

**English Peer Coaching for preschool and elementary teachers in Getsemani School by
using Reflective Teaching**

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Acceptance Note

The title research project “English Peer Coaching for preschool and elementary teachers in Getsemani School by using Reflective Teaching” presented by Diana Carolina Ortiz Vega, was approved as a degree work to receive the title of Bachelor of Education in English as a Foreign Language.

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Abstract

The project aims to demonstrate the effect that the methodology of teaching English as a foreign language by the English programme Course Child has had on pre-school and elementary school teachers at Getsemani School, the implementation was sustained by action research and peer coaching. During the development of this implementation and data collection, the researcher planned five workshops based on the needs' participants. The approach to interpret data was content analysis which let the pedagogical and methodological improvements within the classroom and to the program in general.

Keywords: English elementary, peer coaching program, and reflective teaching.

Introduction

English teachers in Colombia have a big challenge if they want to improve the English level in their students. However, there is a group of teachers who work hard to teach a subject who sometimes are not interested or do not have knowledge about this subject. In this case, let us state about preschool and elementary teachers.

This demanding was given by the MEN, since its project called: “Colombia Bilingue” 2004-2019, where the students must have a B2 level of the English language when they finish that high school (according to international standards), therefore, the responsibility for education and this project lies with teachers, our government demanding the teaching of English subject from preschool to high school, but they teachers recognize more weaknesses against strengthens about it.

For this research, it was necessary, to take into account the background and the Course Child experience with the teachers’ participants of Getsemani School, who were involved in a process called *Peer Coaching*, defined by Robbins (1991) as a procedure where a group of teachers work together around the techniques and skills addressed to up-to-date practices; which helped them to share, ideas, innovate and reformulate the classrooms performance with each other.

This research emerges from my interest in a peer coaching carried on the teachers to innovate their strategies or methodology from their own personal and collaborative experiences; the implementation of some workshops and activities were designed in order to further enrich the learning experiences of both teachers and students.

This research was based on the methodology of Action research. O'brien (1998) defines it as a process of learning by doing; in which a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again (O'brien, 1998).

1. Problem Statement

Over the last 15 years, the Ministerio de Educación Nacional (MEN) has created a project called “Colombia Bilingüe” which establishes a program based on standards in English settle by the Common European Framework of Reference (CEFR) (MEN, 2005).

In 2005, the MEN tested 8th graders and 10th graders all over the country. The MEN founded that the result was not as expected, then, the 8th graders were below an A1 level and 10th graders were in an A1 level (MEN, 2005). These results made evident lots of needs, among them, the revision on how English was being taught, and the need of having well prepared professors at elementary level.

As a result of these policies, many different private enterprises or companies as “Course child” intended to participate in that national project. Then. This printing English materials company which started 9 years ago leaded by the director, an English teacher from Villavicencio got linked in some way to the national project. Thus, Course Child's project is focused on the design of English books which basically compile lists of vocabulary, traditional songs, and commands and intended to offer materials of English classes for preschool and elementary teachers in different institutions in Villavicencio. The distribution of those materials started in 2009 and the purpose was to improve the teaching and learning methodologies of English classes at pre-school and elementary levels by using Course Child's materials whose emphasis intended to cope with children's needs, and Colombian educational standards.

Some years ago, Course Child program hired me as the academic coordinator, then, I had to plan the activities, strategies or procedures to use in a training course for elementary teachers, I also had to carry out the training course for a group of English teachers who were teaching at the schools, and who in most of the cases were not highly competent in English.

As a researcher for this project, I asked the question of how to support preschool and elementary school teachers, taking into account the requirements of the MEN. But, it is not possible to make contributions without knowing how English classes are developed in the institutions and the needs of the participants from the point of teaching and that of their students.

As my main purpose was to offer pedagogical guidance to the teachers according to their own particular needs which usually vary from one school to another, I decided to systematize that experience in my own research project and so I tried to design a pedagogical work to cope with some key necessities arisen from the course materials themselves and from the teachers who acted as my research participants.

Those needs are summarized in the next table.

Table 1: Research Needs Analysis

Needs arisen from the course materials (Course Child)	Needs felt by teachers when using Course child materials
Example  <i>The materials are based on translation method</i>	Example  <i>They consider it is difficult to teach pronunciation to children</i>

✚ <i>There are too many drills in the material.</i> ✚ <i>The vocabulary is developed through repetition into Spanish & English without any context.</i> ✚ <i>The material does not include listening exercises.</i> ✚ <i>The grammar is taught in a traditional way, so it includes long grammar explanations.</i> ✚ <i>Some grammar issues are introduced abruptly and there is not practice of them into communicative contexts in class.</i>	✚ <i>They felt that drills are bored all the time.</i> ✚ <i>They want to connect the vocabulary (words) with the context, e.g. the cow is in the farm.</i> ✚ <i>They have the songs however there are not the corresponding audios and listening exercises.</i> ✚ <i>The mentioned that the grammar classes are traditional.</i> ✚ <i>The preschool teachers did not know how teach some grammar issues in their classrooms. Like a There is and there or how many / how much, among other issues.</i>
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After having analyzed the needs above and as a result of my own learning and teaching experience, I decided to create a pedagogical plan of action for the research participants which had to be permeated by reflective teaching, understood it as a process to help others to improve how to do things by using own and others feedback. John Dewey (1933) stated that Reflective Teaching is the process in which the teacher takes time to analyze and reflect about their class and how to improve the method to be more effective. Thus, reflective teaching review or examination approach is centered on an ethic of caring, a constructivist approach to teaching, and

creative problem solving which fits into my research question and objective. Thus the theme and objective of the research is expressed in a concrete research question and objective.

Research question:

How does an English elementary peer coaching program for preschool and elementary teachers occur under the parameters of reflective teaching?

Research Objectives:**General Objective:**

To determine how a short peer coaching program within a reflective teaching can support the participants teaching practices.

Justification

Doing a research on a peer coaching course within the Course Child program brings important impact for the research participants, for the institution and of course for me as a researcher.

The peer coaching course or program in this research represented a formative process for all the participants. It is “is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace” (Robbins, 1991). Then, this helps to create a more adequate setting for teachers to perform, as they get resources to use them when teaching, they also improve their confidence to express by themselves and communicate with each other.

The activities and resources worked such as readings, games, role-plays, drills, worksheets, and workshops are suitable for the peer coaching process for the teachers have several artifacts which help them analyze (reflect) their process (Dewey, 1933). Finally, these artifacts or activities will help the teacher to overcome difficulties with children and advance in their teaching knowledge that empowers them to be up-to-date. Thus, the teachers participating in this research receive support in terms of language and in terms of English didactics that are core components at the moment of doing their own English teaching.

For Getsemani School, the research project was also considered as a good opportunity for the administrative staff from Course Child to offer support in the teaching process to the teachers using its materials. So, based on this, the institution might propose formal training courses to offer important insights in the use and effective exploitation of the teaching materials produced by the company.

As a researcher, I also consider necessary to innovate in the teaching process, then, taking as a base the cycle followed in order to plan, organize and apply the workshops, I see myself advancing in my professional growth. Consequently, I recognize the design of a plan of action as an assertive process to improve my own teaching and help others to gain certain degrees of reflection and improvement on their own practices.

Being able to develop a project that evidences the implicit research that teachers have in their work or daily life, confirms that the innovation of research pedagogy if it is of interest in different school spaces, and in turn, leads them to be participates of it, this is the same pedagogical innovation that the Universidad Santo Tomas poses as a sustainable and faithful line of research for students of the different licenses.

2. Literature Review

An overview on reflective teaching and coaching in English teaching and learning

Throughout the history, teaching has been an ever-changing process and even more when you are seeing the teaching English. Teaching English in Colombia is bonded to the terms settle by the MEN where English is taught since elementary school throughout 11th grade. These policies have brought many problematic situations, changes and challenges for learning and English and teaching processes, namely changing language policies, bilingualism proposals, research experiences, lack of teachers' preparation, wide demand English teachers and so on and so forth.

In Colombia, the teaching of English started to be official in 1994 with the law 115, which demanded to the institutions the teaching of a foreign language, considering it as a basic subject for the students. The schools have chosen English due to this language is considered as most competitive and widely spread all over the world, it is a global language nowadays (law 115, 1994).

In regards, the necessity of English teacher to start the learning of English at an early age, it is common to find school contexts assigning English teaching to any teachers that hold a degree on any area of the curriculum or education and Pedagogy which results in big problematic situations for children's English learning.

