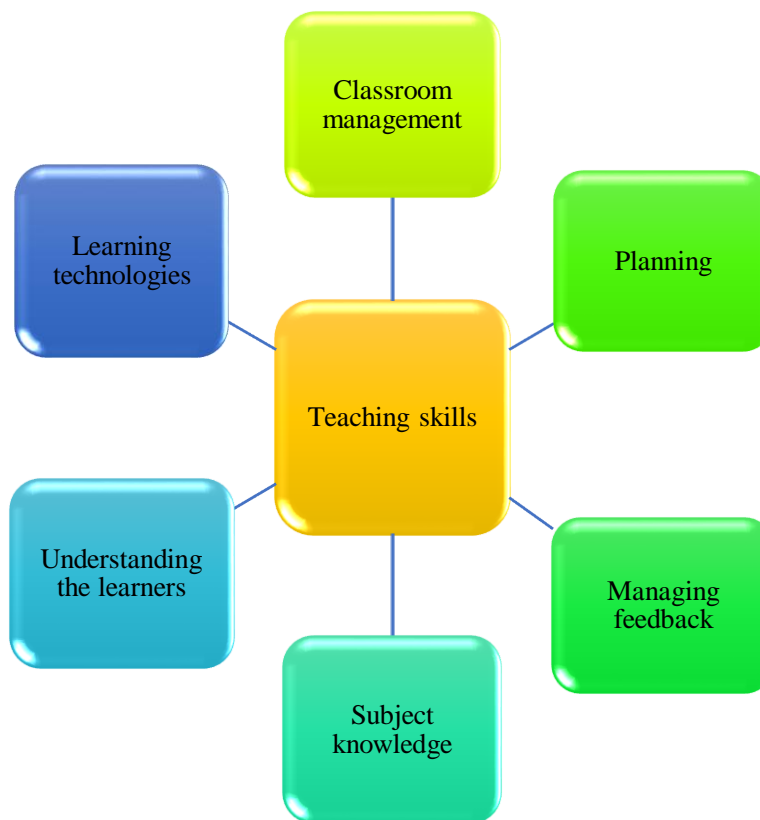


Figure 3. Compilation of teaching skills used for this study. These skills are based on the British Council (2008) and Hotaman (2010) documents.

Classroom Management.

There are some important considerations when being involved in a teaching-learning environment. First, teacher should involve students actively in the teaching-learning process. Second, it seems important to have a democratic classroom management. Third, teachers should have the ability to plan their classes, control them and interact with their students. This interaction tends to be meaningful taking into account the learners' needs and also the capabilities that they also have (British Council, 2008; Hotaman, 2010).

Planning.

Planning provides accurate teaching methods and techniques based on the organization of some learning experiences. Moreover, planning helps teachers to guide their teaching practice. A teacher can plan daily, weekly, monthly, etc., to do this process it is crucial to bear in mind the learners' needs. According to this, the methodology will be applied not only taking into account the language system but also to create culture awareness in learners (Aydin, 2008; Burden and Byrd, 1994 as cited in Hotaman, 2010; British Council, 2008).

Similarly, Morine-Dersheimer (1979, p. 72) claims that "all people engage in planning on a regular basis". As a result, teachers' planning is more complex and needs special skills and knowledge. From the author's perspective not always teachers who plan well, teach well. Furthermore, the author argues that there are four types of planning. Those are yearly, unit, weekly and daily planning. Nevertheless, teachers do not plan all in the same way. Moreover, lesson plans seem necessary when there are less familiar teaching situations like working with new students, new subject matter or new procedures (as cited in Cooper, 2011).

Managing Feedback.

Effective teachers are those who monitor their students' level of understanding and comprehension. Besides, teachers give appropriate feedback according to learners' performance. So in here, teachers respond properly to and build on learners' contributions. Moreover, in this practice teachers can lead the students towards their own reflection through motivation and reinforcement of the content (Sönmez, 2007; British Council, 2008).

Subject Matter Knowledge.

There are two types of understanding about the subject knowledge. On one hand the language system which is related to lexis, discourse, grammar and phonology. On the other hand the language use that is given through spoken and written text (British Council, 2008). According to Cooper (2011, p. 30) the majority of teachers need certain skills and knowledge in their teaching practice. Thus, teachers must know their students and their process in learning. Besides, teachers should know the way in which children learn and the way to generate environments that promote learning. The author also states that teachers should have the command of the subject matter which has two important aspects. The former is to study the subject matter and the latter is to select appropriate material to make the transmission of knowledge successful.

Understanding the Learners.

Teachers are required to use strategies that guarantee the students' learning process. Likewise, this is also related to ensuring the students' self-control. For sure, learners need to handle some situations in order to develop some problem-solving strategies. In this sense teachers should promote a good learning environment based on their students' needs (Eaton, 1997; Gordon, 1998, as cited in Hotaman, 2010; British Council, 2008).

Learning Technologies.

Learners expect teachers to use a wide range of learning technologies effectively in the language learning environment to help them in their learning. In addition, competence in learning technologies enables teachers to draw on a variety of resources to make lessons interactive, motivating and useful for learners. (British Council, 2008)

In here, teachers can feel confidence and comfortable when using laptops, learning software and online resources.

Teachers' concerns

The term concern has been an issue of some authors in their research studies. They highlight the importance of exploring this concept of concerns in order to understand better the teachers' teaching practices. Caires and Almeida (2005), for example, stated that through the exploration of fears, doubts, needs, expectations and achievements, it might be possible to obtain a more complete picture of what happens during a new experience (Cited in Çakmak 2008, p. 60). In this regard, Hall (1979) defines concerns as “the motivations, perceptions, attitudes and feelings that teachers experience related to implementing an innovation” [Sic] (cited in Liu & Huang, 2005, p. 37). Thus, according to Van den Berg (1995, p. 20) concerns are described as “the questions with a more or less emotional undertone which signal insecurity and possible resistance against new situations and/or changes and which, one way or another, will have to be solved by the teachers” (cited in Jongmans et al., 1998, p. 467).

In order to gain a better understanding, Fuller and Brown (1975) identify three stages of concerns: self-concern, task concerns and, impact concerns (cited in Cakmak, 2008, p. 59). In this classification, impact concerns refer to the teachers' apprehension about students' outcomes. Self-concerns are related to teachers' own worries about their ability to perform in the school environment. Finally, task concerns are linked to issues regarding the daily teaching responsibilities. In contrast, Vandenberghe (1995) explains that the concern-based adoption model refers to three main forms of concerns: self-concern, task concern and, other-concern. The last one corresponds to the impact concerns proposed

by Fuller and Brown (1975), which refers to teachers' orientation to their pupils and colleagues (as cited in Jongmans et al., 1998, p. 468).

Additionally, Jongmans et al. (1998, p. 468) summarize seven stages which are composed by the three forms of concerns suggested by Vandenberghe (1995, p. 50). The seven stages are presented and described in the figure 4.

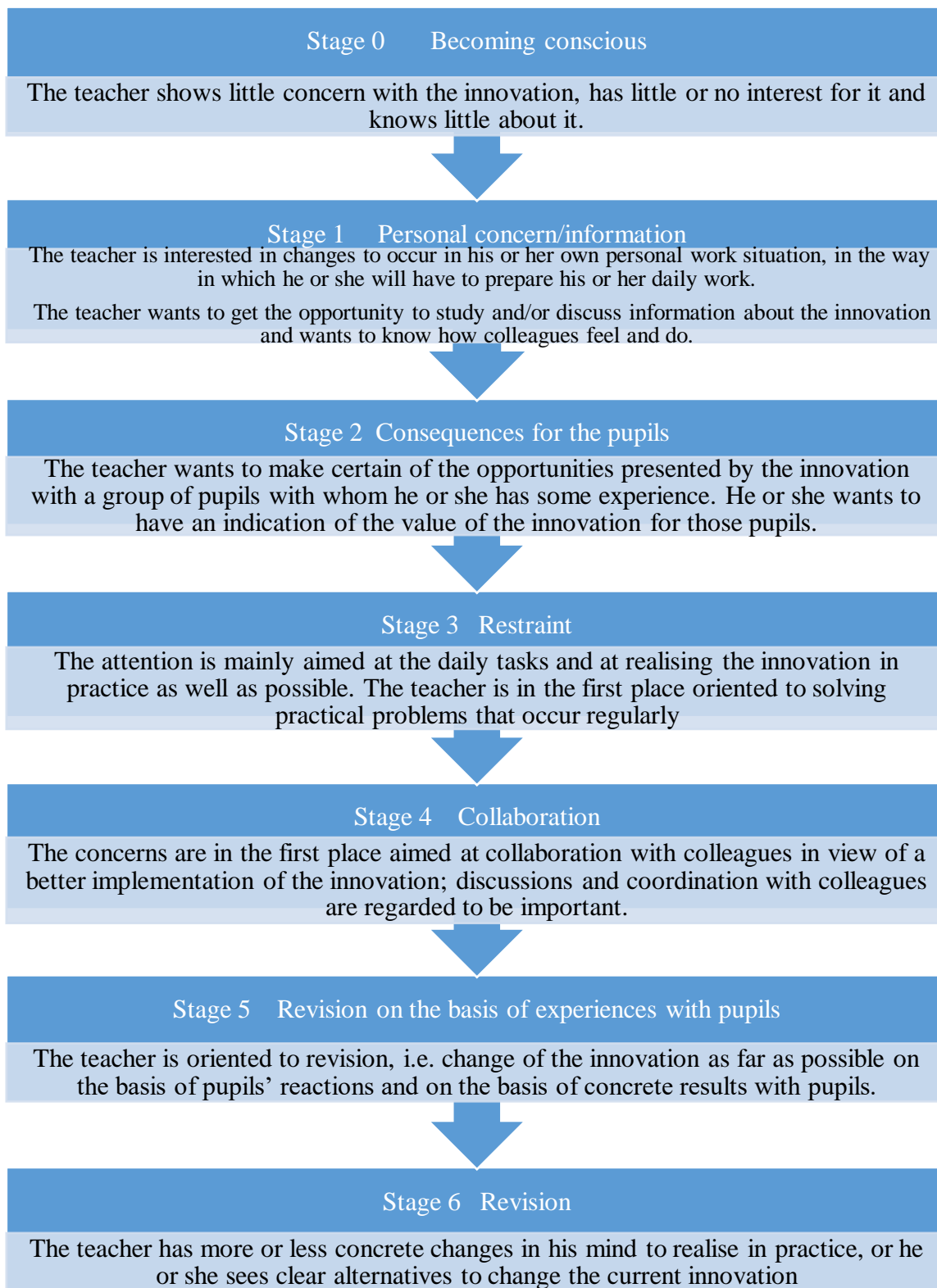


Figure 4. Stages of concerns. This figure presents the seven stages of concerns suggested by Jongmans et al. (1998, p. 468).

In the figure 4, stages 0, 1 and 2 refer to self-concern. Stage 3 relates to task-concern and stages 4 and 5 refer to other-concern or impact concern. About the stage of revision (stage 6) the author says, it is separated from the three main forms distinguished.

