

The Design and Implementation of a Professional Development Program for  
in-service EFL Teachers

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## **DEDICATION**

I dedicate this work to my family for their valuable support throughout this long journey and who were always there by my side encouraging me to achieve my goals, a piece of you will always be in my heart; thanks to my mother-in-law for my stay in Manizales, I felt at home. Also, I cannot thank enough the in-service teachers who participated in this study (Ruby, Andrea, Jenyffer, Ludy, Lady, Francisco, and James), their positive attitude, hard work, and active participation contributed to this study a lot.

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## **Abstract**

This research project reports the findings of a qualitative action research study on a professional development program (PDP) aimed at enhancing the teaching practices of seven in-service English language teachers who work at a public school in Pereira. At the initial stage, a reflective journal, an interview, and a survey allowed me to identify the teachers' profile and professional needs. During the implementation phase, a journal and surveys were the instruments used to measure the impact of the PDP. Findings in this study suggest that the in-service teachers enhanced their teaching practices while discussing academic issues with colleagues, and making decisions for the school regarding the English Suggested Curriculum, methodology, and assessment. Furthermore, the teachers communicated more among them, engaged in new projects and initiatives to promote a more student-centered approach. This professional development program was a powerful tool for this group of in-service teachers. To conclude, this initiative enables staff members to propose cross-curricular projects, exchange ideas related to teaching practices, enrich the curriculum, design materials, and what is more relevant build collegiality.

**Keywords:** Active learning, collegiality, professional development, professionalism, sharing knowledge, teaching practices.

## Resumen

Este proyecto de investigación informa los hallazgos de un estudio de investigación-acción cualitativa sobre un programa de desarrollo profesional (PDP) destinado a mejorar las prácticas de enseñanza de siete profesores de inglés en servicio que trabajan en una escuela pública en Pereira. En la etapa inicial, un diario reflexivo, una entrevista y una encuesta me permitieron identificar el perfil y las necesidades profesionales de los docentes. Durante la fase de implementación, un diario y encuestas fueron los instrumentos utilizados para medir el impacto del PDP. Los hallazgos de este estudio sugieren que los maestros en servicio mejoraron sus prácticas de enseñanza mientras discutían cuestiones académicas con sus colegas y tomaban decisiones para la escuela con respecto al plan de estudios sugerido en inglés, la metodología y la evaluación. Además, los profesores se comunicaron más entre ellos, se comprometieron en nuevos proyectos e iniciativas para promover un enfoque más centrado en el estudiante. Este programa de desarrollo profesional fue una herramienta poderosa para este grupo de maestros en servicio. Para concluir, esta iniciativa permite a los miembros del personal proponer proyectos transversales, intercambiar ideas relacionadas con las prácticas docentes, enriquecer el currículo, diseñar materiales y, lo que es más relevante, construir la colegialidad.

**Palabras clave:** aprendizaje activo, colegialidad, desarrollo profesional, profesionalismo, compartir conocimientos, prácticas docentes.

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## **Introduction**

This thesis presents a qualitative action research project that explored how through the design and implementation of a professional development program, it was possible to enrich the curriculum and teaching practices at a school. Cohran-Smith and Lytle (1999) indicate that by working together in a learning community, teachers form new visions of learning in the classroom, represented through collaboratively generated knowledge and teaching practices.

One of the concerns that motivated this project was the fact that the setting where the study was conducted is a pioneer school in bilingualism in Pereira. Moreover, the English teachers in the school have the experience, commitment, and talent to teach the language; however, there is still a need to consolidate processes and enhance teaching practices. In this regard, I concur with Darling-Hammond et al.,(2009) when they mention that “well-designed, effective professional development, helps educators master content, improve teaching skills, evaluate their own and their students’ performance, and address changes needed in teaching and learning in their schools” (p. 7). This study is aligned with the school’s mission and vision and meets the community’s needs through the promotion of values and language knowledge.

Another consideration that contributed to define the subject matter of this research was the reflection on the substantial changes that English language teaching has undergone in Colombia and what is still needed to succeed in the EFL process. In the last 16 years, the government, through its National Ministry of Education (MEN 2016, and 2019) has strengthened the English Level and promoted the growth of professional development

programs for English Teachers. In doing so, a variety of strategies and materials have been designed and implemented such as the Suggested English Curriculum, the texts books implementation, and programs such as Immersions, Inspiring Teachers, connecting cultures, ecosystems of bilingualism and the Heart for Change volunteers English teaching fellowship program, among others.

Despite these initiatives implemented by the MEN for professional development, in Colombia, only a small percentage of the educators in public schools benefit from the immersion programs and training courses. According to the latest report related to bilingualism provided by the MEN on their portal, successful programs for professional development such as “inspiring teachers” benefited 8.000 teachers nationally, and the immersion program to India benefited 27 teachers from the different Secretaries of Education around the country. So, a research proposal like this one proved itself useful for professional development issues which can benefit more teachers taking into account their needs and contexts.

To develop the program, I conducted a careful and thorough needs analysis of the present situation with seven English teachers. I identified the problem from which the study arose as a result of the analysis of the data collection process I carried out: I applied a teacher’s questionnaire; I conducted a semi-structured interview with all the participants and I kept a reflective journal. After analyzing the information, I came up with the following research question:

What is revealed about enhancing the EFL teaching and learning process through the design and implementation of a professional development?

This qualitative action research study explored how through the design and implementation of a professional development program; it is possible to improve the teaching practices. To achieve the aforementioned goal, both theoretical segments and spaces for practice were taken into consideration for the teachers to apply in real situations what they learned in the pedagogical intervention. In this aspect, six workshops were conducted and the topics of these responded to the needs and difficulties the teachers demonstrated during the diagnostic stage of the project.

The findings in this research study state that a professional development program designed by a group of teachers with similar settings enhances teaching practices and fosters collegiality. It leads teachers to explore and discuss academic issues, engage in new projects and initiatives to promote a more student-centered approach. The impact was positive regarding areas such as the implementation of the suggested English curriculum, language, and culture, lesson planning, teaching techniques, and methodology. Moreover, the participant's language proficiency and the use of technology improved during the development of the workshops. Finally, experiential learning helped teachers to connect theory to practice and find innovative ways to teach English in the classroom.

In conclusion, professional development programs help teachers be more aware of their role in the classroom and become more updated and professional in the ELT field. Finally, building collegiality is a key element that impacts the educational community since there is unity and coherence in the processes.

## **Chapter I. Research Problem**

### **1.1 Justification**

The world acknowledges the relevance of the English language for communicative purposes and specialized fields all over the world. There is a growing interest in having a command of English skills and in the design of methods and applications to teach English effectively. Colombia has not been an exception, on the contrary, it has been influenced by the global expansion of the English language, and currently, most educational institutions include teaching the language in the curriculum. In this regard, one of the main targets for the Ministry of education aims to train teachers and develop software and English courses to support the English teaching and learning process. We can say that progress has been significant, but still far from the initial goals. This proposal intends to contribute to bilingual education in a public school in Pereira, which involves the teachers' training throughout the participation in a professional development program. This experience acknowledges the importance of the English language and aims to impact teachers, students and the whole community.

At the institutional level, this research is innovative and important for the school because teachers have the opportunity to build collegiality, enrich their teaching skills, and propose initiatives that will lead the school to achieve better academic and professional goals for the students. In this sense, this study is convenient as it is tailored for the teachers' and students' needs as they had a chance to somehow select the subject of the workshop and take a more active part in the learning process.

Additionally, the school may also benefit from this research study because it is pertinent to the school's mission as it aims at fostering its bilingual project. It also explores pedagogical knowledge and practices to consolidate insights and, in an attempt, to impact students learning process and lives. In the same line of thought, the school educational project aims to become a pioneer in bilingualism in the region. For this reason, it was convenient that through different work strategies, the teachers could reflect, discuss, and propose the best way to achieve these goals.

Furthermore, other schools in the municipality are very attentive to the innovations and projects developed at the institution as this is one of the two bilingual schools in Pereira. That is to say, the results of this study on professional development and other pedagogical interventions would probably impact not only this community but also some other schools in Pereira.

Similarly, regarding the English teachers, this study intends to provide them with a better perspective of what building collegiality represents for their professional development, which is a key element to achieve a common goal. Moreover, it could give them insight into the importance of sharing and consolidating ideas to make the community fulfil the proposed goals in terms of bilingualism. Finally, as a result of this study, teachers might feel more confident about what they are teaching, so new initiatives might emerge.

The methodological contribution of the current study to the research line is evinced in terms of the collaborative pedagogy foundations, which according to Woodward (1985), in "collaborative pedagogy, both the researcher and the teacher are active participants in the classroom setting. The researcher is not there to tell the teacher what the curricular decisions should be. Rather, the role calls for mutual sharing" (p. 770). Additionally, this type of work

has an important role in developing teachers' skills and knowledge that could result in students' engagement and better results in internal and external tests.

## **1.2 Description of the Context and setting**

The project was conducted in a public school in Pereira, Risaralda, Colombia. It was nominated as a pioneer in bilingualism in the region by the Secretary of Education in 2017. From this moment on, it has been a challenge for the school staff to innovate and strengthen the English language learning process in the community. As a result, successful strategies have been implemented such as the classification of the students on the results of a test administered which followed the parameters of the common European framework. The students were divided into different courses according to their language proficiency in a total of 12 courses, each one of 80 hours starting from the beginners to the most advanced courses. Also, the theater group, which consists of preparing a theater play to present to the community once a year and teachers and students are involved in it. These are some of the successful initiatives but there is still a long way in bilingualism in the institution.

The school has a staff of around 60 teachers, two coordinators and about 1.268 students in elementary and high school, who attend classes in three different school buildings. Additionally, two academic emphases are offered, one in English and another one in Graphic Design; most students belong to medium socio-economic strata. The mission and vision of the school are related to being conciliatory, entrepreneurial, and inclusive. Hence, the humanistic pedagogical model adopted promotes originality, creativity, talent and imagination of the students through collaborative work and significant learning. (PEI).

Regarding the English area, students in high school attend eight hours of English classes a week; four of these classes are taught in the regular schedule and the rest of the

hours are taught as an intensification program in the opposite shift. The school has agreements with universities, private institutions, and organizations in Pereira to promote the use of the language.

The study was developed with seven in-service English teachers in high school, all of them held a BA degree or had-completed an English proficiency teaching course, such as TEFL, TESOL, among others.

### **1.3 Description of the Problem**

This problem was identified during the diagnostic stage in which I used different instruments such as a reflective journal, a survey, and an interview transcription. After administering and analyzing the data that emerged from these instruments, I could conclude that there was a need to support the in-service teachers to advance in their English teaching process including topics such as methodology, assessment, and lesson planning.

At the end of the analysis of the data, four problematic areas emerged and became the identified needs among the in-service teachers and later on the basis to plan the professional development program:

1. Lack of a common approach
2. Lack of classroom management and lesson planning
3. Interest in learning new classroom techniques.
4. Lack of assessment strategies

As a result of the Diagnostic stage, I concluded that professional development should be tailored to meet the participants' and context's needs.



## **1.4 Research Question and Objectives**

### **1.4.1 Research Question**

What is revealed about enhancing the EFL teaching and learning process through the design and implementation of a professional development program?

### **1.4.2 Objectives**

#### **General Objective**

To improve the teaching-learning process of high school teachers in a public school through the design and implementation of a professional development program.

#### **Specific Objective**

- a) To Identify the impact of the professional development program on the teachers' daily practices.
- b) To assess the impact of collegiality on the enhancing of teachers' pedagogical competencies.
- c) To foster teachers to transform their methodology in the EFL Classroom taking into account the SEC.
- e) To promote reflection regarding assessment and evaluation in the EFL Classroom

## **Chapter II. Literature Review**

### **2.1 Theoretical Framework**

Professional development programs are an opportunity for teachers to share their needs and inquiries regarding the teaching and learning process. Moreover, it is an opportunity to change the traditional ways of teaching and to innovate in the classroom. This chapter will focus on understanding three main concepts: Firstly, Professional Development (PD) which consequently involves its concept, benefits, training courses, the role of the teacher, and PD for teachers of English. Secondly, it will also analyze the pedagogical content which comprises knowledge and sharing knowledge. Thirdly, collegiality and its benefits to consolidating an effective PD in the public sector. The literature review ends with the analysis of several studies related to this research.

#### **2.1.1 Professional Development**

The professional development that is presented in this study relates to the awareness of educators to reflect, analyze, discuss and put into action what is being learned for the transformation and construction of pedagogical work. After revising the current literature on this concept, scholars like Diaz-Maggioli, (2003) advocate that PD can be seen as “a permanent process in which teachers engage voluntarily in learning to adjust their instruction to their students’ needs” (p.5). Along similar lines, Darling-Hammond et al.,( 2009) maintain that “Professional development today is not solely concerned with supporting teaching and knowledge. Support is also needed for teachers to reflect on their current practice and adapt new knowledge and beliefs to their own teaching contexts” (p.2). These definitions all converged at some essential principles of self-awareness and transformation to get expertise

and information. Furthermore, from all aforesaid concepts, it is basic to understand that to have better results in a professional development (PD), it should not be imposed on people, on the contrary, it should be designed hand in hand with the In-Service Teachers (IST) based on their contexts and interests.

From a similar perspective, Freeman, (1989) defines PD as:

a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching; these aspects are idiosyncratic and individual. The purpose of development is for the educators to generate change through increasing or shifting awareness. (p. 3)

By this, the author indicates that professional development is an individual process that aims to promote reflection, change and improvement and it might be considered as an effective mechanism to make changes and contribute to education. Along similar lines, Diaz-Maggioli (2004) declares that “Effective professional development should be understood as a job-embedded commitment that teachers make to further the purposes of the profession while addressing their own particular needs” (p. 2). This point of view reveals that a PD should not merely have an individual purpose to meet personal needs, but it must also respond to a commitment to contribute to a community. That is to say, professional development must start with inner motivation to enhance and grow but it also moves to a level in which there is a desire to cooperate and interchange information and expertise with others.

Accordingly, this professional development study aims to encourage educators to become visionary, innovative, creative supporting with their colleagues, and effective in the Institution. In line with this point of view, building collegiality might be beneficial for all the staff members to achieve this purpose. More precisely, in Diaz-Maggioli (2004)“ Teacher

success stories are living theories of educational quality and should be shared with the wider educational community for the benefit of all involved.” (p. 3). This research proposes a PD that goes beyond workshops or training activities and plans to create a bigger impact on personal and professional teaching practices. The concept of PD proposed in this study deals with raising awareness on the pedagogical practices while sharing experiences and knowledge to promote a student-centered approach and become effective English educators

### **2.1.2 Training courses and Professional Development**

There is a tendency for people to confuse these two terms, training courses, and professional development. I discuss the difference to better understand this research and its implications. Richards & Farrell (2005) state that training is “focused on the teacher’s present responsibilities and typically aimed at short-term and immediate goals” (p. 3). Based on this premise, this study is considered to be PD and not a training course because innovative and lasting strategies might contribute to the transformation of the school. On this matter, Diaz-Maggioli (2004) summarizes his perspective of visionary professional development in contrast to traditional practices, table 1 gives insight on how different should be a visionary PD to decontextualized workshops and traditional training courses.

Characteristics of Traditional Professional Development	Characteristics of Visionary Professional Development
<ul style="list-style-type: none"> <li>• Top-down decision-making</li> <li>• A “fix-it” approach</li> <li>• Lack of program ownership among T</li> <li>• Prescriptive ideas</li> <li>• One-size-fits-all techniques</li> <li>• Fixed and untimely delivery <b>methods</b></li> <li>• Little or no follow-up</li> <li>• Decontextualized programs</li> <li>• Lack of proper evaluation</li> <li>• Pedagogical (child-centered) instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative decision-making</li> <li>• A growth-driven approach</li> <li>• Collective construction of programs</li> <li>• Inquiry-based ideas</li> <li>• Tailor-made techniques</li> <li>• Varied and timely delivery methods</li> <li>• Adequate support systems</li> <li>• Context-specific programs</li> <li>• Proactive assessment</li> <li>• Andragogical (adult-centered) instruction</li> </ul>

**Table 1 Traditional vs. Visionary Professional Development. Diaz-Maggioli G.2004**

The author visualizes professional development based on a cooperative construction where all the participants might be the main actors, and have an active part of the decision-making using contextualized and specific programs. I could not agree more with the fact that these factors should be integrated within a very effective professional development and they might generate a feeling of belonging in the participants that will ensure a continuous desire to enhance and make changes to grow personally and professionally.

From a different standpoint, Richards & Farrell (2005) in their thesis explain clearly the differences between training and a teacher program. They highlight the type of objectives that correspond to a common training course in contrast to the ones that are proposed in PD. The following chart summarizes the differences between the objectives of these two concepts given by (Richards & Farrell, 2005, p. 9).

The following are examples of goals from a training and a development perspective:	
Training course	Professional Development
Learning how to use effective strategies to open a lesson.	Understanding how the process of second language development occurs.
Adapting the textbook to match the class	Understanding how our roles change according to the kind of learners we are teaching.
Learning how to use group activities in a lesson.	
Using effective questioning techniques	Understanding the kinds of decision making that occur during lessons
Using classroom aids and resources (e.g. video)	
Techniques for giving learners feedback on performance.	Reviewing our own theories and principles of language teaching
	Determining learners' perception of classroom activities -

Table 2 goals from a training and development perspective. Richards J.C & Farrell,2005

Considering this information provided by the authors in the table, professional development should promote self-reflection about how students and instructors learn a language. What is more, it should promote experiences and knowledge interchange to understand what might work better for the students in the learning process.

### 2.1.3 Benefits of Professional Development

On this matter, Deni & Malakolunthu (2013) claimed that “teachers reported that they gained a better understanding of themselves and their role in the classroom when they viewed their professional commitments from others’ point of view” (p.16).

This means that professional development promotes self-awareness, and it enables educators to understand themselves and rethink their new role in the classroom. In this respect, the authors agreed on the fact that “teachers became more aware of the role they played in their students’ development and how to influence this development. They gained greater confidence and became more innovative in this regard” (p.5).

On the other hand, (Richards & Farrell, 2005, p. 14) explain the difference between the benefits of individual and institutional professional development. These benefits relate to the individual goal which entails achieving personal growth, pedagogical expertise, and understanding of learners. Moreover, it contributes to collegiality, research, site-specific information, and curriculum initiatives. The ideal P.D is the one that mixes both personal and institutional PD, in this type of project, everyone gains benefits, IST improve and innovate, on the other hand, the institution obtains better academic results and consolidate effective teamwork among the teachers.

#### **2.1.4 The Role of the Teacher**

In line with this point of view, there is a constant need in the educational community to find transformative educators who are constantly reflecting and proposing ideas that can inspire and stimulate students’ talents and imagination. At this point, it is necessary to start defining the role of the educator in the school, so we can better understand the impact of his or her actions on the whole community. In this regard, Kumaravalidelu (2003) suggests that

There are three kinds of teachers, the first one is the passive technicians, their task is to execute what is prescribed for them, they are only centered on the content of language. Then we can find the Reflective Practitioners, teachers who analyze and

reflect about class what improvement, in practice they are always learning to be better. The last one is the Transformative intellectuals who are called “critical pedagogics” they think that the classroom, schools, and college are not only instructional sites, they are places to provide solutions and ideas to the students, with a vision of a better and more human life, and they strive not only for educational advancement but also for a personal transformation. (p.7).

Transformative leaders reinvent their day-to-day actions, support each other to become agents of change in the school. Students will never be the same when they find in their way this type of educators.

### **2.1.5 Components of Professional Development**

The components of professional development may vary according to the participants and the context in which it is conducted. To have a better perspective of the components of professional development, it is basic to know what teachers seek in these programs. In this regard, Gonzalez, Montoya, & Sierra (2009) give us insight into this topic, the authors analyze the needs reported by EFL (English Foreign Language) in Medellin, Colombia with two groups of public and private IST. The Investigation proposes that educators’ needs should be addressed in three domains, the teacher as a worker, as an instructor, and as a learner. I have summarized the domains as follows.

#### *1.The teacher as a worker*

This category includes all the tutor’s demands to obtain better work conditions at the individual and group level. They are related to stability, wellbeing, work atmosphere, and income. Better salary, less workload, a stable job, autonomy to make decisions, prevention of school violence and logistic support from administrators.



## *2. The teacher as an Instructor*

This category includes the EFL tutors' requirement to be able to carry out their instructional procedures more effectively. They are related to smaller classes, more resources, more English classes per week, cross-curricular integration and teaching techniques.

## *3. The teacher as a learner*

This category includes elements that promote the search for enhanced individual professional satisfaction. They imply better language proficiency, networking, graduate studies, reflective, and humanistic approaches to teaching EFL.

It can be said that this study dealt with the domain of the educator as an instructor, and as a learner, because during the process the participants explored new methods and techniques to teach in the classroom, and enhanced language skills performance and networking. Subsequently, when the educators gain confidence, they become more proactive, cooperative with their colleagues, and their work conditions might improve as well (learner as a worker).

In turn, (Richards & Farrell, 2005, p. 11) introduces different conceptualizations that can lead to different approaches at the moment of designing professional development. After identifying the needs and gaps, it is relevant to decide the type of approach for the PD. This information gives insight into the type of method and strategies to be used. The author describes these conceptualizations areas as follows:

Teacher learning as:

*Skilled learning*, in which the main purpose is the master of skills and competences with a model of effective teaching.

*A cognitive process*, in this, is emphasized that tutors are the main actors so they are encouraged to explore their own beliefs and thinking processes and to examine how they influence their classroom practice.

*A personal construction* is based on the belief that knowledge is actively constructed by learners and not passively received. It uses activities that focus on the development of self-awareness and personal interpretation.

Many studies advocate the idea of combining reflection, theory, experience, and practice as other important components in the design of PD. According to the findings presented in the study Giraldo (2014) states that “Theory, practice, reflection and the role of the tutor combined effectively to help the IST to improve their classroom performance” (p. 7). The findings given by the authors prove that the integration of these components might result in enhancing the pedagogical practices. Nevertheless, Novozhenina & López (2018) reports concerning her research that “Findings demonstrated that although the PD program, that consisted of a series of training sessions, initiated some slight changes in educators’ performance in the classroom, it still left space for more training and improvement” (p.2). This implies that although professional development integrates different components, it is necessary more hours of training to achieve the goal or propose an innovative PD that might be sustainable in time and designed by the participants with similar contexts.

#### **2.1.6 Professional Development for English Teachers in public schools in Colombia**

Since this investigation is conducted in Colombia, I consider it necessary to review the literature of what has been found in research studies about PDP up to now. It is worth mentioning the efforts that the Colombian Ministry of Education has made about bilingualism. The bilingual project in Colombia defines three axes to enhance IST and

students' quality, which are: standards, evaluation, and improvement of language learning and teaching (MEN,2005). With the purpose to achieve this goal, educators have been offered local and international immersion programs, in-service courses in language and methodology. Additionally, many Departments and Municipal Secretaries of Education, public and private universities have come up with their bilingual programs. In this way, they encourage teachers to participate in sponsored Master Programs and other initiatives (Chaves & Guapacha, 2014). However, there has not been a follow up at these training courses and immersion programs and there is little research on the impact of these initiatives in the community. Bilingualism in Colombia has evolved and the professional development programs that emerge in each school contribute to the achievement of the goals and enrich the teaching practices.

It is worth noting that one of the main objectives of the MEN is that “Colombia will be the most educated country in Latin America in 2025” MEN (2015) and to achieve this goal, they propose some principles of action which were: lead, serve, transform and inspire. Considering these principles, I should mention, one of the initiatives of the MEN with the British council in Colombia, the Inspiring Teacher Program (2019). This program had different components that made it different from the traditional training courses, it aimed to strengthen the socio-emotional competences of IST through self-efficacy and leadership in the teaching-learning processes of English as a foreign language in rural and urban contexts of Colombian educational institutions. This program entails the principles of action proposed by the MEN.