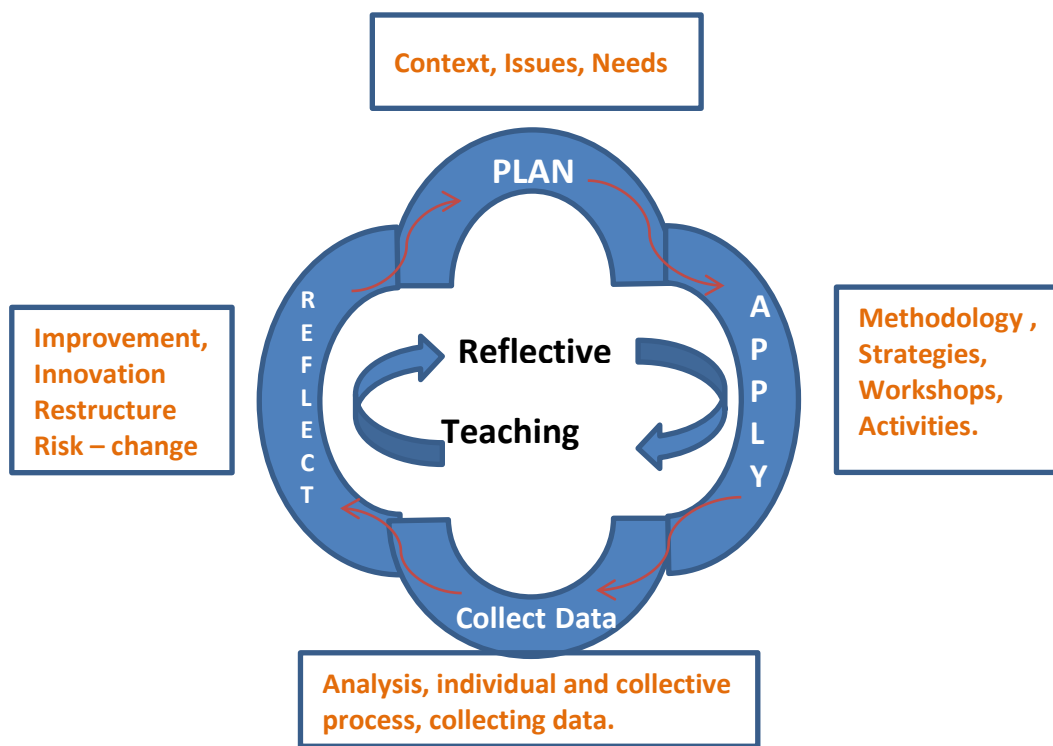
As a result of the policies stated with the Law 115, the education system started to have a high demand of English teachers and in turn a high necessity of preparation and development programs for language teachers. In brief, the teacher development is defined as a process where the teachers improve professional profile, which is possible when the

teacher research and innovate about new strategies, techniques, methods and approaches to allow enhancing the pedagogical practices (Dean, 1991).

Given the above, the government proposes careful and possible guidelines with English teachers but, in the preschool and primary classroom in the national sector, there are no English graduates, there are not even licensed teachers in the English area who develop one to three hours per week classes at these levels. This means that preschool and elementary school teachers have to teach from their efforts to deliver excellent results in their English language.

Our government demands the need for English language teaching, but teachers do not know how to do it, does not have the knowledge (in many cases) and does not have the teaching material and if they have the material, they do not know how to develop it fully.

Reflective Teaching



Jenny Moon (2005) specified that Reflective Teaching requires a mental processing where the teacher can spend time to examine, study and fulfil a purpose or to achieve better understanding about the class and how to improve the method to be more effective. Donald Schön (1983) postulated her reflection-in-action, argues that sometimes as a teacher do not attend to all of the circumstances in class. Schön talks also about reflection-on-action and invites the teachers to reflect after their classes. She needs that the teacher focuses on their needs, and if the teacher does, he will not lose the opportunity to improve his teaching process and work to cope with the weaknesses of the child.

For its part, Action research is defined as the schematic and formal process to know how is the development and progression of something or in a simply definition, action research is “learning by doing” - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again (O’Brien, 1998) and Glanz, (1998) were mentioned four basic steps about how is possible develop a study which are cycling also.

Taking into account the cycle process of reflecting teaching and action research, the stages to develop in this research are: Plan (organize the activities, task and drills to develop in each session according to the teachers’ needs), act (realize the plan), collect data (towards videos, interviews, surveys, participants’ artifacts collect information around each session) and reflect (analyze and interpret the teachers’ needs to enhance the overcomes).

Another way for teacher to gain improvement is what they do by themselves. It is Self-improvement of the professional profile. This is possible meanwhile the teachers’ reflection appears daily in-action or on-action, when the teachers recognize reflecting as a strategy in their

teaching job. Jenny Moon (2005) stated that Reflective Teaching (RT) is the process in which the teacher takes time to analyze and reflect about their class and how to improve the method to be more effective. Donald Schön (1983) stated that reflection-in-action is very important; he considers that a teacher sometimes does not pay attention to some details in class which need to be observed carefully. Then, Schön pays special attention to the learners' needs, if the teacher identifies them, then, he will not lose the opportunity to improve his/her teaching process and work to cope with the weaknesses of the child.

Theory also says that reflective teaching is a process that follows three principles that work together as cycle in which the plan of action emerges until the problem is solved. These three principles are 1st a combination of activity and personal approaches; 2nd optimal combination of individual and collective forms of learning activities; 3rd self-organization and self-development (Andreev, 2000). So, the principle of the activity and personal approaches specifies that the materials for training have to be core activities; real situation activities which must be used to reflect on the teaching process. Besides, on this reflection a value has to be given based one's experience and results.

Similarly, the principle of optimal combination of individual and collective forms of learning activities determined that direct contact and dialogue with the teachers may outline the development of creativity and communication skills for setting reflections on the work done. The principle of self-organization and self-development creates an environment which allows having a real experience and to reflect on what they have just experienced and reflect on their teaching process, this has to be critical and making real assumption about they have been doing what might have gone wrong and might have gone right. As a result, by a self-reflection they activate a reflection mechanism.

The authors, above cited also consider that the teacher development is supported by means of some strategies and resources as courses or workshops, conferences and seminars which help them to know and discuss about others' research outcomes. Similarly, other sources for reflection are qualification program, observation on visits to other schools, individual or collaborative research, mentoring or peer observation and coaching these strategies allow teachers to reflect on their teaching and to adapt new strategies to problems that may arise based on the experiences and research of others (Talis, 2009).

Taking into account the techniques to enhance reflective teaching which were mentioned previously, there is a technique that has been developed for teachers to have the opportunity to learn, improve and reinforce their English skills and teaching strategies this is peer coaching and which is the specific one being used in this current research experience.

Reflective teaching supports the implementation from reflection as well, because it makes teachers reflect during and after class, with these processes they could improve their experiences, for they practice the exercises and share the outcomes, and in this process, Coaching is related. Thus, they prepare classes, reflect on the process, look for tools to improve their activities, and share the experiences with their partners taking into account each other advices to get better outcomes.

English in preschool and elementary peer coaching program

Teachers development process requires an extensive training which involves theory and practice study. Bolam (1996) stated three different types of teacher development programs.

Professional training: the purpose of these course is up-to-date the teachers for the techniques and skills to use in classrooms. *Professional Education:* all of the courses help to the teachers advance in their action research; the objective is improving their professional performance.

Professional Support: denoted the classroom performance, e.g. the analysis of videotapes of classroom

Peer Coaching is a process where a group of teachers work together among the techniques and skills addressed to up-to-date practices. They share ideas, innovate and reformulate their classrooms performance with each other (Robbins, 1991). Coaching can take place with expert and beginner teachers. Peer coaching also denotes different types in which the teacher who works as a coach steers up the process on a specific necessity. In general, peer coaching analysis, observes and gives a feedback for an issue. First, the inviting teacher projects a cycle where he observes, collects data, delimits the discussion and sets a deadline of the observation. The Second type of peer coaching includes workshops and syllabus which are restructured for the pedagogical practices improvement. The third type of peer coaching plans how to solve a problem thorough the videotapes and study group analysis (Robbins, 1991). Some teachers have worked with peer coaching based on action research. The purpose is to analyze classroom practices and to develop a plan through reflective journals for getting their own results (Robbins, 1991).

The fourth of peer coaching is called “talk walking” (Caro 1991) the purpose of this strategy is building on the teachers’ trust by means of the dialogue and physical exercise. Talk walking allows working on a workshop before physical exercise, however, teachers can share their experiences, reflect about they had been taught or ask concerning whatever daily school issue (Quoted by Robbins, 1991).

Peer coaching is a cycle as it was mentioned before; where there are 4 steps to get the research outcomes to enhance the pedagogical practices. It is significant to denote some elements inside these 4 steps. Bennett, and Rolheiser-Bennett (1990) suggested four aspects to develop in

peer coaching or coaching experiences as well —*the technical, the reflective, the research, and the collaborative*—They suggested: The first works in the trust of one's own knowledge; reflection allows to improve practice through consistency and cohesive performance; research leads teachers to be more innovative through exploration and collaboration leading the teacher to have the mind open to the opinions and experiences of others.