Bearing in mind pre-service and in-service teachers, Fuller and Brown (1975, p. 36) state three stages of concerns according to teachers experience. First, the survival stage which involves concerns about feelings, and it is evoked by one's status as a student. The second stage appears during the first teaching experience. In here, teachers may have concerns about having to work with too many students or having too many non-instructional duties about time pressures, inflexible situations and, lack of instructional materials. Regularly those concerns become feelings of frustration that affects teaching practices. The last stage of concern is associated to pupil concerns. Especially, those associated with recognizing the social and emotional needs of pupils and, the inappropriateness of some curriculum material. Moreover, Fuller and Brown (1975, p. 40) claim that “an important task for teacher education is helping teachers to implement their concerns about pupils since better teaching is probably associated with concerns about pupils rather than concerns about self”.

Researchers such as Jongmans et al (1998 p, 465) explored teachers' concerns in relation to professional orientation. In their research study, teachers were involved in a project whose objective was the implementation of an innovation in the teaching practice. After developing the project, two questionnaires were applied to 164 teachers from nine schools. Their study revealed two main types of teachers: teachers with an extended professional orientation (concerns about collaboration and the impact of teachers' actions) and teachers with a less extended professional orientation (personal concerns). In other

words, teachers who were more concerned about collaboration and their impact, tend to develop more professionalism. In conclusion, Jongmans et al. (1998, p. 475) suggest that schools need teachers with an extended professional orientation to implement innovations in a successful way.

Çakmak (2008, p. 57) presented a study in which student teachers' concerns are explored, such as the teaching profession, teaching methods, planning, instruction, evaluation and, classroom management. This study analyzed data gathered from five groups of student teachers who answered a questionnaire about their concerns on their teaching process. The findings revealed that the most commonly stated concern was about undesired conduct in the classroom or misbehavior. Besides, regarding this study findings, the participants lead to differences in the student teachers' views about concerns.

In the case of our study, we conducted it in order to determine primary school English teachers' concerns as an important issue in the development of their teaching skills. It is clearly stated that teachers' concerns have an important role in the teaching practice and in their professional development. Furthermore, concerns vary according to individuals and their specific characteristics. Starting from this point, for our research study was very important to explore their concerns as experienced teachers and, also because they were learning how to teach English.

Chapter III

Methodological design

Research Approach and Type of Study

The identification of teachers' teaching skills and their concerns demands an in depth exploration of participants' individual experiences. The qualitative data is suitable for describing a small group of participants' teaching practice and at the same time, their concerns are best presented through a qualitative analysis. For this study was important to be in constant contact with participants, and to have access to their real teaching practices. Besides, to explore their concerns it was necessary to think about establishing a good relationship between participants and researchers in order to have an atmosphere of confidence when expressing their concerns. Bearing in mind these needs, it has been decided that the best method to develop this study is the Qualitative Case Study. In agreement with Yin (1984, p. 23) the case study research method allows the exploration of a current phenomenon within its real-life context and multiple sources of evidence can be used (Cited in Zainal, 2007, p. 2). Similarly our study explored a current issue in the context of primary school teachers in Gigante. As well, a personal interest on exploring rural teachers' voices and their individual practices led us to follow a case study methodology.

Moreover, the category of *Descriptive Case Study* has been chosen because according to Zainal (2007, p. 3) this type of study "set to describe the natural phenomena which occur within the data in question". In our case, the different data are going to be triangulated and analyzed carefully in order to identify the participants' teaching skills and their concerns observable during the teacher education course.

Setting

Gigante is a municipality located in the center region of the department of Huila. Here, there are nine public educative institutions, which three of them are urban and seven are located in rural area. All the schools offer primary and secondary education. Regarding primary context, most of the schools are located at different distances from the town. Roads become very difficult to access in some of the schools

About teaching and learning English, English teachers are divided in two, the primary English teachers and secondary English teachers, the last ones hold bachelor degree in ELT but primary school teachers do not know what and how to teach it. As an example, secondary school teachers are usually those who create and manipulate the English subject curriculum and institutional activities.

In 2015, fifteen primary schools teachers were invited to attend a course offered by the municipal administration. Teachers of preschool to fifth grade attended the course and about thirty of them finished the program. Also, an important characteristic of this population is that they were volunteers and have high level of motivation. Finally, the head of the schools supported them by giving a special job schedule and the permission to apply new knowledge in their classrooms.

Participants

To begin with, participants were invited to participate as volunteers. Three of them were selected to be part of the case study because they worked in three different rural schools. These teachers accepted to be observed and participated actively during the course. Our role in this study was as teacher educators and researchers. During the course we teach them how to teacher to children based on the course plan. At the same time we

applied the instruments to gather the specific data for our study. The study does not interfere with the course schedule and content and did not affect other participants.

The information of the three participants is presented in the next chart. The information presented in Table 1 was gathered through informal talks.

	Teacher 01	Teacher 02	Teacher 03
Classroom characteristics	Multilevel class Students from preschool to fifth grade.	Preschool students (5 years old, average)	Multilevel class Students from preschool to fifth grade.
Experience as teacher	21 years	20 years	11 years
Experience as English teacher	21 years	10 years	11 years
Teacher education	Especialista en sistemas dinámicos.	Especialista en matemática sistémica	Especialista en administración de la informática educativa.
English language	Low English level and has not participated in English courses.	Low English level and has not participated in English courses	Has attended an English course and is learning by himself. He has a fair language level.
English class time per grade	They teach English one hour per week.		

Resources	They have ICT resources such as projector, computer and a recorder. None of them has internet access.
------------------	--

Table 2. *Information about the participants of this research study*

Data Collection Procedures

The data gathering process was developed during the months of September and October according to each participant's class schedule. As an ethical procedure, consent forms were signed by teachers and permission forms were delivered to the heads of the schools (See appendix E and F). Head of schools allowed researchers to visit teachers in their schools and record them for academic purposes. The research data was collected through field notes of four sequential and direct class observations of each participant, two different interviews and four participants' reflective journals. Additionally, teachers and researchers interacted during some feedback sessions, which were recorded in terms to gather information about their teaching practice.

Field notes: Teachers classes were observed and video-recorded. Each field note was registered as an open writing which contains the observers' comments. The field notes were focused on describing different teachers' action when teaching English. At the end, four field notes entries (See appendix G) of each teacher were collected (Bogdan & Biklen, 2007 p.151).

Teachers' reflective journals: Each teacher wrote four reflective journals entries (See appendix H) after each of their English classes. The teaching journals are described by Gebhard & Oprandy (1999) as an account of a series of teaching experiences written as regularly as possible over a period of time, after that, these ideas can be analyzed "for patterns and conspicuous events" (p. 79). As a gathering data tool, the teachers' journals

entries offered important insights about teachers' actions during their teaching practice. Participants were asked to fill a form to self-evaluate; they write the positive, negative issues during the class and wrote some suggestions. They focused on the three stages of the class; warm up, while and post (Gülten 2013. p, 1410). At the end of the form the teachers were asked to express their feelings.

Interviews: In this study, three interviews with open questions (all of them) were applied using cellphones as devices. Each interview took approximately fifteen minutes. They were recorded at the beginning and at the end of the course. Teachers were asked to give information about their experience as English teachers (See appendix I). Moreover, teachers were recorded during all the interviews sessions.

Feedback sessions: Four feedback sessions were applied to each participant. These sessions were audio recorded using a cellphone and after each session the information was transcribed. The two researchers interacted with each teacher having some peer mentoring about the observed English classes. In here, teachers could talk about their thoughts upon their teaching practice, thinking about what they have experienced in an English class done before and the decisions for future English classes (See appendix J). Yanoshak (2007) explained that the goals behind peer mentoring include individualized attention and encouragement, at the same time strengthening their teaching skills (cited in Murray 2010). Likewise, Ali (2007) states that feedback session can be done immediately or delayed. In this study both moments were applied taking into account the teachers' schedule.

The data was triangulated using the Atlas.ti 6.2 software program in which their identities were protected using this codes (RZ, RR and JM) and in this report we call them Teacher 01 (T01), Teacher 02 (T02) and Teacher 03 (T03). By using this program we analyzed interviews, field notes, textual sources and other qualitative data.

Instructional Design

Primary school teachers from Gigante participated in a teacher education course in 2015 named:

Seminario taller para el fortalecimiento didáctico y metodológico de los docentes de Inglés de preescolar y primaria, para el proceso de enseñanza y aprendizaje del idioma Inglés a impartirse a los niños, niñas de las instituciones educativas del municipio de Gigante Huila. (Bravo, 2015)

This course was developed in 80 hours during two months. Teachers attended two days a week during four hours each. They attended Tuesday and Thursday in the afternoons and during the morning, participants were visited at their schools. It took place in a public secondary school in Gigante, in there; the library, the auditorium and the systems lab were used.

In this course, the classes were focused on theory and concepts related EFL teaching, English learning, lesson planning, teaching practice and assessment of the process. The content of the course was focused on teaching and, learning theories. Such as pedagogy, didactics, audiolingual method, Total Physical Response TPR, communicative approach and, natural approach. Additionally national policies for English teaching were shared.

Content was presented through a seminario-taller that involved two different ways of presentation. During the “seminario”, teachers received a direct explanation of theory and methodologies, they observed examples and read texts that provided them with more information, a discussion, group work and reflection were usually implemented. On the other hand, In the workshop or “taller” they participated in a set of practical activities

where they could observe, participate, modify and replicate model English classes. As well, teachers worked in groups in order to plan their English lessons, while this process, teacher educators supported them by giving them suggestion to improve their lessons plans and, to improve the use of the foreign language. After this, teachers planned their classes based on the previous sessions and according to their school context. Finally, they applied their lessons in their own real setting. The evaluation was carried out through a self-reflection of their own teaching practice. The course offered a model English class and then teachers adapted the lesson plan to their own interests and needs. The following is an example of a lesson plan worked in the teacher course.

The methodology of the course was developed in five stages; first , theoretical and pedagogical foundation concerning EFL teaching and learning; second, English teaching practice, a model English class, strategies and materials; third, participants' own lesson planning; forth, teaching practice in which participants applied their previous lesson plans, reflection about their teaching performance, and finally; assessment of the teacher education course.

