

UNIVERSIDAD NACIONAL
Facultad de Filosofía y Letras
Escuela de Literatura y Ciencias del Lenguaje
Sistema de Estudios de Posgrado

Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como
Lengua Extranjera para Alumnado Adulto

An Exploration of the Reflective Teaching Component of the Bachillerato en la
Enseñanza del Inglés para I y II Ciclo con Salida Lateral de Diplomado at the
Universidad Nacional



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Heredia, November 20, 2009

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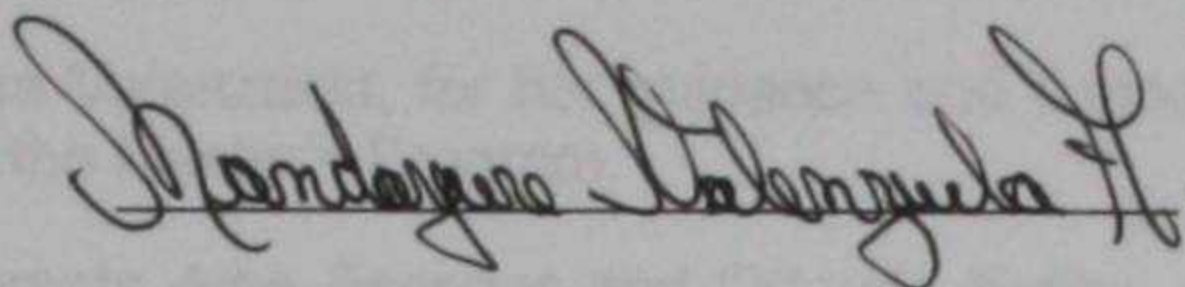
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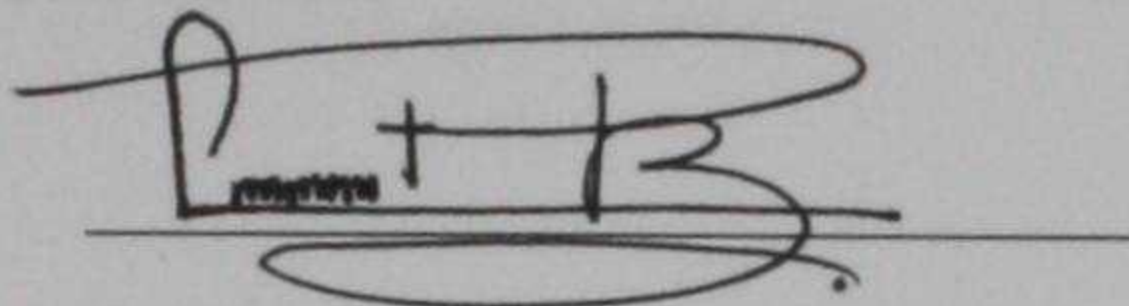
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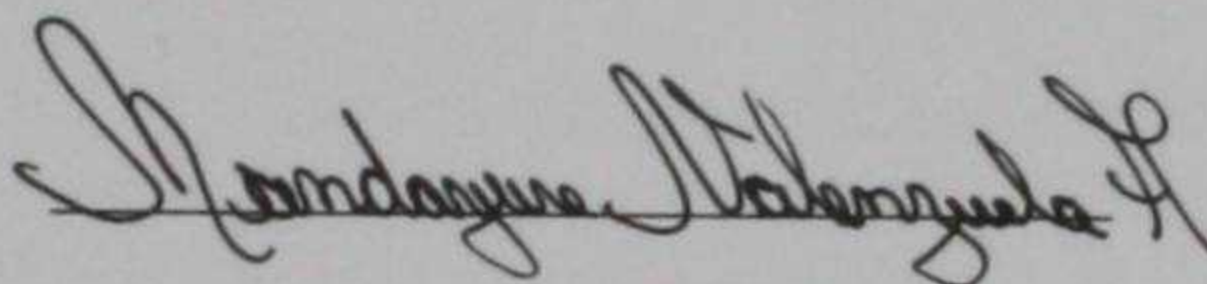
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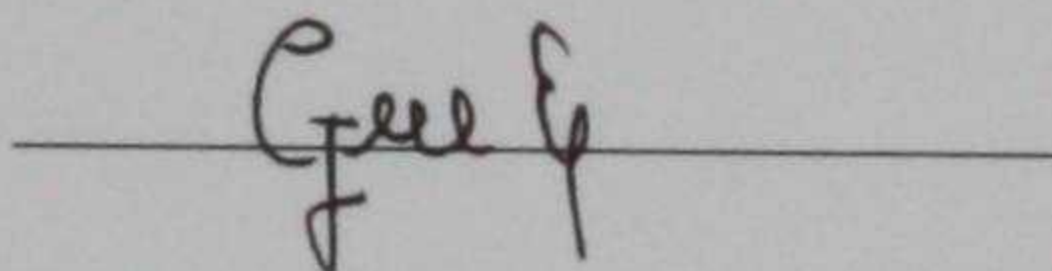
con Énfasis en Inglés como Lengua

Extranjera para Alumnado Adulto y para Alumnado Infantil



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Acknowledgements

I want to thank M.A Lorein Powell Benard for the significant contributions she made to this project both as my tutor and as my mentor. From day one, she committed to helping improve this study, whose success would have not been remotely possible had it not been for her guidance and support. Not only was Ms. Powell a great tutor but also a great motivator at times when the research project became complicated. Her knowledge and expertise in the area of research helped in making this study a solid, valid and reliable one. I will always be in debt with her as no treasure will ever be enough to compensate the long hours, during days or nights, that Ms. Powell dedicated to helping me complete this study.

I also want to thank M.A. Oscar Rojas, my former professor at Universidad Nacional, and M.A. Emma Torres, my former boss, who from the beginning of this process, not only supported my choosing of reflective teaching for my graduation project, but also contributed with ideas and feedback throughout its completion.