The last fourth steps were possible from the planning and reflect of the sessions, the researcher had to plan (developed technical method) the sessions based on the needs' participants and organize these in a coherent and cohesive process which allowed to the participants advance in their process, the reflection and the analysis of each sessions gave tools to reorganize the next session and taking advantage of the time even the sessions will be the half according to the planned, due to, the research as well, helped to the researcher and the participants to search different activities or identifying the requirements in their classes and procuring share possible strategies to improve the processes and finally, the collaborative step as correlated with the last, because they shared the experiences which could be necessities or strategies to support each other.

Contribute with the partners' experiences since the owns, allows improving the teaching and learning teaching process; in this research peer coaching supported this procedure with the participants from two collaborative performance one of them the researcher' job – participants, one activity was the third session, where the participants enjoyed the game and recognized it as a tool to reinforce English classes; and the other was participants – participants with different activities; one of them was in writing exercises in the fifth session, where they helped each other to understand the activity without a dictionary but trying considerate the background and the context and the main tool.

Different authors mention the coaching and reflection teaching as an accessible and practice cycle where the teachers can enhance their processes in a school (Hatton & Smith, 1995; Davis, 2006). Schön's (1983, 1987) mentioned the reflective as the opportunity to growth as a professional, continuing research done may outcome in academic advances. Moreover, Brandt (2008) said that the development of reflective abilities describes effective teachers since their improvement of principles, knowledge and skills in consequence this process is reflected in their practice.

Frick, Carl & Beets (2010) indicate how several teachers make an effort to comprehend reflective process and the methodology, moment and environment to reflect. Schön's (1983, 1987) postulates reflection-on-action and reflection-in-action, the first reflect the teaching experience after the class as well and the second entails the teachers to reflect during the class. The main purpose of the reflection is the enhancing of the process without that, the reflection is just a simple act (Van Manen, 1977), a particular benefit of reflecting is can develop it on definite teaching performs (Davis, 2006).

Coaching is also conceived as a process or a cycle as it was mentioned above; where the participants can affect positively one another, in teaching the processes is developed in the classrooms. One of the purposes of the Peer Coaching is to overcome problematic situations as well as possible. For this reason, it is possible to relate this technique with the Reflective Teaching approach because it allows analyzing and restructuring the planning and aching step by step (Moon, 2005).

Peer Coaching is possible when the researcher recognizes a circumstance which is considers mediating. Consequently, the education should not be just learner-center approach to a student. Teachers require improving pedagogical procedure from own style of activity,

imagination, and creative position. In view of, teachers could participate in Peer Coaching where they have the opportunity to enhancing characteristics of themselves, and restructure the meaning of current developments, to analyze their activity, to come to non-common solutions.

The purpose to do research in the field of English teaching process, involves to all the people who want to improve and share their own and other people's experiences; Dr. Ibrahim Mohamed Alfaki (2014) denoted in his investigation "*Professional Development In English Language Teaching: A Teachers' View*" his study was focus on the aspect that characterize teacher profession development in teaching English language. He remarked that even if a teacher follows all the instructions of the government, each teacher has his/her own performance classroom which affects in this process. Besides, teachers consider important to share experiences and ideas which helps each other. The study, recognizes and connects to the teachers with the objective; the reflection is "my" necessity in the Growth' way as a teacher and students' success.

Above insights are closely linked to what Frank Giraldo states in his project. Giraldo (2014) develops a project in which he mentions improvement in the participants' classroom due to become more communicative, organized, attentive to students' needs, and principled. He based part of his project on Richards' theory. Richards (2011) defines some dimensions such as proficiency language; develop the skills, methodology, teachers' style, pedagogical foundation, theory, and community. These dimensions provide as a result the professionalism of a teacher; Richards (2011) concludes that all of those dimensions' trigger teachers to progress in their performance alongside reflecting on their practices.

In Colombia, research projects have been developed regarding of English teaching by the hand with reflecting teaching. MA Marian Lissett Olaya Mesa (2017) concludes that the main evidence when the teachers work reflection teaching in their classes is recognize how they may benefit, thus, reflective teaching provides them changes in their point of view and principles of English language which will transform performance classroom and their self-esteem, confidence, and their competence to create new approaches to education.

This project is co-related with the national proposal Colombia Bilingüe (2015), project developed between 2014-2018 years, where the main objective is to work in “Education for teachers and students”. The project attempts to encourage, sensitize, and provide tools and resources to improve the English learning and teaching process.

The study also emphasizes on the importance of collaborative work, component, which is very important for the current project, because it leads to participants to get involved in constant pedagogical work with their peers and within a collaborative research approach.

3. Instructional Design

The next table presents a summary of the elements that I had in mind at the moment of planning the instructional program to help elementary teachers to overcome their difficulties in the teaching of English as a foreign language. It is important to mention that this instructional program intends to resemble two key components namely, reflective teaching and peer coaching in English teaching.

Based on the Needs Analysis, page 8:

Table # 2 *Key elements of the instructional Design*

Brief description of the educational context:

Getsemani School has a PEI insights based on religious values teaching. Its methodology and methods used in class are restructured focus on Meaningful Learning. The teachers (research participants) are young, experience and professional in distinct area of the curriculum who look for news ideas, strategies or procedures that gain improvement in the teaching and learning process. Research context /participants

The institution where the current research took place is Getsemani School. It is a regional school that has been supporting students academically since 1998. It is leaded by Rosa Tulia Velásquez Alférez, it has been working under the approval of Secretaria de Educación de Villavicencio. It's located in Maranatha neighbor in Villavicencio (Meta Departament). Getsemani School has a Christian approach and its main emphasis is the teaching based on values according to Christian values. The institutional horizon and institutional mission is aimed to educate through meaningful learning, which involves and pedagogical approach that combines the students and the teachers' job. The teachers are mostly from 25 to 40 years, and on this research will be and participate all the teachers that work in the school, since it involved both preschool and elementary school.

The research participants' main strength is their motivation and positive attitude towards improving their own learning and teaching process in English. Among their weaknesses, we can say: they are not English teachers, their professional degree in another area; but they have to teach all the subject of the curriculum- including English- They do not have a good bank of activities, tasks or exercises to develop in English classes. They are supposed to manage a great deal of pedagogical procedures which are useful to teach anything. They present difficulties in most language components -pronunciation, phonetics, grammar and so on and so forth. They usually said they felt scared to express their thoughts and ideas. They also manifest being insecure and not confident about their language competence in English and their progress along the training process.

Acting as a researcher

Based on foundations of modern society is learning (Freire, 1993; Stoll & Fink, 2000). The teacher should be a creative and innovate professional between other characteristics, but as a researcher teacher should be a creative, reflective, critically oriented professional, a teacher-action-researcher, whereas the school should be a place of learning for both children and adults. Being a teacher researcher demands plenty of research, assertive results according to the needs of the participants.

Similarly, McNiff & Whitehead (2002) referred about the cooperation with others, the teacher researcher needs an internal or intrinsic motivation, and it is a passion to do the right things. I must feel the needs at school and want to be part of the process, in this case since the training of preschool and elementary teachers. The collected data should serve me as a constantly evaluation and element to plan, adjust and modified my own teaching and learning process. Then, along the research process, I was guided by a daily reflective question "*How can I improve my practice?*" Whitehead (2004) believes that it is more important to find a way to

move forward than to admit one's failure. As a researcher, I was aware of the big limitations I found in the context and that teachers manifest. I knew the project is quite ambitious since all variables cannot be covered by a single project; it would be necessary to delimit and focus research on needs, either individually or combining skills or problems. Therefore, given the conditions and the obligatory nature of teaching English as the foreign language, I saw Peer Coaching work under the reflective teaching approach as the alternative to encourage them to continue learning while developing their teaching practices.

At the beginning of the project it was expected to implement strategies for all the communicative skills, but, the project was developed in a way of piloting in which it will be possible to program instruction for these teachers, and to improve the process of teaching-learning in the area of English.

Brief description of the pedagogical proposal: As the research question is aimed to enhance teachers' development by means of coaching within the framework of reflective teaching, the instructional program has as main objective to help teachers recognize how the teaching occurs in the school; and how they could improve their daily English teaching by incorporating reflective teaching in their own assessment.

Thus, the pedagogical plan of action included five workshops about different issues that the research participants suggested in the diagnosis stage, such as pronunciation issues, classroom management, grammar, reading and writing, oral activities that they found difficult to deal with in the Course child materials, these workshops were designed to reinforce some teachers' weaknesses. The purpose was understand the cycle process of the peer coaching since the sharing experiences, reinforce the background, feedback the weaknesses and reflective about how each one could improve help each other.

The workshop stages are the warming up, development or principal activity and the wrap up, where the teachers expressed the feedback each other and finally wrote on a reflective journal about their experience in that session.

Teaching approach guiding the implementation

Reflecting teaching follows three principles as cycle in which the plan of action emerges until the problem is solved.

1st a combination of activity and personal approaches

2nd optimal combination of individual and collective forms of learning activities

3rd self-organization and self-development (Andreev, 2000).