Date:	School:	Grade: 2nd	Teacher's name:
Time: 60'	Class N°: 01	English 60% - Spanish 40%	Question: Who am I?
<p>Goals: Students will be able to...</p> <ul style="list-style-type: none"> ✓ Use and recognize the greetings and farewells. ✓ Introduce him or herself to others ✓ Interchange him or her personal information to others 			
<p>Topics:</p> <p>Personal pronouns (I – you) / To Be Verb (am – are - is) / Possessive adjectives (my – your)</p>			
<p>Vocabulary:</p> <p>Greetings & Farewells (list of the most useful words or expressions), Cardinal Numbers (0 – 10),</p>			
<p>Resources or Materials</p> <p>Flash cards, small banners, songs, pictures, markers, bingo board, paper board, recorder, computer, video beam, slides (power point presentation), videos.</p>			
<p>Final Results</p> <p>Students Personal Information Posters – Pictionary</p>			
STAGES & TIME	ACTIVITIES	STEP BY STEP	RESOURCES
PRE		T shows the video to sts. –T sings the song while sts watch and listen the video – sts	Video beam, computer,

Warming up 10'	Singing a song "Let's..."	made teams to practicing the song by lines with the video – T gives the lyrics to sts and read together - st's teams sing the song with the video	speakers, song video, song lyric
35'	Interchanging Greetings & Farewells	T shows to sts the slices with the greetings & farewells (song) – T pronounces the vocabulary while sts watch the slices – sts listen and repeat – sts speak and act the vocabulary to others – T sticks the greetings & farewells posters on the wall	Video beam, computer, slides, speakers, song video, song lyric, posters
	Making a name tag	T gives to sts their name tags without personal information – T guides to st to fill the name tag – Sts color the name tag – Sts use the name tag and show it to others – T pronounces the information of the name tags – Sts play a game "clock around myself"	Slices, Video beam, computer, name tag, pencils.
	Practicing with numbers (0 – 10)	T shows to sts the slides with the numbers to 0 – 10 (song) – T pronounces the vocabulary while sts watch the slides – sts listen and repeat – sts speak and show the vocabulary to others – T sticks the vocabulary poster on the wall	Slices, Video beam, computer, song, speakers, and posters.
15'	Practicing and reviewing	Sts make a poster about their personal information and stick on the wall. Sts make a bingo with vocabulary studied in class Sts pronounce their own name tag	Paper – pencils – sharpener – name tag

Table 3. Lesson planning sample.

Chapter IV

Data analysis, findings, and discussion

The data gathered encompassed four field notes, four reflective journals, three interviews and one feedback section from the three participants. The first stage used for analyzing the data was the transcription of the information collected through the instruments. In the second stage, we used the Atlas.ti 6.2 software program to establish the commonalities represented through open codes. From these codes, some categories emerged. They may of course help to explain the existence of teaching skills and concerns in the participants of this study. Finally, in order to formulate a criterion of reliability these categories were supported by the constructs explained in the theoretical background above. Therefore, we analyzed the data under the principles of Content Analysis. In this process, the information is examined step by step using hermeneutic units. Thus, the categories evaluated in the content analytical units respond to the research questions posed in this study (Mayring, 2000).

In this chapter, the information gathered from the three participants supported the categories that emerged from the research study. The purpose of this analysis was to identify common points, thus forming the themes to frame the main structure of the findings of the study. For analytical purposes, excerpts will appear displayed as, for example, T01, T02, T03 referring to the three participants as T for Teacher and the number to differentiate them. Hence, the main focus of this data analysis was to examine the primary school English teachers' teaching skills identified during the data collection. Additionally, we will examine the data collected through field notes, feedback sessions and

interviews in order to identify these skills and the teachers' concerns that they had during the course.

In order to present the data analysis the following information underpins the teaching skills that were identified in this research study.

Teaching skills

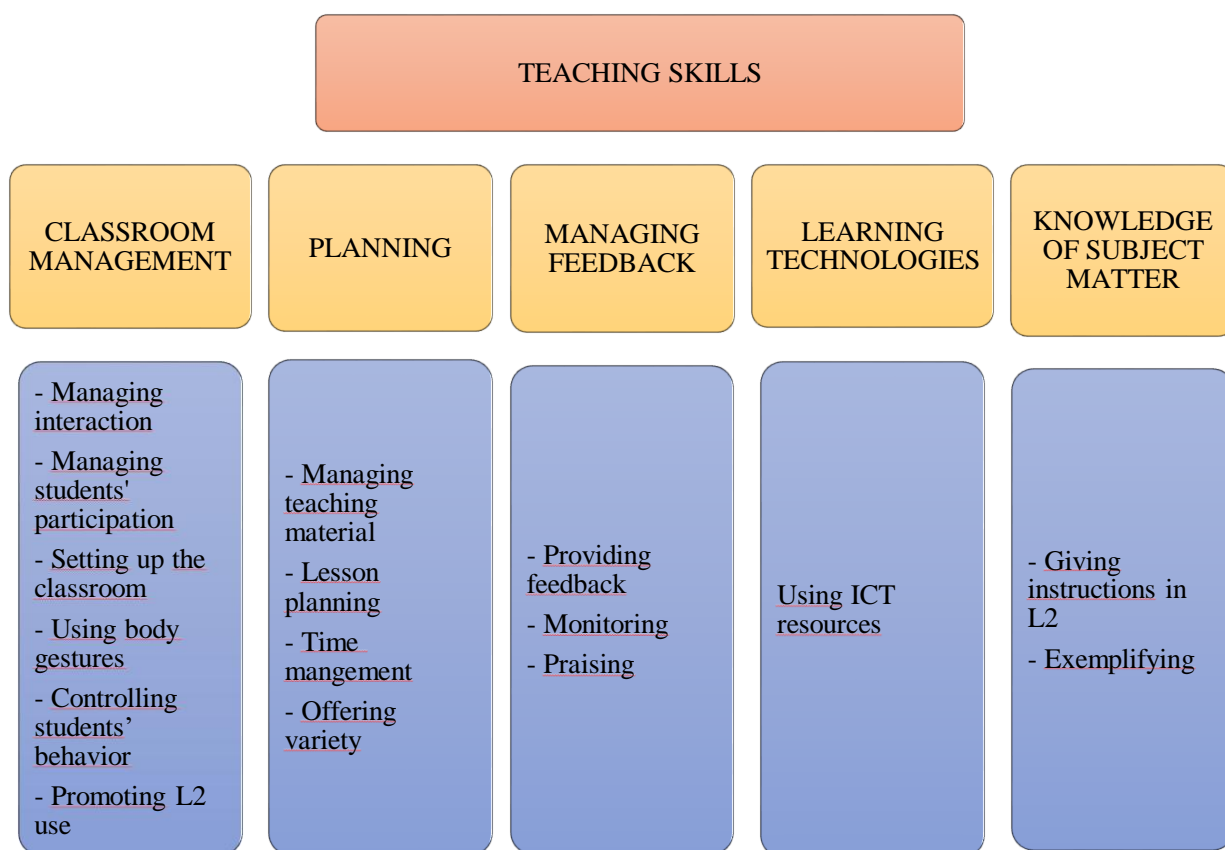


Figure 5. Teaching skills categories. This figure explains the skills and the sub-skills relevant for this study.

In this research study, different teaching skills come to light. Therefore, this figure represents the majority of the teaching skills that were found in the teachers' teaching practice. Moreover, this chart (figure 4) briefly describes five teaching skills, which are

classroom management, managing feedback, planning, subject knowledge and, learning technologies. Each skill is analyzed below, supported by some excerpts taken from the applied instruments.

Classroom management

Classroom management is a skill that every teacher should develop. However, each teacher will exhibit a different degree of development of this skill. In this study, participants dealt with multilevel classrooms; that is to say that there were students with different levels and ages in the same place. Although these characteristics are challenging for many teachers, our participants demonstrated to be very skillful when dealing with this setting. Based on the data, participants have some sub-skills related to classroom management, namely managing interaction, managing students' participation, setting up the classroom, using body gestures, managing students' behavior, and promoting L2 use.

- *Managing interaction*

Interaction allows the students' progress and enables teacher to ensure appropriate learners' participation and create working patterns. In addition, through this skill, teachers can build positive rapport with the students because they can be involved in a positive learning environment (British Council, 2008). With regard to ***managing and promoting students' participation***, teachers were continuously engaging their students in every activity by asking all of them to participate in games in order to trigger children's imaginations. In excerpt 1 below we can see how teachers managed interaction and promoted students' participation in the classroom.

Excerpt 1

T01:

Another thing that teacher usually does it is to allow the participation of her students individually and in groups (*Fieldnotes_RZ_C1_09-09-2015*)².

Excerpt 2

T02:

Que tal que meta la mano y sea una culebra, o que tal me salga un sapito”. Here the

T uses imagination to make students interested in what she is doing and saying.

When the teacher says that, students yelled! T wants her students to guess what is inside of the bag. (*Fieldnotes_RR_C1_10-09-2015*)

Excerpt 3

T02

La parte de interacción, cuando utilizó el títere para interactuar con los niños, a todos los hizo hablar, ningún niño se quedó calladito. El que no quería hablar de alguna manera con el títere y con una buena actitud suya logró el niño repetir con la profesora de inglés, es algo muy positivo. Interactuaron no solamente con usted sino también con el títere. (*Feedback_RR_14-09-2015*).

- *Use of body gestures*

Another important sub-skill is the use of body gestures. It was remarkable the use of gestures and mimics to make themselves understood. Using non-verbal communication seemed to be effective to make students understand the vocabulary. During the observations, participants helped students' understanding through body movements, like doing the actions that were mentioned in a song.

Excerpt 4

² This coding shows the instrument that was used. In this case was a field note. Then, it appears the initial of the participant's name. C1 corresponds to class number 1 and, finally the date in which this instrument was applied.

T01:

“Vamos a saludar in English” she uses the body language to say hello.

(Fieldnotes_RZ_C3_22_09-2015)

Excerpt 5

T02:

T explains in English and does mimics to explain what the students have to do. She says “we are going to color the animals”. *(Fieldnotes_RR_C2_17-09-2015)*

- *Setting up the classroom*

Teachers set up the classroom in order to facilitate learning. They organized their students by levels and the youngest were located in the middle of the classroom. Moreover, teachers had access to each student and this facilitated monitoring. Besides, some teachers varied the way in which their students were organized in the classroom according to the activity (British Council, 2008).

Excerpt 6.

T01:

Despite having a multilevel classroom, teacher organizes it letting students to be in contact with each other. First and second graders are located in the middle of the classroom. Therefore, teacher can monitor better their work. *(Fieldnotes_RZ_C1_09-09-2015)*.

Excerpt 7

T03:

Besides, students are organized according to their level. *(Fieldnotes_JM_C1_10-09-2015)*.

- *Controlling students' behavior*

One of the aspects students should know is to differentiate what is right and what is wrong (Hotaman, 2010). Nevertheless, teachers should learn how to deal with unforeseen learners' behavior (Cipani, 2008). During their teaching practice, misbehavior was not a difficulty to develop the class. According to this, we can assume that participants have developed this sub-skill when teaching English. In the case of the following excerpt, T02 focused on having an appropriate classroom atmosphere. For instance, a strategy she used was a song to catch the students' attention.

Excerpt 8

T02:

T sings the song "Mr. Silence" to make her students concentrate again because they were not working and they were moving around the classroom (*Fieldnotes_RR_C2_17-09-2015*).

- *Promoting L2 use*

Teachers promote appropriate use of English Language Learning (British Council, 2008). Participants interacted with the learners giving them enough confidence to participate and to learn at the same time. Some of the teachers' activities involved imagination, visual aids, real objects and, repetition of vocabulary.