On the other hand, Gonzalez Moncada, Montoya, & Sierra (2009) reveals the need for new models of professional growth for Colombian educators. This paper presents a

critical review of this program in light of national and international literature on teacher education. Conclusions suggest that it is necessary to produce local knowledge and promote collaborative work of policymakers and national scholars to generate PD. “The current PD model is a representation of colonial, traditional, and central discourses in ELT that must be reshaped by the new, local, and peripheral knowledge constructed by Colombian ELT scholars and tutors” (p.326). As well as this, the author argues about some imposed foreign language frameworks and the leading role of the British Council to guide the policy of Bilingual Colombia, which holds back the development of a local community with enough validity to construct a language policy. It entails the effectiveness of local programs designed to promote groups of study and training courses to help teachers assume their professional development, take part in curriculum initiatives, and get involved in innovation in the school.

Given this scenario, authors in Colombia have dedicated their attention to the study of PD for English in-service teachers in different regions in the country. Chaves & Guapacha (2014) recognized that the quality of education in Colombia is a field that needs to be explored and decided to investigate the impact of a PDP in Public Schools in Cali. They intended to comprehend English teachers’ quality because they recognized that teaching a language requires more than just proficiency. The authors criticize the role of the government when they assess the teachers’ and students’ quality only by results in language tests and decided to inquire about the concepts of quality in a professional development program. Quality in teaching in this study implied the awareness of the teachers to continue learning and reflecting on their practices so that they become prepositive and multipliers of the learning experience.

Concerning this topic, Chaves & Guapacha (2014) report that the combination of personal characteristics and qualified competencies are considered as indicators of quality in the design of professional development. These features range from qualifications to experience, to methodology/practice, to knowledge, to beliefs and attitudes. As well as this, the authors report that other external factors might affect teacher's quality like students' attitudes, availability of didactic resources, and adequate time on task, altogether with class size, and work assignment. Even though the members of the community, parents, coordinators and students, do not agree on the definition of quality, all of the concepts given by them converge in four aspects in my thesis: The capacity of the teacher to reinvent their practices according to the context, the ability to get not only new but relevant information and put it into action, and the willingness to work in a group. A school transformation and academic quality processes might appear when the staff members combine all their skills and strengths for the benefit of the community

By the same token, Giraldo (2014) conducted a study in Pereira to Improve in-service and pre-service English language teachers' performance through a PDP. He demonstrated five core issues that became the variables used in the PDP based on the students' needs in the initial stages. These correspond to Reflection and awareness upon own classroom practice, Preparation of current language instruction methodologies, Awareness of the importance of student motivation and participation in class, Approach to grammar teaching, and Tasks for different learning styles and strategies. Subsequently, he proposes a series of activities to engage IST in reflective, experiential and active learning. In this investigation, Giraldo points out the urgent need for researchers to work on PD that combines theory,

practice, experience, and reflection and the importance of the tutors' roles and experiential learning activities to engage in-service teachers in professional development.

All in all, the National Plan of Bilingualism has contributed to the field of English teachers' PD in Colombia in terms of suggested curriculum, standards, and training courses. The program "inspiring teachers" in Colombia represents a very good example of PD through a mentoring program for state tutors. Nevertheless, there is still a way to go in this area, and The Ministry delegates in Secretaries of Education in the department and municipalities the execution of PD, they are autonomous organizations that fund it and call for proposals from local schools, universities, and other organizations. They should not focus their attention only on the English proficiency of teachers and students, but also on promoting bilingual school projects to foster local PD. Despite this situation, significant contributions to the ongoing discussion in this field have been made and the studies aforementioned have components in common such as reflection, knowledge, experience, practice, and sharing.

## **2.2 Pedagogical Content**

To enrich the pedagogical preparation, it is important the combination of theory, practice, and experience. In this respect, Chaves & Guapacha (2014) state that:

Teachers' knowledge is another conspicuous component of quality. A teacher must be knowledgeable in the subject matter they teach and be competent in the language; this kind of term has been called subject knowledge. Of course, knowledge about how to teach (pedagogical and didactic knowledge) is also necessary. (p.28)

It would be difficult to enhance the schooling practices when there is not a pedagogical intervention to reflect upon methods, approaches, and techniques. Related to this, Garet (2001) states that "Working on content Knowledge gives an insight on how

students and teachers learn, which might influence greatly the approach and the methodology that educators use in class” (p 929). In this research, knowledge encompasses the main topics that IST selected in the initial state according to the school needs, as follows:

1. Getting familiar with the English suggested curriculum
2. More effective lessons
3. Having fun while learning
4. Language & Culture
5. Evaluating the EFL process of the students
6. Lesson planning design

The “Colombia Bilingüe” Program was designed to respond to the “Plan Nacional de Desarrollo” (2004-2019) as an initiative to promote quality and equity in the educational context (MEN, 2002). Based on this premise, the participants considered it necessary to explore and analyze the suggested curriculum and make decisions on how they can adapt some of the ideas and guidelines proposed in the document to our context. “Above all, the suggested structure is a proposal that each school, considering its institutional autonomy, guaranteed by Law 115 must analyze carefully and make appropriate decisions for its implementation” MEN (2016). Moreover, the IST will compare the suggested syllabus and path (Task-based learning, Project-based learning and Problem -solving) with other textbooks including Fast Track. As it is reported by MEN (2016)

The methodological paths suggest a progression that begins with a methodology based on tasks in the initial grades (sixth and seventh grade) to gradually pass to a methodology based on projects in the middle grades (eighth and ninth) and finally

with a methodology supported on problems in the last grades (tenth and eleventh).  
(p 20)

Given this scenario, teachers must become critical and proactive to understand the communities' needs and propose a syllabus that meets their interests and requirements. In this regard, the basic learning rights and suggested curriculum are the basis for the construction of a pertinent bilingual proposal in public and private school.

### **2.2.1 Sharing knowledge**

Equally important, it is to mention that to enhance teachers' practices is considered representative in this study, the concept of sharing experiences and teaching training to be updated and attentive to new trends and challenges in education. Several authors, such as Cárdenas et al.,(2010) state that “educators live in a changing world which requires them to constantly develop new knowledge and skills necessary to cope with new challenges faced when attempting to contribute to their students' learning” (p. 49). Similarly, Novozhenina & López (2018) In the impact of a professional development program affirmed that

there are certain strategies and tools that an English instructor should adopt to develop his competence and performance, it becomes obvious to keep up with the modern pace, teachers need to be continuously learning new things, polishing and adjusting their skills. (p.1)

Under these circumstances, a genuine desire to improve and share will make the IST boost their competences and be updated to teach effective lessons in the classroom.

As it is discussed in (Richards & Farrell, 2005) related to the teacher-education activities are based on the following assumptions. This excerpt below helps us understand better how sharing pedagogical knowledge is an urgent requirement.



In any school or educational institution, there are teachers with different levels of experience, knowledge, skill, and expertise. Mutual sharing of information and experience is a valuable source of professional growth. They are generally motivated to continue their PD once they begin their careers. Knowledge about language teaching and learning is in a tentative and incomplete state, and educators need regular opportunities to update their knowledge. (p. 7)

When we design PD, it cannot be ignored the fact that there are qualified and experienced IST that are eager to cooperate and support the rest of the team. Moreover, making the most out of all the human resources that we have in the school will enrich our teaching practices and impact the community.

### **2.3 Collegiality**

Collegiality might be a key factor to consolidate a professional development that endures in time and multiply its results in the future. I refer to Collegiality as the relationship between colleagues based on mutual respect, understanding, commitment, and support to achieve a common goal and make progress Shah (2012). In this sense, this term implies more than having friends or working in teams, it is the art of coming to agreements, having common objectives, and strive together until you get positive results. Krovetz (1993) states that

Collegiality obviously is far more than congeniality. When it exists we can expect decisions to be better, implementation of decisions to be better and more likely to be sustained, and students to model the sharing and cooperation of the adults. (p.2)

Correspondingly, principals and leaders in the school must promote cooperative work among the staff members and create the opportunity for them to share and enrich their

teaching training. Bart (1990) declares that “Meaningful, lasting change will not occur in our schools unless the culture of the institution values and actively promotes the collaborative learning of all participants” (p.2).

What is more, collegiality is the tool or vehicle to foster qualified programs, and when there is not an environment of cooperation in the educational institution, it becomes difficult to implement PD, and the results may vary. As ascertained by Shah (2012) “The qualities and characteristics that fall under the labels of teacher individualism, isolation, and privatism are widely perceived as threats or barriers to professional growth and development” (p.2). On the other hand, this is a challenge for all the leaders who want to design a memorable PD development for their colleagues in the same place where they work. Building rapport, making colleagues trust you, and finding in you a supporting person instead of a competitor are the basis to create collegiality and enhance learning in different areas. (Richards J.C. & Farrell T. 2005).

### **2.3.1 Benefits of Collegiality**

The list of benefits related to this concept is very long and attractive, However, I would refer to the ones that may have a strong influence on the execution of a PD. Shah, (2012) lists the benefits as follows

Collegiality creates a sense of belonging, promotes innovation and enthusiasm among teachers, provides continuous support for staff qualified enhancement, people become more open to new ideas, increases satisfaction and adaptability, reduces emotional stress and burnout among others. (p. 3)

Apart from this, when the P.D is implemented in the same place of work, it is better contextualized according to the students' needs and school practices.

Although this is true, Huang, Frenzel, & Lee (2020) conducted a study in China with 2,880 primary school instructors in China and examined the relationships between teacher emotions and participation in five different kinds of Informal Teaching Learning activities (learning through media, colleague interaction, stakeholder interaction, student interaction, and individual reflection. For the measurement of the emotions, they used the Teacher Emotions Scale (TES) developed by Huang et al, (2016) About this intervention, the authors concluded that staff members' collaboration may cause work intensification and anxiety. Concerning this Huang et al., (2020) added in their analysis "If anxiety stemming from collaboration is negatively perceived by teachers, then these anxious teachers are likely to avoid intensive colleague interactions" (P.27). It also found that those experienced educators engaged in more reflection, student and colleague interactions than novices.

This study reveals the lack of research into the relationship between emotions and IST learning and the impact of collegiality on teaching training. Furthermore, this investigation was conducted in a very different culture and among tutors from different departments. Sometimes it is more difficult to build close relationships with people from different contexts and might cause anxiety and negative feelings, especially for introverted people. Additionally, this present research involves a formal and informal way of interaction that might give different results. This research implies a challenge for the researcher to build rapport and become a leader which the participants can trust in. The tutor's role, the principal's administration and the participant's attitude towards the research will determine as well, the result of the research. According to Gonzalez et al.,( 2009)

One of the most frustrating situations for the teachers and a great source of their lack of motivation to attend professional programs is the little effect that their participation may have at school. In many cases they are willing to implement new ideas and share them with colleagues, but their administrators show little interest in providing spaces for that kind of activity. (p. 46)

#### **2.4 Previous related studies**

Considering the objectives and the characteristics of the cited studies, they address EFL professional development and collegiality. There are some studies about PD that have been conducted in Colombia in the last decade that I will refer to. We have already mentioned Novozhenina, A., & López Pinzón, M. M. (2018); Chaves, Orlando & Cárdenas-Ramos, Rosalba & Gaviria, Fanny. (2008); Giraldo, F. (2014); Núñez, A., Téllez, M. F., & Castellanos, J. (2017)

Regarding professional development, Novozhenina & Lopez (2018), examined the Impact of a PDP on EFL Teachers' Performance. This research aimed at improving the teaching practice and self-reflection of English as a foreign language teacher in Manizales (Colombia) using a PDP. There were 35 in-Service Teachers, twenty-five of whom were experienced with more than five years and all of them held a BA degree. The worldview proposed in this study was pragmatic; as a result, the approach used was mixed methods since it incorporated parts of both qualitative and quantitative approaches. The documentary analysis allowed the researcher to identify how well educators could apply the new knowledge that they received during the workshops in their classrooms and to learn about the participants' opinions about their performance, as well as the effectiveness of the workshops.

To carry out this study, the authors used in this research several instruments ranging from observation journals, teachers' and students' surveys, class observations checklist, and informal chats. The findings revealed that through several organized workshops, educators started to apply in their classes the concepts related to methodology, lesson planning, writing, pronunciation and listening skills among others. From this study, I found out that in this PD design the teachers' improvement was evident, but still, participants recognized that simply attending a workshop was not enough and they needed more time to improve and develop their skills. This information helped me to reflect on other forms of applying the pedagogical intervention in my thesis that might serve as a complement to the workshops.

Chaves & Guapacha (2014) conducted a research study on the Impact of a professional development program on the teaching of public schools English teachers in Cali. This research aimed at improving the teaching preparation of public English educators in Cali through a professional development program. There were 12 IST participants in the workshops, they were an experienced population with more than 16 years of experience teaching English between 40 and 50 years. All of them held a B.A. in languages and were characterized by their dynamism and motivation throughout the program. At the initial stage, surveys, documentary analysis, and a focus group let them identify the teachers' quality profile and professional needs. During the implementation, surveys, workshop evaluation formats, a focus group, researchers' journal, and documentary analysis were the instruments used to measure the impact of the PDP. Findings revealed that an eclectic approach integrating theory and demonstrations on current methods (Content and Language Integrated Learning and Task-Based Learning), digital literacy, teachers' awareness of their teaching, and classroom research improved their teaching and learning views. This thesis presents a

very complete literature review that gave me insight to better understand the concept of quality. Also, the workshops conducted in this pedagogical intervention were contextualized and interactive

On the subject of collegiality, Shah (2012) analyzed the impact of teachers' collegiality on their organizational commitment in high- and low-achieving secondary Schools in Islamabad, Pakistan. The study surveyed 364 public tutors from 17 places in Islamabad. Data were analyzed using structural equation modelling (SEM) with AMOS 16.0 and latent mean structure statistics. The analyses confirmed that educators' collegiality positively affected their organizational commitment, but the differences in collegiality were found to be non-significant between the two departments. From this thesis, I have a better perspective of what collegiality is and all the benefits that it brings to the educational institution and community

### **Chapter III. Research Methodology**

This study adopts a qualitative approach that describes the impact of professional development on the transformation of pedagogical work. Furthermore, qualitative methodology was applied in the current work since this program focused on exploring and understanding how various teaching strategies worked. (Sandin, as cited in Núñez & Tellez 2015, p.123) stressed that qualitative research is “a systematic activity guided to the comprehension of the educational phenomenon”. In the same vein, Ritchie et al.,(2013) affirmed that qualitative research is “a naturalistic, interpretative approach concerned with understanding the meanings which people attach to phenomena (actions, decisions, beliefs, values, etc.) within their social worlds” (p. 3). Therefore, since qualitative research describes actions, attitudes, and ways in which a social group behaves in its natural setting, and it provides instruments for gathering data, this methodology fits in with this research

#### **3.1 Type of study**

I opted for action research since one of the main focuses of this study was to improve the teaching-learning process of high school teachers in a public school through the design and implementation of a professional development program, Action Research was very appropriate since it involves people working to improve their skills, techniques, and strategies. (Cohen, Manion, and Morrison, 2007, as it was cited in Novozhenina & López, 2018, p.118) supported this idea stating that “action research bridges the gap between theoretical ideas that teachers learn in teacher training and professional development courses and what they need to do in their classroom contexts with their colleagues and students”. (Ferrance, 2020) affirms that

Action research involves people working to improve their skills, techniques, and strategies. it is not about learning why we do certain things, but rather how we can do things better It is about how we can change our instruction to impact students. (p. 3).

Therefore, I opted for AR as a type of study since it has as its primary goal to transform and put theory into action to innovate and impact a community.

### **3.2 Participants**

This study was carried out with a group of seven in-service English teachers, the age range was from 30 to 50, four of them had more than five years of experience. These teachers taught 22 hours of English per week in high school to students from sixth to eleventh grades. As evidenced in the data collected from the instruments administered to the teachers in the diagnostic stage, teaching practices quality needed to be enhanced. Teachers displayed a lack of classroom management, lesson planning and weak use of teaching techniques in the classroom.

In the group selected, 2 of them were males and 5 females. It was a homogeneous group in terms of the English level, B2 according to the common European framework. Data collection instruments also demonstrated that the teachers enjoyed working in teams and liked sharing with others, they were committed and had a strong desire to improve their teaching practices and achieved the goals proposed by the school and the Ministry of Education.

In addition, all of them had a bachelor's degree and one held a master's program in bilingualism. Five teachers have had the chance to participate in training courses offered by MEN in Pereira.



The criterion for the selection of these participants was the availability since I was their colleague and leader in the English school department; classified as convenience sampling because the program should positively empower them to use their potential for teaching and impact on their students. Also, this group was chosen because of their difficulties concerning teaching methodology, as was confirmed in the diagnostic stage.

### 3.3 Instruments

This study was conducted in three stages: a) the diagnostic stage, in which three instruments were administered to identify the problem; b) the action stage, which consisted of the design and implementation of six workshops, which included different teaching techniques, and methodological strategies to be analyzed and discussed c) the evaluation stage, which entailed the analysis of the process once completed, and the formulation of pedagogical implications, conclusions and recommendations. This section presents, in brief, the instruments employed in the diagnostic, action, and evaluation stage

### 3.4 Data collection instruments in the diagnostic stage

The data collection instruments used in the present study are presented in the following table:

N°	Data Collection Technique	Data Collection Instrument	Rationale	N°	Data Collection Technique	Data Collection Instrument	Rationale
	DIAGNOSTIC STAGE- Finding the problem				ACTION AND EVALUATION STAGE- Intervening the problem and Reflecting upon the intervention		
1.	Journal	Researcher's Journal	To record aspects related to the teachers believes concerning the bilingual	1.	Journal	Researcher's journal	To capture the description, and reflection on the teachers'

			program in the school.				performance in each workshop
2.	Teacher's survey	Survey	To identify problematic teaching areas, weaknesses, and willingness to participate in a PDP	2.	Teacher's survey	Questionnaire	To measure the impact and effectiveness of the workshops.
3.	Interview to teachers	Interview	To collect data from teachers about methodology, assessment, students' interests and professional needs.	3.	Teacher's survey	Semi-structured interview	To capture the participants' impressions of the topics and suggestions.

**Table 3 Data collection instruments**

## **Chapter IV. Research stages**

### **4.1 Diagnostic Stage**

During the Diagnostic Stage, different instruments were applied to obtain valuable information regarding teachers' and students' needs concerning English language learning. The results and analysis, as well as the triangulation of the data obtained during this stage, are presented in this section.

#### **Results and analysis of Diagnostic Stage**

##### **Researchers' Journal (See appendix 1)**

The teacher's journal recorded the description and reflection of the school phenomena and compiled a summary of the school's initiatives in the promotion of bilingualism and my perception of them. Moreover, I described in detail information collected in the teachers' meeting related to their opinion about assessment, methodology, and approaches carried out in the English classroom.

From the analysis, I could identify successful initiatives in the school that promoted English learning such as joint programs with outstanding entities and universities; the classification of the students' level following the common European framework among others. Nevertheless, data revealed that the results of the English area in the National Standardized Examination, were very low in comparison to other public institutions and there was not an improvement plan to change this situation. As well as this, IST had a full schedule that did not permit them to enhance their teaching practices and work on the curriculum developments and pedagogical content. It was also found from the journal instrument that although the teachers had pedagogical resources and didactic materials to teach the class,

there was also a need to start implementing innovative teaching strategies to achieve better outcomes and respond to the bilingual challenges in the region.

Similarly, data revealed that teachers in the school planned their classes using different approaches and techniques. In this respect, they also expressed during the teachers' meetings that their lessons were designed based on a Communicative approach to promote conversation and integration of the skills in real situations. However, no evidence was found of this fact in the syllabus or the way IST taught the class.

In this sense, the instructor's role was very important to provide them with techniques for their teaching performance. This also encouraged them to adjust the school curriculum, consolidate and increase the design of meaningful projects.

### **Survey (See appendix 2)**

This survey was administered to the seven in-service teachers, and it was divided into two parts. The first part asked them about their context the second part of the survey evaluated their interest in curriculum areas and professional development activities. The purpose of this instrument was to identify which teaching areas were the most problematic for the teachers and what weaknesses they would like to work on. Most of them (4) were very experienced and familiarized with the context of the institution.

These were the topics that were more relevant in the survey:

*Curriculum:* Concerning the areas in which the teachers were most interested, I should highlight Cultural awareness, Methodology, and Classroom management. This was an interesting finding because up to this point, I had not considered including cultural awareness in the professional development design. As the data suggested in this instrument, In-Service Teachers wanted to learn new methodologies, which naturally requires good planning skills

and classroom management. In brief, In-service Teachers reflected upon the necessity to work on a more student-centered teaching approach, encompassed by the desire to include techniques and different learning styles to increase the students' motivation and participation.

Professional Development: They found it most helpful to improve their teaching practices, half of them claimed that professional development provided by the school was very convenient followed by online courses, webinars, and videos. This finding was relevant because teachers considered it appropriate to have more personalized training courses that led them to analyze their academic context.

Additionally, when teachers were asked about the reason why they would like to participate in a professional development program they expressed that they enjoyed learning new ideas and improving for their students. In this sense, participants demonstrated interest in issues that involved technology apps, challenges, and group activities. It is necessary to complement theory with practical material so they can easily engage students in the topics.

I could conclude that more innovative methodologies and techniques to enhance language teaching and learning were necessary. Aspects such as cultural awareness and a more student-centered approach could not be neglected in this proposal. Therefore, I came up with a professional development plan that met teachers and students' needs regarding teaching skills, weaknesses, and expectations.

### **Teachers' Interview Transcript (see appendix 3)**

The interview was administered to all the participants, and it was divided into three parts. The first part asked them about their skills and how they dealt with challenges in their daily teaching practices. The second part of the interview asked them about the way they improved their methodology in the classroom and how much they knew about their students'

context. The third part of the survey asked for their interest to be visited in their classes. This instrument was conducted to identify teachers' strengths and weaknesses and the best strategies to design a professional development program.

In the question related to the IST strengths or skills, there was a tendency to express that they were very good listeners to their students, very positive in class, dynamic, creative, and resourceful. Additionally, they talked about the challenges in their daily teaching practices and mentioned the difficulty to plan and follow a lesson plan, catch the students' attention, and bring engaging activities to the classroom.

As well as this, it was very surprising to find out how teachers felt when they got to the classroom, they sometimes were anxious and disappointed because of the students' behavior and the uncertainty of the type of activities they prepared for the class. These data imply that IST recognized that they had very positive qualities that might complement very well their role as educators. Nevertheless, they were not certain about how well their methodology and techniques worked with their students. All in all, IST wanted to enhance their teaching practices to become confident and be certain about the results. The good qualities that they already possessed with the new methods and techniques designed for this program might result in more effective classes.

Furthermore, teachers stated that some of the possible ways for them to improve their performance in the classroom had to do with observation, talking with colleagues about their experiences, sharing information, being open-minded to new strategies, and providing feedback. On this matter, data revealed that participants were willing to receive their peers' comments and feedback if necessary and try new strategies in their classes to enhance their academic results.

An interesting finding in this interview was made when teachers were asked to describe how much they knew about their students' context. They answered that the information that they had of their students mostly was provided by the coordinators or group director because they were afraid of getting involved with difficult family situations. This finding is relevant because when planning a lesson is essential to consider students' interest and needs. The fact that teachers do not request too much about their students' contexts might represent an issue at the moment of designing meaningful projects or activities and plan based on different learning styles.