A special thanks to M.A. Nandayure Valenzuela, for her guidance and support, both as my professor and as the Coordinator of the Master's Program.

I need to thank my family; my parents Alba Escobar and Orlando Fallas, and my siblings Lady Fallas, Guiselle Fallas and Richard Fallas. They are the reason why I have made it my objective to become a better professional and human being. I dedicate this project to them and to my tutor Ms. Lorein Powell Benard.

Resumen

Esta investigación aborda el modelo de enseñanza reflexiva y su papel transcendental en la formación de educadores, como el método más apropiado para formarlos como profesores autónomos y reflexivos capaces de auto-generar su crecimiento profesional de por vida. La investigación evalúa si este modelo es implementado en el Bachillerato en la Enseñanza del Inglés para I y II Ciclo con Salida Lateral de Diplomado, como lo establece el curriculum del programa. Para alcanzar esta meta, el estudio hace un cuidadoso escrutinio de la orientación actual de los cursos Praxis Pedagógica en el Aula Escolar y Proyecto Educativo en I y II Ciclo y su correspondencia con el paradigma reflexivo que, según su curriculum, es el que da dirección al mismo. Concomitantemente, la investigación evalúa cómo contribuyen esos cursos a preparar a los estudiantes para que sean capaces de delinear su propia filosofía de enseñanza de la lengua y para que adquieran las habilidades reflexivas que les permita seguir creciendo profesionalmente de manera autónoma y continua.

Palabras Clave

Enseñanza reflexiva/práctica supervisada/evaluación curricular/pensamiento crítico

Trabajo presentado para optar al grado de Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto, según lo establece el Sistema de Estudios de Posgrado de la Universidad Nacional, Heredia, Costa Rica.

Abstract

This study addresses the reflective model and its transcendental role in teacher education programs as the most appropriate for preparing English language teachers as autonomous practitioners for life. The study evaluates whether this model is being implemented in the Bachillerato en la Enseñanza del Inglés para I y II Ciclo con Salida Lateral de Diplomado, as established in its curriculum. To reach this goal the study carefully examines the correspondence between the orientation of the courses Teaching Practicum and Classroom Project and the reflective-oriented guiding paradigm of the program. Concomitantly, this study evaluates the contributions of the two target courses to the students' articulation of a philosophy of teaching and their acquisition of critical reflection skills to engage in autonomous and on-going professional development.

Key Words

Reflective teaching/critical reflection/teaching practicum/curriculum evaluation

Paper presented as a requirement to obtain the Master's Degree in Second Languages and Cultures with an emphasis in the Teaching of English as a Foreign Language to adult learners, in fulfillment of the bylaws and regulations established by the Graduate Program at Universidad Nacional, Heredia, Costa Rica.

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List of Abbreviations

- BEIC:** Bachillerato en la Enseñanza del Inglés para I y II Ciclo con Salida Lateral de Diplomado
- SLTE:** Second Language Teacher Education
- TP:** Teaching Practicum Course
- CP:** Classroom Project Course



Introduction

Literature in education gives account of three well-cemented models that teacher education programs have followed over time: the *craft model*, the *applied science model*, and the *reflective model*. Each one of them has, in their own particular ways contributed to transmit to student teachers the kind of expertise they require to become professionals in their field. Those programs that follow the *craft model* conceive teaching as a skill acquired empirically by imitating and learning the practical knowledge handed down to them by qualified veteran teachers. Contrarily, the guiding paradigm in those organized around the *applied science model* is that teachers need to master the theory that explains how learning takes place, in order to be able to translate such theory into practice in real classroom settings.

In both, the *craft* and the *applied science models*, student teachers are conceived as passive recipients of knowledge, whether experiential or theoretical, which they obtain from experts. Different from those two, the *reflective model* proposes that pupil teachers benefit from both: the theory that derives from research and from the accumulated experience of those who have practiced the profession for a long time. But beyond that innovation, this model encourages student teachers to resort to their own teaching practices as a sound and valid source for acquiring knowledge, based on the consistent critical appraisal of the effectiveness of their performance in response to the unique needs of their pupils and the context in which their learning takes place.

Language teacher education programs whose guiding paradigm is either the *craft* or the *applied science models* might not be sufficient for preparing student teachers for doing their jobs successfully. This is because neither the handed down experts' experience, nor the mastery of theory may be enough for preparing them to perform well in the language classroom. Instead of viewing student teachers as passive receivers of knowledge, teacher education programs need to prepare autonomous professionals, capable of performing a sustained, and critical assessment of their accumulated theoretical and practical knowledge taking into consideration their students and their specific learning environments.

This means that in addition to being exposed to theory and the accumulated experience of veteran teachers, student teachers need to acquire the skills and master the tools that will allow them to learn from their day-to-day performance, either to modify or to adjust their classroom practices to become effective up-to-date professionals.

While it is essential that novice teachers become familiar with the theoretical perspectives that give account of the processes involved in language learning and the most current approaches to teaching languages, it is also fundamental to understand that theories cannot always be followed as proposed because teachers may find that every class and every student is different. Teachers who are trained to follow fixed methodologies, strategies and teaching techniques fail to cater to the particular learning needs of their students. That is why it becomes imperative to tailor and fine-tune theory to address the unique needs and demands of each distinct group of learners and learning settings.

Language teachers today, ought to be fully aware that teaching goes far beyond the motions of planning and teaching their lessons, but also comprises critically reflecting upon the effectiveness of their classroom practices because down the road, they will need to route on detours heading in directions that differ from those taught to them in the teacher education program.

According to the *reflective model*, teacher education programs are expected to challenge student teachers to verbalize their values, beliefs, and principles surrounding what constitute good teaching, so that they may become fully aware of the type of professionals they are and the ones they want to be by means of continuous self-assessment. This implies developing the student teachers' capacity to articulate their *teaching philosophy* and providing them with the tools that will allow them to reflect on their teaching practices, which is the most effective way to grow and become autonomous professionals.