Excerpt 9

T01:

In this activity, she motivates her students to remember vocabulary from previous activities. In this sense, she uses flashcards from the magic bag. On behalf of this, T promotes the repetition of the expressions (*Fieldnotes_RZ_C1_09-09-2015*)

Excerpt 10

T03:

Soy bueno en pronunciación, trato que ellos repitan muchísimo, y bien pronunciado.

(Interview_JM_03_15-10-2015)

Planning

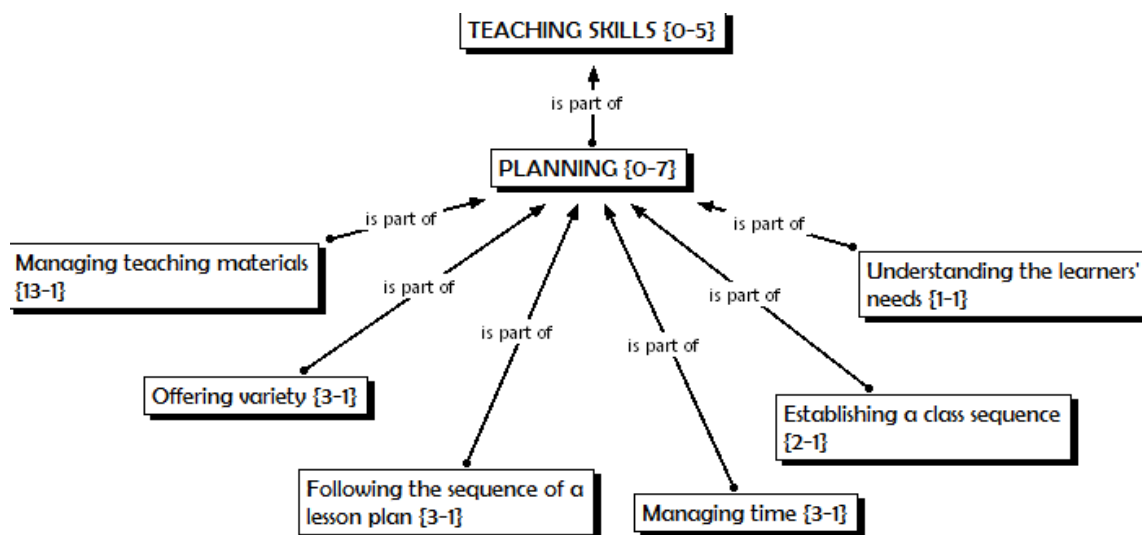


Figure 6. Planning skill with the subsequent sub-skills.

Regarding the planning skill, participants experienced by first time the process of planning an English class with the support of the teacher education course. It was expected them to replicate or adapt the lessons according to their specific needs. As a result, planning was an important skill for the participants, as they continuously needed to deal with managing teaching materials, the lesson planning, effective time management, offering varied activities and, understanding learners' needs.

- *Managing teaching materials*

According to the data, teachers used different teaching materials such as flashcards, slides, posters, drawings, videos, songs, classroom objects, worksheets and, puppets. This is similar to what British Council (2008) has proposed. It emphasizes on the fact that teachers have to use a range of motivating materials and appropriate resources to meet the lesson aims. Materials were used to aim three different purposes: flashcards, slides, posters, drawings and, classroom objects were used to explain vocabulary and reinforced previous knowledge; Puppets, videos and, songs were used to promote students' participation, motivation and, to practice language expressions; finally, worksheets were used to enhance writing and to evaluate students' language knowledge. The use of these teaching materials contributed to attain the lesson plan ends. As a clear example, teacher 02 used a puppet to teach her students how to greet, introduce themselves and, ask for personal information. During the activity, students were eager to participate and, they demonstrated great command of the expressions.

Excerpt 11

T02:

T uses the puppet and says hello to her students, they answer by saying "hello". T says "Hello, puppet" and students repeat. T and students interact with the puppet.

T says "My name is Mikin. What's your name? Nice to meet you!" the students answer. They can touch and kiss the puppet. (*Fieldnotes_RR_C1_10-09-2015*)

Excerpt 12

T01:

"Manejo y aprovechamiento de diferente material audiovisual y didáctico. Hago mi propio material, si no lo puedo hacer busco en internet y yo sé que encuentro algo bonito que mostrarle a los niños" (*Interview_RR_03_15-10-2015*).

Excerpt 13

T01:

“Me hace falta aprovechar más el material que tengo en clase, tengo muchos objetos pero a veces no sé que puedo enseñar inglés con ellos” (*Interview_RR_03_15-10-2015*).

- *Lesson planning*

Participants expressed their strengths and weaknesses in terms of planning an English class. Participants presented difficulties when selecting suitable activities according to their students' level and, the particular condition of having a multilevel classroom. It should be made clear that our participants have just started to know how to plan an English class. Due to this, participants are in the process of becoming skillful in planning an English lesson. This is clearly seen in the following excerpt.

Excerpt 14

T03:

Además de esto, creo que me falta mejorar en la planeación para una clase de escuela nueva. También a veces fallo en la selección de actividades, a algunos niños les parece muy fácil y a otros muy elevados el nivel. (*Interview_JM_03_15-10-2015*)

- *Time management*

This skill consist on allocate appropriate timing when developing the lesson plan (British Council, 2008). Similarly, using time effectively increases the direct teaching (face to face teachers and students encounters) and at the same time contributes to the learning process (Montague, 1987). Teachers demonstrated good time management. This was evident when the activities had appropriate time to reach the aims of the class. The

following excerpt was taken from a feedback session. It recalled the teacher's performance regarding her good time management when developing activities such as singing a song, interacting with a puppet and, art and crafts activities.

Excerpt 15

T02:

Las actividades muy bien logradas en cuestión del tiempo, y el propósito de cada actividad, se notó que pensó muchísimas veces las clases, una actividad de diez minutos, duró diez minutos y logro lo que se tenía pensado (*Feedback_RR_14-09-2015*).

Excerpt 16

T01:

Nosotras vamos mirando también el tiempo en las cuales ejecutas las actividades, y no solo es solo una clase, una actividad para toda la clase o media clase. Digamos que cada 10 minutos o menos cambia. Entonces eso es muy bueno por entonces los niños no se aburren, es más llamativo. Es un poquito más de trabajo para uno pero es fructífero. (*Feedback_RZ_01_16-09-2015*)

- *Offering variety*

This skill consists in implementing different activities throughout the class. One of the factors that affect teaching activities is monotony. This can be the result doing the same activities, making the same gestures and, facial expressions, or maintaining the same tone of voice (Erden, 2007). In the class observations, teachers in general used a wide variety of activities.

Excerpt 17

T02:

She uses varied activities during the whole class: video, singing, mimics, describing

images, gaming time, and color images (*Fieldnotes_RZ_C1_09-09-2015*)

Excerpt 18

T02:

La planeación ha sido con días anteriores, muy bien organizadas, los materiales que se utilizaron en la clase fueron muy llamativos y variados, el títere, le pusiste nombre, las sorpresas, fueron diferentes materiales y todos los materiales llamaron a atención de los niños, estaban muy concentrados en el material, esto es esencial en la clase de inglés. (*Feedback_RR_14-09-2015*)

Managing feedback

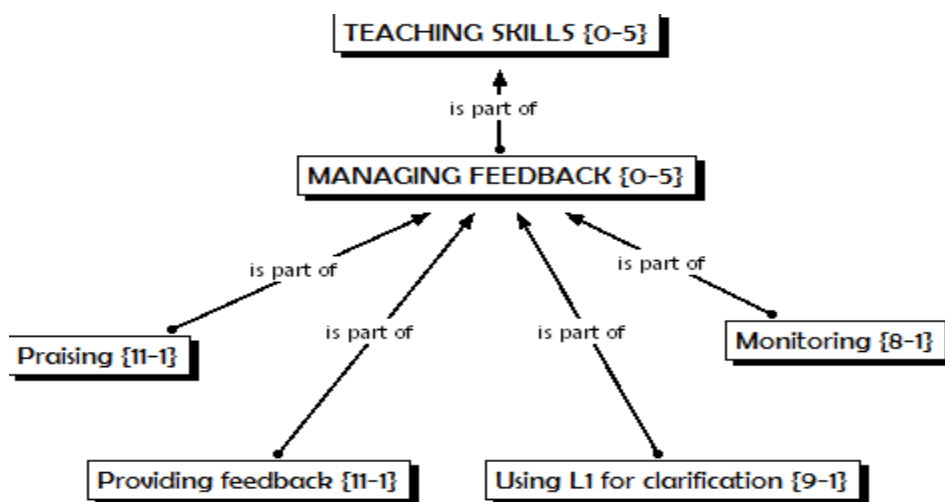


Figure 7. Managing feedback. This figure underpins the corresponding sub-skills to managing feedback.

Sönmez (2007) emphasizes on the fact that teaching and learning processes should be evaluated because in this sense, students will receive feedback. However, in the participants cases there were some sub-skills such as: providing feedback, monitoring, praising and using L1 for clarification. These sub-skills are explained below.

- *Providing feedback*

As it was observed, participants were eager to provide feedback to their learners by praising them constantly, correcting their pronunciation, rephrasing and explaining the correct word. This skill focuses on supporting and supervising learners' performance.

(Sönmez, 2008, cited in Hotaman, 2010).

Excerpt 19

T01:

She corrects their students pronunciation, she says “ah-ah” in terms of denial. Then, she gives the correct pronunciation. Every single student is participating.

(Fieldnotes_RZ_C4_30-09-2015)

Excerpt 20

T02:

T is always attentive and helps them to say the right expressions or to say it with the correct pronunciation *(Fieldnotes_RR_C1_10-09-2015)*.

- *Monitoring*

The role of effective teachers is to monitor their students' progress and help them gain a better understanding of their learning (Sönmez, 2007). All of our participants demonstrated to be very skillful when monitoring. This was evidenced when teachers walked around and checked students individually and in group work. The example below shows how a teacher carried out monitoring, with the purpose of guiding students' work successfully.

Excerpt 21

T03:

While students are working, T goes around checking his students work. One of the students starts pasting the images on the tree, and T says “todavía no, espérese. Acabe de

recortar todo”. All the students are working. (*Fieldnotes_JM_C4_01-10-2015*)

Excerpt 22

T02:

T goes to each group and explains what they have to do. She uses Spanish and English to make herself clear. She mentions again the reward given through happy faces. In this way, students concentrate more on what they are doing.

(*Fieldnotes_RR_C2_17-09-2015*).

- *Praising*

This subskill is related to expressing approval of a student when he/she does something right. Although there is not clear evidence of praising in research studies related to teaching skills, this seems to be very important when teaching children. In our research study participants used different expressions to praise students. They commonly used watchwords such as “very good”, “excellent”, “ok” and, “good”. Besides, teachers praised their students with “happy faces” when they performed well. The next excerpt is an example of the aforementioned subskill.

Excerpt 23

T01:

To praise her students the teacher uses happy faces. At first, she explains to them what a happy face means by using body gestures: “Happy face a ver, señalemos”; “face” her students answer “cara” (*Fieldnotes_RZ_C4_30-09-2015*)

Excerpt 24

T02:

She uses the words “excellent” and, “applauses” to praise her students
(*Fieldnotes_RR_C4_01-10-2015*).