These principles taken to the practice since the materials because the teachers used school supplies as shapes, books, notebooks, etc. besides, they share their experiences where adapted, innovate and improve their communication skills, finally, the self-organization and self-development principles help them to reflect by themselves about their processes based on a critical perspective about they have been doing what might have gone wrong and might have gone right. Peer coaching is related with this technique for the cycle process, where the teachers participated in planned activities, which developed step by step a specific purpose to improve English teaching.

Methodology This project has been developed with the reflective teaching method, which support the teachers teaching and learning process and own procedures since the plan – apply – observe and reflect of the classes. The sessions started with the workshop’s development; which was organized based on the needs expressed by the participants, then the researcher explains the topic for each one and observe (on-action and in-action) how the participants connected with the session and participate actively, finally the researcher should analyze and reflect with which ones procedures, strategies or methods could be improve and how do it.

On workshop Number 1, is possible recognize the steps which is developed the reflective teaching; because at the end the participants should reflect about their own process.

Syllabus design:

The syllabus design did not cope all the themes and needs stated by the teachers in the first classes, so after having discussed with the teachers and the principal of the institution, we decided to include only the most relevant topics that could be developed in 5 sessions. Then, the topics of the workshops we developed during the pedagogical implementation were:

- 1) Raising awareness on English pronunciation
- 2) Raising awareness on English grammar
- 3) The use of games in English lessons
- 4) Instructional language in EFL lessons focus on listening and speaking skills
- 5) Instructional language in EFL lessons focus on reading and writing skills

Lesson planning: The lesson plans are shaped after each class, and they are based on the needs, comments and suggestions found at the end of each session, those ideas are expressed orally by the research participants, or manifested in their reflective journals after every session. A sample of a lesson plan can be seen in Appendix No 2, the participants should focus on the explanation of demonstratives using shapes. Connect the participants with the context helped to differentiate easily some terms as: singular, plural, near, far. Later, the participants practiced the basic grammar and vocabulary with a written exercise (match, complete or scramble exercises). At the end, he participants think about the experience and share their own perspective.

Evaluation:

Action research and reflective teaching, related the evaluation as a reflective process. This reflection is defined as the active attitude and participation in the development of the procedures planned for the session, where the participants expressed their needs and doubts in each session. The reflecting journal was also a procedure which allowed the participants to focus on and organize these ideas since their pedagogical experience and how these sessions helped them to do a comparison between the old experiences and how will be the news experiences based on the feedback got each session.

The English grammar and basis of this language is an important pedagogical criteria because of as a researcher should know the foundations of the participants to advance and improve the reflective process in and out the classroom. Other is; another all the results of the participant's artifacts, so, in these, I will expect find the needs and weaknesses of the teachers in different skills and design the next lesson plan in the improvement on these.

4. Research Design

The methodology of this research will be based on Action research. This research design is defined as the schematic and formal process to know how the development and progression of something is. The research was focus on the teachers' and students' needs, so it is considered that the methodology of Action research would allow to develop the proposal from the interaction and reflection with the teachers, trying to understand how the English area develops from the peer coaching and reflective teaching parameters.

A simple definition, action research establishes that this a process of learning by doing; in which a group of people identify a problem, do something to solve it, and see how successful their efforts were, and if not satisfied, try again (O'brien, 1998).

Action research refers to a design where the researcher and participants can construct and improve the knowledge processes towards a cycle procedure. Winter (1989) references an inclusive abstract of six key principles which are explained as follows.

1. *Reflexive critique*: The purpose is to carry on the person to analyze more deeply about a specific situation or problem, leaving aside the basis interpretations and opinions without theoretical foundations, and constructing theoretical framework which implies getting an organize vision or perspective.
2. *Dialectical critique*: Refers to the connection between the speech and environment, taking into account the features itself, and besides understand the features separately. This kind of critique or reflection expresses the antagonism to each other.
3. *Collaborative Resource*: Considers that the participants are co-researchers also, and all the participants' opinions are important by themselves and permit produce reflections. The deductions are recognizing and admitted avoiding contradictions even if there are many viewpoints.
4. *Risk*: The main risk in a research is the change. The participants had been showed over the years some fears when they should reorganize processes. The target of the researcher is generating a comfortable environment for the participants and focus them about the learning overcomes are necessary in the process and help them in pedagogical improvements.
5. *Plural structure*: a research has several views, opinions, perspectives and explanations, generating numerous actions and deductions. For this reason, a report is a support to produce a discussion between participants and researchers, avoiding a conclusion as well.

6. *Theory, practice and transformation*: Denotes a feedback between theory and practice, because theory updates the practice and the practice improves the theory and this cycle allows an incessant transformation. In this process, it is important validate the theory in the practice and questioning this theory or the bases of justifications.

In regards the steps or stages in doing research, Glanz, (1998) establishes that action research has four basic steps which permit to develop the current research study.

Step 1 *selecting a focus*: this step should response to what is the topic, how is the select field and (characteristics) why occurs the circumstances, and how should do to enhancing overcomes. In this step it is important consider the participants, environment, curriculum, relationships between teachers and supervisors. How and what are the questions that bring more information in this step to obtain the information.

Step 2 *Collecting data*: when you got the specific area identify, it is possible organize the research question which entails to focus the purpose of the research and the implementation as well. In order to present action research in the most concise and useable way possible, data must be well organized.

Step 3 *Analyzing and interpreting data*: it is essential define or recapitulate data; delimit the similar patterns between the data and facilitating us answer our research question or give hypotheses.

Step 4 *taking action*: had developed the three steps before, therefore, there are three possibilities: continue the program as originally established; separate the program; or adapt the program. Action research is cyclical. Action research affords you the opportunity and tools to accomplish these goals.

Finally, the research with the Getsemani teachers were implemented for planning each section – workshop- in view of the teachers and program necessities, In terms of the action research to select a focus is important knows the context and all the participants involved inside, discern which information is relevant in the process; the data collect will be possible since the participant's artifacts which will be an opportunity to get information about the issue, in this procedure the data must be well organized.

The analysis and interpreting data was based on the interaction in the peer coaching, seeking the objective and subjective perspective, the taking action will be and the adapt of the assumed based on the outcomes of the feedback researcher and teachers, at last, taking action in this research is focus on the adapt the program, because at the beginning were planned sessions and different activities which were modified according to the participants' needs and time availability. To close, the outcomes gave the researcher the possibility to know the conclusions and implications of the research.

5. Data gathering and analysis

Action research in Hittleman & Simon (2006), has proposed different data collection methods and instruments. For the current research and considering the research question and objective, the following are the most suitable data collection sources to use over the four-week fields experiences:

Lesson plans (It is an organized manner to propose English classes or session) Appendix 1 - Workshop 1: Raising awareness on English pronunciation.

Reflective journal (for this study refers to a kind of participants' diary to allow reflection-in-action or reflection-on-action (Schön, 1983) This source is developed by the teacher-researcher and research participants) Appendix Number 2- Workshops 1 “Colocando a diario en práctica lo aprendido”

Participants' artifacts (all the participants' productions during the course) workshops exercises and activities, recordings (video or audio recording of lessons)

Appendix 3- workshops 1 “Colocando a diario en práctica lo aprendido” video in during the lesson development.

Appendix 4 - workshop 2: Raising awareness on English grammar, first grade (elementary level) video – What is it? Indefinite articles practice.

Appendix number 5 - workshop 3: The use of games in English lessons. Pregarden video – Daily routine

Appendix 6 - workshop 4: Instructional language in EFL lessons focus on listening and speaking skills. Fourth grade video, teacher and students reinforce their pronunciation.

Appendixes Number 7 and 8 – workshop 5: Practice your grammar and vocabulary with...

Interviews provide a useful way for researchers to learn about the world of others, although real understanding may sometimes be elusive. Even when the interviewer and the interviewee seem to be speaking the same language, their words may have completely different cultural meanings. Thus, communicating becomes more difficult when people have different worldviews. However, done with care, a well-planned interview approach can provide a rich set of data.

Qualitative research interviews: this source allows researchers to understand about the world or perspective of others, even if interviewer and interviewee “speak the same language”. Kvale (1996) mentions that the main task in interviewing is to understand the meaning of what the interviewees say. These interviews support the project by means of the participants’ own point of view, who reveal how they perceive their own and other’s teaching experiences. rvice of science and producing the data needed to reveal” their experiences (feelings, values) and/or the facts of the organization under study (Alvesson, 2003, p. 14). Appendixes Numbers 9, 10 and 11. Research interview for the participants.

Moreover, other quantitative researchers regard the empirical data produced by interpretive methods such as the interview as “unreliable, impressionistic, and not objective” (Denzin and Lincoln, 2000, p. 12). To these researchers, interviews are regarded as nothing more than casual everyday conversations. However, in comparison to everyday conversations or philosophical dialogues, which usually place the participants on an equal footing, the research interview can be characterized by an asymmetry of power in which the researcher is in charge of questioning a more or less voluntary and sometimes naive interviewee. Although it may seem that everyone can simply ask questions, interviews conducted in a casual manner with little

preparation could lead to disappointing results, such as a wasted opportunity (Hannabuss, 1996). Therefore, conducting qualitative research interviews is not a trivial enterprise.