All of this explains why it is so important to investigate at this point in time if the second language teacher education program at Universidad Nacional, the Bachillerato en la Enseñanza del Inglés para I y II Ciclo con Salida Lateral de Diplomado (BEIC), is effectively educating and encouraging its student teachers to become reflective practitioners of the profession. And the best way of scrutinizing this reality is by looking at the courses "*Classroom Project*" and "*Teaching Practicum*", which according to their description, are the most clearly oriented towards the goals of critical reflection, thus, the ones expected to respond to the purposes of developing and refining the student teachers' professional competence.

This work consists of four chapters. The first one presents the research problem and explains its importance. Likewise, it states the objectives of the study and the contribution it makes to the field of applied linguistics. The second chapter constitutes the framework of reference, which puts together the main concepts and theoretical assumptions that inform the study. After the theoretical framework comes the chapter that explains the methodological approach and design followed in the development of the study. The fourth chapter comprises three major sections. The first scrutinizes the basic orientation of the teaching practicums of the BEIC imparted in the years 2007 and 2009. The second analyzes the course Classroom Project. The third discusses the correspondence and incongruencies found in the BEIC in regards to the reflective paradigm it should respond to. Finally the paper presents its conclusions and recommendations.

The development of this descriptive study was full of major challenges, though its completion entailed acquiring valuable knowledge and great satisfaction, and it constitutes the accomplishment of a significant professional and personal aspiration.

I. The Research Problem and Objectives

The works of many outstanding scholars in the field of education lead to the conclusion that effective teaching does not depend exclusively upon implementing methods and techniques learned in the classrooms of second language teacher education programs (SLTE)¹. Grounded in reality, what happens is that teachers filter most of the methodologies, strategies and techniques that they learn in their teacher education programs through their belief system and assumptions about the language, the way it is learned and the way it should be taught. In consequence, the student teachers' assumptions and beliefs should be a main target in those courses comprising any teacher education program.

In other words, it is indispensable to make sure that the beliefs and assumptions of the student teachers really become a core component in programs that prepare them to grow to be reflective language teachers on the route. Richards, who is a respected scholar in *reflective teaching*, refers to the importance of such assumptions and beliefs in these words:

The role of teachers' principles and beliefs and how these shape their approaches to teaching has become an issue of increasing significance in our understanding of teaching... Research on these issues suggests that teachers filter much of the content of SLTE (second language teacher education) programs through their own belief systems, and that this process needs to be understood in

¹ Scholars like Jack Richards, Andy Curtis, Cathleen Bailey, among others, have concerned themselves with this fundamental issue in education.

developing effective approaches to SLTE. As prospective teachers increase their professional skills, awareness, and knowledge, they move from the level of *technical rationality*, where the focus is on basic teaching techniques and skills, to the level of *critical reflection*, where they are guided by their personal theory and philosophy of teaching, which is constantly renewed by critical reflection and self-assessment. (3)

According to the BEIC's curriculum, the "Teaching Practicum" and the "Classroom Project" courses are those in which the student teachers' beliefs and assumptions would constitute a core component. These courses are the ones intended to make student teachers aware of their own practices as the first step in becoming reflective practitioners, which are beliefs and assumptions that trainees need to assess systematically for the purpose of evaluating and improving their teaching skills.

It should actually not be risky at all to assume that teacher education programs should aim at developing in their students a *technical rationality*² parallel to encouraging them to explore their own beliefs and assumptions about language learning and teaching, which in turn prepares them for self-assessment and professional growth. Likewise, teacher education programs need to prepare student teachers to critically reflect upon and assess those assumptions and beliefs under the light of language learning theories and their actual teaching

² *Technical rationality* is used here as an alternative term to refer to teaching routines.

experience. Developing critical reflection skills empower teachers to engage, as actors, in an enduring process of professional development until the day of retirement.

Based on what has been stated to this point, it would neither be risky to presume that teachers who graduate from programs that aim fundamentally at developing a *technical rationality* walk into their classrooms confused, not being really aware of what they believe in terms of language learning and teaching. Concomitantly, they will go into the workplace packed with a repertoire of theories, strategies and techniques, but seriously lacking the tools, skills, and levels of self-awareness that are necessary for becoming reflective practitioners and for genuinely committing to their own professional development. Parker, as quoted in Richards, underlines the need for teachers' continuous renewal of their teaching practices as follows:

Teaching learning contexts change, and teachers' behaviors must change accordingly. The basic problem for teachers is, therefore, to acknowledge that there is no best way to behave, and then to learn to make decisions in such ways that their behaviors are continually appropriate to the dynamic, moment-to-moment complexity of the classroom. (11)

But, critical reflection does not just happen; it calls for attention on the part of the professors to make sure that all they do in the classroom orients student teachers towards becoming self-aware of teaching practices and towards building a sound philosophy of teaching. Developing a philosophy of teaching; however,

constitutes only the starting point in reflective processes. Only after student teachers are able to articulate their own philosophy, are they ready to collect data from their own classes to appraise their teaching assumptions and performance. Collecting such data is not as easy as simply observing others to assess what they do or even as easy as keeping track of one's own performance while teaching. Oftentimes, teachers are so busy teaching at any cost, that important data about what they do or the learning process of their students may go unnoticed to them. It is for this reason that they need to develop systematic ways of keeping record of their teaching practices and students' development for later reflection. The classroom is in fact a complex scenario full of details that can inform teachers about necessary adjustments in their practices.

Using a well-articulated *teaching philosophy* as a point of departure, teachers need to resort thereafter to various instruments for collecting data to assess the appropriateness of that philosophy. This assessment, in turn, will provide them the knowledge they need for adjusting their classroom practices to the changing teaching-learning contexts and the needs of the students.