Knowledge of subject matter

This research study explores two sub-skills: giving instructions in L2 and, exemplifying. They were noticeable in the participants' teaching practice.

- *Giving instructions in L2*

Teachers are able to give basic information about language form, meaning and the use of different techniques and materials effectively to facilitate learning (British Council, 2008). Despite participants did not have a great command of the language, they tried to use basic words and expressions in English. They presented some limitations regarding pronunciation, giving instructions and, vocabulary. In the three cases basic commands and short instructions were used constantly. In the following excerpts, this sub-skill is displayed.

Excerpt 25

T01:

After greeting her students, teacher has already organized the projector. So, she immediately plays the song of "numbers". During this section of the class, T uses expressions such as "Stand up, please," "Repeat", "Speak up, please," and "sit down". After singing the song, T says "I pronounce and students point the command" [sic]. (*Fieldnotes_RZ_C4_30-09-2015*)

Excerpt 26

T02:

Se utilizó el inglés en toda la clase, obviamente en algunas partes se utilizó el español, pero las instrucciones las tenía bien claras, se arriesgó a utilizar el inglés. Muchas veces los niños repetían las mismas instrucciones sin que usted los obligara a repetir, si el niño es capaz de hacerlo es porque les gusta la actividad, y le gusta como pronuncia la

profe. (*Feedback_RR_14-09-2015*)

Excerpt 27

T02:

Algunas expresiones aprendidas en el curso. Ya manejo bien los comandos en inglés, y los niños ya saben responder (*Interview_RR_03_15-10-2015*).

Excerpt 28

T03:

T says “repeat me” and shows some flashcards. It is noticeable that the T uses some expressions in English but he immediately translates them into Spanish.

(*Fieldnotes_JM_C1_10-09-2015*)

- *Exemplifying*

In here, teachers demonstrate understanding of the subject matter and offer accurate examples to their learners (British Council, 2008). As it is showed in the excerpt below:

Excerpt 29

T03:

T starts drawing a tree on the board. After this, he draws the family members inside the tree. He starts by drawing a father, a mother, a sister, a brother and he says “and this is me” drawing a boy. T again reviews the vocabulary with his students. (*Fieldnotes_JM_C4_01-10-2015*)

Excerpt 30

T02:

This time students are going to recognize the family tree and T shows them an example. She starts talking about her family. After this, T gives clear instructions of the exercise. Students now, have to do what teacher has already done before.

Besides, T teaches them the difference between boy and girl.

(Fieldnotes_RR_C3_24-09-2015)

Learning technologies

- *Using ICT resources*

Teachers promote student interaction through computer activities. Besides, teachers ensure that the resources are ready to be used (British Council, 2008). Teachers had some technological devices like the laptop, the projector and some downloaded online resources to use in the classroom. They usually played songs to introduce the class and to teach some vocabulary. Regarding this, they mostly used songs and videos. In the T03 excerpt, it is noticeable the use of ICT resources for explaining the content of the topic.

Excerpt 31

T03:

After this, he uses a PPT show in which there is a family member in each slide with the name in English, e.g. Father, mother, etc. While T is presenting the slides, he says the word in English and students have to repeat it. T does this activity twice, T and students review the vocabulary. *(Fieldnotes_JM_C4_01-10-2015)*

Excerpt 32

T02:

Manejo de audiovisuales, creo que he aprendido a seleccionar los videos que son apropiados para los niños de precolar. No tengo problemas con el proyector ni con el computador. Cuando uso el proyector los niños prestan atención y son juiciosos.

(Interview_RR_03_15-10-2015)

Concerning the setting in which our participants had to teach English, this has some

particular features. For example, teachers had to teach children with different levels at the same time. This condition challenged teachers to use suitable resources and materials.

Another aspect to be mentioned is that our participants were not majored in English teaching. Nevertheless, they demonstrated commitment towards their professional development as English teachers. This was observed in the improvement of their teaching practice, regarding their teaching skills. For instance, teachers designed and applied their lessons based on what they have already learned in the teacher education course. They demonstrated to be very skillful in certain skills; it is worth highlighting that all their teaching skills can be developed and reinforced as they continue with this process.

Teachers' concerns

Primary school English teachers' reflections were analyzed based on the three stages of concerns stated by Fuller and Brown (1975), "self-concern", "task concerns" and "impact concerns" (Cited in Cakmak, 2008). The outcomes product of the data analysis will be reported bellow.

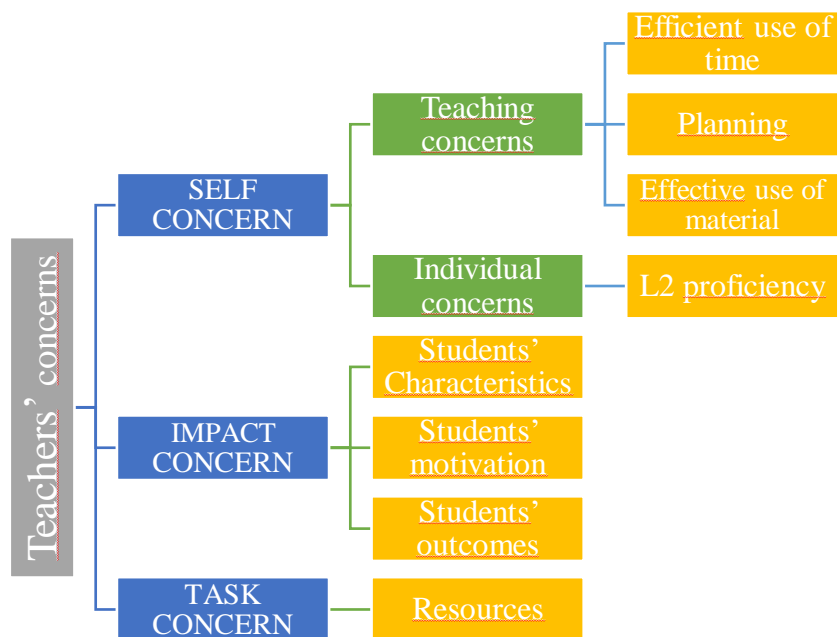


Figure 8. Teachers' concerns. This figure presents three different stages of concerns.

Self-concern

As it is presented in Figure No 7 the most common concern is related to the self, which is described by Cakmak (2008, p.59) as the self-concern, related to the teachers' own worries about their ability to perform in the school environment. Besides, in this, teachers become concerned about methods and materials and start exploring new ideas and possibilities for their lessons. The author divided the self-concern in two fold, the teaching concern and the individual concern.

Teaching concerns

Regarding the teaching concerns, participants expressed they have concerns about efficient use of time, planning and effective use of material. Those as part of the stages 1 and 2 stated by Vandenberghe (1995, p. 50), in which teachers had a special focus on their own actions as teachers and their impact on students' attitude and learning. Those concerns are presented in the next excerpts.

Effective use of time

Excerpt 33

Participants showed they are very worried about the *efficient use of the time*, they expected to develop the activities during the time that was planned to. This was evidenced in the following excerpt.

T02:

Debo reforzar algunas cosas como las actividades que toman mucho tiempo, los niños a esta edad se distraen rápido. (*ReflectiveJournal_RR_C3_24-09-2015*)

Teachers suggested to improve the activities and to make older students to help the youngest one.

Excerpt 34

T03:

Algunos aspectos que cambiaría de esta clase, sería el tipo de actividad ya que toma mucho tiempo recortar, colorear. Quizás organizar mejor a los estudiantes para que los de los últimos grados apoyen a los más pequeños. De resto creo que todo salió bien. (*ReflectiveJournal_JM_C4_01-10-2015*)

Planning

Participants believed they had difficulties regarding planning a lesson. Each one of them have different needs as it is shown in the pieces of data.

Excerpt 35

T01 express she has difficulties in planning because she expects to manage easy EFL content for her and for students' understanding.

T01

Mmmm... qué otra dificultad... al planear pues, de pronto busco que... que no

tenga palabras tan complicadas de pronunciar, o sea para que los niños me entiendan mejor.

(Interview_RZ_02_17-09-2015)

Excerpt 36

In the case of T02, He said he needed to improve an English class, which can be adapted to Escuela Nueva methodology.

T03

Además de esto, creo que me falta mejorar en la planeación para una clase de escuela nueva. *(Interview_JM_03_15-10-2015)*

Effective use of material

Participant T01 and T03, especially argued that they have difficulties regarding the use of material when they have to teach to a multilevel class.

Excerpt 37

T01

Lo otro es que trabajo con Escuela Nueva y... es difícil a veces planear para todos algo diferente, especialmente el material. *(Interview_RZ_01_20_08_2015)*

Finally, teachers had another concern, providing feedback. Teacher T01 said she did not correct their students well.

Excerpt 38

T01

Me faltó parar y corregir. No corregí a todos los niños en su pronunciación.

(ReflectiveJournal_RZ_C1_09-09-2015)

Excerpt 39

T01

No me gustó mucho que no pude revisar como estaban los chiquitos trabajando, es

difícil porque todos tenían que hacer lo mismo y ellos no escriben tan rápido.

(Reflectivejournal_RZ_C4_30-09-2015)

Participants analyzed the use of the time in each activity and, tried to understand the causes of inefficient use of time. Additionally, teachers suggested to plan better including activities according to students' ages. T3 suggested ask older students to guide the youngest ones. Teachers demonstrated to be very worry about their own actions when planning and selecting material.

Individual concerns

Cakmak (2008) claims that individual concerns correspond to personal fears when teaching. Teacher's L2 proficiency is a common teachers' concern; all the three participants expressed the need to improve vocabulary learning, especially commands and, pronunciation.

Excerpt 40

T01

Creo que debo repasar un poco pequeñas palabras. *(ReflectiveJournal_RR_C2_17-09-2015)*

Excerpt 41

T01

Otra que creo me falta desarrollar es la pronunciación de algunas palabras pues que rico seria que mi clase fuera totalmente dictada en inglés. *(Interview_RZ_03_15-10-2015)*

Excerpt 42

T03

Ahora con este nuevo método ahora si toca repasar más la canción la pronunciación buscar más vocabulario para la pronunciación, y a los muchachos como no se les

hablaba tanto en inglés, entonces se necesita armar más frases, de forma correcta.

Pero uno las macheteaba, les metía spanglish por así decirlo. Entonces toca prepararse más, hay que leer más. (*Interview_JM_02_17_09_2015*)

Murray-Harvey et al. (2000) state that :

“Even though a certain amount of stress may be considered a normal part of the process especially when adapting to unfamiliar environments, forming new relationships and coming to terms with a range of new and different expectations required from their role as a classroom teacher”. (Cited in Cakmak, 2008, p. 63)

Teachers managed stress and demotivation because of their low language proficiency. Participants expressed their stress when teaching in English, especially when they did not remember the vocabulary or the pronunciation of words. Participants explained their classes are affected by those feelings.

The T01 excerpt is a clear example of the above mentioned.

Excerpt 43

T01

Tengo que dejar a un lado el nerviosismo porque no me deja dictar la clase.