As it can be appreciated, there is evidence in this interview that demonstrates the importance for the teachers to strengthen their techniques and methods to teach English and encourage students to continue learning and get better results.

### **Triangulation of instruments in the Diagnostic Stage.**

After all of the instruments were administered and analyzed, triangulation was performed to identify the most concurrent problems and collect perspectives from participants to present an objective analysis of the study that confirmed validity and reliability (Burns, 1999). During the analysis, I used the grounded approach, which involves the construction of hypotheses and theories through the collecting and analysis of data proposed by (Freeman , 1989).

Four codes were identified after the analysis and categorization of the data; they were the following:

Interest in learning new techniques: Teachers collaborate and are open-minded to new proposals and initiatives.

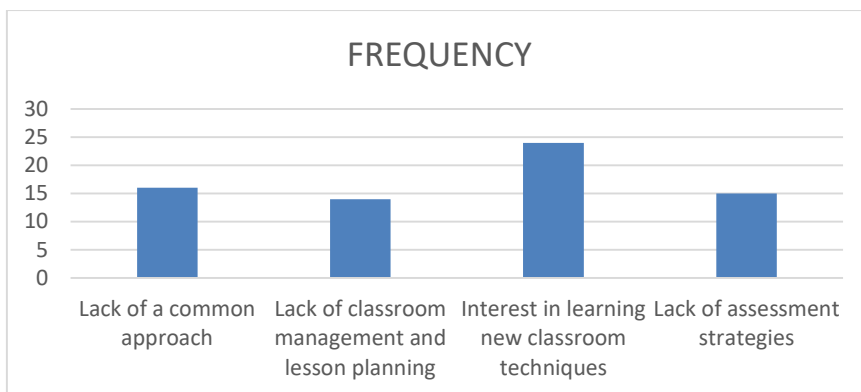
Lack of a common approach: English syllabus not aligned with the suggested curriculum; use of activities without relation to a common approach.

Lack of classroom management and lesson planning: Teachers' difficulties when planning their lessons based on the students' interest and the integration of the skills; teachers' necessity to learn new techniques to engage students in the academic processes.

Lack of assessment strategies: Reduced implementation of assessment and feedback techniques in the class.

Below is the chart that provides information about the codes encountered and their frequency.





**GRAPH 1 Frequency Diagnostic Stage**

Some strengths and weaknesses in the teaching and learning process were identified in the triangulation. The three instruments displayed that In-Service Teachers were interested in learning new classroom techniques as a way of enhancing their practices and helping the students to achieve the goals. Most of the comments were related to the necessity to align the syllabus to the suggested curriculum and acquire new strategies to enrich the learning process. In addition, the low results in the standardized tests presented a problem and evidenced the importance of conducting this study with the teachers to strengthen the English syllabus and foster new teaching practices.

On the other hand, based on the participants' answers in the instruments administered, it was implied that there was a weak lesson planning design, the students' context and interests were not the fundamental basis for the class organization. In the same way, there was fear and anxiety to lose the students' control in class, and it was evidenced a need for the teachers to find strategies and techniques to deal with classroom management. Moreover, IST applied traditional methods to evaluate and few strategies to provide feedback.

Therefore, the analysis allowed to select a professional development program to enhance teaching practices.

## **4.2 Instructional Design**

After obtaining valuable information from the diagnostic stage, six workshops, which were the components of a professional development program, were designed and implemented with the In-service teachers, to improve the teaching-learning process of the sample population.

Accordingly, contextualized workshops that integrated theory and practice to promote reflection and analysis of real situations presented in the classroom were the basis to design the pedagogical intervention in the action and evaluation stage. Likewise, the teacher's responses in the instruments administered during the diagnostic stage were the main source for the selection of the topics.

Moreover, the Inspiring Teacher program offered by the MEN had a significant impact on the methodology and techniques that I currently use to teach English. This program consists of a 120 hours training course to empower teachers with pedagogy and didactics in the English teaching-learning language process. Participants in this course are selected by their leadership, commitment, and passion to teach; they have the mission to become multipliers of the strategy. This initiative gave me insight into inspiring other teachers to achieve common goals that I included in some of the proposed workshops in the pedagogical intervention. Hence, the basis to design the action and evaluation stage entailed the teachers' needs, contextualized issues, and my participation in the inspiring teaching program.

The workshops in these proposals were planned based on a modified version of the lesson plan template suggested by (Quintero C, Zuluaga C, & López P, 2009) that included four main stages; the procedure of the different stages is the following:

Warm-up: An initial short and relaxing activity was implemented to engage the teachers in the new topic and break the ice. Also, to review and recycle essential information, the teachers discussed the topics of the previous sessions and readings assigned.

Presentation: The topic was presented to the participants by the instructor using different resources and materials. Ample teaching strategies applied to introduce core theoretical issues by means of games, videos and the integration of the main language skills.

Practice: A series of activities planned to stimulate discussion and reflection of the topics proposed in each workshop helped the IST to contextualize theory into real scenarios.

Production: A series of activities that allowed the participants to propose, create and continue contextualizing the topics in real situations. They planned teaching tasks based on principles they came up with and shared them in class with peers; they also planned activities that they used in their classrooms with their students.

The IST made agreements about issues concerning evaluation, syllabus and methodology to unify and consolidate academic processes in the school.

Assessment: During the whole workshop, the instructor promoted assessment and feedback after each task using techniques. However, in the end, some specific activities allowed the verification of understanding as a closing stage of the workshop.

The following chart describes the name and topic of each workshop and the objectives:

N°	Name of Workshop	Topic	Objective
1	Getting familiar with SEC	Suggested English Curriculum	-To Know the different components of the SEC -To learn how to adapt and implement the SEC in the English class
2	More effective lessons	EFL Methodologies	To encourage in-service teachers to have more engaging classes and activities through the use of different methodologies
3	Having fun while learning	Strategies, Techniques and activities	To provide the IST with different techniques and ideas to be used in the EFL classroom.
4	Language & Culture	Cultural and current issues awareness	To give the IST insight about designing lessons that include language and culture. To make the IST aware of the importance of including the students' own culture and the culture of the target language
5	Evaluating the EFL process of the students	Assessment and Evaluation	To reflect on the importance of assessment in the teaching-learning process. To know different techniques to assess learning
6	Lesson planning Design	Lesson planning	To evaluate the effectiveness of a lesson plan. To identify the different parts of a lesson plan. To examine the characteristics of an effective lesson plan.

**Table 4 Topics of the workshops**

### **4.3 Evaluation stage**

In the following section, the results and analysis of the instruments in the action stage are presented as well as the triangulation of the data obtained during this stage.

### **Results and Analysis of the workshops**

**Workshop N°1**

**Questionnaire (see appendix 4)**

The objective was to know the participants’ impression of the lesson, what they learned and what could be improved for the next workshops- This online questionnaire was divided into two sections and seven in-service teachers answered. The results are presented below.

**PART 1**

In this workshop .....	1	2	3	4	5
The objectives of the session were fulfilled					7
This session allowed me to reflect on my teaching				3	4
I learned theoretical things useful for my teaching				1	6
I learned practical things useful for my teaching				1	6
What I learned in this session will impact my teaching				1	6

**PART 2**

Please, complete the statements below with your ideas related to the workshop N°1

<b>I LEARNED...</b>	<ul style="list-style-type: none"> <li>_Differences between syllabus and curriculum</li> <li>_Remember some useful vocab</li> <li>Some definition such as curriculum, assessment etc.</li> <li>_The curriculum aspects</li> <li>_The importance of a good planning</li> <li>_The parts of the suggested curriculum-                                __the suggested methodological path</li> <li>_To teach a specific topic through dynamic activities</li> </ul>
<b>POSITIVE ASPECTS</b>	<ul style="list-style-type: none"> <li>_Dynamic and contextualized</li> <li>_Important aspects about curriculum</li> <li>_It implements the cooperative work, we learn new strategies to apply in the class, the ideas were clear</li> <li>_Teachers attitude and the material</li> <li>_Team work, clear information, interesting activities</li> <li>_The instructor makes this workshop fun she prepares very well the workshop.</li> <li>_The instructor makes us speak.</li> </ul>

<b>ASPECTS TO BE IMPROVED</b>	<ul style="list-style-type: none"> <li>_Definition</li> <li>_Everything is o.k</li> <li>_Explain the activities before applying</li> <li>_Lesson planning</li> <li>_Previous vocabulary</li> <li>_To improved more dynamic as a teacher during my teaching process</li> </ul>
<b>COMMENTS</b>	<ul style="list-style-type: none"> <li>_I enjoy working with my colleagues on the scavenger hunt</li> <li>_Very nice activities</li> <li>_We are willing to learn</li> </ul>

**Table 5 Results from questionnaire workshop #1**

Regarding these results, I can say that the In-service teachers participated actively and reflected on the need to adapt and integrate the Suggested English Curriculum into their lesson plans.

From the responses, I could also assert that the activities proposed in this workshop helped most of the participants to relate the theoretical aspect with real training to improve their teaching practices. The readings and pair activities to analyze the curriculum gave In-service teachers a more precise idea of how to adapt the school’s syllabus to our context based on general guidelines provided by the Ministry of Education. As well as they stated that they found the activities very pertinent and creative for their classes, I could conclude from the answers that one key factor in the workshops was the role of the instructor to promote interaction among them by proposing activities that made the participants share ideas, discuss proposals and come up with new proposals to improve their teaching practices. IST also commented that by working cooperatively, they could learn from one another. Moreover, they suggested that it was important for the coming workshops to introduce more pedagogical concepts and definitions for a better understanding of the topics to be covered.

**Researcher’s Journal (see appendix 5)**

The main purpose of the researcher’s journal was to reflect upon the workshops, evaluate the effectiveness of the activities and determine aspects to be improved. Likewise, I used the

journal as a way to evaluate myself as a teacher educator since this represents a synopsis of workshop sessions and my perception of them.

The following questions were the aspects taken into account during the observation of the lessons:

1. What went well? Strengths
2. Aspects to improve- Weaknesses
3. Possible impact on teacher's performance

<b>STRENGTHS</b>	<ul style="list-style-type: none"> <li>- Active participation of the IST in the English activities proposed in the workshop.</li> <li>- The experiential activities proposed in this workshop went very well in this case the scavenger hunt.</li> <li>-Teachers worked cooperatively to accomplish the challenges in the different activities and learn from one another.</li> <li>-Reflection on pedagogical issues that will enrich the pedagogical practices.</li> </ul>
<b>ASPECTS TO BE IMPROVED</b>	To provide the IST with more readings about this topic.
<b>IMPACT ON TEACHER'S PERFORMANCE</b>	<ul style="list-style-type: none"> <li>-IST might feel more confident to communicate in English with the colleagues</li> <li>- To replicate similar activities done in the workshop with the Students.</li> <li>-To integrate and adapt the suggested curriculum to the lesson planning.</li> <li>-To know the different components of the suggested curriculum might help the teachers to find out necessary information such as topics, competences, objectives and evaluation that maybe some of them did not know that there was there.</li> </ul>

**Table 6 Results from researcher's journal**

Based on the data gathered in the researcher's journal, I can assert that the experiential learning proposed in the workshops was an effective strategy for the IST to relate to the Suggested English Curriculum and learn about its benefits. Furthermore, IST enriched their practices and considered that the theory and techniques helped them to improve and unify concepts concerning the syllabus. As in the diagnostic stage, it was observed the necessity of adjusting the English syllable according to the suggested curriculum and our context, it is so

valuable that participants reflect upon this aspect and have the theory to support some positive changes that might be included in the school syllabus.

## Workshop N°2

### Questionnaire

This instrument was designed to evaluate the workshop “more effective lessons” and to determine to what extent the objective was fulfilled, which was to encourage IST to have more engaging classes and activities through the use of different methodologies. Also, I could gather information to make changes as the program progressed, depending on the answers the in-service teachers provided. All the participants answered this survey

#### PART 1

IN THIS WORKSHOP.....	1	2	3	4	5
The objectives of the session were fulfilled			1	1	5
This session allowed me to reflect on my teaching				2	5
I learned theoretical things useful for my teaching				2	5
I learned practical things useful for my teaching				3	4
What I learned in this session will impact my teaching				1	6

#### PART 2

Please, complete the statements below with your ideas related to the workshop N°2

<b>I LEARNED...</b>	<ul style="list-style-type: none"> <li>- To have specific objectives when planning.</li> <li>-Some of the top ideas for being used in my class</li> <li>-To use different activities in the classes</li> <li>-I learned about. The tasks and the kinds of tasks</li> <li>-About task, project and problem project used by level 6 and 7, 8 and 9, 10 and 11 grades</li> <li>-Different strategies to apply in the classroom</li> <li>-Techniques to be implemented in class</li> </ul>
<b>POSITIVE ASPECTS</b>	<ul style="list-style-type: none"> <li>-Resources and attitude are both important.</li> <li>-The Activities Applied in the workshop were usually very motivating</li> <li>Variety of activities</li> <li>-I have to use the board. games on the classroom</li> <li>-The activities that help to memorize the concepts</li> <li>-The content and the tools</li> <li>-Funny and well-designed activities</li> </ul>



<b>ASPECTS TO BE IMPROVED</b>	<ul style="list-style-type: none"> <li>-None.</li> <li>-Everything was ok</li> <li>-More time</li> </ul>
<b>COMMENTS</b>	<ul style="list-style-type: none"> <li>-One clear objective is always essential when planning.</li> <li>-Excellent workshop Diana</li> <li>-Guides students to write different types of. Written formats</li> <li>-It was nice to reinforce what we saw in inspiring teachers</li> <li>-Well done!</li> <li>-Positive attitude of the Teacher Diana, she encourages us to speak English and implement new things in the classroom</li> </ul>

**Table 7 Results from questionnaire workshop#2**

In this particular workshop, the in-Service Teachers achieved the goal and engaged in the activities proposed because they made connections between the Suggested Curriculum and some of the methods that are commonly used to teach English. Also, they gained a better understanding of the methodology Task-Based Learning, Project-Based Learning, and Problem-solving relating theory with practical examples to enrich their practices. The use of these methodologies might represent for the school and the students a huge breakthrough to help students work cooperatively, become more critical thinkers and problem solvers, also it can conduct significant improvements in student test scores and classroom engagement.

Most of the participants considered that the information provided in the workshop related to the Suggested Methodologies given by the MEN had an impact on the way they planned and conducted their lessons because, after this workshop, they were more aware of the different methods they could implement in their classes to be successful. Furthermore, they reflected on the fact that it was not only important to teach topics in an isolated way but it was necessary to integrate them with the students' reality and come up with meaningful tasks or projects in which students would research, propose and know their own culture. The results also indicated that IST found the variety of techniques very useful and were willing to apply some of these activities in their classes.

**Journal**

The main objective for writing in the journal was to find out how the workshops were having an impact on the in-service teachers' professional development. Their connection with the activities proposed the way they interacted with their colleagues and participated in each session reflecting on the theory and practice to better teaching practices.

<b>STRENGTHS</b>	<p>IST read previous information assigned before the workshops, which allowed them to participate more in the workshop.</p> <p>IST showed special interest in digital tools such as Kahoot and online surveys.</p> <p>IST clarified ideas about some suggested methods to teach English and related them to the suggested curriculum.</p> <p>IST read relevant information about project-based learning and came up with possible examples that can be implemented in the school.</p>
<b>ASPECTS TO BE IMPROVED</b>	<p>IST asked me to share with them some of the projects I have conducted in another school for them to have a better idea of how to start planning their classes using project-based learning.</p>
<b>IMPACT ON TEACHER'S PERFORMANCE</b>	<p>IST want to implement project-based learning as a guiding method in the school</p> <p>IST feel encouraged to implement more online apps to prepare more entertaining classes.</p> <p>IST are more confident to communicate in English with their colleagues</p>

**Table 8 Results from researchers' journal 2**

The entries in the journal helped to confirm that IST were interested in enhancing their teaching skills during the pedagogical intervention because most of them read the previous articles to understand better the concepts. During the workshop, IST got involved and became aware of the different strategies and technique that were introduced during the development of the workshop showing special interest in Project Based Learnings as one alternative to be implemented with their students. Apart from that, IST found useful creating their online surveys to know students' interest or other types of information. Kahoot caught their attention positively and they wanted to know immediately how to create games using this app to be replicated in their classrooms. The data gathered in the journal reflects that this

workshop was useful for them to reflect upon different ways to teach English meaningfully and enjoyable.

### Workshop N° 3

#### Questionnaire

This instrument is to determine if the objective was achieved which aimed at providing IST with different techniques and ideas to be used in the EFL classroom.

#### PART 1

IN THIS WORKSHOP	1	2	3	4	5
The objectives of the session were fulfilled				1	6
This session allowed me to reflect on my teaching			1	2	4
I learned theoretical things useful for my teaching				2	5
I learned practical things useful for my teaching				1	6
What I learned in this session will impact my teaching				1	6

#### PART 2

Please, complete the statements below with your ideas related to the workshop N°2

<b>I LEARNED...</b>	<ul style="list-style-type: none"> <li>-More activities related to gamification that I can use for making the learning fun</li> <li>-To keep on being positive with my students.</li> <li>-To develop enjoyable activities for my classes</li> <li>-Useful techniques for teaching vocabulary and grammar</li> <li>Games such as running dictation and guessing the word were amazing</li> <li>-Teaching English playing is possible</li> <li>New ways of teaching</li> </ul>
<b>POSITIVE ASPECTS</b>	<ul style="list-style-type: none"> <li>-The activities, especially the one about memorizing a story and sharing it with your partner</li> <li>-Topic and the way instructor deals with technology.</li> <li>-Interesting information</li> <li>-Funny games, the teachers and colleague's good attitude</li> <li>-Every workshop is a new opportunity to learn and find out new things</li> <li>-New techniques to teach in class, I really liked dictogloss and raft</li> <li>The Teacher Diana teaches us a lot of games that we can implement in our own classes.</li> </ul>
<b>ASPECTS TO BE IMPROVED</b>	<ul style="list-style-type: none"> <li>-To find more of these type of activities</li> <li>-None.</li> <li>-No, I don't have any suggestion</li> <li>-It was really good</li> <li>-For me it was good, I want all my colleagues to lead workshops</li> <li>-So far it's o k .I 'm learning and improving</li> </ul>

<b>COMMENTS</b>	<ul style="list-style-type: none"> <li>-It was really fun</li> <li>-None.</li> <li>-Great and interactive workshop</li> <li>-I can't wait to be in the next workshop</li> <li>-Excellent job</li> <li>-Keep up the good job Teacher</li> </ul>
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**Table 9 Results from questionnaire workshop 3**

Based on the answers, this workshop empowered the IST with techniques and new ideas to apply gamification in the classroom, participants engaged in reflective and experiential learning throughout the tasks proposed and readings assigned. In the same way, all the participants agreed that planning the classes taking into account the students' interests and likes was vital to get better results and have people engaged. Accordingly, IST expressed the necessity to replicate the techniques studied in the session such as running dictation, dictogloss, and raft. Regarding this analysis, applying different strategies in the classroom might offer the opportunity for learners to engage with content in an effective, informal learning environment. If learners get excited about learning, they are more likely to retain information and increase awareness, productivity, and creativity.

**Journal**

<b>STRENGTHS</b>	<p>IST went deeper on the study of Methods, techniques and approaches-</p> <p>IST knew new techniques to be applied in the classes such as dictogloss and raft.</p> <p>IST played and have fun while learning about techniques.</p> <p>IST shared successful techniques that they implemented in their classroom.</p> <p>IST related theory and practice of the techniques during the workshop</p>
<b>ASPECTS TO BE IMPROVED</b>	<p>I see a necessity to record the workshops so the colleagues that cannot attend might catch up later.</p>
<b>IMPACT ON TEACHER'S PERFORMANCE</b>	<p>-IST want to share their pedagogical experience and benefit others as well.</p> <p>IST are open to learn new strategies to implement them with their students.</p> <p>IST discuss and reflect about pedagogical aspects related to the English language teaching.</p>

**Table 10 Results from researcher's journal 3**

First and foremost, the results revealed that IST are open to learn and share with their colleagues in this professional development the experiences and techniques that have been successful for them. Based on the observation during this workshop, I can affirm that there is a need for the participants to show their expertise in different topics and for improving their teaching practice. IST were involved easily in the activities which allowed them to enjoy and interiorize better the techniques.

There were some interesting discussions and reflections in this workshop related to the best way to teach English, teachers argued that language tasks or activities need to be varied so that several learner styles might be taken into account. This discussion during the workshop led the IST to reflect and make sense of theory in their classes and find out different ways to teach grammar and vocabulary using games which became motivating and amusing for them. They asserted that contextualize topics can help students learn and practice grammar. Some of the participants were in a hurry during the activities, so I considered it necessary to record the workshops in case one of them could not complete the whole workshop.

## **Workshop N°4**

### **Questionnaire**

This workshop aims to determine the impact of the proposed activities on the participants teaching strategies, especially on the way they design their lessons.

#### **PART 1**

IN THIS WORKSHOP	1	2	3	4	5
The objectives of the session were fulfilled			1	2	4
This session allowed me to reflect on my teaching				2	5

I learned theoretical things useful for my teaching				2	5
I learned practical things useful for my teaching				2	5
What I learned in this session will impact my teaching				2	5

## PART 2

<b>I LEARNED...</b>	<ul style="list-style-type: none"> <li>- How much I need to improve my technology skills.</li> <li>-A good relation between teacher-student is essential in the learning process.</li> <li>-I must use the culture it's very important</li> <li>-To take into account culture using different activities</li> <li>-We must introduce in our classes. the culture</li> <li>-it is very important to incorporate culture in our classes.</li> <li>-To incorporate more intercultural activities</li> </ul>
<b>POSITIVE ASPECTS</b>	<ul style="list-style-type: none"> <li>-Instructor's patience.</li> <li>-Instructor's attitude and patience.</li> <li>-It was organized. It gave us a good message.</li> <li>-Explanation of different activities</li> <li>-It was organized</li> <li>-Its preparation was interesting It is a new skill to work</li> <li>-I could share with other teachers about culture in the classroom</li> <li>-Information about culture, multicultural and intercultural classes</li> </ul>
<b>ASPECTS TO BE IMPROVED</b>	<p>None.</p> <p>We must introduce in our job the culture not only ours but also from different countries of the world</p> <p>None</p> <p>may be to implement meet because the groups in zoom had problems.</p> <p>Activities that include the culture of L1 and L2</p> <p>None.</p>
<b>COMMENTS</b>	<p>None.</p> <p>When having a good time, it's something you will never forget.</p> <p>This work shows us the way to do interesting things in our class</p> <p>It is excellent to share these topics very important in our job</p> <p>everything was really nice, the teacher who guided the class showed a good preparation in the topic</p> <p>The information was very useful because we need to include more intercultural activities in our lessons</p>

**Table 11 Results from questionnaire workshop#4**

From the responses, I could assert that IST became aware of the importance of integrating culture into the English classes. During the workshops, IST expressed that before participating in this professional program, they were used to teach more about the American

culture instead of focusing on their own. Nonetheless, they agreed that it is pivotal for students and teachers to enhance the knowledge of our customs and heritage.

On the other hand, changing from face-to-face workshops to the virtual (remote) facilitated the In-service-teachers to understand the variety of platforms and strategies that can be used to teach culture and broaden learners' perspectives of themselves and the world. IST said that they would like to implement a school project based on “sharing our country”, students appreciate it when their teachers show interest in their customs and cultural practices. If students feel appreciated and included in the lessons, their interest, and motivation towards learning English increase immediately.