The seminal role that the *reflective model* plays in the formation and the professional development of English teachers is precisely what makes this investigation relevant for it intends to inquire if the student teachers enrolled in the BEIC program are effectively prepared to engage into critical reflection as a life-long approach to teaching. This is, to inquire whether prospective teachers in this program receive the appropriate guidance for constructing their own teaching philosophy and for becoming reflective agents of education, capable of

autonomously becoming their own mentors for as long as they hold a teaching position.

It is actually heart soothing that the BEIC's program at UNA is assumed to be based on the "humanistic" and "hermeneutic reflective" paradigms in teaching education because the former tendency aims at preparing the prospective teachers for self-propelled personal change, while the latter promotes a critical analysis of education processes, taking into consideration the community, society and culture (12)³. All of the above is what *critical pedagogy* involves. The official position expressed in the BEIC's curriculum is clear when it says: "A teacher education syllabus that does not follow these tendencies takes the risk of not being operational in its implementation" (12-13).

Likewise, the curriculum includes several cross-curricular themes. The first one is investigation, defined in the document as an on-going process for better understanding the pedagogical knowledge provided by the bachelor program. This cross-curricular theme is further described as, "A dynamic on-going, changing, intentional, systematic, historical and socio-cultural process oriented towards the construction and reconstruction of pedagogical knowledge" (16). This conceptualization coincides with the main goal of *reflective teaching*, which stimulates teachers to scrutinize their pedagogical practices very closely for understanding them better and to propitiate their improvement.

³ The original source from which this quotation was taken, "Plan de Estudio de la Carrera de Bachillerato en la Enseñanza del Inglés con Salida Lateral de Diplomado", is written in Spanish. The material incorporated here and hereafter, which comes from the document, was either translated or paraphrased in English by the researcher. The entire document is attached to this work as an appendix.

On the other hand, the practical-pedagogical cross-curricular theme, which is the second, aims at progressively inserting the student teachers into real world classrooms. According to the program's design, this cross-curricular theme helps student teachers "construct their own theoretical perspectives, subject to confrontation and reconstruction" (17). This process involves the articulation of a philosophy of teaching (17). The program's design also states that its goal is that student teachers "use their practical classroom experiences as a source for investigating, becoming aware of their learning and teaching processes, and for analyzing and generating processes that will result in the implementation of changes in the teaching reality and themselves as professionals; this is reflective teaching (17).

Finally, the bachelor program establishes that the humanistic cross-curricular theme included, "... is intended to educate autonomous, creative, proactive and innovative professionals capable of shaping and giving direction to their own professional projects in response to the natural and social context in which they perform as teachers" (17). All of this is only attainable by means of involving the student teachers in the introspective analysis of their teaching practices and in using appropriate tools for collecting data for assessing their appropriateness vis-à-vis the needs of their students and the demands of the larger social contexts.

The thoughts that define the heuristic path that the BEIC is intended to follow further justifies an investigation intended to verify the extent in which its intended investigative-practical-pedagogical-humanistic goals are actually being implemented as defined in its humanistic-hermeneutic teacher-education guiding

paradigm. The problem approached in this study derives from a deep interest in discerning if what authorities establish as the core element of that English teacher education program is effectively implemented by means of what takes place in the teacher education classroom, which should provide prospective teachers with the tools for constructing their personal teaching philosophy and for developing critical reflection.

General Objectives of the Study

The overall purpose of this study is to investigate if student teachers of the BEIC are being prepared to become reflective practitioners as the courses “*Teaching Practicum*” and “*Classroom Project*”⁴ are intended to, according to the program's curriculum.

Specific Objectives

More specifically, this research aims at answering three basic questions:

1. Do the courses “*Teaching Practicum*” and “*Classroom Project*” effectively serve for guiding the student teachers to develop their own teaching philosophy?
2. What type of guidance or encouragement do student teachers receive in those two courses to acquire teaching expertise and for becoming reflective practitioners?

⁴ The names assigned to these course in Spanish are respectively, *Praxis Pedagógica en el Aula Escolar* and *Proyecto Educativo de Aula en I y II Ciclo*.

3. How are students being prepared to engage autonomously into critical reflection about their classroom practices once they graduate and start performing as teachers on their own?

Contribution of this Study to the Field

The contribution of this study to the field of applied linguistics goes in three directions:

- 1) It is a systematic study that addresses the problem of empowering teachers to construct their teaching philosophy as part of their process of professional development, which is a very relevant aspect of teacher education programs and of the professional development of educators.

- 2) It is the first study carried out at Universidad Nacional in the area of applied linguistics that takes upon the uncomfortable task of assessing the significant connection that may or may not exist between what a language teacher education program establishes on paper, as its main focus, and what really takes place in the classroom during this implementation.

- 3) Depending upon the results of the study, it could serve as a point of departure for implementing the most feasible and pertinent of the following three goals in the future:

- Re-designing the target courses (Classroom Project and Teaching Practicum)
- Designing an entirely new course focusing on reflective teaching to be incorporated to the program, or

- Developing formative(courses, seminars, talks, workshops) intended to enable the teachers in charge of pedagogy courses to implement the reflective teacher-education model

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II. Framework of Reference

In recent years, several experts have undertaken studies on reflective teaching; such effort has resulted in a large body of theory regarding how reflective teaching is actually implemented and what the benefits are for those who tackle their jobs in a reflective manner. Most importantly, experts view reflective teaching as the approach that bridges the long lasting dichotomy that has existed between theory and practice, and which tangentially makes the distinction between thinking about teaching events to evaluate someone else's performance and reflecting on one's own improvements as teachers.

This framework of reference surveys the theoretical understandings surrounding reflective teaching that inform this research endeavor. The chapter presents a brief discussion of the importance of the teaching practicum in the process of student teacher formation. The second section gets into the discussion of the three major trends that teacher education programs have followed historically in preparing teachers: the *craft model*, the *applied science model* and the *reflective model*. Here, the suitability of the reflective model is also justified. The third section discusses the importance of reflective teaching and provides definitions of the concept. Then, the fourth section explores the importance of the student teachers' definition of their teaching philosophy as a starting point for self-awareness. Finally, the chapter closes with an explanation of the different tools available to teachers for them to collect data about their classroom practices for self-assessing the effectiveness of their philosophy of teaching.