For the development of this research, five lesson or workshops were proposed, and it was necessary to carry out a qualitative interview at the end of each session, likewise, the activities or participants' artifacts were the same amount, five in total, one for each session. In the case of the reflective journal, it was developed by the researcher based on the experiences shared by the participating teachers.

It requires not only the use of various skills, such as intensive listening and note taking, but also careful planning and sufficient preparation. To collect interview data useful for research purposes, it is necessary for the researchers to develop as much expertise in relevant topic areas as possible so they can ask informed questions. In terms of the interview design process, there are many decisions that must be carefully considered, such as who to interview, how many interviewees will be required, what type of interview to conduct, and how the interview data will be analyzed (Doyle, 2004). Interviewing requires “a respect for and curiosity about what people say, and a systematic effort to really hear and understand what people tell you” (Rubin and Rubin, 1995, p. 17).

Interviews provide a useful way for researchers to learn about the world of others, although real understanding may sometimes be elusive. Even when the interviewer and the interviewee seem to be speaking the same language, their words may have completely different cultural meanings. Thus, communicating becomes more difficult when people have different worldviews. However, done with care, a well-planned interview approach can provide a rich set of data.

Content analysis

Regarding the data analysis, as this research collected qualitative data, the data analysis approach which resulted the most convenient is content analysis. Thus, the researcher collects the participants' information, and before analyzing it he/she needs to characterize each answer or opinion by a code or category which needs to be consistent with the research question and objective (Dawson, 2002). The next diagram synthetizes the approach for data analysis.

Content analysis allows the information collected from the participants to be organized through codes or categories as stated (Dawson, 2002) being qualitative interviews implies that they are necessarily open answers which are going to be collected, as seen in the research.

5.1 Data Analysis

As previously mentioned, this project was developed following the cycles of action research methodology by (O'Brien, 1998). The workshops were analyzed and improved upon based on the data collected as proposed (Dawson, 2002). It is worth to clarify that the implementation was basically the development of five workshops to cope with the teachers' needs and themes pointed in the needs analysis, which are summarized in the Table 1 page 7. Simultaneously, while the intervention took place, the research participants completed five surveys about their own teaching decisions and I researcher also kept daily notes on my research's journal.

The collected data was systematized, organized and analyzed based on the content analysis parameters, which mentions the importance to be consistent with the research question and objective (Dawson, 2002). Each workshop had an objective which was directly related with the research question. The surveys realized to the participants permitted recognize the advantages and disadvantages got in this research, that information is specify on the conclusions and implications.

Table # 1 Systematization and analysis of data from Workshop # 1

How does an English elementary training course for preschool and elementary teachers occur under the parameters of reflective teaching?			
General Objective: To determine how can a short coaching program within a reflective teaching approach support the participants' teaching practices.			
Workshops 1: Raising awareness on English pronunciation	Participants' responses	Evidences from participants' responses	What participants reflect about this workshop
<u>Workshop 1</u> As the research participants asked for activities to improve the pronunciation. Our first meeting was about phonetics; the objective was teaching some phonetic symbols. Objective: To help participants to read short texts in English of the Course Child material. First the teachers read the text as they knew; the research did not correct or say if something was	The participants were scared and shy because they thought that reading in English was impossible. They also felt nervous because they believed they pronounce everything “wrong” and this was the first target; but, the purpose is to discover what the words are “wrong” to improve step by step the pronunciation. When they read the same text for a second time, they showed	T: The sounds Sh, television. (Video recording May 15, sec 33) Participants: television (Video recording May 15, sec 35) T: Repeat the sound Sh. (Video recording May 15, sec 37) Participants: sion (Video recording May 15, sec 38)	“Para mi es importante una buena pronunciación, para poder contextualizar el tema y llevarlo a la escritura”. Question 1. “Se fortaleció la discriminación auditiva” Question 2. “Colocando a diario en práctica lo aprendido” Question 2. “Enseñándoles las gesticulaciones, movimientos, y posición de la lengua, acentuando bien el sonido.” Question 2.

wrong. Just listen attentively. Then I wrote some phonetic symbols within examples and explain the pronunciation and read the text, after the participants had to read again and find which had been their mistakes and maybe some errors.	embarrassed for all the mistakes they had made previously, but the researcher focus on the necessity of correcting and helping them to feel comfortable with their improvements in the process. They recognized that mistake allow correct and improve when a person wants to change.	Another example with “sion” (Video recording May 15, sec 40) Participants: “ <i>Pay attention, congratulations</i> ” (Video recording May 15, sec 45-50)	“Necesitamos más audios. Videos en inglés, películas en inglés” Question 3. “Pronunciación por la terminación de las palabras” Question 4.
<u>The first meeting with the participants was organizing as a lesson plan. Then, all the meetings were structured as workshops and the steps in were different too.</u>			

Table # 2 Systematization and analysis of data from Workshop # 2 - September 09th

How does an English elementary training course for preschool and elementary teachers occur under the parameters of reflective teaching? General Objective: To determine how can a short coaching program within a reflective teaching approach support the participants' teaching practices.			
Workshops 2 Raising awareness on English grammar	Participants' responses	Evidences of participants' responses	What participants reflect about this workshop
Workshop 2 This workshop was aimed to raise awareness on grammar patterns. At the first time the research did a review about the demonstratives adjectives with a worksheet. Then, she asked them working on the floor and practice the topic	The participants were confused at the beginning with the explanation about the demonstratives, because they felt that the pronunciations this-these are similar for them. When they could understand and difference them; they participated and improve the plurals and the verb to-be (is	There are written exercises about this session.	About grammar workshop, the participants wrote some reflective comment, such as the following. <i>“Super la parte de ayudas y la kinestesia es muy importante”</i> <i>“Muy bueno porque a veces uno no usa todas los útiles o herramientas del salón” .</i>

with shapes and school supplies. Objective: To raise the teachers' awareness about functional and communicative grammar teaching. The participants were engaged in the use of demonstratives adjectives by using school supplies and others objects. The participants pointed objects in different sides of the classroom and named the objects having into account	– are) to form the sentences with the demonstratives. The principal was in the session, and recognized the importance to show the topic with short similar activities as done at the moment.		<i>“El aprendizaje para que quede en nuestra memoria debe ser más visual, luego escucha y luego habla”</i> Question 2. <i>“Fichas, tv, sonidos de animales y otras actividades que fortalezcan el audio o listen”</i> Question 3. <i>“Ayudas audiovisuales, salidas pedagógicas y demas”</i> Question 3. <i>“Super, la parte de ayudas y la kinestesia es muy importante”</i> Question 1. <i>“Pronunciación más clara”</i> Question 4.
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the concepts of near and far
and following the examples
given by the teacher-
researcher.

They practiced brief
dialogues incorporating the
language being practiced.

This was the second meeting with them, and I had not anybody to record the “class”, just have my journal and the teachers’ journals.

Table # 3 Systematization and analysis of data from Workshop # 3 - September 13th

How does an English elementary training course for preschool and elementary teachers occur under the parameters of reflective teaching? General Objective: To determine how can a short coaching program within a reflective teaching approach support the participants' teaching practices.			
Workshops The use of games in English lessons	Participants' responses	Evidences of participants' response	What participants reflect about this workshop
<u>Workshop 3</u> The game is a resource useful in different subjects. In teaching practices, we unusually start a class with an addressed and functional game (warming up) that allow getting students interested about the class. For this reason as a research I think it is important to raise awareness about the games as warming up strategy to start the class	At the first time, the participants were uncomfortable, because they felt they couldn't answer or get the "point of the activities" but as the purpose was initially to engaged then as learners too, They ended having fun from the activities and later thinking about how to overcome difficulties. In the end, the participants participated actively; they corrected	Interviews.	"El juego es una delas herramientas más efectivas para aprender cualquier tema o idioma en grandes y pequeños" Question 1. "Que se aprende de una manera más creativa y divertida el inglés" Question 3. "El participar activamente en juegos que vayan intencionados a cumplir un objetivo claro, genera conexiones entre reglas,

and enhance the students' learning at any moment of their process. This workshop is organized as the research participants wanted to work with the games and share with the students different activities where all can learn and reinforce the topics seen. <i>Objective:</i> To provide the participants with a set of ideas on teaching ideas and issues that primary teachers need to develop their teaching practices in English in their own classrooms.	themselves and between them, issues such as pronunciation, grammar, or pedagogical issues. *Teachers "played" hangman; one person is on the board and draw lines according to the amount letter's word, then the partners should discover through spelling what is the word, they have 5 opportunities before a cartoon is "death" *Grabbers; they are sentences or short songs that allow focus the students' attention, example: *Your finger up, down, in front, round and on your mouth. These are activities		directrices o seguimiento de instrucciones que les lleva a" Question 2. "Que es más fácil enseñar inglés jugando" Question 3. "Poder pronunciar bien para que los niños aprendan bien" Question 4. "Ninguna, la clase se hace más lúdica" Question 4.
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The purpose is to bring ideas to the teachers about how open the class. The game stimulate the students and help to understand the new topic as well. The teachers apply some “Spanish language” games or activities done on their classes as hangman, scramble, etc. but in English subject.	are shorts and help the students to be quiet. focus on; it’s a game where the participants should memorize words vs their partners, participants a says apple, participants b says apple and banana, so, participants a says apple, banana and pineapple; and go on. The purpose is practice the pronunciation and memorize the order. Write fast: It’s a game where the teacher ask words of a topic, for example; colors. Got points who has more words. For them (participants) was a challenge, and		
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	they recognize that knowing vocabulary but in this position was complicated remember all of this. So, the fast solution was support in their partners. However they enjoyed the activity because was different and identified the pedagogic useful of the game.		
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Table # 4 Systematization and analysis of data from Workshop # 4 - November 22nd