(*ReflectiveJournal_RZ_C1_09-09-2015*)

Impact concern

Results showed that participants' impact concerns were related to students' characteristics, students' motivation and students' outcomes. About the first one, there is an important concern about students' ages and different levels in the classrooms.

Excerpt 44

T01

Lo otro es que son niños de diferente grado entonces... tengo que pensar bien qué le pongo

a cierto grado. (*Interview_RZ_01_20_08_2015*)

Excerpt 45

Participant T03 notably stated he had difficulties when teaching, highlighting and students' characteristics such as different ages. Also, social problems in the rural sector as some concerns teachers had.

T03

La otra es que por parte de los muchachos, yo siempre los involucro, me decían esta mañana pero es usted como le fue, uno lo planea bien lo hace lo mejor posible, pero a veces no es uno el que falla el que tiene los inconvenientes sino que los mismos muchachos son los que los presentan, entonces viene ahí la diferencia de edades, el problema social que hay en el campo, la metodología escuela nueva que ellos están acostumbrados a manejar que dificultan que uno desarrolle la clase como debe ser. (*Interview_JM_02_17_09_2015*)

Excerpt 46

Regarding students' participation T03 mentioned:

T03

La participación de los alumnos estuvo bien. Pero la timidez de algunos alumnos no los dejó participar. Traté de motivarlos pero los muchachos son muy tímidos. Más los alumnos de quinto. (*ReflectiveJournal_JM_C1_10-09-2015*)

Excerpt 47

Teachers were also concerned about students' learning of commands and pronunciation.

T02

Ahora debo continuar con el repaso de comandos en clase para que a los niños no se

les olvide. (*ReflectiveJournal_RR_C2_17-09-2015*)

Finally, participants expressed another concern associated with feeling nervous when teaching English, which is evident in the following example.

Excerpt 48

T01

Tengo que dejar a un lado el nerviosismo porque no me deja dictar la clase.

(*ReflectiveJournal_RZ_C1_09-09-2015*)

Excerpt 49

One of the participants' concerns was about dealing with discipline and the use of English to control it.

T01

Los niños aún no manejan disciplina cuando se les habla en inglés, debo decirles en español para que se organicen. (*ReflectiveJournal_RR_C3_24-09-2015*)

Task concerns

Task concerns regards to the daily teaching duties, especially in relation to constraints such as the large number of students in the class and the lack of resources (Christou, et al., 2004). Thus, the following excerpts show teacher's concerns towards resources, focusing on finding suitable resources and their appropriate use in English class.

Excerpt 50

T01

“Dificultad de pronto con el material porque a veces uno quisiera llevarles material con cosas muy bonitas a cada uno... pero a veces...pues los recursos no, no dan para uno llevarles de pronto plastificados”. (*Interview_RZ_02_17-09-2015*)

Excerpt 51

T02

“¿Qué se me dificulta? Yo creo que cuando ya... he planeado... como buscar ehhh en los niños, o sea que lo que yo planeé, los niños...entonces, buscar el material, que el material sea adecuado” (*Interview_RR_02_17-09-2015*)

Excerpt 52

T03

Y como no hay compromiso de ellos ni de los padres de familia tampoco, y entonces llega a uno a la otra clase y resulta que más de la mitad de lo que se les enseñó no se acuerdan. No solo en inglés, en todas las materias pero como les comento el inglés es una lengua diferente. (*Interview_JM_02_17_09_2015*)

Chapter V

Conclusions and pedagogical implications

Conclusions

This study has shown mainly the different teaching skills that were observed in primary school English teachers. Moreover, teachers' concerns were identified as an important issue in their professional development. In order to provide a suitable answer to the first research question that frames this investigation, the analysis of the data concentrated on identifying primary school English teachers' teaching skills. The three participants of this study demonstrated to be skillful in classroom management, planning, managing feedback, knowledge of the subject matter and, learning technologies.

Based on this, it is probably true to say that *classroom management* allows the students' interaction, and also facilitates the verbal and non-verbal communication of the language, in this case, English. As a result, the most important sub-skills found in this skill were: the use of body gestures and managing students' participation. Thus, in *planning* the applied activities and materials were suitable for the learners' needs. This planning skill was evidenced in the development of sub-skills named managing teaching material, lesson planning, and offering variety in terms of activities.

Concerning *managing feedback*, participants were eager to guide, supervise and support their students' learning process. Besides, this study shows some working sub-skills which allow the access to giving feedback; praising and monitor, for instance, contribute to help learners to gain a better understanding of the use of English. Beyond *the knowledge of the subject matter*, this study has also pointed up the participants' need of managing some basic knowledge when teaching English. As a result, giving instructions in L2, supporting

and exemplifying were the most dominant sub-skills found in this skill analysis. These sub-skills were evidenced as teachers tried to implement the use of clear examples to make students understand the content knowledge. As regards *learning technologies*, teachers were able to use technological devices appropriately. Moreover, they were willing to use videos, songs and PPT show slides to explain the content of the subject matter. This skill illustrates using ICT resources as a main sub-skill related to technologies.

The second research question that enlightens this research study is related to teachers' concerns. These are divided into three stages; self-concern, task concerns and impact concerns (Fuller and Brown, 1975). In relation to self-concern it was found out that participants concerns gravitated towards teaching concerns and individual concerns. The former had to do with efficient use of time, planning and effective use of materials. The latter was focused on participants' worries about L2 proficiency (vocabulary and pronunciation). Besides, participants' expressed those students' characteristics, student's motivation and students' outcomes are part of the impact concerns. Finally, the teachers enrolled in this project mentioned that finding suitable resources to teach EFL was the main difficulty in terms of task concerns. As it was presented in the discussion of this research paper, teachers concerns played an important role in the process of encouraging educators to enhance their teaching skills along the process of reflection, planning and EFL learning. The previous idea resembles Cakmak (2008, p.59) who explains that when teachers become concerned about methods and materials, they start exploring new ideas and possibilities for their lessons.

Finally, we would like to emphasize on the limitations of this study. We can say that access to schools was the main difficulty. Institutions were not only located far away from the town, but the roads to access the classrooms were not in good conditions. Also,

the weather was not in favor when the researchers visited the schools settings to observe the school participants. Another difficulty faced when implementing this study had to do with the institutional schedule, which sometimes was modified and English lessons were omitted. Besides, at the end of each term teachers showed a tendency towards avoiding EFL lessons, as they were considered as less important than other subjects.

Pedagogical Implications

In terms of implications, conducting this research study allowed us to gain a clear perspective about what the context looks like in primary, rural schools when it comes to EFL teaching. Primary school teachers face the challenge of teaching English to multilevel classrooms. Moreover, these teachers are not involved in teacher education courses which can provide them with the necessary knowledge and experience to improve their teaching practices. Despite the teachers from this study have not been educated in terms of EFL teaching, they possess specific teaching skills that can be developed and reinforced throughout teacher education programs.

Furthermore, at the beginning of this investigation more than thirty primary school teachers volunteered to participate in this study. The previous statement suggests that there is an increasing need to implement a solid teacher education program which aimed at EFL teaching.

Therefore, teacher education programs should be implemented as a tool in terms of guiding and helping teachers who are demanded to teach English, especially those who do not have the command of the subject matter. Even if there are teacher education courses, they are not consecutive. This means that teachers are just enrolled on these courses during short periods of time.

There is a need to explore more primary school English teachers' concerns in order to understand better their role as learners and teachers of English as a foreign language. Also it is of paramount important to be closer to rural schools context which is unique and has some repercussion in educators learning and teaching performance.

In contexts, like the Colombian one, there is the need to attend those primary teachers who have to teach English even if they are not mastered in it. On this basis, there are not research studies which promote those teaching skills on primary school English teachers. Besides, teacher education courses are not usually offered for primary school teachers, they only focus on secondary English teachers. One of the solutions is to redirect these courses for this specific population. In contrast, if there is not the possibility to promote these courses, educational policies should provide those primary schools with English teachers majored in this area rather than forcing others teachers to be uncharged of teaching it.

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Appendix A. Teachers interview for research problem identification

Entrevista a docentes de primaria

Objetivo: Conocer el contexto y las características de los docentes de primaria que enseñan inglés en primaria, con el propósito de identificar posibles problemas a investigar.

Fecha y lugar:

Hora:

Nombre del entrevistador:

Nombre del docente:

Preguntas:

Education

1. ¿Enseña inglés por decisión propia?
2. Profesor, ¿usted ha presentado algún examen de inglés?
3. En clase, ¿en qué momento habla en inglés a sus estudiantes?

Methodology

4. Conoce las diferentes metodologías y estrategias para enseñar inglés?

Teaching practice

5. ¿Cómo planea la clase de inglés?
6. ¿Qué dificultades ha tenido al preparar la clase de inglés?
7. ¿Qué dificultades ha tenido cuando enseña inglés?
8. ¿Qué considera debe aprender para ser un buen profesor de inglés?

Appendix B. Heads of school interview

Entrevista a rector y coordinadores

Objetivo: Conocer el contexto y las características de los docentes de primaria que enseñan inglés en primaria, con el propósito de identificar posibles problemas a investigar.

Fecha y lugar:

Hora:

Nombre del entrevistador:

Nombre del docente:

Preguntas

1. ¿Cómo ve el proceso de enseñanza del inglés en docentes de primaria?
2. ¿Cómo percibe el nivel de inglés en los estudiantes cuando ingresan al grado sexto?
3. ¿En qué cree que los docentes de primaria necesitan mas apoyo?
4. ¿Considera importante que los docentes reciban una capacitación en la enseñanza del inglés?

Appendix C. Researchers' Journal for research problem identification

Researchers' Journal N2

Date: July 9th 2015

Today the class of a different teacher was very interesting. The teacher who works in a rural school had to teach English to students from preschool to fifth grade at the same time. She expressed she was very nervous because she did not know how to speak in English.

The teacher was very kind with students and all of them were very obedient. She started with a song in Spanish. She explained them they will watch a video about some adjectives and they will copy them on the notebook. She used Spanish and she showed the video. She stopped and paused it sometimes. Then, she checked every student's notebook and asked them to be careful with missing words. Once they have completed the task, the teacher decided to finish the English class and started math class. The class finished after 30 minutes.

She corrected the notebooks while students were taking out their math's notebooks. She said they must finish the last math exercises.

At the end, the teacher explained us, she usually skipped the English class because she didn't know how to speak in English. On the other hand, she said students love videos then she learned to use the projector and download videos in English. She tried to repeat the words but she did not feel very comfortable.

Students were asked some questions and they expressed that English was not their favorite subject but the teacher tried to do her best. As a consequence, she brought videos, color pictures done by herself and some short English songs.

The teacher also mentioned that she planned the classes but she tried to avoid English lesson plans, she used the institutional format, that is very general and she did not always follow the topics. Finally, she said she would like to learn English and some strategies to be better because her students know more than herself.

Appendix D. Teachers' journal for research problem identification

Teachers' journal

Nombre: RZ

I. E. C. sede A. C

¿Cómo planeaba la clase?