Overall, this framework of reference will put into perspective how the concepts discussed help to better appreciate the exploration of the reflective component of the BEIC approached in the investigation and why reflective teaching is the way for improving language teacher education.

The Relevance of the Teaching Practicum

The teaching practicum (TP) is one of the crucial courses in the formation of the student teachers in the BEIC because this is when they get to put into practice what they have learned throughout the program in a real classroom setting. It is during the TP when the student teachers are able to establish real linkages between theory and practice. The TP is in fact the beginning of the never-ending professional development journey in which teachers choose to embark. In his book *Training Foreign Language Teachers: A Reflective Approach*, Wallace ascertains that "It is during the teaching practicum that trainees are encouraged to develop, practice and refine their competence as teachers" (1).

In fact, it is crucial that every agent involved in the TP process: the teacher-educator, the supervisor, the cooperating teacher, and the student teachers invest their utmost effort, so that the teaching practicum may have a significant and enduring impact on the entire professional journey of the novice educator. One of the determining elements in this process is the paradigms that guide the teacher education program and the actions that derive from such paradigm.

The model adopted and endorsed by the teacher education program and its leading agents, especially those involved in courses intended as a teaching practicum, shapes the role that the teacher educator, the supervisor, and the student teachers will play throughout this crucial experience. While one model assigns to the student teachers a more active role, another might assign to them a rather passive one. In this regard, Wallace explains that:

The roles assumed by the supervisors and the student teachers in the course of supervisory process, and the kind of encouragement rendered by the supervisor are highly influenced by the views held by supervisors about the nature of teacher preparation. (2)

This statement confirms the need for all agents to be well informed about the scope and meaning of the reflective model in teacher education.

Models of Teacher Education

Throughout history, there have been three leading models of teacher-education: the *craft model*, the *applied science model* and the *reflective model*. Each of these has a different focus, and most importantly, each one has contributed to facilitate the teachers' process of acquisition of teaching expertise in very distinct ways.

The Craft Model

Wallace makes clear that the *craft model* revolves around the transmission of experiential knowledge. This model conceives that senior practitioners, whose knowledge derives from their accumulated practical experience, constitute the

optimal source from which inexperienced teachers learn. The role of the novice teachers in this model is to imitate the knowledgeable master who has practiced the craft for an extended period. Wallace states that:

In this model, the wisdom of a profession resides in an experienced professional practitioner: someone who is expert in the practice of the craft. The young trainee learns by imitating the expert's techniques and by following the expert's instructions and advice. (6)

This model was traditionally used until the end of the First World War, around 1945. Wallace also explains that the success of this teacher education model is dependent upon a static society that does not change rapidly, so the teaching practices passed on to younger generations of teachers continue to be effective (6). However, current societies are subject to constant change and are more and more heterogeneous as they become part of the global village.

The Applied Science Model

On the other hand, *the applied science* model is based on the assumption that inexperienced teachers have to learn the theory that researchers and scholars propose about teaching, and then apply it in the classroom. The followers of this model ascertain that the success of inexperienced teachers depends upon the correct application, or on the accurate understanding of the theory. Wallace says that in the *applied science model*, "The findings of scientific knowledge and experimentation are conveyed to the trainee by those who are experts in the

relevant areas" (9). Thus, failure is attributed to the trainees' lack of understanding of the theory or to the fact that they have not applied the findings properly (9).

In the two previous models, the pupil teachers play a passive role as recipients of knowledge, who do as told by experts in the field. However, the reflective approach gives two steps forward in conceptualizing teacher education. On the one hand, it conceives that inexperienced teachers should learn the theory proposed in research while they learn from those who are experienced in the profession of teaching as well. On the other hand, the *reflective model*, for the first time, proposes that student teachers can also learn from their own teaching experiences. This model encourages novice teachers to look critically into the effectiveness of their teaching practices for assessing whether such practices satisfy the unique needs of their students according to the context in which their learning takes place (Wallace 13).

The Reflective Model

For several reasons, the *reflective model* seems to be the most appropriate paradigm to follow as a path to modeling student teachers to perform their job. In the first place, it successfully bridges the gap between theory and practice. This model encourages practitioners to understand and assess their practices in the light of theory, and to evaluate theory in the light of their practical experiences. In this way, it prepares the prospective teachers to make critical choices in order to privilege the practices that best suits their own students and the teaching context in general. Second, a model that prepares teachers to be able to adapt their practices to the rapid changes of the world of today seems very appropriate, also

taking into consideration the changing needs of their students. Finally, this model eradicates the evident distance placed between researchers and practitioners, and it dismisses the hierarchy among teachers, which traditionally classified them into experienced possessor of knowledge at the top of the pyramid, and inexperienced practitioners, at the bottom, called to imitate the practices of their seniors. Instead, the *reflective model* hands over to teachers (novice or not) the role of researchers who have to constantly collect data as they work in their classrooms to be able to assess the effectiveness of their teaching practices.

The Relevance of Reflective Teaching

In teacher education programs, student teachers are commonly prepared in areas such as teaching theories and skills, communication skills, content-subject-matter knowledge, pedagogical reasoning and decision making, and in understanding the context in which education programs are developed. These two last components are critical if the aim is to educate reflective practitioners capable of assessing and adapting their practices, and thus continue growing professionally in an autonomous manner.

Programs that focus on the first three components mentioned above leave little room for exploring the last two: pedagogical reasoning and decision-making, and understanding the teaching context. Such programs are likely to fail to educate reflective practitioners, and instead educate professionals who are fixated on the methodologies, strategies and techniques that they were taught in the university classroom. This has been the reality of teacher education programs around the

world for a long time. Concerning this, Jack Richards, in his book *Beyond Training*, quotes Tedick and Walker who describe SLTE programs as being closely similar worldwide. They state, "The focus is on the transmission of knowledge about methods and foundation courses followed by a student teacher experience during which students are expected to put into practice what they have learned in the preceding semesters" (16).