### Journal

<b>STRENGTHS</b>	This workshop was conducted virtually using platforms and apps to integrate culture and language. IST analyzed different exercises to determine if culture was integrated in the classes, it was convenient for them to arise awareness on how much they include this topic in their classes. Theory, discussion and reflection led the IST to solve doubts related to what and how culture should be taught in class.
<b>ASPECTS TO BE IMPROVED</b>	As suggested by some of the participants, it was necessary to have more time to go deeper on this topic.
<b>IMPACT ON TEACHER'S PERFORMANCE</b>	New ideas and projects came out of the reflection to be applied in the school inspired on the coffee culture.

**Table 12 Results from researcher's journal 4**

According to the results registered in this journal, many participants expressed that the information (theory and practice) received in this workshop was very convenient as this empowers the students to appreciate their traditions and recognize the difference in others. As a result of the discussion and reflection, new proposals related to the methodology and techniques emerged to improve the effectiveness of teaching culture in the English syllabus. Moreover, in the virtual flipping activity, the IST paired up and visited different stations, this

promoted reflection as they had to decide on what activities they considered included culture and language justifying their answers. To conclude, it is very constructive when participants in a PD have space not only to read, reflect and discuss but also to propose new ways for teaching.

## Workshop N°5

### Questionnaire

The main objective of this workshop was to know how important is assessment in the teaching-learning process. Six participants answered the questionnaire.

#### PART 1

IN THIS WORKSHOP	1	2	3	4	5
The objectives of the session were fulfilled					6
This session allowed me to reflect on my teaching				1	5
I learned theoretical things useful for my teaching				1	5
I learned practical things useful for my teaching					6
What I learned in this session will impact my teaching					6

#### PART 2

<b>I LEARNED...</b>	<ul style="list-style-type: none"> <li>-The difference between assessment and testing</li> <li>-Many ways to give feedback in the class and the importance of doing it</li> <li>-The difference between assessment and evaluating</li> <li>-Techniques to apply to evaluate in a formative way the students</li> <li>-The difference between assessment and evaluation.</li> <li>-How to assess better our students</li> </ul>
<b>POSITIVE ASPECTS</b>	<ul style="list-style-type: none"> <li>-Good use of tics</li> <li>-I liked the videos and information given in this workshop, to hear people from different contexts talking about assessment.</li> <li>-The Teacher Diana always finds the way to make a workshop very interesting</li> <li>-The previous knowledge and the tools used in the session</li> <li>-The different activities the teacher presents to assess my students.</li> <li>-It was a virtual workshop and we could interact very similar as we did face to face</li> </ul>



<b>ASPECTS TO BE IMPROVED</b>	<ul style="list-style-type: none"> <li>-Nothing</li> <li>-No recommendations</li> <li>-You are right</li> <li>-I like the presentation!</li> </ul> <p>I would like to continue digging in techniques to give feedback</p>
<b>COMMENTS</b>	<ul style="list-style-type: none"> <li>-Excellent activities. Really important for the current context</li> <li>-I will try to give more feedback to my students using two stars and a wish and other techniques</li> <li>-Thanks for sharing with us new strategies to make our classes more effective</li> <li>-Good job! congratulation</li> <li>-Thanks a Lot for the information.</li> <li>-Thanks Teacher for helping us do a better job</li> </ul>

**Table 13 Results from questionnaire workshop 5**

The data revealed in this workshop that all the participants had different conceptions about assessment, and this pedagogical intervention helped them to clarify the difference and its implementation. This new knowledge contributed to a better evaluation method and consequently, students learning improved because they received timely feedback. Another important result was that the participants felt identified with the videos presented in this intervention because they observed real examples of colleagues in the same context talking about evaluation. All in all, IST gained a deeper understanding of how would be the correct way to evaluate based on theory and some exercises applied in this workshop.

### **Journal**

<b>STRENGTHS</b>	<p>Experiential learning in the workshop led the participants to reflect on the way we assess the students and propose initiatives to adjust our evaluation system in the school.</p> <p>The use of the Tics in the workshop enabled participants to interact, discuss and reflect differently and effectively.</p> <p>Providing real examples of how to evaluate and assess the students resulted very useful and comprehensible for the In service Teachers.</p>
<b>IMPACT ON TEACHER'S PERFORMANCE</b>	<p>IST asserted that due to the virtual education was necessary to implement more formative assessment in the school.</p> <p>IST recognized new techniques to provide feedback in different stages in the class.</p>

**Table 14 Results from researcher's journal 5**

Based on the results, the participants stated that virtual education has changed the way we traditionally assess our students. IST pointed out that the use of different techniques to give feedback such as Two stars and a wish, Learning wall, Reflection Tree, Exit ticket among others, would facilitate the learning process and assure an education of quality. They concluded that the examples provided in the workshop taken from similar contexts helped them to enrich their knowledge in this field.

## Workshop N°6

### Questionnaire

To determine to what extent the objective of the class was achieved and the impact of this on the teachers' way of planning their lessons. Six participants answered the survey.

#### PART 1

IN THIS WORKSHOP	1	2	3	4	5
The objectives of the session were fulfilled					6
This session allowed me to reflect on my teaching				1	5
I learned theoretical things useful for my teaching				1	5
I learned practical things useful for my teaching				1	5
What I learned in this session will impact my teaching				1	5

#### PART 2

<b>I LEARNED...</b>	<ul style="list-style-type: none"> <li>-I reviewed the stages of a good lesson</li> <li>-the different components that make a good class and that should be taken into consideration</li> <li>-to have success in a class we should prepare the activities in advance</li> <li>-the structure to plan a class</li> <li>-tools to teach topics and how to plan a class</li> <li>-good lessons might have a good plan</li> <li>- it's better to organize things ahead so we can foresee possible difficulties and make the most of the topic</li> </ul>
<b>POSITIVE ASPECTS</b>	<ul style="list-style-type: none"> <li>-good and interactive activities for us to practice identifying an effective lesson plan</li> <li>-I reflected on the importance of planning my lessons</li> <li>- To know that there are different stages that should not be omitted will help us improve</li> </ul>

	<ul style="list-style-type: none"> <li>-We read articles about the topic before the session and then we heard different teachers 'ideas to plan in comparison also with our colleagues in the school</li> <li>-well-designed activities</li> <li>- good use of technology and very interesting topics, something that I liked is that all of us shared how we plan a regular class and decided to incorporate new concepts such as competences and feedback</li> <li>-teachers share our fears and strategies to receive support and instruction from the team</li> </ul>
<b>ASPECTS TO BE IMPROVED</b>	<ul style="list-style-type: none"> <li>-it would be great to have more time for this workshop</li> <li>-I think that we should go deeper into this topic time, it's necessary to ask the principal for more time</li> <li>-it was very good</li> </ul>
<b>COMMENTS</b>	<ul style="list-style-type: none"> <li>this is the last workshop and we would like to continue learning from each other</li> <li>excellent and important topics we have been covering so far</li> <li>-great workshops, thanks</li> <li>-not to stop our professional development hear, but continue every month at least one workshop organized by one of us</li> <li>-good methodology to engage us in the professional development program</li> <li>-we have improved a lot and there are still lots of things we can learn working together</li> </ul>

**Table 15 Results from questionnaire workshop 6**

These results indicated that the objective was fulfilled and IST reflected on the importance of sharing lessons with their colleagues, selecting meaningful assignments and planning based on the student interests to have more effective classes. Besides, the participants agreed on the fact that to keep on improving, it was necessary to consider the information received from previous workshops and incorporate some aspects that might find convenient. The participants argued against improvising the classes and admitted the relevance of planning. Finally, they also stated that sharing their lesson plan with a colleague to receive feedback was very helpful and educating.

### **Journal**

<b>STRENGTHS</b>	<ul style="list-style-type: none"> <li>Sharing the IST lesson plans was productive to provide timely feedback and find weaknesses and strengths</li> <li>The lesson plans with activities from the three current methodologies helped them relate theory and practice</li> <li>IST discussed about the benefits of planning and the disadvantages of improvising.</li> </ul>
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<b>ASPECTS TO BE IMPROVED</b>	Sometimes it's difficult in this virtual scenario to catch all the participants attention, there are a few members of the IST that don't speak too much and I don't really know if they're very attentive and engaged.
<b>IMPACT ON TEACHER'S PERFORMANCE</b>	IST said they wanted to have lessons and activities with clear objectives in mind. The teachers expressed that students need to be informed of learning objectives. IST suggested that lessons should be more communicative and focus more on cultural aspects.

**Table 16 Results from researcher's journal 6**

From this Journal I could assert that IST considers that it is important to unify the format of the lesson plan, the In-service teachers raised awareness of what a good class is and what components are necessary to include. They said that it is important when planning to consider different learner styles and learning strategies. Also, it was evident that sharing opinions with other colleagues was enriching because they learned from each other and in the future, they can continue debating about best practices. IST expressed their gratefulness for all the aspects covered during the workshops and urgently asked to continue with programs for professional development like this in the school.

### **1. Semi-structured Interviews with In-service Teachers (see appendix 6)**

This instrument was used twice during the professional development program. I carried out the first interview after the second workshop and conducted the second interview after the sixth workshop, which was the last one implemented in the program. To administer this instrument, I asked the participants how this program had helped them, what specific areas of their teaching they improved and what they were doing in their classes that they did not do before the program. Based on the results from these interviews, it can be concluded that

Firstly, in-service teachers expressed that this program helped them in different ways and mentioned namely new teaching activities, a variety of strategies to implement in their lesson, and how to evaluate their students more comprehensively. They incorporated some of the strategies that were practiced in the workshops into their real classes, and they were more aware of the evaluation process and how to provide feedback to their students. It is very interesting in this aspect to identify how teachers found it relevant to teach using didactic but also assessing these activities.

Secondly, teachers claimed that they noticed significant changes in their classes because they experienced new ways of teaching English, implementing projects, and assigning meaningful tasks in class. Moreover, they recognized that students' behavior in class and the academic process improved remarkably. This was unexpected, one additional benefit of this professional development program was students' engagement and improvement in behavior.

Interestingly, when the teachers were asked about new things they included in their lesson plans after having participated in the Program they affirmed that they changed the lesson plan in different stages and paid more attention to the students learning process and weaknesses. Also, they affirmed that after this professional development they integrated the four skills in their planning effectively, classified groups by projects, and worked on formative assessment. Their answers indicated that this PD had an impact on them in terms of methodology and assessment, which were the biggest concern at the diagnostic stage.

As for students' motivation, they made emphasis on the importance of incorporating games and technology to encourage the students to learn. This answer explicitly showed how in the workshops IST could be impacted by the use of technological tools and games for

learning. During this pandemic time, technology became a very important tool that facilitated new ways of interaction between the teacher and the students.

In conclusion, the answers the in-service teachers gave in both interviews implied that this professional development was pertinent to their needs and provided them with new ways of teaching English. The space for discussion, reflection, and interaction were ideal for sharing experiences, learning new theory and putting into practice what they learned in real situations.

#### 4.4.1 Triangulation of the instruments of the action and evaluation stage

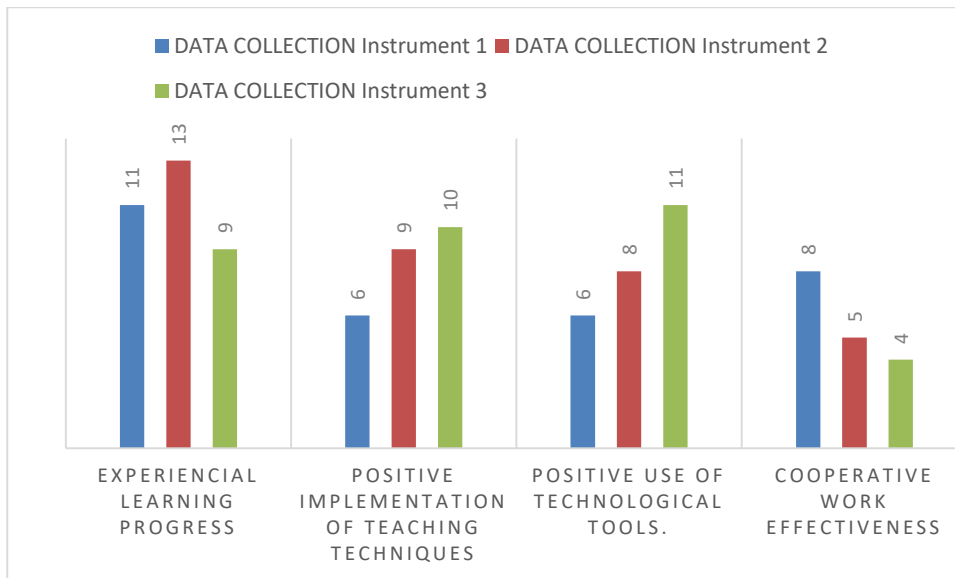
The triangulation of the data collection instruments provided the evidence required to identify the most relevant categories that consistently emerged during the implementation of this investigation. After the application of each workshop, the results collected were analyzed according to (Ryan & Bernard, 2003).

N°	Category	Explanation of the category
1	Successful Experiential Learning Progress	The relevance of putting theory into practice to generate new initiatives and projects.
2	Positive implementation of teaching techniques	The effective results of using a variety of techniques and strategies to boost learning and motivation
3	Positive use of technological tools	The importance of using technological tools to engage students in the learning process.
4	Effectiveness of cooperative work	The advantages of collegiality as a strategy to promote collaboration among participants

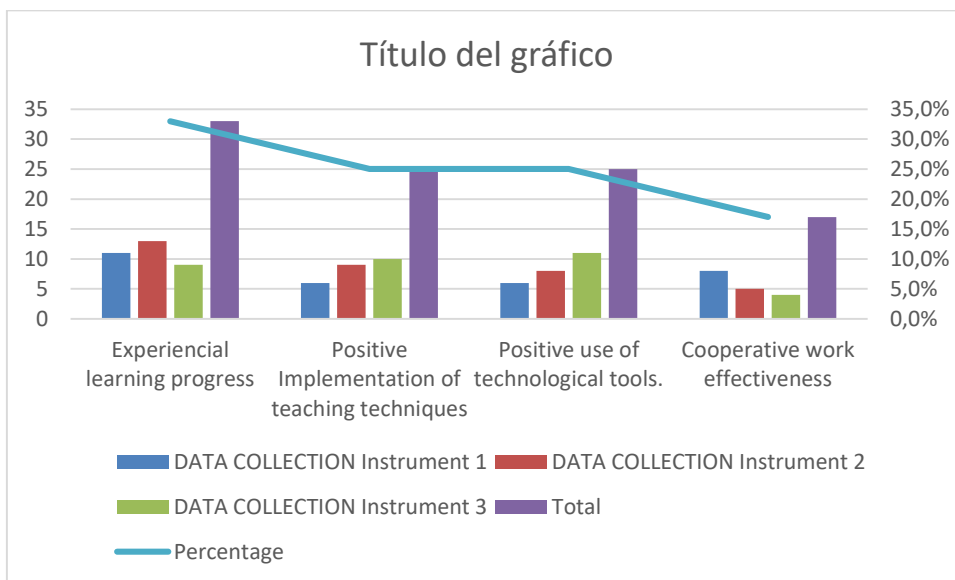
**Table 17, Triangulation of the instruments of the action stage**

The instruments included the observation of the researcher recorded in the journal, the questionnaire and the semi-structured interview, the categories presented in graph 2 report the analysis that shows how the training process was perceived by the participants; each

category is explained in the findings. The following graphs present the frequency of the categories:



**GRAPH 2** Frequency action stage



**GRAPH 3** Frequency action stage

Throughout the implementation of the workshops, the results of data collection instruments revealed that in-service teacher’s practices enhanced progressively. At the initial

stage of this study, teachers had some basic information about the suggested curriculum and had not a clear idea of how to adapt it to plan their lessons and involve the students in more meaningful activities. However, at the end of the evaluation, they demonstrated interest in adjusting the English syllabus and planning some of their lesson based on the suggested contents and competencies. In the same way, the pedagogical intervention allowed the teachers to connect theory and practice meaningfully and their role in the classroom turned to be facilitators to promote culture, knowledge, and values.

On the other hand, during the process, the information gathered displayed the positive implementation of teaching techniques and technological tools. Participants found innovative ways to teach English which was determinant to motivate students and enhance classroom management. This fact reduced their affective filter because at first, they felt anxious and insecure about how to teach English.

The evaluation stage also aimed at assessing the impact of collegiality on the enhancing of teachers' pedagogical competencies, which resulted in favorable perceptions. The different types of interactions in the PD guided IST to interact with one another, especially when they worked in pairs or groups and had to read, discuss and propose. Additionally, collegiality and group work allowed teachers to make decisions as a team concerning school issues such as assessment, project, and task-based learning among others.



## **Chapter V. Findings**

Findings in this study suggest that a professional development program is an effective way to improve the English teacher's practices which at the same time impacts the students' performance in the classroom. The In-Service teachers enhanced their teaching practices while sharing knowledge with colleagues, exploring, discussing, and making decisions for the school about suggested curriculum, assessment, techniques, ICT tools, and games. Moreover, IST communicated more with colleagues, engaged in new projects and initiatives to promote a more student-centered approach. This initiative enables staff members to propose cross-curricular projects, exchange ideas related to methodology and assessment, enrich the curriculum, design materials, and what is more important, build collegiality.

### **1. Successful Experiential Learning Progress**

In-service teachers went deeper into the study of the Suggested Curriculum; before starting this professional development program, they barely knew about this document and considered it as another requirement provided by the Ministry of education. As a result of this intervention, IST stated that the SEC was a very helpful and complete text that could be adapted and nourished according to the school context. Moreover, IST found out that this document includes not only English contents, competencies, and the learning path but also it covers pedagogical, curricular, methodological, and assessment guidelines necessary to plan the courses and classes.

The perception that the teachers had of the suggested curriculum and the textbooks changed notoriously, now, they are more willing to implement the material and tailor it to the students' needs and interests. As for the year 2021, it is used in the school that teachers adjust the syllabus and plan for the whole year. For this, the first action that all the IST

undertook was to align the syllabus of the school with the suggested curriculum, this represented a big achievement to consolidate the English curriculum in the school.

IST decided to start new initiatives after reflecting and discussing the suggested learning path, especially integrating project-based learning in the classroom to promote a more-centered student approach. This initiative in our school consisted of working with a cross-cutting theme in primary and secondary school, which was “taking care of the environment”, all the English teachers came up with ideas to work on a project with their groups related to this transversal topic and following some of the parameters studied in the pedagogical intervention. This project was adjusted because of the pandemic time but it fulfilled the school and secretary of education expectation so much that it won an award as the most complete meaningful experience in Pereira.

The school was invited to participate in the national forum in Bogotá and received an award. As well as this, this year, and thanks to the discussions given during the workshops, the IST decided to participate in new programs to involve the community in our English teaching program in a project called double chance “An opportunity to learn and an opportunity to teach”. In this program, IST prepared the students to be teachers, training them in similar topics to this PD such as lesson planning, assessment, and methodology, etc. This initiative was also recognized by the school and the Secretary of Education in our region.

Finally, another remarkable achievement out of this proposal was the participation in the regional spelling bee contest. For this, the English team organized activities for practicing spelling with their students and let them experience language acquisition in different ways. This participation was so successful that one of the students in the school won first place in the spelling contest in all the coffee region. It was the first time for the school to be number

one in a meaningful English project in Pereira and this was thanks to the reflection, analysis, and collegiality in this professional development.

## **2. Positive implementation of teaching techniques**

IST showed interest and were enthusiastic about participating and exploring new ways for teaching English because they wanted to replicate them in the classroom with their groups. As well as this, the technological tools that were shared in the workshops resulted to be very useful especially in virtually time, from the very beginning of the year 2020, IST got familiarized with Kahoot, Padlet, Google forms, Mentimeter, and other tools that became very convenient later for the virtual classes. It was also very enriching that some of the IST wanted to make their contribution to the group by sharing their favorite tools and apps. This issue enabled the participants to work cooperatively and reduce competitiveness. Nowadays, teachers use a similar approach, techniques, and methods and in response to this, students neither compare methodologies nor preferred one teacher more than others.

Apart from that, IST enhanced their teaching practices and acknowledged that out of this experience, assessment and feedback are priorities in the learning process. They now use more techniques to give feedback such as two stars and a wish, feedback sandwich, posters, emoji's, etc., to assess the students during and after the class. The analysis and reflections given during the pedagogical intervention helped IST to understand better the unique ways that each college had to evaluate and how to come to agreements and unify them for the benefit of the learners.

The way teachers integrated cultural aspects into the syllabus was remarkable, for this year 2021 the cross-cutting theme in my school was “sharing our country”. Most of the IST referred to the workshop about language and culture and insisted on the importance of

teaching English as a vehicle to share our culture and know others. This aspect also proofed that the way IST visualized English teaching changed from a more teacher-centered to a student-centered method.

The conception of teaching grammar deductively was transformed to new ways to teach inductively, at the very beginning of this pedagogical intervention it was observed that IST planned their classes focused more on grammar topics rather than on communicative aspects. Nowadays, IST are more reflective about the stages of a lesson taking into account pre-task, while task and post-task and considering grammar not only as the main focus but exposing students to find out it by themselves and then contextualizing it with real experiences.

### **3. Positive use of technological tools**

Although it was not planned as the main concern in the execution of this project, due to the pandemic situation, it turned out to be a strength in the process. At the very beginning of the pandemic, some of the teachers did not know how to lead their virtual classes, so the workshops that were conducted, helped the IST to get an insight into interacting with their students using different apps and tools. They were very thankful for this.

### **4. Cooperative work effectiveness**

Building Collegiality was another accomplishment in this professional development, throughout each session IST had the opportunity to know more about each other, how their colleagues usually planned their daily teaching activities, how they evaluated, and how they taught English. All this information got the teachers closer and made them feel more confident to speak English among themselves. Never before in the English reunions held

every week, they were confident to speak English for a long time as it was done in the workshops. IST not only improved their teaching techniques but strengthened friendship bonds that will be necessary to cope with the daily challenges in this profession.

### **5. Theoretical Support Beyond the Workshops**

During the virtual workshops, some of the IST had difficulties with the Internet or energy supply and could attend only a part of the sessions. Additionally, it was difficult sometimes to know that all of them were engaged with the activities since some cameras were off. Nevertheless, we could work out this situation by recording the sessions, sending them to the IST, and promoting active participation in the workshop using different strategies.

Similarly, because of the virtual, some teachers just communicated with their students using WhatsApp or video calls, which made it impossible for me to observe their classes and provide feedback and check if they were integrating what we studied in the workshops.

## **Chapter VI. Conclusions**

Based on the findings that I gathered in my research study, I would like to share my conclusions on the nature of the design and implementation of a professional development program.

### **The design of a PDP**

When professional development is designed based on the participants' needs, this becomes very powerful and impacts the whole community. In this sense, this proposal does constitute a great way to promote analysis, reflection, and new initiatives among the teachers. Moreover, it complements perfectly the proposal of the Ministry of Education for bilingualism in Colombia and stimulates creativity, leadership, and most importantly reflection towards better education. Theory, practice, innovation, and collegiality are key factors in a successful PD.

### **Teacher's Role**

Teachers are in a permanent search for good methodological practices. In this regard, professional development designed by the participants and the instructor enhances the teaching practices and represents great assets in any public and private sector. In the same way, when teachers participate in a PD, they become more creative and visualize language teaching as a vivid experience where communication and interaction are the main targets. Positive changes emerge in the student's motivation when there is innovation and commitment.

About the codes that appeared during the action stage, I must conclude

## **Experiential learning Progress**

Teachers are more aware of their role in the classroom when they become facilitators and allow the students to study English in a context to promote culture, knowledge, and values. The benefits of a PD proposal will be represented in the students' performance and the quality of education.

As well as this, the study of the Suggested Curriculum benefits all the participants to have a more comprehensive perception of the Ministry of education's proposals for English teaching. Likewise, the IST relates better the study of the Suggested Curriculum with the use of textbooks such as fast track and way to go which are aligned with this document. IST find the information in the Suggested Curriculum useful to plan their syllabus and classes.