How does an English elementary training course for preschool and elementary teachers occur under the parameters of reflective teaching? General Objective: To determine how can a short coaching program within a reflective teaching approach support the participants' teaching practices.			
Workshops Instructional language in EFL lessons focus on listening and speaking skills	Participants' responses	Evidences of participants' response	What participants reflect about this workshop
<u>Workshop 4</u> The meeting started with some grabbers because the participants wanted to learn more. Then the researcher showed some slide players about listening and speaking. And ask about their experiences about these skills. The purpose was to provide them with great deal of input and enhance them to avoid	At the first time, the participants were confused because all was in English. Then, they focused all their attention in the activity and related the vocabulary seen before to understand the topic. The grabbers were attractive for to participants because	The participants work with their students, and allowed record the process on action.	The teachers 'reflections about this workshop are summarized as follows. <i>“Que el niño primero debe escuchar para poder hablar”</i> Question 1. <i>“Me genero confianza para pronunciar”</i> Question 1. <i>“Uno de los elementos básicos es que primero debemos escuchar para poder</i>

the use of dictionaries and translators to understand. Objective: To learn about Listening and speaking skills and how can be improved. Finally, together (research and participants) created a text based on a trip.	they recognize as a strategy to catch the students' attention. With the listening exercises they reifoced knowledge worked in the previous sessions With the speaking exercise, they showed all the vocabulary learnt, but, they found the difficult to create a text with coherence and that they didn't know connectors and conjunctions to do complete sentences.		<i>hablar. No llegar de una a traducir"</i> Question 1. <i>"Trabalenguas, canciones de difícil pronunciación, articulación"</i> Question 2. <i>"Dialogo, canciones, textos, lecturas, frases, oraciones, teatro en inglés"</i> Question 2. <i>"La pronunciación y comprender algunas partes del vocabulario"</i> Question 3. <i>"El poder hablar, fue difícil. Hay muchas palabras que no conozco. Solución, estudiar"</i> Question 3.
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Table # 5 Systematization and analysis of data from Workshop # 5- November 25th

How does an English elementary training course for preschool and elementary teachers occur under the parameters of reflective teaching? General Objective: To determine how can a short coaching program within a reflective teaching approach support the participants' teaching practices.			
Workshops Instructional language in EFL lessons focus on reading and writing skills	Participants' responses	Evidences of participants' response	What participants reflect about this workshop
<u>Workshop 5</u> The meeting started with some slide players about reading and writing. And ask about their experiences about these skills. The purpose was to provide participants with experiences where they could	The participants knew the importance to focus in the class. With the reading and writing examples, they could understand the connection of these skills, and how they could do some exercises	There isn't video. There are writing exercises evidence. PDF.	“A partir de una palabra, frase, oraciones, crear historietas, cuentos” Question 1. “El manejo de los tiempos verbales y el proceso de correcta escritura para pronunciar” Question 1. “Confianza para escribir” Question 1.

understand what they write and read Objective: To learn about Reading and Writing skills and how can improve them by themselves. After all the reading and questions, the teachers read some texts about different topics and then speaking about what they understand.	where they improve their students' literacy processes. During the reading exercises, they discovered their prior knowledge about content, structures and vocabulary; but the weakness was in the writing exercise; preschool teachers know vocabulary, thus, they relate the vocabulary and complete the text, but, if they found a verb or phrases with vocabulary more complicated and different of their classes, they		“Mímicas, juegos, competencias, imágenes, actividades de relaciones” Question 2. “Manejo de textos y canciones en inglés” Question 2. “Me falta aprender verbos para poder armar frases” Question 3. “Escribir no como se pronuncia, se puede solucionar con flash cards y planitas cortas” Question 3. “Pense que sería más difícil, pero mi texto fue con base a una canción que ya conocía” Question 3.
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	showed worried and anxious to solve the exercise. The elementary teachers, know verbs, vocabulary and structure, but the difficult was with the verbs in past, besides de conjunctions and modals.		“Me falta aprender comandos para unir y formar textos” Question 3.
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6. Conclusions

The research question focused the project on how a Peer Coaching process is developed.

It can be determined that the approach and development of workshops, readings, journals, activities and qualitative interviews allowed the compilation of results, answers or experiences that the teachers considered to share during the research.

The research participants exchanged learning and teaching experiences during the reflective teaching workshops. The dynamics of the pedagogical work proposed allows them to have peer, group- work and in turn get engaged in collaborative in peer coaching, where the participants start shaping a small community for learning to learn and learning to teach. It was interesting to find at the end that participants could give feedback to one another about their own teaching experiences.

Some of the experiences or reflections are discussed below.

- The teachers ask questions, share ideas, feelings and worries.
- The teachers gained improvements in regards instructional methodologies.
- Teachers realized on the importance of EFL teaching.
- Teachers realized the importance of good pronunciation.
- Reflective Teaching approach let teacher to work in groups and being engaged in a collaborative work.

Having into consideration that the current research was aimed to describe the way an English elementary peer coaching program for preschool and elementary teachers occurred under the parameters of reflective teaching; the following are most representative findings obtained after the implementation stage.

The Research participants shared a lot and got involved actively through reflective teaching because they worked in an individual and collaborative way in the activities proposed. During the pedagogical workshops they had chances to ask questions, share information and express their ideas, feelings and worries in regards their learning and their teaching endeavor.

The Research participants also gained some improvement in regards instructional and methodological issues. It is worth to remind that despite they were not proficient in English, they become aware about strategies and procedures to develop an English class.

The research participants could also realize on the importance of teaching English directly, without using translation into the mother tongue. They highlighted the importance of visual material, examples and corporal expression.

They also made evident how important is for them the teaching of a good English pronunciation. Most of them also considered that ludic activities are very important in teaching to children as they always need to be engaged and attentive for learning.

However, the short time in which the research was developed, leaves pedagogical needs in teachers such as the need for intensity in the reinforcement of the English language, even before the strategies for teaching, as well as, tools or materials more playful to apply in the classroom, and practice of it.

7. Pedagogical and research implications

Based on the study findings, there are important insights to be revised within Course Child materials. One important change that needs to be done is avoiding translation in the student`s books. Children need to learn English directly; they need to use language in context and for real and communicative purposes. Those changes have already started. Then, the latest material of Course Child already includes some of the changes suggested by the research participants, for instance, there is inclusion of short reading passages and reading comprehension exercises, similarly grammar and common vocabulary is now developed in context. Another important change is the inclusion of chants and songs that reinforce the grammar and vocabulary per unit.

Therefore, as a result of this research, the publishing house -Course child- now proposes to support English teaching more often by providing them with key resources within a virtual platform. Thus, they are given teaching tips and strategies, they are also shared plenty of resources such as listening exercises, vocabulary, songs, readings. These actions can contribute to reinforce the learning - teaching process in English and help students to get better outcomes in class

It is important to highlight that the results of this inquiry cannot be sated as definitive. As it was established along the document, there were many variables that could affect the results, such as the research participants' individual differences, the short time dedicated to the pedagogical intervention and big amount of necessities expressed by the research participants. Peer coaching process was developed in a short time, which did not allow to cope with all the

necessities that the teachers expressed. It would be suitable to continue with this work in order to have more advances at all levels.

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5. Appendix

✓ **Appendix 1 - Workshop 1:** Raising awareness on English pronunciation

First Lesson Plan

School: Getsemani School

Teacher: Diana Carolina Ortiz Vega

Objective of the Lesson: To help participants to read short texts in English of the Course Child material.