This approach to teacher-education follows the principles of the *applied science model* in that it expects students to learn the theory and then apply it over a semester while in their teaching practicum. However, the sole fact of knowing theories of teaching, having the skills for implementing various teaching strategies and techniques, being able to communicate well in the target language, and knowing the subject matters involved (grammar, pronunciation, etc.) is not enough to have a well formed English teacher. Teachers should also be thoroughly prepared to develop their pedagogical reasoning and decision making skills, which are important skills necessary for assessing what teaching practices have to be adapted or modified to satisfy the needs and demands of the students and the teaching context. Jack Richards, in his book *Beyond Training*, speaks of the importance of complementing methodologies, strategies and techniques with higher levels of thinking skills:

While competence in a teaching methodology and the mastery of teaching skills and techniques may be thought of as the starting point in teacher development, they need to go hand in hand with an examination of the specialized thinking and problem solving skills that teachers call upon when they teach. (10)

Developing pedagogical reasoning and decision-making skills requires critical reflection, as these two are complex cognitive skills that underlie teaching. Pedagogical reasoning is described as the capacity teachers need for translating their knowledge into lessons that are pedagogically powerful, capable of promoting learning among students belonging to different levels of ability and background. Decision making deals with the ability to make interactive decisions that are tailored to the dynamics of the context in which teaching takes place (Richards, *Beyond Training* 10). It is a well-known fact today that the teaching context constantly changes, so teaching practices must be adapted in consequence, to cater to the needs of those learning the language.

The Nature of Reflective Teaching

At this point, it is crucial to explore different definitions that have been proposed by scholars to understand the meaning of *reflective teaching* and what it does. Cruickshank's and Applegate, who are quoted by Bailey et al. in their book *Pursuing Professional Development: The Self as Source*, define *reflective teaching* as, "The teacher's thinking about what happens in classroom lessons, and thinking about alternative means of achieving goals or aims" (36). This definition focuses on classroom events and encourages teachers to look at the effectiveness of the lessons implemented and to explore different routes for attaining their goals.

In similar vein, Jack Richards, as quoted in Bailey et al., asserts that critical reflection involves looking at teaching practices by exploring the assumptions from within the teacher that generated them. He says that, "Teachers and student

teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as the basis for critical reflection about teaching" (26).

Zeichner and Liston offer yet another definition that expands on Richard's by including in the analysis the consequences derived from teaching practices. They describe critical reflection as, "Active, persistent and careful consideration of any belief or practice in the light of the reasons that support it and the further consequences to which it leads" (quoted in Bailey et al. 37). These authors talk about the importance of challenging decisions made regarding language instruction and looking at the results of such decisions.

Under the light of the definitions provided above, it is possible to ascertain that critical reflection (*reflective teaching*) involves looking at teaching from within, which is the starting point for teachers to examine beliefs, values and principles regarding teaching from an introspective standpoint. Jack Richards says that, "Reflective approaches to teacher development often seek to engage teachers in articulating and examining the assumptions that underlie their teaching, and in developing personal principles of best practice that can support their approach to teaching" (*Beyond Training* 3). In other words, the idea is not for teachers just to go through the motions of teaching as they perform in the workplace, but for them to reflect on what goes on in the classroom in order to improve their teaching, which is an important chunk of what reflective teaching is about.



The Philosophy of Teaching in Critical Reflection

Teachers that are able to draw up a well-defined teaching statement are those that are more aware of the beliefs, values and principles that underlie their teaching. As they explore their ideas in regards to good teaching and appropriate conditions for language learning, they become increasingly critical of what they do. Concomitantly, as they explore the assumptions and beliefs underlying their philosophy of teaching, they become able to assess their own teaching practices drawing knowledge from their teaching experiences.

Jack Richards equally depicts the notions of teaching and teacher development in an interesting manner:

While SLTE programs often reflect a particular theory of teaching, teaching is also a highly personal and individual activity. Teacher development involves teachers in creating an approach that draws on their experience and understanding as well as on their personal principles and beliefs about good teaching. (*Beyond Training 2*)

These principles and beliefs constitute what is called a *teaching philosophy*. Teachers, who have a well-defined teaching philosophy, find it easier to work on the development of their views of teaching in a focused manner.

The purpose of any program that prepares language teachers should not be only to teach the technical rationality of teaching (methods, strategies and techniques) but should also focus strongly on critical reflection. According to Jack Richards, teaching is guided by the teachers' teaching philosophy and this needs to be renewed and reshaped by critically reflecting upon it by means of permanent

self-assessment (*Beyond Training* 3). Thus, it is imperative that teachers be equipped with the tools to collect information about their teaching to assess their teaching practices, together with their teaching philosophy.

As stated above, the idea is not for teachers to simply be able to state their philosophy of teaching and remain stuck to it forever. Rather, this statement is conceived as the starting point in an on-going process of reflection on their teaching practices. Individuals are not born teachers; they become teachers as they walk along a professional path involving trial and error, shaping and reshaping. The important point here is that teachers should reflect on their mistakes and their accomplishments critically, so they can renew their beliefs and ideas about language learning and teaching permanently. However, if teachers lack the tools for collecting information about what they do in the classroom, their opportunities for critical reflection and for self-generated growth will be meager. In this sense, Jack Richards explains that, "Activities that promote self-inquiry and critical thinking are central for continued professional growth, and are designed to help teachers move from guiding their actions and decisions by routine to guiding them by reflection and critical thinking" (*Beyond Training* 23-24).

On their part, Bailey et al. refer to *critical reflection* as the pillar for professional development. In this regard, they say that, "Self awareness and self observation are the cornerstones of all professional development. They are essential ingredients, even prerequisites, to practicing reflective teaching" (22). By collecting data about their teaching practices, teachers become more aware of what they do, which translates into self-awareness and self-awareness is cornerstone in *critical reflection*.