## **Positive use of technological tools**

In the middle of the pandemic in which this PD was administered, the role of technology and virtual learning turned out to be the means used to communicate and interact with the students. Reinventing the way educators interact in the classroom using technology increases students' motivation, creativity, and autonomous learning. When teachers learn how to manage technology and include some educational apps into their daily practices, their job becomes more attractive, practical, and effective.

## **Cooperative work effectiveness**

Every teacher has successful experiences that if shared can change pedagogical knowledge and enrich learning. Moreover, building collegiality is a key element to impact the whole educational community because there is unity and coherence in the processes. Additionally, working as a team allows the new teachers to benefit from the experienced

ones, as well as the most knowledgeable learn and update their practices with the new pedagogical trends. Finally, Team working is more effective than just being the best workers alone and frees us from selfishness and enviousness.

### **Positive implementation of teaching techniques**

Implementing new techniques to teach English reduces the affective filter in teachers because they can approach their classes more confidently and enthusiastic. Educators always make an effort to teach engaging classes for the students, however, sometimes they do not have enough information or ideas to apply in class. Therefore, exchanging activities, techniques, and tips between colleagues represents a powerful strategy to better teaching practices and enhances teachers' self-confidence in the classroom



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**Appendix 1: Researcher's Journal used during diagnostic stage**

ACTIVITY	DESCRIPTION
English teachers' meeting 1	This is a very big team of English teachers, all of them seem to be very committed to achieve the goal. The school is pioneer in Pereira in Bilingualism and that's why I notice that the students understand the importance of learning English and are very motivated.
English teacher's meeting 2	All the teachers in the school received a training course about the school PEI, so it was a great opportunity for me to know the reality of the school. In this meeting I understood that the school isn't bilingual, but it has an emphasis on English which represents the highest amount of classes compared to other subjects in the school. The coordinators asked the English teachers for better results in the icfes test because, so far, the school hasn't gotten a very good score in English.
English teacher's meeting 3	During this week, I talked to my colleagues about the ambassadors' program. The idea is to participate in this scholarship... I noticed that the school hasn't participated in any extra-activity program representing Risaralda. Teachers do not know about these new initiatives and students ignore about these projects.
Informal conversation with coordinators	In an informal meeting with the coordinators, I asked them to tell me the topics in which they were interested, so I could take them into account for the research and some of them agreed that it was necessary to organize the English curriculum in the intensification program and to bring new ideas for the teachers to work on them.
Visiting the school Library	I visited the library to explore all the English didactic resources, then I realized that there are some new games that haven't been used yet. I asked my partners and they explained that some of them were complicated or advanced and it was not possible for them to use these games in class.
Planning Classes in primary school	My first day working with primary school, I checked the syllabus for primary, which was designed by the UTP students. It was amazing and challenging. I also realized that kids attend 5 hours of English classes with three different English teachers. Probably, not all the teachers have the opportunity to make agreements or consensus in the way they are teaching their classes. I will consult about this situation in the next teachers' meeting next Friday.
Planning classes in secondary school 1	This year I was assigned a program called "intensification", Hans Drews Arango is a school with emphasis on English, that is why, at the beginning of the year Students take the English placement test and depending on the score they are placed in either Elementary, beginners or Intermediate classes. Students attend eight hours of English classes per week, four hours with a regular teacher and the other four hours intensifying the language skills in a different shift.

Planning classes in secondary school 2	I realized that there is not any guideline for the intensification program. We should look for the placement test and create our own syllabus... This year, the school is going through different positive changes. However, I guess that teachers do not have too much time to start working on so many activities.
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After recording the information in the journal every day, I dedicated myself to classify the information in strengths and weaknesses to have a clear and objective vision of the possible problems in the school.

FORTALEZAS	DEBILIDADES
<p>1) Trabajo en equipo. (un grupo de inglés conformado por 11 docentes)            Docentes de primaria y secundaria muy comprometidos (10 docentes nombrados en propiedad y 1 en provisionalidad).</p> <p>2) Fortaleza; la intensidad horaria. (8 horas de inglés. Semanalmente) 4 horas en clase regular y 4 horas de inglés en intensificación.</p> <p>3) En primaria... 6 horas (2 horas dictadas por un licenciado... 2 horas a cargo de los estudiantes de la UTP y 2 horas dictadas por el profesor de la clase regular...</p> <p>3) fortaleza... la motivación de los estudiantes. (En su mayoría. ven inglés como una materia importante y les gusta aprender)</p> <p>4) fortaleza...la expectativa generada en Pereira ...la mirada de todos los colegios. están puestos en 2 colegios con énfasis bilingüe en Pereira...entre estos mi nuevo colegio.</p> <p>5) los docentes de la institución que enseñan otras materias están aprendiendo inglés. (Eafit) se integra a la comunidad y la expectativa es fortalecer la enseñanza del inglés con los administrativos y otras entidades.</p> <p>6) Los días sábados... voluntarios del colegio pino verde visitan la institución para realizar talleres. (club de conversación)</p> <p>7) fortaleza...plan de área de Primaria. ambicioso y pertinente a la necesidad del colegio... Este plan fue revisado por los estudiantes de la Utp..</p> <p>8) plan de área en secundaria clase regular pertinente (aunque en algunas unidades todavía se observa un enfoque gramatical).</p> <p>9) los estudiantes presentaron este año un ( placement test ) para determinar el nivel de los estudiantes ... En las clases de Intensificación (jornada contraria) ellos se distribuyen de acuerdo al nivel... Esto es excelente!! Este año se inició este trabajo</p>	<p>1. Siendo un colegio tan destacado en bilingüismo Tiene resultados muy bajos en la prueba saber</p> <p>2. los profesores de secundaria de la clase regular utilizan diferentes textos guías para sus clases... unos trabajan los libros del ministerio (way to go. English please) otros no siguen textos... no hay una forma clara desde el área para evaluar. Hay diversidad de métodos. Materiales. (hay grandes ideas, pero falta unificar criterios ...)</p> <p>3. La intensificación es una excelente propuesta, pero no hay ningún documento escrito con las competencias o temáticas que se deban alcanzar en cada nivel.</p> <p>4. No hay criterios claros para evaluar ni se destaca una propuesta metodológica en equipo.</p> <p>5. Aunque hay muy buen material didáctico los profesores no saben cómo utilizarlos.</p> <p>6.Falta integración con los procesos de bilingüismo de la región. realizar actividades que nos identifiquen como una Institución con proyección bilingüe</p> <p>7. potenciar a nuestros estudiantes para que se ganen las becas del ministerio...</p>

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**Appendix 1.1: Data Collection Analysis and Results: School Journal**

<b>DATA COLLECTION ANALYSIS AND RESULTS: School Journal ANEXOS</b>				
<b>INSTRUMENT</b>	<b>SCHOOL JOURNAL</b>			
<b>PURPOSE</b>	Find out the professional development needs and expectation of teachers, coordinators and principal of the school			
<b>SOURCE</b>	<b>seven English teachers, coordinators and principal of the school</b>			
	Coding	Frequency	Examples	Description-Findings
<b>F I N D I N G S</b>	Lack of a consolidated Curriculum	2	it was necessary to organize the English curriculum	There is not a syllabus for the Intensification English program in the school. In primary and secondary school, the syllabus needs improvements and align it with the suggested curriculum.
	Poor Icfes Results	2	The coordinators asked the English teachers for better results in the icfes test	The English results in the standardized tests are very low compared to the time that students dedicate to the study of English.
	Lack of time	1	teachers do not have too much time to start new initiatives.	Full time teachers' schedule and in some cases overwork.
	Lack of a common approach	4	There is not syllabus for the intensification English program in the school ..	Teachers show little understanding on topics such as: approach, method and techniques although they are willing to

				teach English as a vehicle to convey meaning more than teaching grammar.
Poor representation of the school in the department	2	The school hasn't participated in any English activity representing Risaralda		Students have not participated in scholarships, contests or activities in the region so far.
Lack of expertise using the English resources	2	Unused resources available in the library : board games, books		There are available resources in the school but unused due to lack of expertise. Nevertheless, the initiative and enthusiasm of the teachers are remarkable.
Poor Lesson Planning	4	There is no evidence of a formal lesson plan		Teachers do not follow the stages of a lesson planning which indicates that it might be poor or improvised in some cases.
Poor assessment and feedback	5	Traditional methods to evaluate the students in the classroom.		Few strategies to assess students in class.
Parents and teachers' engagement in the bilingualism project	2	Teachers are committed to achieving the goals		Teachers have studied English with the Eafit University and parents are enthusiastic about the bilingualism project.

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**Appendix 2: Needs Analysis Survey**

Dear colleagues,

As you already know, I am doing my Master's degree in didactics at the Caldas University. For that reason, I am conducting this survey as part of my project study named "Building Teamwork on EFL Teachers' personal and professional development at a Public School The purpose of my study is to analyze what is revealed about teamwork on EFL teachers' personal and professional development at a public setting.

I would really appreciate your help by answering these questions carefully. Remember that there are not correct or incorrect answers since this is not being evaluated just be honest. Your answers will help me a lot and they will be used only for research purposes. Thanks!

**TEAMWORK** 1. Read through the following statements carefully Circle the column that **MOST** represents **YOUR VIEW** of teamwork at Hans Drews Arango.

	5 Strongly agree	4 agree	3 neutral	2 disagree	1 Disagree strongly
Team members clearly understand their roles	5	4	3	2	1
We are able to resolve conflicts with other teams collaboratively	5	4	3	2	1
Working on our team inspires people to do their best	5	4	3	2	1
We are strongly committed to a shared mission	5	4	3	2	1
We address and resolve issues quickly	5	4	3	2	1
We always ask ourselves, "How can we do better tomorrow what we did today?"	5	4	3	2	1
A spirit of teamwork and cooperation exists in my team	5	4	3	2	1
My team communicates effectively with other departments	5	4	3	2	1



## 2. Professional Development

The following questions have as main objective to describe the participant's context.

Length of teaching experience in ESL/EFL in elementary school: \*

- a. 1-5 years
- b. 6-10 years
- c. 11-15 years
- d. more than 15 years

Length of teaching experience in ESL/EFL in Middle or High School: \*

- a. 0 years
- b. 1-5 years
- c. 6-10 years
- d. 11-15 years
- e. more than 15 years

3. Length of teaching experience in ESL/EFL at University level: \*

- a. 0 years
- b. 1-5 years
- c. 6-10 years
- d. 11-15 years
- e. more than 15 years

4. Current teaching position (More than one answer allowed)

- a. Elementary school
- b. Middle School

c. High School

d. University

Other

5. How long ago did you graduate from your university program.

- a. 1 year ago
- b. 2-4 years ago
- c. 5-7 years ago
- d. more than 8 years ago

6. What curriculum areas are you most interested in right now? \*

- a. Needs analysis
- b. Content selection
- c. Methodology
- d. Materials
- e. integrating technology into the curriculum
- d. Research
- e. lesson planning
- f. classroom management
- g. infusing values in teaching

7. What type of professional development activities do you find most helpful to assist you in improving your practice as a teacher?

- a. Online courses, webinars and videos

- b. Workshops and seminars. Being a member of a professional learning community
- d. Professional development provided by my school

8. Why do you participate in teacher professional development programs?

- a. I enjoy learning new ideas and practices from peers and experts in my field.
- b. It helps me improve my teaching
- c. It helps me improve learning for my students
- d. It helps me learn how to use technology
- e. I enjoy having the opportunity to get together with colleagues
- f. It helps with my personal career advancement
- g. It is required by my school

9. I prefer to work with .... (choose one option)

- a. Just the books of my school
- b. Worksheets
- c. Games
- d. I create my own material
- e. online courses.

10. What class activities do you suggest for this research?

Thanks for your cooperation

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**Appendix: 2.1 Needs Analysis Survey**

<b>DATA COLLECTION ANALYSIS AND RESULTS: Survey</b>		
<b>INSTRUMENT</b>	SURVEY	
<b>PURPOSE</b>	Find out strengths and needs for improvement in teaching performance	
<b>SOURCE</b>	The seven in-service teachers participating in the study	
<b>F I N D I N G S</b>	1. Length of teaching experience in ESL/EFL in elementary school	0 years 1-5 years: 3 6-10 years: 4
	2. "Length of teaching experience in ESL/EFL at University level:*" ,,,	0 years 6 1-5 years:1
	3,"Length of teaching experience in ESL/EFL in Middle or High School:*" ,,,	0 years: 1-5 years:3 11-15 years:4
	4. "Current teaching position (More than one answer allowed):*" ,,,	Elementary school:1 High School:7 University:1
	5. ,"How long ago did you graduate from your university program" ,,,	5-7 years ago: 3 more than 8 years ago :4
	6. What curriculum areas are you most interested in	Cultural awareness 64% Classroom management 55% Methodology 63.54%
	7. what type of professional development activities do you find most helpful to assist you in improving your practice as a teacher	Online courses, webinars and videos 45,45% Workshops and seminars 45,45% Being a member of a professional learning community 45,45 % Professional Development provided by my school 54,55%
	8. Why do you participate in teacher personal and professional development programs?	It helps me learn how to use technology 73% It helps me improve learning for my students 81.82% I enjoy learning new ideas 72.73%

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**Appendix 3: Teachers' Interview Transcript**

**1 What are you good at in your teaching practices?**

2	How do you usually feel when you get to the classroom?
3	What's challenging for you in your daily teaching practice?
4	How do you usually work through challenges?
5	Would you like a colleague to visit your classes and give you feedback?
6	How much do you know the context of your students?
7	How can English teachers improve the teaching practices in the classroom?
8	what have you done to identify your strengths and areas to improve in your teaching practice?
9	Are you interested in visiting some of your friends' classes and learn new strategies and techniques that you can implement later in your classes?

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**Appendix 3.1: Teachers' Interview Transcript**

**Interview 1**

I: Thank you for dedicating your time to me in order to complete my project thesis

T: It's a pleasure

I: I have some questions about your teaching practices

I: What are you good at in your teaching practices?

T: I think that I'm good at listening students and according to what they say I apply the activities

I: How do you usually feel when you get to the classroom?

T: excited because I talk with the students and

they, we not only talk about the class but we talk about other things, and this is good because each day they tell me something new.

I: What's challenging for you in your daily teaching practice?

///: To develop the lesson plan as I planned because sometimes we get into the classroom and the students move \*\*\*how you are going to develop the activities.

I: How do you usually work through challenges?

T: Well, I tried to face them, I try to have the students to see that something isn't complicated or if the procedure is kind of regular I try to do my best

I: How much do you know the context of your students?

T: Well, since we arrive at the school, the coordinators tell us about the context, the psychology does it but when you tell with the students you get to know them and you can understand what they are \*\*\*

I: what do you notice about your students when you are in the classroom

T: //: They hate grammar ☺ but when I apply with games, activities that are like for example context in rules, and to see who is the winner they feel better get excited.

I: what have you done to identify your strengths and areas to improve your teaching practices?

Well, I try to talk with the students, I told them that they are not perfect, that if they help us to get better in our academic process we can do better for them so I always ask for students' feedback.

I: very interesting

I: Would you like a colleague to visit your classes and give you feedback?

T: Yeah, I think it's a good strategy because sometimes you teach and you think that you're doing great and the students maybe can say the same thing but with other colleague perspective you can improve.

I: and this is more related to the same question but in a different perspective, so are you interested in visiting some of your colleagues, so you don't have any problem to receive people or observers into your classroom but would you like to visit your colleagues

T: You mean that to give feedback to another colleague

I: Yeah in order to learn new strategies and techniques to visit your colleague's classes

T: It could be great, yeah

I: Would you like to do it

T: yes, I would like to do it

I: O.K, thank you very much

## **Interview 2:**

I: Good Morning, I'm happy that you're helping me with this project

T: ah no problem

T: tell me Diana

I: What are you good at in your teaching practices?

T: I don't remember well what I am good at but well I'm always positive in my classes, I never, I'm never sad in my classes, I always smile and positive encourage students to do the things this is the thing that I consider that I do the best.

I: How do you usually feel when you get to the classroom?

T: ah no, I'm fine because yes, yes I think that it's really important if you go to a classroom being positive yes.

I: what's challenging for you in your daily teaching practice?

T: oh yes, sometimes, when they ask me for different activities, specially games. I'm not very good playing games and I feel, because I don't know how to play games very often so I don't feel very well and I think that sometimes well, I feel afraid of losing control of the class. So that's something I consider ///;

I: So, that's something that you consider as a weakness

I: How do you usually work through challenges?

T: Diana, I remember, I remember when here in the school we had two people two teachers from the United States and they played games a lot and I tried too but they are magicians to play games yes, I try. But I try to play games ☺

I: How much do you know the context of your students ?

T: could you please repeat that

I: Yes, how much do you know the context, for example the background, what do they need, how they are

T: well, I try, I try to ask questions and to know how well :) but I don't like too much that Diana because if you listen to all the stories sometimes you cry and it's better not to do that

I: what do you notice about your students when you are in the classroom?

T: ah well, sometimes, :) and what to do that? I know that when they are happy, they are sad when they are angry about something. You look at their faces and you know that.

I: what have you done to identify your strengths and areas to improve in your teaching practice?

T: ah... I have talked to some teachers like you and I have to. well I have talked to other colleagues and I remember as I told you the activities that we used to do when the two native teachers that we had here in the school in the last year.

I: yes, like other observers have improved have affected your teaching

I: How can English teachers improve the teaching practices in the classroom?

T: ahahah. Being open minded, not considering that we know everything and that we know a lot, no we are in a process and we know and we have to learn and we're not the best maybe other people do the things in a good way or in a better way that we do, so you have to be honest and you have to recognize your abilities and your weakness points

I: Would you like a colleague to visit your classes and give you feedback?

T: no, I don't have any problem with that, I remember when we had the teachers, the native teachers here in the co-teaching and I remember and we had and I had don't remember how many visits from Bogotá, from the Ministerio, from Pereira, from... and at the beginning I felt like oh my God what am I going to do that and then I learned that the best way is to be yourself and you had to \*\*\*

I: Are you interested in visiting some of your friends' classes and learn new strategies and techniques that you can implement later in your classes?

T: yes, I would like to yes it's a matter of time but I would like to

L:o.k thank you so much for your cooperation

T: don't worry, don't worry

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**Appendix 4: Questionnaire used during Action Stage**

Dear teacher, please evaluate the workshop in the professional development Program course you are participating in, as part of the thesis project. Please, be honest when answering the questions. You do not need to write your name in this evaluation.

**PART ONE:**

Please, rate the following statements based on this low (1) to high (5) scale.

In this workshop,

IN THIS WORKSHOP	1	2	3	4	5
The objectives of the session were fulfilled					
This session allowed me to reflect about my teaching					
I learned theoretical things useful for my teaching					
I learned practical things useful for my teaching					
What I learned in this session will impact my teaching					

**PART TWO:**

Please, complete the statements below with your ideas.

1. In this workshop, I learned: \_\_\_\_\_

2. These were the positive aspects about the workshop:

\_\_\_\_\_

3. These are the aspects to be improved:

\_\_\_\_\_

Comments: \_\_\_\_\_



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**Appendix 5: Researcher's Journal used during Action Stage**

Note: Entries for this journal will be written in the evaluation stage

Date:

Workshop#

1. What went well? ...Strengths

---

---

2. Aspects to improve

---

---

3. Possible impact on teacher's performance


---

---

# Masters' Program in English Didactics

## Appendix 4.1: Online Questionnaire form (Workshop 4) used during Action Stage

Preguntas Respuestas 7



Sección 1 de 2

### LANGUAGE AND CULTURE

Dear teacher, please evaluate the workshop in the professional development Program course you are participating in, as part of the thesis project. Please, be honest when answering the questions. You do not need to write your name in this evaluation

Please, rate the following statements based on this low (1) to high (5) scale.

Cuadrícula de opción múltiple

Filas	Columnas
1. The objectives of the session were fulfilled	<input type="radio"/> 1
2. This session allowed me to reflect about ...	<input type="radio"/> 2
3. I learned theoretical things useful for my te...	<input type="radio"/> 3
4. I learned practical things useful for my te...	<input type="radio"/> 4
5. What I learned in this session will impact ...	<input type="radio"/> 5
6. Agregar fila	<input type="radio"/> Agregar columna

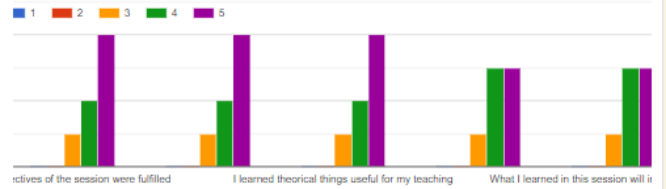
Requerir una respuesta en cada fila

7 respuestas

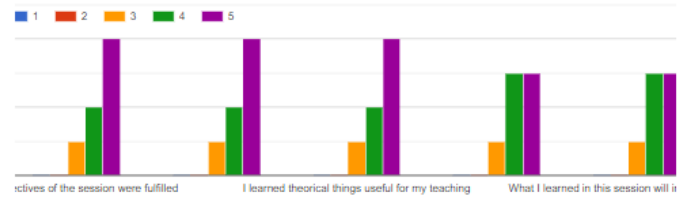
Se aceptan respuestas

Resumen Pregunta Individual

Please, rate the following statements based on this low (1) to high (5) scale.



Please, rate the following statements based on this low (1) to high (5) scale.



Sección 2 de 2

### PART 2

Please, complete the statements below with your ideas.

In this workshop, I learned \*

Texto de respuesta largo

These were the positive aspects about the workshop \*

Texto de respuesta largo

These are the aspects to be improved:

Texto de respuesta largo

Comments

Texto de respuesta largo

PART 2

In this workshop, I learned

7 respuestas

- To incorporate more intercultural activities
- I must use the culture its very important
- We must introduce in our classes, the culture
- A good relation between teacher-student is essential in a learning process.
- How much I need to improve my technology skills.
- To take into account culture using diferent activities
- it is very important to incorporate culture in our classes.

These were the positive aspects about the workshop

7 respuestas

- Information about culture, multicultural and intercultural classes
- It was organized.It gave us a good message.
- It.was organized its.preparation was interesting
- It is a new skill to work
- Instructor's attitude and patience.
- Instructor's patience.
- Explanation of different activities
- i could share with other teachers about culture in the classroom

## Masters' Program in English Didactics

### Appendix 4.2: Online Questionnaire form (Workshop 3) used during Action Stage

These are the aspects to be improved:  
6 respuestas

Activities that include the culture of L1 and L2

We must introduce in our job the culture not only ours but also from different countries of the world

Nonone

None.

None.

may be to implement meet because the groups in zoom had problems.

Comments  
6 respuestas

The information was very useful because we need to include more intercultural activities in our lessons

This work shows us the way to do interesting things in our class

It is excellent to share this topics very important in our job

When having a good time, it's something you will never forget.

None.

everything was really nice, the teacher who guided the class showed a good preparation in the topic

Preguntas Respuestas 7

These were the positive aspects about the workshop  
7 respuestas

The activities, specially the one about memorizing a story and sharing with your partner

Topic and the way instructor deals technology.

Interesting information

Funny games, the teachers and colleagues good attitude

Every workshop is a new opportunity to learn and find out new things

New techniques to teach in class, I really liked dictogloss and raft

The Teacher Diana teaches us a lot of games that we can implement in our own classes.