Tomo el plan de área del período correspondiente, se elaboraba una guía teniendo en cuenta los pasos de Escuela Nueva.

Actividad:

- A. Partamos de tus ideas
- B. Lectura o canción
- C. Tema en sí, dibujar, deletrear
- D. Tarea

¿Tenía algún formato?

Si, para el planeador diario de clase. Tema-desempeño- transversalidad-actividad- evaluación y la guía elaborada.

¿Qué actividades preparaba?

Canciones, dibujos, deletreo, completar, unir.

¿Qué dificultades encontraba al planear y ejecutar el plan de clase?

Al ejecutar la pronunciación y que la planeo en español.

Al ejecutar es muy poco lo que hablo inglés.

¿Qué hacía para superar estas dificultades?

-Escribía el tema en inglés

-El desempeño y las demás actividades las hacía en español

-Las actividades las copiaba de libros

-Poco énfasis en la pronunciación (pues he tenido dificultad al pronunciar)

-No siento gusto por el área pues se me hace difícil.



Appendix E. Teachers consent form

UNIVERSIDAD SURCOLOMBIANA
MAESTRÍA EN DIDÁCTICA DEL INGLÉS

PROYECTO DE INVESTIGACIÓN: "**EXPLORING THE TEACHING OF PRIMARY SCHOOL ENGLISH TEACHERS**".

HOJA DE CONSENTIMIENTO PARA PARTICIPANTE DE INVESTIGACIÓN


El propósito de esta investigación es identificar las habilidades de enseñanza que tienen los docentes de primaria, quienes enseñan inglés en escuelas públicas del municipio de Gigante. Paralelamente este proyecto busca conocer las inquietudes o preocupaciones que surgen durante un proceso de auto-reflexión de la práctica como docentes de inglés.

Por la presente manifiesto mi voluntad de colaborar con el desarrollo del proyecto de investigación "**EXPLORING THE TEACHING OF PRIMARY SCHOOL ENGLISH TEACHERS**", por lo cual autorizo al investigador para reunir y citar textualmente información necesaria sin comprometer mi información personal.

Manifiesto que conozco y comprendo la naturaleza y el propósito de la investigación en mención, así como el uso que se le dará a la información por mí suministrada, con base en los principios éticos propios de las ciencias sociales y humanas. Aclaro que tendré derecho a preguntar acerca del mismo cuando lo considere necesario. Para ello cuento con la voluntad expresa del investigador, quien estará dispuesto a responder cualquier interrogante. Mi participación en este estudio es voluntaria. Puedo abstenerme de participar o si por el contrario deseo hacer parte de esta investigación, puedo retirar mi participación en el momento que lo desee sin penalidad o pérdida de beneficios a los que tengo derecho.

Manifiesto que he leído y comprendido perfectamente lo anterior y que todos los espacios en blanco han sido completados antes de mi firma y me encuentro en capacidad de expresar mi consentimiento.

Nombre del docente participante: Rosario Ramón Mahecha
Número de identificación: 55161602 expedida en NEIVA
Tel. celular: 55161602
Correo electrónico: rosariomahecha@yahoo.es
Institución Educativa: Jorge Villamil Ortega. Sede: Tres-esquinas

Firma: 

Si tiene preguntas, comentarios o dudas acerca de este proyecto de investigación, usted puede hablar con las investigadoras. Póngase en contacto con Ana Milena Rojas Silva al número 3134650552 y Ana Cecilia Zúñiga Monje al 3186708908.

UNIVERSIDAD SURCOLOMBIANA
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Manifiesto que he leído y comprendido perfectamente lo anterior y que todos los espacios en blanco han sido completados antes de mi firma y me encuentro en capacidad de expresar mi consentimiento.

Nombre del docente participante: RUTH ZENETH CORDOBA F
 Número de identificación: 55.112.398 expedida en GIGANTE
 Tel. celular: 3105561901
 Correo electrónico: jejoanma74@gmail.com
 Institución Educativa: Cachaya Sede: Alto cachaya.

Firma: RUTH ZENETH CORDOBA F.

Si tiene preguntas, comentarios o dudas acerca de este proyecto de investigación, usted puede hablar con las investigadoras. Póngase en contacto con Ana Milena Rojas Silva al número 3134650552 y Ana Cecilia Zúñiga Monje al 3186708908.

UNIVERSIDAD SURCOLOMBIANA
MAESTRÍA EN DIDÁCTICA DEL INGLÉS

PROYECTO DE INVESTIGACIÓN: "EXPLORING THE TEACHING OF PRIMARY SCHOOL ENGLISH TEACHERS".

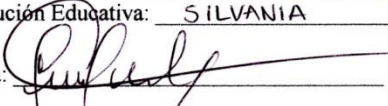
HOJA DE CONSENTIMIENTO PARA PARTICIPANTE DE INVESTIGACIÓN

El propósito de esta investigación es identificar las habilidades de enseñanza que tienen los docentes de primaria, quienes enseñan inglés en escuelas públicas del municipio de Gigante. Paralelamente este proyecto busca conocer las inquietudes o preocupaciones que surgen durante un proceso de auto-reflexión de la práctica como docentes de inglés.

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Manifiesto que conozco y comprendo la naturaleza y el propósito de la investigación en mención, así como el uso que se le dará a la información por mí suministrada, con base en los principios éticos propios de las ciencias sociales y humanas. Aclaro que tendré derecho a preguntar acerca del mismo cuando lo considere necesario. Para ello cuento con la voluntad expresa del investigador, quien estará dispuesto a responder cualquier interrogante. Mi participación en este estudio es voluntaria. Puedo abstenerme de participar o si por el contrario deseo hacer parte de esta investigación, puedo retirar mi participación en el momento que lo desee sin penalidad o pérdida de beneficios a los que tengo derecho.

Manifiesto que he leído y comprendido perfectamente lo anterior y que todos los espacios en blanco han sido completados antes de mi firma y me encuentro en capacidad de expresar mi consentimiento.

Nombre del docente participante: JAVIER MAURICIO CÁRDENAS BERNAL
 Número de identificación: 12207548 expedida en Gigante
 Tel. celular: 3163036711
 Correo electrónico: imcardenasb@hotmail.com
 Institución Educativa: SILVANIA Sede: Algarrobo - Parol
 Firma: 

Si tiene preguntas, comentarios o dudas acerca de este proyecto de investigación, usted puede hablar con las investigadoras. Póngase en contacto con Ana Milena Rojas Silva al número 3134650552 y Ana Cecilia Zúñiga Monje al 3186708908.

Appendix F. Permission form

Gigante, 3 de septiembre de 2015

Señor
DORIAN SIERRA RIOS
Rector
Ciudad

Cordial saludo.

Por medio de la presente queremos muy respetuosamente darles a conocer un proyecto que, como estudiantes de tercer semestre de la Maestría en Didáctica del Inglés en la Universidad Surcolombiana, queremos llevar a cabo con algunos docentes de primaria en el municipio de Gigante. El proyecto se titula "**EXPERIENCIAS DE PROFESORES DE PRIMARIA SOBRE EL PROCESO DE PLANEACIÓN Y EJECUCIÓN DE PLANES DE CLASE DE INGLÉS EN EL MUNICIPIO DE GIGANTE, HUILA;**" y su propósito principal es analizar aspectos que emergen de las experiencias que tienen los profesores de primaria al planear y enseñar una clase de inglés. Para el desarrollo de este proyecto queremos contar con la participación de la docente **ROSARIO RAMÓN MAHECHA**, quien labora en la sede **TRES ESQUINAS** de su institución educativa.

Comedidamente solicitamos también que nos permita acercarnos a su sede para conocer más de cerca el proceso de la enseñanza del inglés. Este estudio no interrumpirá las actividades programadas por la institución educativa, ya que consiste en observar una hora de clase a la semana durante seis semanas. Es importante poner en su conocimiento que, para dicha intervención, el docente ya está al tanto del proceso que llevaremos a cabo y contamos con su debido consentimiento.

Agradecemos de antemano la atención prestada y quedamos atentas a una pronta respuesta. Cualquier inquietud por favor comunicarse a los números 318-670-8908, 313-465-0552 o a nuestras direcciones de correo electrónico.

Atentamente,

Ana Cecilia Zúñiga Monje
C.C. 1.075.240.123 de Neiva
anaczmonje@gmail.com

Ana Milena Rojas Silva
C.C. 1.1075.237.409 de Neiva
anmirosi14@gmail.com

Appendix G. Field notes

Field notes

Participant's name: RR

Date: September 10th, 2015 Place: I. E. J. V.O. Sede TE

Session: N 1 start time: 10:10 am End time: 11:18 am

Number of students: 18

Level: Pre-school

T greets her students in English. Once the T starts speaking the students attend what she says. All of the students are organized in groups, pairs or individually.

T uses expressions such as "stand up". After this T starts praying with her students. They repeat the prayer.

T says "sit down" and students immediately do what the teacher is saying. T does not need to say it in Spanish or doing the mimic. The students understand at once.

After this, T says "vamos a sacar la mano derecha". Then she and the students start singing a song. After this, T and students change to the left hand and start singing again. All the students sing and move according to the song.

T says "surprise, surprise, hay una surprise" "digamos todo surprise". Students say it louder: "surprise!"

T catch her atudents' attention by using a gift wrap and also she uses a different tone of voice.

“Que tal que meta la mano y sea una culebra, o que tal me salga un sapito” here the T uses the imagination to make students interested in what she is doing and saying. When the teacher says that students yelled. T wants her students to guess what is inside of the bag.

When the T takes out the surprise, students start saying the name of the animal “ay es un mico”.

T use the puppet and say hello to her students, they answer by saying “hello”. T says “Hello, puppet” and students repeat. T and students interact with the puppet. T says “my name is mikin, what’s your name? nice to meet you!” the students answer. They can touch and kiss the puppet.

If a student pronounces an incorrect way T gives feedback. When the activity finishes T says “bye bye kids, thank you”.

10:25 T shows her students some colorful flashcards about commands. T pronounces and does the action. Students do the same. Then, T pronounces but only students do the actions.

When giving feedback T uses some expressions: “no”, “very well”, “yes”. In this sense, students should pronounce in the correct way.

10:31 T shows a name tag with the picture of a boy and then T gives instructions to elaborate the name tag in Spanish. After this, T gives the material to every student: a sheet of a colorful paper with the picture of each child in it. Students see their pictures with enthusiasm and they share it with other classmates.

While T distributes all the material some students start making noise. So, the T uses a short song to call their attention and students start singing along and they go back to their seats.

T gives instructions to the whole group but she does that individually too. She says: “stick the name tag on the paper”, “escriban el nombre”. Students do what she says.

Likewise, she says: “everybody look at me, silence”. Then, T shows the name tag of each student and then she read what is on the paper. Some students repeat and complete with the information of their classmates.

She tries to make her students to behave by saying: “el que no esté sentadito no le damos el ganchito” a student says: “si profe yo estoy juicioso”.

10:55 after this activity, T takes some minutes to organize the computer and the sound. T plays a song. Students and T start singing and also doing mimics about the content of the song.