What will I do in the lesson?	What will I wait of the teachers?	Resources	Time
At the first time, the researcher asks to the teachers to read one of their readings in their books.	The teachers will read as they believe read the words.	English File. Intermediate Students' Book. Christina Latham-Koenig Clive Oxenden Oxford University Press	15'
The researcher present 10 symbols phonetics. Focus on the pronunciation and the recognition of them. Then, I will start the teachers recording of their readings. Clues: ph sounds as spanish f	They will practice their pronunciation, taking into account the phonetics seen. The purpose will be reading the readings in their own texts (grade's text).		15'

Ending words in le (as purple) sounds as ol .			
After the researcher will ask the teachers read again taking into account the phonetics and clues seen before.	The teachers will read again.		
The researcher analyzes with the teachers, how was the advance in the process.	The teachers analyze their process by themselves.	Appendix: 1.1. http://www.mheducation.co.uk/openup/chapters/9780335222407.pdf	

Consonant sounds

voiced
unvoiced

21 parrot /'pærət/ 22 bag /bæg/ 23 key /ki:/ 24 girl /gɜ:l/

25 flower /'flaʊə/ 26 vase /va:z/ 27 tie /ta:/ 28 dog /dɒg/

29 snake /sneik/ 30 zebra /'zebrə/ 31 shower /'ʃaʊə/ 32 television /'telɪvɪʒən/

33 thumb /θʌm/ 34 mother /'mʌðə/ 35 chess /tʃes/ 36 jazz /dʒæz/

37 leg /leg/ 38 right /raɪt/ 39 witch /wɪtʃ/ 40 yacht /jɒt/

41 monkey /'mʌŋki/ 42 nose /naʊz/ 43 singer /'sɪŋə/ 44 house /haʊs/

Study Link MultiROM www.oup.com/elt/englishfile/pre-intermediate

Vowel sounds

short vowels
long vowels
diphthongs

1 fish /fɪʃ/ 2 tree /tri:/ 3 cat /kæt/ 4 car /kɑ:/

5 clock /klɒk/ 6 horse /hɔ:s/ 7 hill /hɪl/ 8 boat /bəʊt/

9 computer /kəm'pjʊ:tə/ 10 bad /bæd/ 11 egg /eg/ 12 up /ʌp/

13 train /treɪn/ 14 phone /fəʊn/ 15 bike /baɪk/ 16 odd /ɒd/

17 boy /bɔɪ/ 18 sea /si:/ 19 chair /tʃeə/ 20 tourist /'tuərɪst/

Study Link MultiROM www.oup.com/elt/englishfile/pre-intermediate

✓ *Appendix Number 2- Workshops 1: Raising awareness on English pronunciation.*

To help participants to read short texts in English of the Course Child material.

“Colocando a diario en práctica lo aprendido”

First Reflective Journal

School: Getsemani School

Teacher: Diana Carolina Ortiz Vega

Objective of the Lesson: To help participants to read short texts in English of the Course Child material.

Reflections

What did we do in the lesson?	What do I think about it?	What can I do to improve my course?
When I came to the school, the principal asked me if could I work with the preschool teachers too, due to they had some mistakes about the pronunciation, I answered that I didn't have problem about it. In the classroom the session started with a principal's introduction about the process of the research; then she gave me the opportunity	At the beginning I found with a change; work with all the students, they were 12 teachers. Was a surprise for me, and a I though in the material and the recordings; however, I worked with all teachers. Other surprise was the session numbers. The national research teacher asked for 10; but the teachers just can with 5;	I think the materials. I can't trust you in how the material or the activity is on the Internet, I though was good, but printed (for me) was not good. I should writ everything on a notebook, so, I won't project nervous or ignorance about the topic by the nervous too. Left homework or activities for the teachers, thus, they can practice at home and

to explain the teachers the research and how many sessions I would like to do, but the principal just approved 5 sessions, the reason was the different planning activities in the school year. I explained the stages of the class, first they had to read as they believed that was or not correct; after the teacher would explain 12 phonetics symbols; the purpose is practice the sound and recognize where they can identify them. Later, the teachers read again the text and found that the can pronounce a little bit better. So, they manifested had improved their pronunciation. They said a	when the teachers were seeing my expression, they purposed the possibility to do another session; but it's a decision to do it at the finally process. Thus, I told them "don't worry, if you can't do it, the university and I will be working with these sessions". Then, the teachers started to read, first they felt nervous because they will be recorded, so, they forgot it when started to do it. I didn't correct anything at the moment; just recorded and listen, no more. In the second part, I explained 12 phonetics symbols, as material they had some photocopies, but I was bored for it, because they	improve more their English learning process. Definitely, change the marker, because on the board we did different and meaningful examples, but the marker color was not useful to catch them on the video. To prepare this first class, I took into account the background and the teachers' process; but the next classes should be based on the principal necessities in class or communications necessities that they will ask.
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softly pain in the throat, I explain that was normal, because they had been done different exercises. The appreciate the time and the class and hope to continue on Tuesday April 24th. They wanted to know more about the pronunciation and hoe the y came teach. I asked for the next class. What will they want to see or reinforce? The teachers replied “pronunciation”. And one teacher asked the time. They were so happy and appreciated the time and the new activity worked. The principal remember that the next class would be on Tuesday May 24th	were not very clear, and the teachers had to work on pairs; and, I prepared my class, I knew the words as a examples for each phonetic symbols, but I felt so nervous and I forgot o the board eraser, the black marker (and wrote with read, but, it couldn’t see in the recording), nevertheless, the teachers’ job as great, they looked for on the reading and remember some words and analyzing if the words were worked with the phonetic symbol or not. I felt nervous and a little uncomfortable with my friend (who did the recording) because were on my way or between the	
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	teachers and me, she wanted to catch everything, but a I felt that maybe the teachers felt chaos for this action. Sometimes, I forgot these feelings and did the class in comfortable attitude. When they had have read again they felt how they improve; I recorded one by one and did a small feedback for each one or congratulated to improvement. I feel happy with the class and so nervous for the process.	
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What should I reinforce?

Communication Strategies: There are the blueprinted to reflect how the communication exchanged with the time, necessities and the technology. ¹ They can be verbal (written and

¹<http://study.com/academy/lesson/what-are-communication-strategies-definition-types-examples.html#lesson>

oral communication), non-verbal (body language, facial language and all the expressions, include the tone) and visual (pictures, written messages).

The goal for the next journal is adopting some elements to improve the teaching process and the lesson and journal written. For this reason I will take the next stages.

1.a SWOT analysis of the organization. This analysis

rates: Strengths; Weaknesses; Opportunities; and Threats faced by the business, considering internal and external factors.

1.b Talk to key stakeholders: Sue Dewhurst's (B)ARROW framework to ask the right questions:

B is for **Bridging statement**: The bridging statement enables you to acknowledge what your customer has asked you for, e.g. "You've come to see me about putting a newsletter together; so that I can make sure I give you the best support on this, help me understand more about what we need to achieve..."

A is for **Aim**: Ask questions to understand the customer's aim. Try and avoid asking what content they want – your goal is to understand what they want to achieve: the two might be different, e.g. "Six months from now, in organizational terms, what do you hope will be different?"

R is for **Reality**: Try and understand what things look like for them, e.g. "What's happening now?" and "What's led to the current situation?"

R is for **Roadblocks**: Ask questions to understand which obstacles might get in the way, e.g. "What could stop this project being successful?"

O is for **Opportunities**: Which actions or changes would make the fastest or most significant contribution to the aim? E.g. “What’s the biggest quick win we could have in the next month?”

W is for **Who** and **When**: Identify who needs to know, feel or do something differently to achieve the aim, e.g. “Who is directly affected by this?”²

What are an activity, an exercise, and a task?

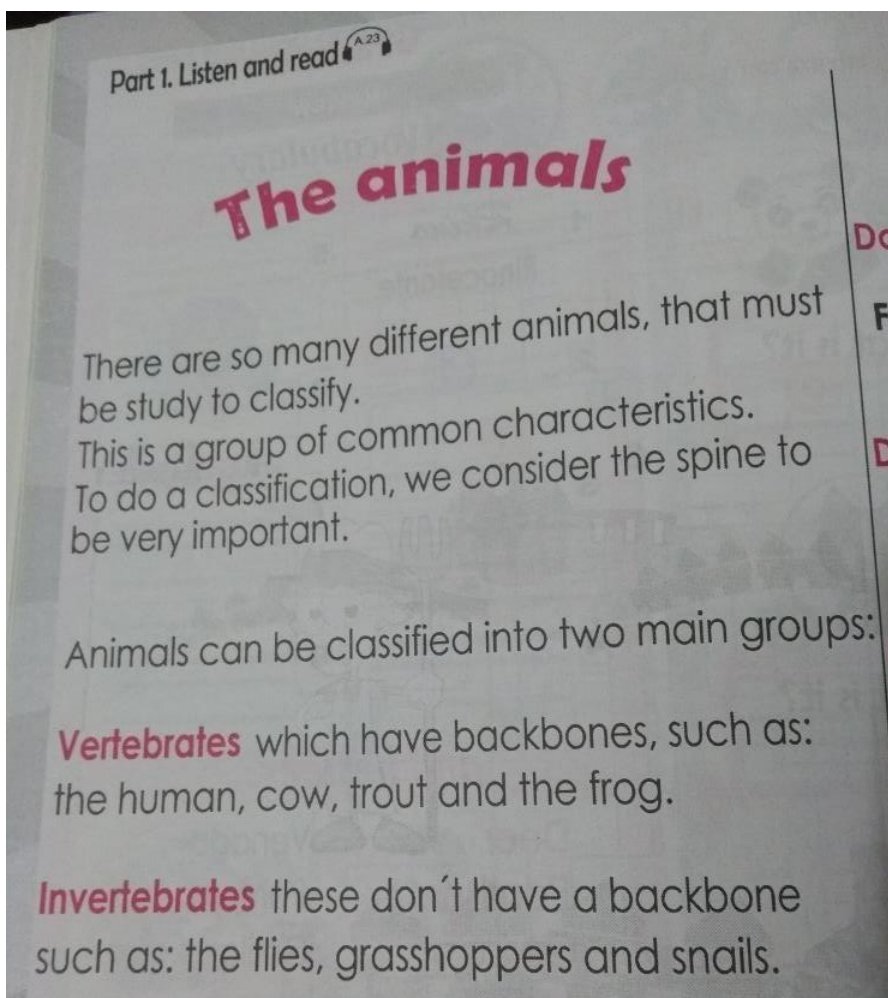
Activity: I everything purpose classroom procedure or process to get a classroom goal like a game, role-play etc.