Preguntas Respuestas 3

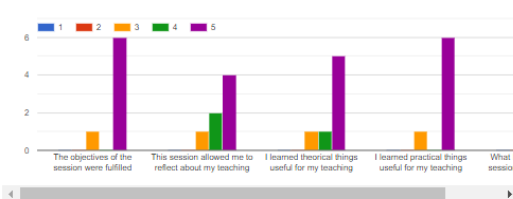


Sección 1 de 2

### Workshop 3 "Having fun while learning"

Dear teacher, please evaluate the workshop in the professional development Program course you are participating in, as part of the thesis project. Please, be honest when answering the questions. You do not need to write your name in this evaluation

Please, rate the following statements based on this low (1) to high (5) scale.



#### PART 2

In this workshop, I learned

7 respuestas

- More activities related to gamification that I can use for making the learning fun
- To keep on being positive with my students.
- To develop enjoyable activities for my classes
- Usefull techniques for teaching vocabulary and grammar
- Games such as running dictation and guessing the word were amazing
- Teaching english playing is possible
- New ways of teaching

These are the aspects to be improved:  
6 respuestas

To find more of these type of activities

None.

No, I dont have any subgestion

It was really good

For me it was good, I want all my colleagues to lead workshops

So far it's o.k. I'm learning and improving

#### Comments

6 respuestas

- It was really fun
- None.
- Great and interactive workshop
- I can't wait to be in the next workshop
- Excellent job
- Keep up the good job Tescher

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**Appendix 6: Semi-structured Interview used during Action Stage**

Name:

Date:

1. So far, has this PD helped you improve your teaching practice?

---

2. How has this PD helped you improve your teaching practice?

---

3. What specific areas of your teaching have improved?

---

4. What are you doing in class now that you didn't do before the PD?


---

5. Was the PD a cause for this?

---

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**Appendix 6.1 Online Semi-Structured Interview -Midst-program-End of the program**

Preguntas    Respuestas **7**



### Semi-structured Interview-Midst program

Semi-structured interview . The purpose of the interview is to evaluate the program according to the in-service teachers' perspectives. There are two interviews, one midst program and one at the end.

**NAME \***

Texto de respuesta breve

---

So far, has this PDP helped you improve your teaching practice at all?

yes

No

---

How has this PDP helped you to improve your teaching so far?

Texto de respuesta largo

---

**What specific areas of your teaching have improved?**

Texto de respuesta largo

---

**Why do you think there has been an improvement in your teaching?**

Texto de respuesta largo

---

**What are you doing in class now that you didn't do before the PDP? Was the PDP a cause**

Texto de respuesta largo

Preguntas    Respuestas **7**

**NAME**

7 respuestas

Jhon James Galvez Corralea

Francisco Eduardo Calle Agudelo

Andrea Milena Sánchez Osorio

Ruby Adielia Molina

Jenyffer Andrea Bustamante Arcila

Ludy

Lady Tahnee

---

So far, has this PDP helped you improve your teaching practice at all?

7 respuestas



100%

● yes

● No

---

How has this PDP helped you to improve your teaching so far?

7 respuestas

It is important to be updated with new ways of teaching, besides; the informstion provided in the workshops has been really relevant and appropriate

To cooperate with my coworkers effectively.

By having important aspects of the DBA for the lessons plans

This PDFhas helped me in different ways

With new teaching activities

with variety of strategies to implement in my lesson plan, to evaluate and to evaluate my students in a more comprehensive way

to review theory about teaching methods

---

**What specific areas of your teaching have improved?**

7 respuestas

Teaching techniques towards listening and speaking classes

Integrating 4 skills in my teaching practice.

Projects

Assesment

Communicative

high quality teaching practices, innovation, engagement and motivation

methodology and assesment

Why do you think there has been an improvement in your teaching?

7 respuestas

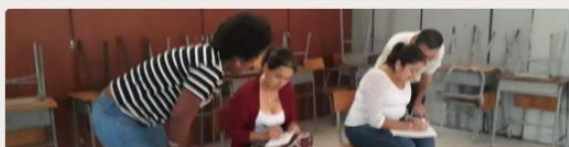
- Because i have noticed changes in my classes when i implement what i learn in the workshops.
- Different ways of solving situations can change your mind.
- The way of implementing projects
- Because this proyect has different important elements to apply in each english class
- Because my students participate more in the activities
- cause the behaviour and the result in the academic process of the student has improed remarkably
- I use more games now in the classroom and give feedback

What are you doing in class now that you didn't do before the PDP? Was the PDP a cause for this

7 respuestas

- I have changed my lesson plan in different aspects, now i am more aware of the students learning process, weaknesses and advantages they have when they learn the language.
- Trying to integrate the 4 skills effectively
- Classifying groups by projects
- It very important to apply in each class games different accivities in order to motivate to the students
- Collaborative activities
- formative assesment and variety of activities. /yes, of course
- I use funnier applications and techniques

Preguntas Respuestas 6



### Semi-structured Interview-End of the program

Semi-structured interview . The purpose of the interview is to evaluate the program according to the in-service teachers' perspectives. There are two interviews, one midst program and one at the end.

How has this PDP helped you to improve your teaching so far?

6 respuestas

- I confirmed students need variety, challenging activities and more practice.
- Having in mind intercultural aspects
- It has been very important for our teaching practice I like the introduction of different cultures in our teaching procces
- To evaluate my teaching and Learning process
- To have a wider perspective of my role in the classroom and the use of technology
- the use of technology and how to asses our students

What specific areas of your teaching have improved?

6 respuestas

- Lesson planning, mainly.
- Intercultural activities
- Writing and speaking at the same time umprove the oral practice
- Communicative
- methodology and planning
- methodology

How has this PDP helped you to improve your teaching so far?

6 respuestas

- I confirmed students need variety, challenging activities and more practice.
- Having in mind intercultural aspects
- It has been very important for our teaching practice I like the introduction of different cultures in our teaching procces
- To evaluate my teaching and Learning process
- To have a wider perspective of my role in the classroom and the use of technology
- the use of technology and how to asses our students

What specific areas of your teaching have improved?

6 respuestas

- Lesson planning, mainly.
- Intercultural activities
- Writing and speaking at the same time umprove the oral practice
- Communicative
- methodology and planning
- methodology

## Appendix 7 Workshops and Worksheets

### HANS DREWS ARANGO HIGH SCHOOL



#### The Design and Implementation of a Professional Development Program for in-service EFL Teachers

Designed BY Diana Rocio Muñoz Hernandez

N°	Name of Workshop	Topic
1	Getting familiar with ESC	Suggested English Curriculum
2	More effective lessons	EFL Methodologies
3	Having fun while learning	Strategies, Techniques and activities
4	Language & Culture	Cultural and current issues awareness
5	Evaluating the EFL process of the students	Assessment and Evaluation
6	Lesson planning design	Lesson planning

## WORKSHOP # 1

### “Getting familiar with the English Suggested Curriculum”

#### Face to face workshop



#### OBJECTIVES:

To Know the different components of the SEC

To learn how to adapt and implement the SEC in the English classroom REDUCE SPACES

#### I. WARM-UP:

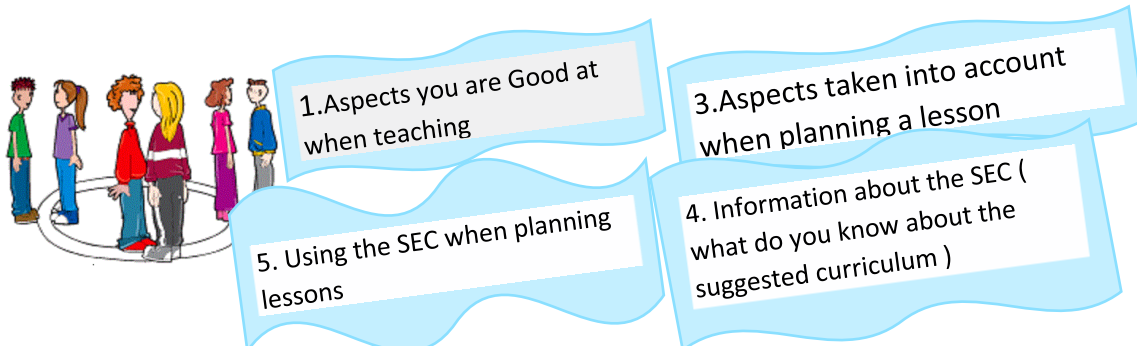
##### Activity 1. MY EXPECTATIONS

The In-service Teachers (IST) will receive a sticky post in order to write their expectations related to the thesis proposal offered at the school. Then they will display the messages on the wall, the teachers will have some minutes to stand up and read their colleagues' expectations. After, in-service teachers will share some of the ideas that called their attention and the teacher will write them on the board



##### Activity 2: TIME - ONION RING / CONCENTRIC CIRCLES

The in-service teachers will make two circles, one inside of the other standing face to face with their colleagues and when the Teacher indicates (through a music sound or controlling the time) all the participants will discuss a question given by the teacher. After every question the participants in the inner circle will move to the right



##### Activity 3: TALKING TIME - ONE MINUTE PAPER

Each participant will provide insight and feedback to the rest of the group about the talking time section. After sharing the questions and answers in the previous activity, they will have one minute to write about their colleague's reflection during the circle time. The teacher will read some of the messages during the session.





## II. PRESENTATION

Activity 1: TREASURE HUNT (See worksheet N° 1)

In groups of 4, the IST will find a treasure hidden somewhere in the



school. They



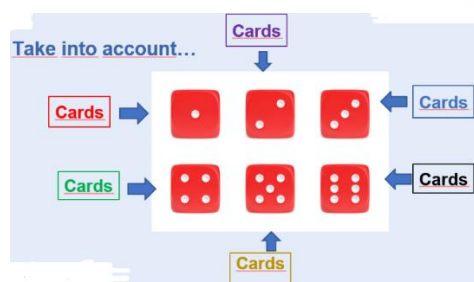
Activity 2: EMOJIS TIME 

The IST will draw in a sticky paper their emotions about the activity through emojis and paste them on a wall for everyone to see and comment about what they liked the most of this activity, what they learned, and what should be improved in the game. Moreover, the IST will reflect on the importance of including these type of activities in the classroom.

## III. PRACTICE AND EVALUATION

Activity 1. Cubing Technique. (See worksheet N° 2)

In- service teachers get into teams and receive cards that include questions about the SC, they will roll the dice; each number in the dice indicates the card color to be selected. This activity is retrieved from the British council workshop “Inspiring Teachers strategy”.



Each participant will select a card according to the number, read and follow the instructions on the card. If the answer provided is correct for all the members of the team, the participant may keep the card; otherwise, the cards must be placed on the desk.

The winner will be the participant who gets more cards at the end of the game.



Activity 2:

The **IST** will reflect on these two questions

- a. What was the most difficult question in the game?
- B. How can IST implement this technique in the classroom?

## IV. NEXT STEP (Worksheet No. 3)

For the next workshop, the IST will read the document “Delivering Effective Lessons”

## Worksheet N°1

### “Getting Familiar with The English Suggested Curriculum” Treasure Hunt (face to face workshop)

1. Read and follow the directions carefully. The first clues are under the chair



2. go to the library and find Ms. Gutierrez, she is the librarian and ask her for the Colombia Bilingue English kit. Check what is inside the kit, make a list and take some pictures with your cell phone.

3. Look for an orange paper on the library door. (you can find the next clue)

4. go to the computers room 1

A) Search for the page (Colombia aprende –colombia bilingue ).



B). Explore all the things that you can find in this page related to textbooks, materials etc ...}

C) Enter to the DBA Y CURRÍCULO

D) select basic learning rights

E) watch this video (DBA-Colombia Bilingüe - Esquema Curricular)

F Write a paragraph in a word file about what you liked the most about the video. Take a photo

A



[Colombia Bilingüe - Colombia Aprende | La red del ...](https://aprende.colombiaaprende.edu.co/colombiabilingue)

<https://aprende.colombiaaprende.edu.co/colombiabilingue>

Colombia Bilingüe · Conozca el Programa · Programa Nacional de Bilingüismo · Objetivos específicos del programa · Contexto colombiano en el dominio del ...

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Versión en PDF. Way To Go 6°  
Student's Book. Way To Go 7 ...

#### Programa Nacional de ...

CONOZCA EL PROGRAMA  
NACIONAL DE BILINGÜISMO ...

B

#### Serie de textos

El Ministerio de Educación  
Nacional en el marco del ...

#### Español

Por primera vez Colombia cuenta  
con un Currículo Sugerido ...

#### Materiales

Colombia Bilingüe - Recursos  
digitales - Inglés Fuera del Aula

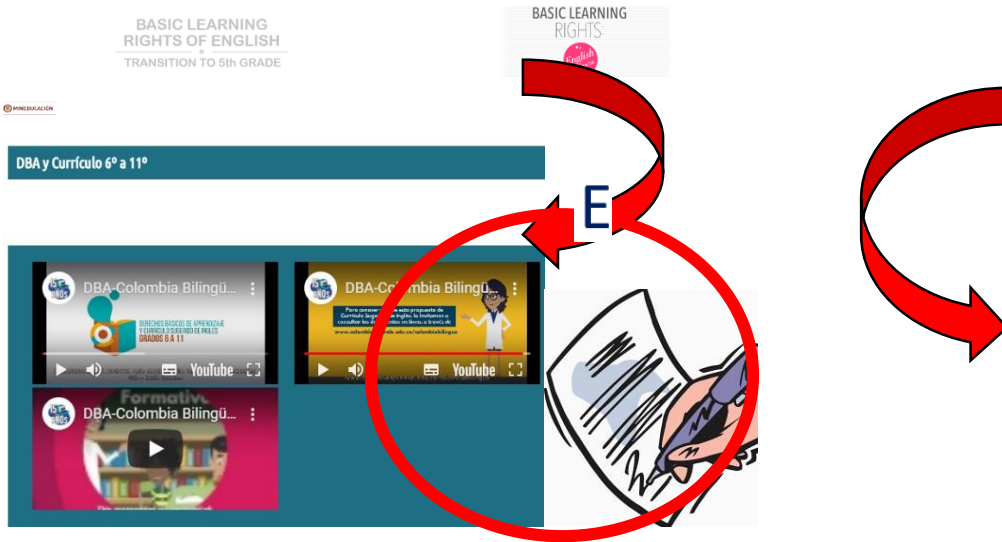
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con un Currículo Sugerido ...

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Por primera vez Colombia cuenta con un Currículo Sugerido propuesto por el Ministerio de Educación, pensado y creado para orientar la enseñanza del inglés de los docentes de primaria y secundaria en el sector oficial en su planeación de área, tanto en la formulación de objetivos y metas de aprendizaje, como en la realización de proyectos, actividades, evaluaciones y materiales que sean significativos para sus estudiantes en el aprendizaje del inglés. El Currículo Sugerido de Inglés para grados Transición a 11, cuenta con evaluación externa de expertos, y fue validado por los docentes. En 2016 se distribuyeron 22.000 Colombia Bilingüe English Kit (Currículo Sugerido de 6 a 11), entregados a 11.500 instituciones oficiales y Universidades del país.



5. don't forget to find a pink paper with the next instruction under one of the computers

6. find Ms. López, she is the school janitor, she will give you some posters about the suggested curriculum, check the information that you have in the poster and choose the best place to paste this poster. Take a picture of the poster location. Don't forget to look for your next clue it is written on a blue paper on the teachers' room door.

7. on some of the English teachers' desks you will find some envelopes with copies and markers inside, you should identify the following components of the suggested curriculum and color them with the market (scope and sequence, objectives, lesson planning examples and the methodological path) Take a photo of this when you have finished. Now, you are very close to find the treasure. At the back of the chair in which you probably are sitting down in the teacher's room you will find the last red paper.

8. go to the music room and find the map of the treasure on the T.V set

9. Find a school classroom that has the word suggested curriculum on the door, then, open the door and walk inside through the suggested path, you should walk on the words: task based, project based and problem solving. Then there is a box you have to take out a bag with letters and organize a word that represents the suggested curriculum for you. when you finish, you can open a secret box under one of the chair and find the treasure!! (a bag of candies and beautiful messages for all the participants)



Worksheet N° 2

“Getting familiar with the English suggested curriculum”

Hand out 2: cubing technique –Retrieved from the “Inspiring teaching strategy”

Remember

<p>Make a list of at least five components of the curriculum.</p>	<p>Mention the three suggested paths to plan the lesson</p>
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Understand

<p>Classify the following statements into goals (G) or functions (F).</p>		<p>Illustrate the main components of the suggested curriculum through a mind map.</p>
<p>Describe persons and daily activities. ( )</p>	<p>Give and request personal information and on daily activities. ( )</p>	
<p>Express tastes and interests. ( )</p>	<p>Establish a physical care routine. ( )</p>	
<p>Recognize self as an individual and a member of the class. ( )</p>	<p>Give and request information on phone numbers and the time. ( )</p>	

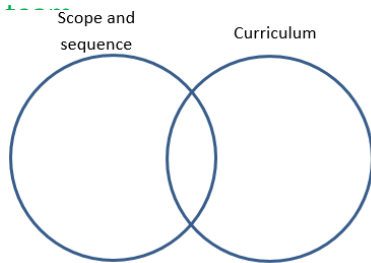
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From the following statements, circle the ones that correspond to assessment of learning (summative).

- Written text rubric.
- Debate participation rubric.
- Prepare drafts of the written text as part of the writing process.
- Debate participation assessment rubric.
- Analyze the information obtained on the defined topic.

Interview your team members about what the main difficulties are when implementing the suggested curriculum in your lesson planning.

Complete a Venn diagram with the main differences and similarities between Scope and Sequence and Curriculum. Discuss the answers with your +-----



Examine how important the following factors are to develop the core themes

- Grade
- Age

### Evaluate

Consider the following statements and discuss with your group.

- The suggested time given to teach and assess each module is appropriate.
- The sociolinguistic /intercultural component in the suggested content is realistic according to my context.

Explain the meaningfulness and usefulness of the Suggested curriculum in your context.

### Create

Develop 2 tasks for the following project in Module 3, grade 7<sup>th</sup>:

Taking into account your context, design a problem for 10<sup>th</sup> graders addressing the following goal:

“Evaluate the impact of cultural and social practices (piercings, tattoos, extreme sports, and sedentarism) on health.”

“Present to the class an oral report on the written research work describing the most common strategies that the members of the educational community use for environmental conservation.”

**WORKSHOP N°2**  
**“More effective lessons”**  
**Face to face workshop**

**OBJECTIVES:**

To encourage IST to have more engaging classes and activities through the use of different methodologies

**I. WARM- UP**

**ACTIVITY 1 : FIND SOMEONE WHO** 🧑 (See worksheet N° 1)

In-Service Teachers will walk around the classroom and find colleagues who do five of the activities in the BINGO chart. Write the names in the squares. When done, IST will shout “BINGO”. IST will share ideas about their bingo answer and analyze the most common activities that each teacher uses in the classroom.

**ACTIVITY 2 : TALKING TIME** 🎵

There will be background music for the IST to walk or dance around the classroom, when the music stops, IST will discuss one of the questions with the person that stands closer.

1. How often do you do Problem Based Learning in your lessons? If not, do you think Problem Based Learning can be done in your context? How?
2. What is Problem Based Learning for you?
3. What aspects should we take into account to make a good problem?
4. Have you tried using Task based learning in the classroom?
5. Can you give an example of Project Based Learning activity that you have implemented or that you know ?

In-Service Teachers make some comments about the activity, T will encourage them to participate throughout the following reflection questions.

what was the most difficult question of the previous activity?

What do all the questions have in common?

According to the IST answers, T will answer some conclusions on the board and clarify some ideas if necessary

**II. PRESENTATION**



**ACTIVITY 1 : TEAM WORK** ( See worksheet N°2)

The T will write a list of methods on the board encouraging teachers to talk about the principles of those methods. After that, the T will make a brainstorming activity by writing on the board the acronyms PBL-TBL-PS The instructors will write the information provided by the IST. After that, the T will divide the class into three groups to read material from the suggested curriculum One group will read about PBL (page 20) the other one will read about Task Based Instruction (pages 21-22) and the last group will read the pages (23-24). Then, the teacher will ask the IST to switch the groups, so in each new team there is a member who has read one of the three articles. They will report the reading to one another. They will report the following ideas:

## **ACTIVITY 2: TALKING TIME**

The Teacher will make a plenary using the material provided in the previous activity to lead the reflection. How important is the suggested path in a language lesson? What kinds of tasks do you think are of the greatest interest to your learners?

What problems does PBI pose for teachers?

What are some advantages and limitations of this approach in your opinion?

Do you make use of classroom activities that can be described as tasks?  
do you think are the characteristics of a good task?

What

Can you give other examples of a project based learning?

## **III PRACTICE AND EVALUATION**

### **ACTIVITY 1: KAHOOT GAME (See worksheet N° 3)**



IST will play kahoot game in order to reinforce the concepts of the different type of methodologies in the suggested curriculum.

Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "Kahoots", are multiple-choice quizzes that allow user generation and can be accessed via a web browser or the Kahoot app

<https://kahoot.it/>

<https://create.kahoot.it/details/student-selfie-kahoot/7c98eb96-6fda-4530-a501-d9a995e9b47a>

## **IV. NEXT STEPS**

The T will provide three links for them to practice at home encouraging autonomous learning.

A tutorial video:

<https://youtu.be/nnfyt4VTBls> <https://youtu.be/XbH7-Qa9xaU> <https://youtu.be/EuzgJlqzjF>



**“More effective lessons”**

**Worksheet N°1**

**find someone who**

IST will walk around the classroom and find colleagues who do five of the activities in the BINGO chart. Write the names in the squares. When done, IST will shout “BINGO”. IST will share ideas about their bingo answer and analyze the most common activities that each teacher uses in the classroom.

B	I	N	G	O
Includes memory games in the class	Uses kahoot games to encourage students	encourages students to work on projects.	encourages students to walk around the classroom to find out information	Gets students to listen to songs
Uses board games in the classroom	Motivates students to role-play.	Uses graphic organizers to brainstorm or summarize information	Makes students present at fair or exhibitions.	Gets students to do scanning and skimming while reading
Asks students to do oral presentations	Uses quizzes to evaluate	Guides students to write letters, postcards, ads.etc	Ask students to make comic strips	Makes students to work in groups and do cooperative activities.

**“More Effective Lessons”  
Worksheet N°2**

**Task Based Instruction, Project Based Learning and Problem Solving**


The T will divide the class into three groups to read a PDF material One group will read about PBL (page 20) the other one will read about Task Based Instruction (pages 21-22) and the last group will read the pages (23-24) from “the suggested curriculum”. Then, They will report the reading to one another. They will report the following ideas:

Group No. 1		PROBLEM SOLVING
TASK BASED LEARNING	PROJECT BASED LEARNING	
-What is a task	What is a project?	What is a problem
-What is the structure of a task?	What is the structure of a project?	Views of problem solving
-Characteristics of a task	Characteristics of a project	Characteristics of a problem
Kinds of tasks	How projects work in practice	How problem solving works in practice
How tasks work in practice	Applications of PBL	Applications of problem solving
Applications of TBI	Issues in implementing PBI	Issues in implementing problem solving.
Issues in implementing TBI		

**“More effective lessons”  
Worksheet 3  
Task based instruction, project based learning and problem solving  
Kahoot game**

IST will play kahoot game in order to reinforce the concepts of the different type of methodologies in the suggested curriculum.

what is a task ?

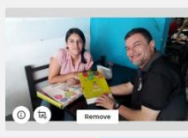


20 sec  
Points: 1000

Image reveal

▲ The task is an activity in which students use language to achieve a goal.	◆ Task is a decontextualized activity.
● The activity <b>does not</b> reflect real life and learners focus on grammar.	■ Task is an activity with a non pedagogical purpose.

what is the role of the tutor in PBL ?