Once beliefs and assumptions are explored and verbalized, it is necessary that teachers challenge that set of ideas. An important fact is that the literature on reflective teaching points out that it is rather risky for teachers to make decisions based solely on their personal preconceptions. In the article "Learning to Talk/Talking to Learn: Teaching Critical Dialogue", Marchel refers to the need to challenge teachers' personal biases when she ascertains that:

Personal biases influence all aspects of teaching: how a situation is interpreted, what interventions are tried, the appraisal of intervention, and even whether or not an important aspect of teaching receives even passing notice. Methods for the examination of personal bias are necessary for teachers. (3)

It must be noted that none of the dynamics involved in critical reflection focuses on assessing the doings of other practitioners but on looking introspectively into one's own understandings and performance in the classroom.

Description of the Critical Reflection Tools

Among the most effective tools for critical reflection discussed in literature reviewed for this research are *critical dialogues*, *peer observation*, *teaching journals*, *video taping*, *surveys and questionnaires*, and the *professional portfolio*. Each one of them is described in some detail next.

Critical Dialogues

Critical dialogues challenge teachers' personal biases surrounding decision making and classroom approaches. This approach derives from the *critical*

pedagogy proposed by Paulo Freire, who used dialogue in education as a way of transforming thinking processes into tools for understanding social contexts. At a later stage, *critical pedagogy* empowers practitioners to undertake political action to free themselves from social prejudice and inequities. This approach is also linked to Vigotsky's ideas regarding the relevant role of language in the construction of knowledge (Marchel 2). The idea behind *critical dialogues* is that teachers in particular, talk to learn. Marchel explains how they take place:

Critical dialogue in schools occurs when educators discuss teaching incidents and challenges with their peers in order to scrutinize personal experience and to avoid biased interpretations and actions in teaching. In this practice, educators learn to communicate with peers in ways that promote the examination of personal thoughts that influence their educational practice. On-going dialogue helps educators work together to improve teaching, to solve problems presented by the on-going challenges of classroom life, and to reshape school culture and practices. (2)

Marchel concludes that *critical dialogues* go a step beyond self-reflection because as peers interact with each other, dialogue provides a scaffold that guides reflection. In talking to others about classroom concerns, teachers are challenged to look at their concerns from different perspectives (2).

In other words, *critical dialogues* in the teaching arena are liable to emancipate teachers from inappropriate and ineffective teaching practices. As teachers verbalize their concerns, their *critical dialogue* partners challenge them to

explore other alternatives, and to analyze and respond to those concerns. The value of this tool is that teachers working cooperatively improve their teaching practices to maximize learning.

Marchel goes further to propose a four-step model for implementing *critical dialogues*. The first step is called "defining the process and steps." In this step, the purpose of the practice and the role of the group members are clarified. The second step is called "understanding the stumbling blocks" which explores how assumptions can blind teachers. It addresses the problem derived from the pattern of always following intuition and rushing to give advice, as opposed to listening attentively to ask *reflective questions*. The third step is "modeling." The idea here is to provide models of how to listen in order to be prepared later to ask the right questions to the teacher that is sharing a classroom concern. The purpose is to trigger reflection and challenge the teacher to look at the issue from different perspectives. The last step, "guided practice," consists of providing the group members with practice by using critical incidents (4).

Peer Observation

Another powerful tool for reflection is *peer observation*, when used in a non-traditional sense. Traditionally *peer observation* has involved teachers observing others or each other for evaluating purposes. The conceptualization of *peer observation* proposed here is non-traditional in the sense that teachers observe each other for learning more about themselves as they face others' teaching practices from an introspective standpoint. Bailey et al. explain this further in these words:

Practicing reciprocal peer observation allows us as teachers to put our professional selves in someone else's shoes and to have someone else try ours on as well. This process can help to build an atmosphere of mutual respect and understanding. These factors are especially important if teacher development is to be promoted in institutions or educational systems undergoing rapid change, as well as in those in which attitudes and teaching behavior may have become entrenched or static. (162-163)

The Teaching Journal

Another tool recommended in specialized literature on *reflective teaching* is the *teaching journal*. *Teaching journals* are accounts of complete classes or classroom events that the teacher records for the later reflection. Thomas S. C. Farrell in his article, "Reflective Practice in the Professional Development of Teachers of Adult English Learners", defines *journals* as, "A notebook in which a teacher writes regularly about teaching experiences and other events" (3). These *journals* can serve just for keeping a record or as data to be eventually shared with colleagues.

One of the benefits of *journal* keeping is that in each entry teachers not only collect data about their practices in the classroom, but also take the first step into reflection as they compose the written account of the classroom events (Bartlett quoted in Bailey et al. 48). In time, *journals* help their writers notice patterns of behavior, and these patterns can either reveal areas that need changes or point to successful practices.

Teaching is not an easy job. In every class, teachers run into situations that sometimes make language teaching more difficult than it already is by nature. Thus, a second advantage is that by keeping a *journal*, teachers vent and examine the sources of their frustrations. By letting out those frustrations, teachers make sure they do not burn out, and that their professional development is not hampered. McDonough, as quoted in Farrell, also refers to the benefits of keeping a *teaching journal* by acknowledging that, "Teachers who write regularly about their teaching can become more aware of day-to-day behaviors and underlying attitudes, alongside outcomes and the decisions that all teachers need to take" (3).