Exercise: A teaching procedure that carry itself controlling and guide of the teacher; as a reading, drill.

Task: Is a freely purpose, this allows the students express their though without inhibitions but taking into account the base given or gotten on class.

- ✓ Appendix 3- workshops 1 “Colocando a diario en práctica lo aprendido” video in during the lesson development

² <https://www.melcrum.com/research/strategy-planning-tactics/9-steps-effective-strategic-planning>



The first part of the video where I presented to them didn't appear.

Teacher: Di are so many different animals, dis most bi study to classify. This is a group common characteristics. To due a classification, we consider the spine to bi very important.

Animals can be classifid into two main groups.

Vertebreits which which jai backbonEs soUch as: di human, cao, traout and the frag.

Invertebreitis: these don't have a backbone souch as: the flais, grasshoppers and the sneils.



- ✓ Appendix number 4 - workshop 2: Raising awareness on English grammar, first grade (elementary level) video – What is it? Indefinite articles practice.
- ✓ *Appendix number 5 - workshop 3: The use of games in English lessons. Pregarden* video – Daily routine
- ✓ Appendix 6 - workshop 4: Instructional language in EFL lessons focus on listening and speaking skills. Fourth grade video, teacher and students reinforce their pronunciation.

Watching the videos, contact the research: diana.ortiz@ustadistancia.edu.co

Appendix Number 7- workshop 5: Instructional language in EFL lessons focus on reading and writing skills.

Practice your grammar and vocabulary with....

Name Heidy Carolina Tovar Date NOV 25th

Use the words in the word box to finish the story.

soon ✓	say ✓	please ✓	there ✓
eat ✓	are ✓	no ✓	all ✓
out ✓	brown ✓	must ✓	will ✓

It is no fun when it rains! I want to go out and play in the yard. "say Please, Dad! Can I go outside?"

"No." ✓, says Dad. "You are will get wet. When the rain is all ✓ gone then you can play outside."

I will must wait until the rain stops. I play with my toys and read a book about a brown ✓ bear. I eat ✓ my snack. I hope the rain will stop there soon

or it will be bedtime!

"Look!", says Dad. "Soon There is no more rain!

Are Please you ready to go outside and play?"

"Hooray!", I must say. "I love to play outside!"

Let's practice!

Dolch Cloze Worksheet: Primer

Workshop 5: Instructional language in EFL lessons focus on reading and writing skills

The meeting started with some slide players about reading and writing

"Pensé que sería más difícil, pero mi texto fue con base a una canción que ya conocía"

Appendix Number 8 – Workshop 5: Instructional language in EFL lessons focus on reading and writing skills.

Practice your grammar and vocabulary with....

Name Lina Marcela Gallego Date 25 Nov. *great!*

Use the words in the word box to finish the story.

cow	song	garden	farm
duck	pig	picture	chicken
home	children	farmer	grass

Our music teacher's favorite Song ✓ is "Old Macdonald Had a farmer ✓". All of the children ✓ in our class love to sing this song. We like to make the sounds of the animals. For the chicken ✓ we make the sound "cluck, cluck". For the pig ✓ we make the sound "oink, oink" and for the duck ✓ we say "quack, quack".

One time our teacher asked us to draw a picture ✓ of what Old Macdonald's farm might look like. First I drew Old Macdonald. He is a farmer ✓. Then I drew the farm animals. I even drew a cow ✓ saying "moo"! Around the cows I drew grass ✓ for them to eat. I also put a garden ✓ for Farmer Macdonald to grow vegetables for his family to eat. Last I added a

Dolch Cloze Worksheet: Nouns

Workshop 5:

Instructional language in EFL lessons focus on reading and writing skills

The meeting started with some slide players about reading and writing
“El manejo de los tiempos verbales y el proceso de correcta escritura para pronunciar” Question 1”

Appendix Number 9 – Qualitative research interviews. Workshop Number 1



UNIVERSIDAD SANTO TOMÁS

PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

EDUCACIÓN ABIERTA Y A DISTANCIA

Personería Jurídica 3645 del 6 De Agosto de 1965

How does an English elementary training course for preschool and elementary teachers occur under the parameters of reflective teaching?

Workshop Number 1, May 19th: Raising awareness on English pronunciation.

School: Getsemani School

Teacher: Heidy Carolina Macías

Objective: To help the teachers to improve their in English classes based on Course Child material and methodology.

1. ¿Qué importancia tiene para usted la pronunciación en el desarrollo de las clases de inglés?

Es de gran importancia porque se desarrolla el oído o escucha para el reconocimiento de las palabras.

2. ¿Cómo cree que pudo contribuir los ejercicios de fonética realizados en el curso?

Se fortaleció la discriminación auditiva.

3. ¿Cuáles actividades nuevas cree poder implementar para mejorar la pronunciación de sus estudiantes?

-Ver programas televisivos o de dibujos animados en inglés que me lleve a esforzar el escucha y descubrir su significado.
-Canciones en inglés.

4. ¿Qué dificultades encuentra en la incorporación de ejercicio de pronunciación, spelling o speaking?

El pronunciarlo de manera incorrecta y no tener quien corrija.

Appendix Number 10 – Qualitative research interviews.



UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

EDUCACIÓN ABIERTA Y A DISTANCIA

Personería Jurídica 3645 del 6 De Agosto de 1965

How does an English elementary training course for preschool and elementary teachers occur under the parameters of reflective teaching?

Workshop Number 2, September 09th: Raising awareness on English grammar.

School: Getsemani School

Teacher: Nelsi Hern Santa

Objective: To help the teachers to improve their in English classes based on Course Child material and methodology.

1. ¿Qué tan relevante considera el taller que ese realizó, sobre el uso de útiles escolar en la enseñanza de gramática del inglés?

Todos los talleres que yo pueda recibir para este proceso del manejo del inglés es algo super importante

2. ¿Cómo cree que el ambiente y los elementos en él contribuyen al aprendizaje?

porque las personas aprendemos visual y auditiva y fotográficamente y eso es algo que capta más fácil y rápido el cerebro.

3. ¿Qué nuevas actividades o materiales cree que se puedan implementar a partir del taller en el desarrollo de sus clases de inglés?

Fichas, T.V, sonidos de animales y otros
Actividades que trabajen con el audio o (video)

4. ¿Qué dificultades encuentra en la incorporación de recursos y o diseño de materiales en la clase de inglés?

La adquisición o elaboración de este material generan gastos adicionales y adquisiciones de lo nuevo.

Appendix Number 11 – Qualitative research interviews.



UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

EDUCACIÓN ABIERTA Y A DISTANCIA

Personería Jurídica 3645 del 6 De Agosto de 1965

How does an English elementary training course for preschool and elementary teachers occur under the parameters of reflective teaching?

Workshop Number 3, September 13th: The use of games in English lessons

School: Getsemani School

Teacher: _____

Objective: To help the teachers to improve their in English classes based on Course Child material and methodology.

1. ¿Qué importancia encontraron al taller que ese efectuó, sobre la inclusión de juegos en la enseñanza del inglés?

Que se aprende de una manera mas divertida el inglés

2. ¿Cómo creen que los juegos contribuyen al aprendizaje?

Manera mas facil de aprender

3. ¿Qué nuevas ideas le surgieron a partir del taller para implementar en el desarrollo de sus clases de inglés?

Que es mas Facil enseñar el inglés jugando.

4. ¿Qué dificultades encuentra en la incorporación de juegos en la clase de inglés?

Que toca explicarlo bien y darse a entender.