20 sec  
Points: 1000

Image reveal

▲ facilitates and provide all the answers.	◆ Facilitates and rarely provides information.
● directs the discussions and control every task that the 50 perform.	■ Rarely provides information but manipulates the answers.

what is not a characteristic of an effective tasks




20 sec  
Points: 1000

Image reveal

▲ engage learners' interests.	◆ a clear outcome.
● focused on meaning.	■ focused on form.

what is the TBL procedure ?




20 sec  
Points: 1000

Image reveal

▲ warm up- introduction -development.	◆ while task- post task and procedure.
● pre task, while task- post task.	■ pre task- Development- conclusion.

what is P.B.L. ?



20 sec  
Points: 1000

Image reveal

▲ SS learn by listening.	◆ ss work with classmates to solve complex and authentic problems.
● It is a very short learning process in which ss read books and watch movie.	■ SS focus on a single task individually.

**WORKSHOP N° 3**  
**“Having fun while learning”**  
**Face to face workshop**

**OBJECTIVES:**

To provide the IST with different techniques and ideas to be used in the EFL classroom

**I. WARM-UP**

**ACTIVITY 1: GUESSING THE WORD**



IST will review throughout a game some of the concepts already studied in the previous workshops, IST will work in pairs (A-B) to summarize some concepts studied in the previous session. they will sit back to back. Once the T shows the words on the screen or board, (Project Based Learning \_Scope and Sequence\_ Task Based Learning\_ Suggested curriculum -Lesson planning- Problem based learning- Methodological paths) Participant A will explain the concepts to Participant B who will guess and say the words. When they finish guessing the 5 words, they will shout “we’re winners”

After playing this game, IST will reflect on the strategy used in the previous game throughout the following questions

1. Can this game be implemented in your classes?
2. What skills were involved while developing this game?

**ACTIVITY 2 RUNNING DICTATION – (See worksheet N°1)**



IST will get in small groups; the aim is for one of the IST in each group to run and read the passage on the wall. They will remember some of the passage and run back to their partners. They will quietly dictate what they remembered to their colleagues, who write it down. They then will swap roles. Over several turns they will build the whole passage. The winning group is the team that finishes first. If there are mistakes, they must keep walking to check!

**ACTIVITY 3: PAPER AIRPLANE**



IST will make a paper airplane and write on it the answers to the following questions

1. What skills were involved while developing this technique?
2. How will you use this technique in your classroom?
3. On the count of three, IST will let their airplanes fly and determine what plane flew the farthest. Then, they will pick a different paper airplane and read the answers.

**II. PRESENTATION**

**ACTIVITY 1: WATCHING A VIDEO**

IST Will watch a short video about useful techniques to teach English in the classroom

<https://www.youtube.com/watch?v=KCI7R-96EKQ>

A) Before watching the video In-Service Teachers come up with successful techniques that they apply in the classroom. (Brainstorming).

B) While IST watch it; they should pay attention to the different techniques that are mentioned in the video.

c) After the video IST will share their answers about the techniques and comment about the impact of using them in the classroom and will play choice board.

#### ACTIVITY 2: CHOICE BOARD ( See worksheet N° 2)



IST will show what they know about the topics already covered by completing three of the activities in the chart. Just like in Tic-Tac-Toe, they can complete three in a row, column or diagonal. When they are finished, they will cover with paper these activities they did.



#### ACTIVITY 4: TALKING TIME

IST and T will talk about the activity, IST will receive a balloon with a question inside, they will blow out the balloon in pairs and then explode them without using their hands or feet. when they are done they will find out the questions and discuss with their partners.

Do you consider that it is possible to play tic-tac-toe with the SS in class?

How would you adapt this activity with your SS?

What is the difference between a technique and an approach?

What type of techniques do you apply in your classes?

### III. PRACTICE AND EVALUATION

#### ACTIVITY 1: DICTOGLOSS AND RAFT (See worksheet N°3)

IST will work in pairs and receive a specific technique such as Dictogloss and Raft, so they design an activity for a class using this technique. The IST will explain the technique to their colleagues including the activity with the students' level and grade.

#### ACTIVITY 2: TWO STARS AND A WISH (TECHNIQUE)

After each presentation, the IST Will give their partners two stars (two positive aspects about the presentation) and a wish (one recommendation).

### IV. NEXT STEPS

IST will read the article “Techniques and Materials” taken from the book Teaching by principles de Brown H. D. (2001). In-service Teachers read the articles and take notes for the discussion and reflection in the coming section.

## “Having fun while learning”

### Worksheet 1

#### running dictation

IST will get in small groups, the aim is for one of the IST in each group to run and read the passage on the wall. They will remember some of the passage and run back to their partners. They will quietly dictate what they remembered to their colleagues, who write it down. They then will swap roles. Over several turns they will build the whole passage. The winning group is the team that finishes first. If there are mistakes, they must keep walking to check!



## TEXT

### Technique

Techniques include all tasks and activities. They are almost always planned and deliberate. They are the product of a choice made by the teacher. And they can, for your purposes as a language teacher, comfortably refer to the pedagogical units or components of a classroom session. You can think of a lesson as consisting of a number of techniques, some teacher-centered, some learner centered, some production-oriented, some comprehension-oriented, some clustering together to form a task, and some as a task in and of themselves. We now turn to examine these classroom components of focus or activity.

an Interactive approach to language Pedagogy . Brown, H D ( 2011 ) “

**“having fun while learning”  
Worksheet 2  
choice board**

IST will show what they know about the topics already covered by completing three of the activities in the chart. Just like in Tic-Tac-Toe, they can complete three in a row, column or diagonal. When they are finished, they will cover with paper these activities they did.

Draw something appealing about your experience as a teacher	Write an acrostic with the word technique or methods	Explain clearly the difference between method, approach and technique
Make a meme about teaching and describe it to your colleagues	Write a recommendation about using a variety of techniques in the language teaching	Express a concern about the implementation of suggested curriculum in your context and suggest possible solutions
Write and read a 3-line paragraph summarizing the benefits of using games in the classroom	Sing a well-known song in English	Try to come up with the names of 5 challenges related to education that you have seen in the past

**“having fun while learning”**  
**Worksheet 3**  
**RAFT**  
**Virtual Workshop**

**RAFT**

RAFT is a writing strategy that helps students understand their roles as writers, the audience they will address, the varied formats for writing, and the topic they’ll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences.

Why use RAFT?

How to use RAFT

1. Display a completed RAFT example on the overhead.
2. Describe each of these using simple examples: role, audience, format, and topic. (It may be helpful to write the elements on chart paper or a bulletin board for future reference).
3. Model how to write responses to the prompts, and discuss the key elements as a class. Teachers should keep this as simple and concise as possible for younger students.
4. Have students practice responding to prompts individually, or in small groups. At first, it may be best to have all students react to the same prompt so the class can learn from varied responses.

Download blank templates

- [RAFT template](#)
- [RAFT graphic organizer template](#)

RAFT Writing Template	
Type name(s)	
Role	Audience
Format	Topic
Writing Assignment	



## “Language and culture”

### Worksheet 4

#### Virtual Workshop

### OBJECTIVES:

To give the IST insight about designing lessons which include language and culture

To make the IST aware of the importance of including the students´own culture and the culture of the target language

### I. WARM-UP

#### ACTIVITY 1: MY QUALITIES

The teacher will display four different animals: lions, turtles, puppies and kittens using the web app padlet, which let participants post notes on a digital wall. The T will ask the in- service- teacher to think about the qualities of each animal and then decide which animal they like the most or which animal they identify themselves with. The teacher will ask them to choose the animal that represent them the most.

Once everyone has found their appropriate animal and got in groups according to the animal selected, the Instructor will ask them to spend some minutes discussing among themselves what is good about being the animal they chose and what they can learn from the other three animals, for this activity, they will be using breakout sessions in zoom. Participants can type the answers on the wall, for everyone to see it.

The Teacher will ask some questions to the IST to facilitate discussion

Are there any preconceived ideas about your animal?

If so, how did those originate?

How can you overcome them?

#### ACTIVITY 2: TALKING TIME

Get in pairs and answer these questions using the same app padlet, and report them to the group

1. What can you learn from this activity to get along better with your colleagues, friends and family?
2. Do you consider that this activity is related to cultural awareness? If so, why?

#### ACTIVITY 3: WALKING CONTINUUM ( See worksheet N° 1)

A list of statements will be read, and the IST will be asked to move their hands indicating how much they agree or disagree with the statements. they will move their hands to the left if they “Strongly Agree” and move their hands to the right if they “Strongly Disagree” and have their hands in the middle if they are not sure.

After the activity, IST will answer some questions that will help them to reflect about integrating culture into the language curriculum

Do you consider that this type of activities helps us to learn more about our students?

How did you feel when expressing agreement and disagreement in relation to an idea?

## II. PRESENTATION

### ACTIVITY 1: LANGUAGE AND CULTURE ( See worksheet 2)



1. The Teacher will write on the google jamboard the word "LANGUAGE AND CULTURE ". Jamboard is a collaborative, digital whiteboard that makes it easy to create and share ideas in real time. The purpose of this activity is that, the IST can comment about the meaning of the two words, responses will be written on the board. Then, the T will move on to the definition of "culture ". The Instructor will encourage participants to define "culture" "both in terms of what they believe a dictionary-type definition would be and what it means to them individually.

2. The Instructor will suggest the IST to explore the understanding of "culture" more deeply. For this, the IST will be reading a part of the article BETWEEN ONES' CULTURE AND THE TARGET CULUTRE RICHARD CLOUET 2006 (1)

3. get in pairs using the breakout sessions in zoom and read a part of the article assigned by the instructor

4. Based on the information provided in the article, the IST will design an infographic including some of the following aspects

a. What is the role of the teacher in providing information and input about a culture?

b. How has education generally tried to be "cultural involved "?

c. Which culture(s) should be taught in a classroom?

d. Do you include culture in your lessons? Do you believe is important? Why?

e. How can teachers integrate culture into a foreign language classroom?

NOTE: The T will recommend a free online web page for the IST to create their infographics: [https://www.canva.com/es\\_co/crear/infografias/](https://www.canva.com/es_co/crear/infografias/)

The IST will exchange their written answers with their colleagues using a shared file in drive and then, they will report to the group.

## III. PRACTICE AND EVALUATION

### ACTIVITY 1: THE VIRTUAL FLIPPING METHODOLOGY (See workshop N°3)

The IST will work in pairs and be split into groups through zoom. They will also receive interactive slides designed using NEARPOD "Nearpod is a student engagement platform that can be used to create an amazing effect in the classroom". This platform will make them feel that they are visiting each station. Each slide or station will have instructions for IST to know what they have to do. In these stations, IST will complete a chart in which, they express if they consider the activities include cultural and language teaching and justify their answers. IST are free to choose and do two of the activities proposed in the stations that they like the most and share the responses with their colleagues at the end of the session.

STATION 1 ( See worksheet N° 3)

“Hometown newspaper authentic material”

In this station, the IST will find some English and Spanish Newspapers, they will take a look at some virtual English newspaper and answer some questions, then they will compare the local and international paper.

STATION 2 (See worksheet N° 4)

In this station, the IST will roll the large and small virtual dice. Each number on the small dice corresponds to a type of question- “who”, “what “, “when”, where,” why” and “have you ever “.

The big dice is worth a point value. When the IST asks a successful question about cultural aspects, they earn the big dice points.

STATION 3 (See worksheet N° 5)

In this station, IST will find a picture that represents most of the American landmarks and famous people, first, they will follow the instructions and answer some questions about the picture, then, they will draw a similar picture about Colombia culture.

STATION 4 Text Analysis (See worksheet 6)

In this station, IST will find the textbooks provided by the MEN “Way to go 7, English please 10 “they will go through the pages (way to go -Module 3- Unit 1 7 90,91,100) / English please10-Module 1- 14,15,16) and check the contents and the exercises and decide if the activities proposed by the books integrates culture to the curriculum? If so, in what way do they do it?

Write some suggestions in order to integrate better culture and language in the texts

STATION 5 HOW TO MAKE AN EASY AMERICAN BREAKFAST (see worksheet N°7)

In this station, the IST will Follow the instructions and find out how to prepare an American Breakfast, they will search on some web pages and watch some videos, after researching in pairs, they will record a video describing a typical Colombian breakfast.

Assessment:

The IST will share their answers with their colleagues, pointing out the activities they liked the most and what cultural aspects they considered were the most relevant for the students. As well as this, the IST will talk about some of the adaptations they will do to some of the activities presented in the stations.

#### **IV. NEXT STEPS**

For the next workshop, IST will Read the article “Understanding Language Testing “and write a 300-word text in which they write their opinion about assessment and how does their school deals with assessment aspects.

**“language and culture”  
worksheet 1  
walking continuum**

A list of statements will be read, and the IST will be asked to move their hands indicating how much they agree or disagree with the statements. they will move their hands to the left if they “Strongly Agree” and move their hands to the right if they “Strongly Disagree” and have their hands in the middle if they are not sure.

1. For many Americans, there isn't enough time to sit down in a café and enjoy a cup of coffee, or relax for a few minutes and eat a snack, so you'll often hear them order their food and drinks “to go.”. Do you think this is a good habit?
2. Americans love their personal space. Invasion of that space in a social situation (especially with a stranger) makes Americans uncomfortable and is sometimes seen as unnecessarily aggressive. They hardly ever kiss or shake hands when saying hello. Do you think keeping social distance is polite?
3. Americans thrive on competition. From a young age, children are encouraged to work hard and try their best to succeed at a task, particularly in academics, sports, and other hobbies. Do you believe that children and teenagers should be competitive?
4. Since the U.S. is so diverse, there is a general practice of always respecting other cultures and people's differences, especially when communicating and expressing your ideas. Do you agree?
5. When turning 18, young people no longer live at home with their parents .... They get a job and do their own shopping, laundry, cooking, and pursue careers or studies on their own. Is this a good practice?
6. People in the USA consume large amounts of processed and fast foods such as hamburgers, hot dogs, subs, Do you believe this way of eating can affect their lives?
7. Littering (throwing garbage on the street), graffiti (writing on walls), and loitering (standing around and doing nothing in public spaces) are against the law and punishable by a fine or jail. Do you agree?
8. Discriminating against or making any insulting statement about someone else's religion or ethnicity is against the law and could be punishable, known as a hate crime. Do you think these people should be punished?
9. Americans don't push or stand too close to anyone in line. They always wait their turn. Should it be like this?
10. Americans make small talk at the beginning of conversations and will probably ask you “what do you do?” which means what is your job? Is it a good practice not to ask many personal questions?
11. Americans are extremely punctual, always on time and never late. Is this a good practice?
12. Do your own work. Copying from a friend, book, or the internet is called plagiarism and can cause expulsion from school. Do you agree that this should not be done?
13. Americans look for bargains and often buy used items. Is this a good practice?

# “LANGUAGE AND CULTURE” Worksheet 2 “Between one’s own culture and the target culture”



[https://drive.google.com/file/d/1d55R0H7mZ\\_I0VK3IZWPITBinL4CwY-wg/view?ts=5e84efac](https://drive.google.com/file/d/1d55R0H7mZ_I0VK3IZWPITBinL4CwY-wg/view?ts=5e84efac)

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## Between one's own culture and the target culture: the language teacher as intercultural mediator

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**ABSTRACT:** The relationship between language and culture is close, and there can be few topics more central to the teaching of English as a foreign language. What is the role of the teacher in providing information and input about a culture? Which culture(s) should be taught? This paper begins by reviewing the literature on the role of culture in EFL teaching, pointing out the particular problems teachers may have to deal with in a context where English has become a lingua franca, so that there is no longer any particular culture associated with the language in general.  
**Key words:** culture, mediator, teaching, intercultural, communication.

**RESUMEN:** Es indudable la asociación entre lengua y cultura y hay pocos temas tan relacionados como este con la enseñanza del inglés como lengua extranjera. Ante las preguntas: ¿cuál es el papel del profesor como transmisor de información y de contenidos culturales? ¿o qué cultura o culturas debe enseñarse? este artículo intenta dar respuesta revisando, en primer lugar, la bibliografía existente acerca del papel de la cultura en la enseñanza del inglés como lengua extranjera. En segundo lugar, se presentan problemas concretos con los que el profesor se enfrenta en un contexto en el que la lengua inglesa ha adquirido el status de lingua franca, lo que se traduce en que ya no quedan aspectos culturales asociados con esta lengua en general.  
**Palabras clave:** cultura, mediador, enseñanza, intercultural, comunicación.

### 1. INTRODUCTION

Culture has become an increasingly important component of English language teaching in the last three decades, but the controversy concerning language acquisition in conjunction with culture is one that is still very present today. Although culture and language are now recognized as an integral part of the language acquisition process – one cannot learn a language without learning its culture – questions as to which culture(s) a teacher should expose learners to have still not been clearly answered. Usually when we hear about culture in the teaching of English as a foreign language, we think about texts describing tea time in Britain or issues related to the American way of life. However, in an increasingly multicultural society where the multicultural use of English is more than obvious, there is an overall feeling that terms need to be redefined. How can culture be defined in the eye of the new millennium and how much culture is needed to teach and learn English? Which culture should we focus on, 19th century to overcome stereotypes? What is the role of the teacher in providing information and input

about a culture given the goals of the institutions and students? All these are the questions we shall try to answer in the present article.

### 2. RECOVERING CULTURE IN THE CONTEXT OF LANGUAGE TEACHING

Until the mid-twentieth century, people learned a foreign language in order to read and study its literature. In *Toward Cultural Proficiency* (1985), Allen summarized it:

... prior to the 1960s, the lines between language and culture were carefully drawn. The primary reason for second language study in the earlier part of this century was access to the great literary masterpieces of civilization (Allen, 1985: 138).

Some years later, Flewelling noted that “it was through reading that students learned of the civilization associated with the target languages” (Flewelling, 1993: 339). It is then quite obvious that Nostrand’s (1966) paper on “describing and teaching the sociocultural context of a foreign language and literature” presented something of a challenge by suggesting two educational purposes of foreign language teaching: “cross-cultural communication and understanding” (Nostrand, 1966: 4).

The sixties were the time when Brooks (1968) “emphasized the importance of culture not for the study of literature but for language learning”, as Steele (1989: 155) has observed. Communication started to become the key to language teaching and learning, and the seventies reinforced the emphasis on the context and situation of foreign language teaching and learning with very influential works by authors such as Savignon (1972), Selye (1974) and Lafayette (1975). That new “communicative approach” of the seventies eventually replaced the audio-lingual method of the sixties. Teacher-oriented texts (Hammerly, 1982; Higgs, 1984; Omaggio, 1986; Rivers, 1981) now also included detailed chapters on culture teaching for the foreign language class, reflecting the prevailing goal: communication within the cultural context of the target language. In Europe, a focus on “cultural studies” developed in foreign language teaching, as described by Byram (1986, 1988, 1989) and Murphy (1988), and emphasized by Bantjes (1990), Skottan (1991) or Taylor (1991). In short, the importance of culture in foreign language education had considerably increased by the early 1990s.

Culture is now acknowledged as a key element in education, particularly in higher education where “Cultural Studies” form part of most language degrees in Europe. However, whether one is referring to France, Spain or Germany, the content of these subjects may be manifold, from British or American history to Irish folklore, including film studies or ethnography. In short, the perception of the word ‘culture’ seems to vary considerably from one country to the other.

If we browse the literature in that field, on a general level, culture has been referred to as ‘the ways of a people’ (Lado, 1957), incorporating both ‘material’ manifestations and ‘non-material’ ones. Adankou, Britten & Fahsi (1990, pp. 3-4) help us define culture on a more specific level by outlining four meanings of culture. Their aesthetic sense includes cinema, literature, music, and media, while their sociological one refers to the organization and nature of family, interpersonal relations, customs, material conditions, and so on. Their semantic sense encompasses the whole conceptualization system which conditions perceptions

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Between one's own culture and the target culture: the language ...

and thought processes, and their pragmatic or sociolinguistic sense refers to the background knowledge, social and paralinguistic skills, and language code which are necessary for successful communication. On the whole, though, it seems to be extremely difficult to find an all-inclusive definition of culture, all the more since it is a dynamic concept. It never remains static, but, just as language, is constantly changing (Robinson, 1988).

This is precisely what others refer to as socio-linguistics. Such as Boas (1911), Hymes (1972) and Halliday (1979) were among the first ones to change our view regarding language teaching/learning and the position of language to include the wider context of culture and socio-pragmatics. In particular Halliday’s (1979) and Halliday and Haas’s (1984) socio-scientific view of language emphasized the social meanings of language: “The social structure is not just an ornamental background to linguistic interaction... It is an essential element in the evolution of semantic systems and semantic processes (Halliday, 1979: 114).

Therefore a particular language will reflect the system of values and behaviours inherent to a particular culture, and consequently the very learning of that language will necessarily involve learning the culture the language expresses. Showing language competence then not only involves mastering linguistic skills but also understanding the socio-linguistic aspects of language in order to be able to communicate successfully. Hymes’s conception of communicative competence was expanded in the 1990s to include intercultural communicative competence (Byram, 1991 and Kramsch, 1993), in other words the ability to interact in complex cultural contexts among people who embody more than one cultural identity and language, the ability to “reconcile or mediate between different modes present” (Byram and Fleming, 1998: 12). Kramsch also stresses the notion of ‘cultural awareness’, central to the whole principle of intercultural communicative competence. Indeed, the learner must be aware not only of the culture of the language being studied, but also of his own culture.

Whether it is called (Fr.) *civilisation*, (G.) *Landskunde*, or (Eng.) *culture*, culture is often seen as mere information conveyed by the language, not as a feature of language itself; cultural awareness becomes an educational objective in itself, separate from language. If, however, language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency (Kramsch, 1993: 8).

More recently, with the new learner-oriented approaches, some scholars like Chowdhury (2003) have tried to reconsider the role of the teacher in the transmission of culture. Chowdhury (2003) argues that both language and the teacher’s methods are intertwined with culture. In a teacher-centered environment, the interaction between the cultural values of the teacher and the culture where English is being taught is of very little importance, whereas student-centered teaching may be culturally biased and make the teaching of culture more flexible to fit with the values of the host culture.

Another influence of the host culture comes from the status of the target language in a definite country. The affective link between the learner and the language being learnt can affect the way the other culture is perceived. Francis and Pylkkä (1998) make note of sociocultural issues in relation to language learning and highlights the role of the sociocultural context in the process. The teachers will then be forced to adapt the presentation of culture through language according to the context in which they teach and will particularly have to take into account the attitude towards learning and speaking English.

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presentation of cultural information. As English has become a lingua franca, the whole approach to the teaching of English language and culture must change. English has effectively become de-nationalized, and there is no longer any particular culture associated with the language in general, so that it becomes hard to choose which culture to teach as background to English. Van Eszen emphasizes the importance of learning intercultural communication and to be familiar with problems associated with cross-cultural communication. Instead of explicitly teaching the cultural values of one culture, English effectively becomes a tool with which students may better understand culture in general, fostering cultural understanding and sensitivity. The role that would be played by teaching the language-culture connection is replaced by teaching cross-cultural sensitivity and global awareness in content-based instruction.

Our position in this debate is clear: nobody can deny the importance of English as an international language nowadays. The *lingua franca* must be seen as a means of communication which should not be bound to culturally specific conditions of use, but should be easily transferable to any cultural setting. Everybody would agree that it is impossible to dissociate culture from EFL, but, at the same time, culture is still viewed as something that students will somehow absorb, while the proper business of a language course is seen as teaching the language; very often, unfortunately, where culture is present, it is restricted to the status of supplementary, background information. Cultural knowledge in foreign language classrooms has remained largely peripheral to language learning, acquired by students incidentally, but rarely focused on for its own sake.