11:00 T takes again the puppet and she starts a dialogue with it. This is all about asking and giving personal information. After this example, students go to the front of the classroom and do the same. They start a dialogue with a classmate. T is always attentive and help them to say the right expressions or to say it with the correct pronunciation.

11:10 T explains that all of the students should past the name tag in the pictionary. She gives the material to each student.

The focus of the class was on listening and speaking skills.

11:15 The class ends.

Observations:

-Students are very attentive

-T is very creative, she uses different materials. Besides, she is always guiding her students.

Another important aspect is that she has a widely variety of activities. So, students are always motivated to participate.

Appendix H. Reflective Journal

Reflective journal

Objetivo: Guiar la auto-reflexión de los participantes sobre su práctica pedagógica.

Una vez terminada la clase de inglés diligencie el siguiente formato, que le permitirá recordar y reflexionar sobre el desarrollo de clase de inglés.

Nombre del docente: *RR*

Fecha: *01-10-2015* Lugar: *I.E. J V O* Sede: *TE*

Journal Número: *4* Hora: *10:00 am*

Tema: *Family and Occupations*

Hora clase: *10:00 am* Grado: *kindergarden*

Objetivo:

Etapas

Warm up

El repaso de los commands, los saludos y la oración estuvo bien, los niños van aprendiendo cuando lo vemos como una rutina.

Estaban un poco desanimados pero las canciones les gusto sobre todo la última, la de los números. Me falta aun más fluidez, pero los niños me entienden las órdenes que les doy.

While

Los niños se acordaron del vocabulario de la familia, y les gustó mucho la sorpresa de los disfraces. Repasamos varias veces las ocupaciones y participaron. No alcanzamos a cantar porque empezó la actividad del colegio de la piscina y ellos ya querían salir.

Post

La clase quedó incompleta. En otro momento voy a cantar la canción de las ocupaciones que quedó pendiente.

Voy a pedir que vengan disfrazados para cantarla.

¿Cómo se sintió dictando esta clase?

Muy bien contenta porque se portaron muy bien, se divirtieron mucho. Me equivoque en algunas palabras que debo ir mejorando.

Me siento con confianza al hablar en inglés, a los niños les gusta.

Se aclara: El Journal fue recibido el mismo día en horas de la tarde.

En cursiva lo escrito por el participante.

Appendix I. Interview

Entrevista 3

Objetivo: Conocer las habilidades de enseñanza de los participantes desde su perspectiva.

Nombre: RR Fecha: 15 de octubre 2015

Preguntas

1. ¿Qué habilidades cree usted que posee al enseñar inglés?
2. ¿Cuáles cree que necesita desarrollar?
3. ¿Qué habilidades cree que un profesor de primaria debe tener al enseñar inglés?
4. ¿Cree que los cursos de capacitación a docentes de primaria contribuyen a desarrollar estas habilidades de enseñanza?

Respuestas

1. Buenas prácticas pedagógicas. Creo que soy una buena profesora porque explico bien los temas. Planeo bien la clase teniendo en cuenta las actividades que a los niños les guste y que sea variada para que no se desmotiven. Siempre trato de llevar una sorpresa al salón de clase para que se animen a participar.
Manejo de audiovisuales, creo que he aprendido a seleccionar los videos que son apropiados para los niños de preescolar. No tengo problemas con el proyector ni con el computador. Cuando uso el proyector los niños prestan atención y son juiciosos. Algunas expresiones aprendidas en el curso. Ya manejo bien los comandos en inglés, y los niños ya saben responder.

Manejo y aprovechamiento de diferente material audiovisual y didáctico. Hago mi propio material, si no lo puedo hacer busco en internet y yo sé que encuentro algo bonito que mostrarle a los niños.

2. Mayor vocabulario instructivo, me falta aprender a usar más expresiones. Debo aprender a desarrollar mejor las secuencias didácticas, aprovechar más el tiempo. Las actividades deben tener más secuencia entre los temas.
Me hace falta aprovechar más el material que tengo en clase, tengo muchos objetos pero a veces no se que puedo enseñar inglés con ellos.
3. Manejo mínimo del idioma, con buena pronunciación.
Seguridad al orientar una actividad.
Saber elaborar material didáctico, llamativo, y acorde a las necesidades del grupo.
Ser muy creativo y divertido para llamar la atención de los niños.
Debe saber poner rutinas para que los estudiantes aprendan mejor, que las clases siempre repasen los temas anteriores.
Creo que debe ser muy organizado, pensar bien la clase antes de llegar al aula.
4. Por supuesto que si ya que todos los nuevos retos del idioma frete a la educación especialmente la primaria y el preescolar cada día exigen mayor compromiso que es poco por falta de metas y organización en los planes de estudio. Los profesores de primaria podemos ser buenos profesores de inglés porque ya sabemos lo que necesitan los niños, ya conocemos lo que les gusta y podemos manejar el grupo.

Algunos nos falta aprender a ser más creativos y organizados pero los cursos nos pueden ayudar a mejorar nuestra práctica.

Yo no sabía mucho de inglés pero fue fácil usarlo en mi grupo porque me gusta ser organizada y hacer lo mejor.

Appendix J. Feedback session

Feedback session

Date: 14-09-2015

Participante: RR

Researcher: Buenas tardes profesora Rosario, vamos hablar de cómo nos fue en la clase que observamos, entonces recuerda que fuimos dos personas las que observamos cada una tomo sus apuntes, por ejemplo profesora, nos gustó muchísimo la responsabilidad que usted ha tenido al planear las clases, la planeación ha sido con días anteriores, muy bien organizadas, los materiales que se utilizaron en la clase fueron muy llamativos y variados, el títere, le pusiste nombre, las sorpresas, fueron diferentes materiales y todos los materiales llamaron a atención de los niños, estaban muy concentrados en el material, esto es esencial en la clase de inglés. El material estaba bien hecho, las flashcards, muy claras para ellos.

Las actividades muy bien logradas en cuestión del tiempo, y el propósito de cada actividad, se notó que pensó muchísimas veces las clases, una actividad de diez minutos, duró diez minutos y logro lo que se tenía pensado. El orden de las actividades también ayudó mucho, que apareciera el títere después llamó muchísimo la atención de los niños.

La parte de interacción, cuando utilizó el títere para interactuar con los niños, a todos los hizo hablar, ningún niño se quedó calladito. El que no quería hablar de alguna manera con el títere y con una buena actitud suya logró el niño repetir con la profesora de inglés, es algo muy positivo. Interactuaron no solamente con usted sino también con el títere.

Se utilizó el inglés en toda la clase, obviamente en algunas partes se utilizó el español, pero las instrucciones las tenía bien claras, se arriesgó a utilizar el inglés. Muchas veces los niños repetían las mismas instrucciones in que usted le obligara a repetir, si el niño es capaz de hacerlo es porque les gusta la actividad, y le gusta como pronuncia la profe.

El manejo del material, cada niño tenía su material, y usted administra muy bien el material.

La motivación, estaban más motivados. Desde el inicio de la clase hasta el final cuando cada uno tenía su pictionary. En algún momento se preocupó porque parecía algo de desorden pero no era así, no vimos en ningún momento indisciplina porque los niños estaban hablando en inglés, cuando les paso el name tag, ellos mostraban su name tag y decían This is me, me, y entre ellos.

P: ellos estaban emocionados porque tenían el name tag con la foto de ellos de verdad. Entonces eso les llamo mucho la atención. Ellos querían mostrarle al otro entonces se paraban todos.

Otro aspecto interesante fue las notas que tenía en la mesa, en una o dos ocasiones las miró, pero ahí tenía la herramienta.

En cuanto a mejorar hay unas cositas de pronunciación, aparte de tener las expresiones escritas puedes consultar en internet o con nosotros sobre la pronunciación, cuando tenga dudas. Por ejemplo la palabra video, como la pronuncia?

P: /wosh de video”

R: /wotsh the video/

P; si, el querer uno decirlo todo en inglés y no poder como se pausaba uno y profesora y que sigue. Imagínate al inicio de la clase, preguntarles whats your name? Se me olvidó, y como es, y yo no lo tenía en ninguna parte. De los nervios pero pues yo lo manejaba.

Pero pues yo ahorita ya hay cosas que no manejaba, por ejemplo ya decir que vamos a hacer alguna cosa, vamos a colorear ya lo manejo un poquito más. Ya elaboro más la oración entonces espero que para la próxima sea un poco más claro.

Se reía mi marido porque yo cogí el títere en la noche y me preguntaba usted porque habla sola, le dije aquí con el títere ensayando la presentación para mañana. Sin embargo hay ciertas cosas que se le olvidan. Hay inconvenientes que se presentan, y no tanto los niños porque estoy acostumbrada al manejo del desorden, sino otras cosas que me dejaron desubicadas, pero bueno no importa eso no hay excusa hay que seguir y pasar lo obstáculos y continuar.

R: La actitud positiva suya cambia todo.

R: al parecer usted se imagina la clase, antes de hacerla.

P: Si y la repaso, y le hago modificaciones. Pues yo hago la planeación por ejemplo, algunas de estas actividades ya las he hecho en español, entonces las manejo con inglés después para ver cómo me va. Pero sé que esas vas a llegar al grado especialmente de preescolar porque hay actividades que uno puede planear y a ellos no les resulta. No me pongo a arriesgarme sino que actúo con actividades que se que sí van a resultar con ellos.

Igual las clases que daba ahorita no son igual a las que daba antes, porque eran muy esporádicas, era muy por allá un tema así rápido rápido, pero no así como tan, que sueño dictando la clase de inglés

R: La idea del próximo lesson plan es que tenga continuidad a lo que hizo esta clase.

P: vamos a trabajar entonces, no vamos a trabajar lo de presentación personal, con ellos solo vamos a dejar, whats your name?, how are you, nice to meet you. Y luego vamos a hacer los numbers que habíamos hecho pero entonces vamos a preguntar el número y además vamos a preguntarle al niño que va a presentar su número para que diga whats your name, how many, y que digan el número de animalitos y lo coloquen. Y de todos modos nosotros ponemos las canciones en otras clases para ambientar la clase.

R: Algo más que quería decir sobre la clase.

P: de pronto que yo sentía que no estar segura, muy segura de lo que iba a trabajar porque ese inglés nunca me... es muy complicado. La inseguridad mía creaba cierta expectativa, porque los niños casi nunca ven inseguridad, ellos siempre están seguros de lo que la profe está trabajando. Y en esta clase si note inseguridad y en partes se quedaban mirándome como extrañados, y bueno la profe que más va a hacer. Y que va a decir, y porque va a mirar allá. Entonces esa inseguridad creaba un poquito de expectativa, que normal, pero pues ellos no dicen nada, no lo expresan pero yo si miro caritas. Y pues yo soy de las que pienso que uno la va a pasar rico y pues que los niños estén contentos en la actividad, y eso es lo que pensé en la clase, nooo, me va a tocar poner más las pilas para que los niños encuentren que la profe está dominado lo que está diciendo.

R: por aquí sería el feedback, las cosas muy positivas, disfrutamos la clase.

P: Gracias teacher.