### 3. CULTURE IN THE CLASSROOM: A FEW PRACTICAL TECHNIQUES

The next step in this article would be to focus on the kind of culture that should be taught in order to eventually suggest practical techniques for teaching culture in the foreign language classroom. We have pointed out the possible limits to teaching any single culture in the language class. As English has come to be spoken in many parts of the world and has become associated with many different cultures, a problem arises in deciding to which culture students should be effectively exposed to. Moreover, native teachers will have to take care in presenting culture in lesson plans, and must be aware that they represent the culture they come from, which affects their own expectations and teaching methods.

Taking into account that the learner’s contact with the culture is largely confined to the foreign language classroom, the most plausible approach, in our opinion, would be the inclusion of multiple cultures in the classroom, including the learners’ own culture. This exposes learners to different cultures through one single language, English, and can help in the incorporation of cross-cultural understanding. Thus the main issue, as we see it, seems to be one of flexibility.

Tomlins and Stempleski, in the introduction to *Cultural Awareness* (1993), make the simple and useful distinction between what they call ‘big C’ (or ‘achievement’: history, geography, institutions, the arts) Culture and ‘little c’ (or ‘behaviour’: traditions and way of life) culture. Very often, however, the coverage of ‘little c’ culture in coursebooks has rarely got beyond the incidental and the anecdotal. We do believe that if teachers do not transmit all these cultural assumptions and the social contexts in which language operates, they are giving learners nothing but access to an impoverished means of communication. In other

## ACTIVITY

Based on the information provided in the article, the IST will design an infographic including some of the following aspects

- a. What is the role of the teacher in providing information and input about a culture?
- b. How has education generally tried to be "cultural involved"?
- c. Which culture(s) should be taught in a classroom?
- e. How can you integrate culture and language in the classroom?
- f. How do you teach culture in the classroom?



IST can use a free online web page to design their infographics [https://www.canva.com/es\\_co/crear/infografias/](https://www.canva.com/es_co/crear/infografias/)

## “LANGUAGE AND CULTURE”

### Worksheet 3

#### “Flip Methodology”

Every time that IST visit a station, they will complete a chart in which, they express if they consider the activities include cultural and language teaching and justify their answers.

	Station 1	Station 2	Station 3	Station 4	Station 5
This activity includes a cultural component. In what specific aspects in this activity can you identify the cultural aspects					
This activity strengthens language and culture If so, what type of language and culture were included in this activity ?					
What would you add to this activity in order to make it more meaningful in terms of language and culture ?					
Would you like to implement this activity in your class?					
How would you implement this activity in your class? Write the possible adaptations that you would like to include to this lesson					

**“Language and Culture”**  
**worksheet 4**  
**station 1**

**“Hometown newspaper authentic material”**

In this station, the IST will find some English and Spanish Newspapers, they will take a look at some virtual English newspaper and answer some questions, then they will compare the local and international paper. (worksheet 3)

A)

**Front Page**

What is the name of the newspaper?

What is the date of the newspaper?

**Weather page**

How’s the weather on that day?

How will the weather be on the next day?

**Sports page**

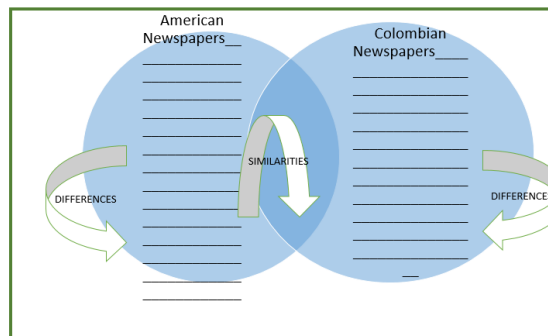
Which sports are popular?

What page is the sports page?

**Whole Newspaper**

How many sections are there in the newspaper?

B) Compare the English and local newspaper and find out some Similarities and differences





## “Language and Culture”

### Worksheet 5

#### Station 2

In this station, the IST will roll the large and small virtual dice. Each number on the small dice corresponds to a type of question- “who”, “what “, “when”, where,” why” and “have you ever “.

The big dice is worth a point value. When the IST asks a successful question about cultural aspects, they earn the big dice points.



1. who (Famous singer)



1.1 point

2. what (typical food)

2.2 points

3. when (Independence day)

3.3 points

4. where (places)

4.4 points

5. why ( languages, personal information)

5.5 points

6. Have you ever ( countries, languages, food, leisure activities)

6.6 points

#### Example:

- Have you ever wanted to get a tattoo or piercing?
- When do American celebrate Independence day ?

## “Language and Culture”

### Worksheet 6

#### station 3

*In this Station, IST will find a picture that represents most of the American landmarks and famous people , first, they will follow the instructions and answer some questions about the picture, Then, they will draw a similar picture about Colombia culture.*

#### Based On the Picture

Find Miley Cyrus in the picture ( Hint:She is wearing a big glove and is very close to Daft punk )

what social network are not longer being used in The United States ?

Where is the dragon of game of thrones ?

What happened to the basketball player Gordon Hayward ?

Find the pope in the picture ?



**“Language and Culture”**  
**Worksheet 7**  
**Station 4**

**How to Make an Easy American Breakfast?**

Follow the instructions and find out how to prepare an American Breakfast

1. what do you know about American food ?
2. what type of food do American people love eating?
3. Watch this video and find out how to prepare an easy American breakfast?  
<https://youtu.be/LLtZvppQRc4?t=14>
4. While you watch the video , write the ingredients they used to prepare their breakfast ?
5. classify them into healthy and unhealthy
6. visit the following blog and read about other type of American Breakfast and make a list .  
<https://blogs.transparent.com/english/american-breakfast-food/>
7. write the differences between American and Colombian Breakfast
8. record a short video with the cell phone about how you prepare a regular breakfast in your city ?

## WORKSHOP N° 5

### “Evaluating the EFL process of the students”

Virtual Workshop inspired in the British council strategy

#### OBJECTIVES:

To reflect on the importance of assessment in the teaching learning process.

To know different techniques to assess the English learning process

#### I. WARM-UP

##### ACTIVITY 1. DIAGNOSIS TIME (See worksheet N°1)

Diagnosis time! The Instructor will send the IST a link so they answer a quick diagnostic test about assessment, the results will be projected on the screen to be analyzed by the group. After finishing the diagnosis test, IST will discuss these questions:

1. What is assessment? what is the difference between assessment and evaluation?
2. Which type of assessment do you implement the most in your context?
3. Which are the advantages of implementing varied assessment techniques in your context?
4. When do we usually implement Summative Assessment?
5. What are the benefits of implementing Formative Assessment?



##### ACTIVITY 2 UNDERSTANDING ASSESSMENT

IST will watch some short videos in which some English teachers give their opinion regarding assessment. IST should watch the videos and comment if they agree or disagree about what is discussed in the videos.

What do English teachers think about testing students in the classroom?

[https://drive.google.com/file/d/1sl07HCr8bN14EmejkEG93Ypk3T\\_gssdQ/view?usp=sharing](https://drive.google.com/file/d/1sl07HCr8bN14EmejkEG93Ypk3T_gssdQ/view?usp=sharing)

After the activity, the instructor will ask the IST the following questions

1. Do you agree with the English teachers' opinion in relation to the assessment in the video? why?
2. How do students perceive assessment?
3. What negative feelings or emotions has assessment imposed on you?

#### II. PRESENTATION

##### ACTIVITY 1- ASSESSMENT, EVALUATION AND TESTING (See worksheet N°2)

Using the board in zoom, T will present a matching activity with the concepts of assessment, testing, assessment for learning and assessment of learning and the definitions for the IST to match.

After this, the Instructor will complement this information, and for this IST will have two cards: one Green card and one Red card. These will be the Stop and Go signals!

While The Instructor is explaining about the differences between assessment, evaluation and testing, IST will hold their Green Card upright if they are following along and understand the explanation, they will hold their Red Card upright if they don't understand something and need clarification, the Instructor will provide support in case they hold the red card upright.

Then, working in pairs using break out groups in zoom, the Instructor will give them a list of different classroom formative assessment techniques such as (two stars and a wish- feedback sandwich-learning wall-posters), while the IST read the information, they should complete the following chart. When the groups are done, T and IST will share ideas and clarify doubts if necessary.



### ACTIVITY 2 ASSESSMENT OR TESTING? (See worksheet N°3)

Assessment or Testing T will give the IST some situations related to different ways of assessing and testing, they should decide If according to what is written, it can be said that is Assessment or testing. When the activity is finished, there will be room for discussion about this activity

1. How can we help students benefit from summative and formative assessment?
2. How can we use the results from summative assessment?

### III.PRACTICE AND EVALUATION



### ACTIVITY 3. WHAT WOULD YOU DO IF ?

The Instructor will give some role plays to the IST related to common situations that can be presented in the classroom, IST should choose one of these situations and act out presenting the situation and the possible solution (what would you do If), the students play roles such as: Teacher, student and observer.

#### WORK IN GROUPS AND DO A ROLE PLAY

1. Read the situations.
2. Take a role: teacher, student, observer.
3. Act out the situation, playing your role.

After the Role play some questions will be asked to be discussed with the group

1. Have you undergone any of these situations?
2. What would you do if you were facing a similar situation to the one presented in the role-play?
3. How can you apply one of the classroom techniques studied in this workshop to improve the situation?
4. Does the role that each person has (Observer, teacher, student) affect the way we analyze each situation and the possible solutions we might plan?

### IV. NEXT STEPS

In-service teachers will read the article about designing lessons

<https://www.aeseducation.com/blog/what-is-a-lesson-plan>

**“Evaluating the EFL process of the students”  
Worksheet 1**

**diagnosis time**



The Instructor will send the IST a link so they answer a quick diagnostic test about assessment, the results will be projected on the screen to be analyzed by the group .

1. What is assessment?
2. Which type of assessment do you implement the most in your context?
3. Which are the advantages of implementing varied assessment techniques in your context?
4. When do we usually implement Summative Assessment?
5. What are the benefits of implementing Formative Assessment?

## **“Evaluating the EFL Process of the Students”**

### **Worksheet 2**

1. The instructor will present a column with the concepts of (assessment, testing, assessment for learning and assessment of learning) and other column will include the definitions in disorder, so the IST Might match them

1. Assessment

It is based on information collected in the classroom during the teaching processes for the purposes of improving teaching and learning, therefore, it is sometimes termed as classroom assessment as well.

2. Testing

3. Summative assessment

It involves the collecting of information or evidence of a learner’s learning progress and achievement over a period of time for the purposes of improving teaching and learning

4. Formative assessment

It often takes the ‘pencil and paper’ form and it is usually done at the end of a learning period, such as unit-test, mid-term-test, semester-test etc.

It is mainly based on testing. It is done mostly at the end of a learning period or the end of a COLLEGE/UNIVERSITY/INSTITUTE year

**“Evaluating the EFL Process of the Students”**

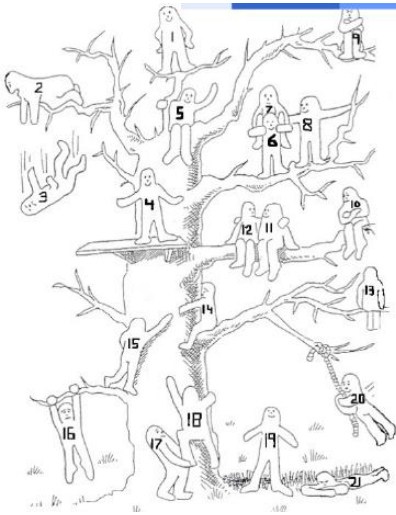
**Worksheet 3**

The Instructor will give them a list of different classroom formative assessment techniques such as (two stars and a wish- feedback sandwich-learning wall-posters), while the IST read or see the pictures, they should complete the following chart. When the groups are done, T and IST will share ideas and clarify some doubts if necessary.

	strategy	Your notes	Rank from 1 to 6 which strategy you want to use  1- the least - 6 : the most	How would I implement this technique in my lesson? How ; would implement it
	Two stars and a wish			
	Feedback sandwich			
	posters			
	Learning wall			
	Reflection Tree			
	Learning Logs			
	Exit ticket			
	Traffic Lights			
	Self- Marking			
	Can do statements			



## Reflection Tree



Which man are you on the tree? Why?

## Learning Logs

At the end of the lesson, respond to no more than three of the following prompts.

- Today I learned . . .
- I was surprised by . . .
- The most useful thing I will take from this lesson is . . .
- I was interested in . . .
- What I liked most about this lesson was . . .
- One thing I'm not sure about is . . .
- The main thing I want to find out more about is . . .
- After this session, I feel . . .

## Traffic Lights



## Exit ticket

Exit Ticket

1 Thing I Have A Question About

2 Things I Learned

3 Things I Know That I Can Build On

Name \_\_\_\_\_

Date \_\_\_\_\_

Activities Retrieved from the Inspiring teacher strategy

## **WORKSHOP N° 6**

### **“Lesson Planning Design”**

### **Virtual workshop**

**OBJECTIVES:** To evaluate the effectiveness of a lesson plan.

To identify the different parts of a lesson plan.

To examine the characteristics of an effective lesson plan.

### **I. WARM-UP**



**ACTIVITY 1: JEOPARDY GAME** (See worksheet N° 1)

The teachers will play “Jeopardy”, this is an American game that can be played individually or in groups. Participants in this game pick a category and a point value and click on the chosen box for the question. The teacher or instructor sets a time limit for answering the question. If the student or team is correct, they are awarded the point value of the question. The purpose to play this game with the IST is to review the topics seen throughout the program (suggested curriculum, task based learning, project based learning, assessment, cultural awareness). The in-service teachers will make groups of

three and every group will answer a question. They will get points for every right answer. At the end, the winner will be the group that gets more points. After this game,

T asks IST if they consider they can implement games similar to the one that was presented?

What similar games do you know to review previous topics?

**ACTIVITY 2: MATCHING THE STAGES OF A LESSON** (See worksheet N° 2)

IST will organize the part of a lesson plan using Deck toys. In this task, participants will find out the different stages of a lesson planning (Objective- warming- practice- guided practice- individual practice- Assessment)

How do you plan your lessons?

What aspects do you take into account when planning?

What does planning mean for you?

What are the benefits of a lesson plan? Write one benefit.

After this discussion, the instructor will present the topic

### **II. PRESENTATION**

**ACTIVITY 1. LESSON PLANNING** (See worksheet N° 3)

T asks the IST to draw in a piece of paper or using Nearpod the format they use to plan the lessons or the one that they consider more appropriate in their classes, they can create a new format. IST Share their screen and explain the format they designed.

The instructor mentions different parts of the lesson plan and expands the stages of the lesson using slides and pictures: Objective, warm up, Presentation of the topic, guided practice, Independent practice and assessment. Every now and then, T will encourage them to apply the technique of stop and go, in which IST create index cards with a large green marker circle on one side and red on the other. If they are following along and understanding the lesson, the green side of their card is upright and visible. When they do not understand something and need clarification, they flip the card to show the red side.

## ACTIVITY 2. INTERCHANGING LESSON PLANS

The teachers will make groups of three; each group will interchange their lesson plan and analyze the structure (pre-task, task, post task), process (introduction, planning, development, presentation of results, work on language), roles of the teachers and students

use and impact on the students' communicative skills, materials and resources required for the tasks and adaptation to different levels.

Assessment:

After interchanging the lesson plans, the Instructor will ask orally the IST the following questions to know the impact that might have sharing the lessons and unifying a lesson plan

What was the most difficult part about checking your colleagues' lesson plans?

Do you share your lesson planning with your colleagues to receive feedback?

Do you find it useful to receive other's people opinion in relation to your lesson planning?

Do you consider necessary that the English teachers in our school use the same Lesson planning format?

Would you like to choose one of the formats that you just drew in a paper as our own official lesson planning format?

## III. PRACTICE AND EVALUATION

### ACTIVITY 1. DESIGNING LESSON PLANS (See worksheet N° 4)

The IST will work individually planning a lesson for one of their courses. They will receive a format that includes the following aspects: topic, objectives, content, language, activities and evaluation for them to complete. Then, they will post their lesson plans on nearpod (the lessons will be numbered) so that everyone can see them.

Assessment:

Once the lessons planning are on the collaborative board, the Instructor and the colleagues will receive a rubric to evaluate each one in order to receive feedback.

## IV. NEXT STEPS

The Instructor will schedule classroom visits with the IST to provide feedback in the designing of the lesson plan and the application of techniques and Methods studied during this pedagogical intervention


**“Lesson Planning Design”  
Worksheet 1 Jeopardy**

The teacher or instructor sets a time limit for answering the question. If the student or team is correct, they are awarded the point value of the question. The purpose to play this game with the IST is to review the topics seen throughout the program (suggested curriculum, task based learning, project based learning, assessment, cultural awareness). The in-service teachers will make groups of three and every group will answer a question. They will get points for every right answer. At the end, the winner will be the group that gets more points. After this game

<b>English Suggested Curriculum</b>	<b>More Effective Lessons</b>	<b>Having fun while learning</b>	<b>Language and Culture</b>	<b>Assessment</b>
<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>
<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>
<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>
<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>Final</u>

**Question 1-1**

Mention the three suggested paths to plan the lesson



2.Explain the meaningfulness and usefulness of the Suggested curriculum in your context.

3. Make a list of at least five components of the curriculum

What is Problem Based Learning for you?

4. What kinds of tasks do you think are of the greatest interest to your learners?

5. Can you give an example of a project based learning?

6. Can you give an example of project based learning activity that you have implemented or that you know?

7. What do these acronyms PBL- TBL-PS stand for? Can you mention some characteristic of each one?

8. Write an acrostic with the word technique or methods

9. Give a recommendation about using a variety of techniques in the language teaching

10. Give an example of one of the following techniques, “ Dictogloss-Raft, Running dictation”

11. Explain the difference between method, approach and technique

12. Which culture(s) should be taught in a classroom?

13. How can teachers integrate culture into a foreign language classroom?

What is the role of the teacher in providing information and input about a culture?

14. How can you describe the flipping methodology?

15. Do you include culture in your lessons? Give an example of a class where you integrate culture.

16. What are the benefits of implementing Formative Assessment?

17. What is the difference between assessment for learning and assessment of learning?

18. What is the difference between assessment for learning and assessment of learning?

19. What's the difference between evaluation, testing and assessment

20. Mention 5 strategies that you can implement in the formative assessment

## Lesson Planning Design


### Worksheet 2


IST will put in order the part of a simple lesson planning using Deck toys . In the lesson planning, participants will find out the different stages of a lesson planning (Objective- warming- practice- guided practice- individual practice- Assessment)


<https://deck.toys/decks/edit/5f80e85f9020500c00c1617c/>


Designing effective lesson planning


Assessment + Objective + Independent practice + Topic + Practice + Guided Practice + warm up +


 Ss choose a famous person, find a photo they write a profile ( Name, age, nationality, likes, include also at least 3 negative sentences about the character


 One student in each group tells the rest of the class about his/ her profile, the others pay attention and answer questions about this information

 Ss share the answers and correct the information, Ss reflect on the negative form of the verb to be according to the sentences in the reading and do some exercises with the teacher

 Students read about "who is your favorite person ", they look at the photos and find out the names and jobs. they circle T/f according to the texts.

 Personal Information

 T Shows SS some pictures of some famous people, they label the photos with some words related to jobs and mention the nationality and name of the famous person

 Talk about favorite people including the age, nationality and likes.

**“Lesson Planning Design”  
Worksheet 3**

T asks the IST to draw in a piece of paper or using Nearpod the format they use to plan the lessons or the one that they consider more appropriate to use in their classes, they can create a new format. IST Share their screen and explain the format they designed

**Draw your favorite or ideal lesson planning format, these are some examples! come up with great ideas to share.**

**Lesson planning 1**

<p><b>Warm-up</b> <i>How will the students review and prepare for the lesson?</i>  Time:</p>	
<p><b>I</b> <i>How will the teacher present the material?</i>  Time:</p>	
<p><b>We</b> <i>How will the teacher and students practice the material together as a class?</i>  Time:</p>	
<p><b>You</b> <i>How will students practice the material independently?</i>  Time:</p>	
<p><b>Exit ticket</b> <i>What must students do to show that they understand the material before leaving the class?</i> Time:</p>	

LESSON PLANNING 2

<b>Topic</b>	My Favorite People			
<b>Competence</b>				
<b>Learning objective</b>				
<b>Language focus</b>	Language function	Language skills	Grammar	vocabulary

<b>MATERIALS</b>

STAGE	PROCEDURE	TIME	PATTERNS OF INTERACTION
WARM-UP			
	Assessment:		
INTRODUCTION			
	Assessment:		
PRACTICE			
	Assessment:		



PRODUCTION			
	Assessment:		
WRAP-UP			
	Assessment:		

MY REFLECTION ABOUT THE CLASS


WHAT WAS GOOD ABOUT THE CLASS ?	WHAT COULD BE IMPROVED ?	OTHER IMPORTANT ASPECTS FOR THE NEXT CLASSES PLANNING

## “Lesson Planning Design” Worksheet 4

The instructor mentions different parts of the lesson planning and expands the stages of the lesson using slides and pictures: Objective, warm up, Presentation of the topic, guided practice, Independent practice and assessment. Every now and then, the instructor will ask the participants to show their understanding using the technique of stop and go in which using colors they will show their understanding about the topic

### Lesson Plan


It is a step by step guide that provides a structure for an essential learning.



Who am I teaching?	What am I teaching?
How will I teach?	Do my students understand?

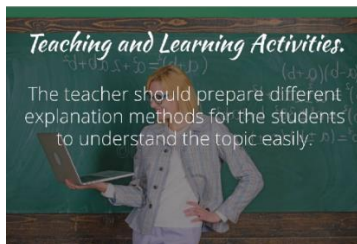
### Aims and objectives of the class.

The aims and objectives should answer questions regarding the topic of the class.



### Teaching and Learning Activities.

The teacher should prepare different explanation methods for the students to understand the topic easily.




what is the subject of the course?



what should the students understand regarding the subject?


### Time Management

A teacher has to time all the activities during the class in order to finish the lesson according to the plan.

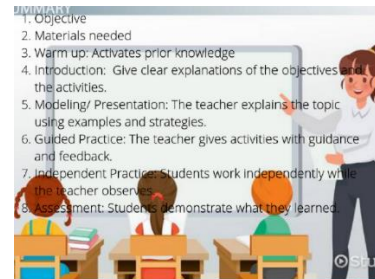


### Assessment.

It is important to check if students understand your topic.



1. Objective
2. Materials needed
3. Warm up: Activates prior knowledge
4. Introduction: Give clear explanations of the objectives and the activities.
5. Modelling/ Presentation: The teacher explains the topic using examples and strategies.
6. Guided Practice: The teacher gives activities with guidance and feedback.
7. Independent Practice: Students work independently while the teacher observes.
8. Assessment: Students demonstrate what they learned.



**“Lesson Planning Design”  
Worksheet 5**

Once the lessons planning are on the collaborative board, the Instructor and the colleagues will receive a rubric to evaluate each one in order to receive feedback.

No.	Item	Yes	No	Comment
1	Learning aims are achievable.			
2	Activities along the lesson are sequenced in a logical order contributing to the achievement of the learning aims.			
3	Procedures are clearly described.			
4	Patterns of interaction and timing are described for each one of the activities along the lesson.			
5	The planning evidences the use of principles and methodological approaches privileged in the Colombian Ministry of Education materials (EP/ CSI)			
6	The planning contributes to the progressive development of language communicative skills.			
7	Assessment strategies are evident along the lesson			
8	The planning reflects strategies and techniques learnt along the workshops during this research project.			

**What good memories will you take out of this experience?**

**Do you consider this as an important initiative for our professional Development?**

**What was the most difficult aspect to deal with during the workshops?**

**If you had the opportunity to lead an investigation, will you work with the English teachers as participants?**

**What impact could this project have in your professional career?**