Videotaping Lessons

Teachers are always very busy because they have to multi-task. There is so much going on in class that teachers have to be attentive, so that important data about their teaching practices do not go unnoticed. A useful tool to manage this problem is *videotaping lessons*. This tool is also useful because it objectively captures many important aspects of the classroom such as the type of interactions that take place, error correction techniques, equity of participation, body language, etc. Bailey et al. ascertain that:

Also, video enables us to see ourselves the way others see us. The idea of seeing is stressed because most of us communicate a great deal of information non-verbally—information about our message, our attitudes, and our affective state at the time. For this reason, video works as a powerful prompt for stimulated recall. Whatever the cause for this video-enhanced distancing, the separation between

our teaching selves and our viewing selves usually creates enough for us to watch ourselves teaching with the kind of objectivity that is usually possible only when we are viewing someone else. (118)

Objectivity is a key word here. Videos collect facts without any judgments involved as they capture what went on in the class, and based on that, the teachers themselves can judge their own teaching practices. Videos allow teachers to see what students see. Teachers can learn a lot from looking at their teaching from the perspective of the learners. Stenson, Smith and Perry refer to this in these terms:

Videotape is a valuable source of feedback because it allows teachers to see themselves from the students' point of view and to obtain an accurate record of what happens in the classroom. By viewing tapes of their classes, teachers can profit from the information videotape provides on teacher performance, student participation and the lesson itself. (qtd. in Bailey et al. 123)

No matter how experienced teachers may be, they can all benefit from watching themselves teaching a class on video. In working with videos, the participation of another person enriches the learning derived from the experience as he/she may point to fundamental and revealing parts of the recording. The discussion of the video with others can make this process far more enriching.

Surveys and Questionnaires

Administering student surveys and questionnaires is still another valuable tool through which teachers can gain insights about aspects of the lesson that may pass unnoticed to them. Surveys are recommended for obtaining information about different aspects of the lesson. Richards and Lockhart, for instance, sustain that, "Surveys and questionnaires are useful ways of gathering information about affective dimensions of teaching and learning, such as beliefs, attitudes, motivation, preferences, and enable a teacher to collect a large amount of information relatively easy" (10).

It is important for teachers to collect information about their students learning styles and preferences to improve their lesson plans, in ways that their teaching practices align with their students' needs and preferences. Likewise, surveys help teachers take into consideration the learners' opinion about how effective their classes are, and how they help the students learn the language. The bottom line is that lessons are prepared to be effective for students in terms of learning the language, and in consequence, teachers need to gain access to students' perceptions about their teaching. Gaining access to learners' insights helps teachers become more objective in their assessment of their teaching practices. In the end, the idea of *reflective teaching* is for teachers to assess if their teaching practices appropriately respond to the needs of the students and the larger social and cultural contexts.

The Professional Portfolio

The most powerful tool in the teachers' professional development is the *professional portfolio*. A *portfolio* is a collection of representations of the teachers' professional growth, followed by critical reflections that attest to the teachers' commitment and efforts to improving their teaching practices. Experts offer different definitions of what a teaching portfolio is. Porter and Clenand, quoted in Bailey et al., maintain that a portfolio is, "A collection of artifacts accompanied by a reflective narrative that not only helps the learner to understand and extend learning, but invites the reader of the portfolio to gain insight about learning and the learner" (223). Furthermore, James Dean Brown and Kate Wolfe-Quintero, quoted in Bailey et al., contend that a teaching portfolio is "A purposeful collection of any aspect of a teacher's work that tells the story of a teacher's efforts, skills, abilities, achievements, and contributions to his/her colleagues, institution, academic discipline or community" (224).

Portfolios are encouraged because of their essentially reflective nature. Robert Yagleski, quoted in Bailey et al., recommends using portfolios because they, "Encourage on-going reflection, and not simply document the students' work; grow out of and reflect a range of experiences and competencies related to teaching and learning; and include a variety of student selected materials related to those experiences and competencies" (224). On the other hand, James Dean Brown and Kate Wolfe-Quintero, also quoted in Bailey et al., note that, "Because of the reflective nature of portfolios, developing one inevitably enlarges the view of what teaching is" (224).

Bailey et al. list the components that a teaching portfolio should contain. Among them, the authors mention: a teaching philosophy; details of courses that the teacher has taught; peer observation notes; journal entries; video recordings of lessons with a reflection on the learning derived from watching the video; feedback from learners; examples of students' work; teaching materials used; articles published; workshop or conference presentations, and conferences attended to (228).

To this point, the literature reviewed supports the assumption that underlies this research regarding the teachers' need to possess a clear philosophy of teaching to be critically confronted to language teaching theories learned in the classroom, as well as to their own teaching experiences in order to be able to engage in on-going professional development.

In addition, the literature suggests specific instruments for teachers to assess the effectiveness of their classroom practices in connection to the above aspects. The need to assess teaching practices constantly is based, according to the authors reviewed, on the changing nature of the learning needs and of the teaching contexts in which learning takes place. This reality, according to scholars, calls for an evaluation of whether the teachers' teaching practices are satisfying the changing needs and demands of the students and society.

The need for including a critical reflection component in teacher education programs for the purpose of empowering student teachers to be autonomous and innovative in their professional development cannot be emphasized enough. The questions proposed in this study are, thus, well grounded in specific research carried out by renowned scholars in the field of teaching education.

III. Methodology

Qualitative and quantitative researchers have engaged in a long lasting controversy surrounding the validity and reliability of the instruments and approaches they use for data collection and interpretation. Those that adhere to the quantitative paradigm basically use surveys, questionnaires and interviews for gathering information, resorting to hypotheses and variables as their points of departure, and depend heavily on statistics for analyzing and reporting their findings. These tend to define themselves as "hard-core", "scientific", or "real researchers", while they view other approaches as essentially subjective and unreliable.

On the other hand are those that base their investigations on the qualitative paradigm. These resort to participant and non-participant observations, journals, and other types of instruments and artifacts for recording data related to human experiences, concerns, beliefs, emotions, social interactions and surroundings. Quantitative researchers have traditionally perceived the quantitative paradigm as an approach that reduces reality to a dehumanized collection of figures and abstract concepts, where the complexity and uniqueness of the person is totally dismissed.

And yet, in more recent times, increasing numbers of scholars have found that research can, and must benefit from, the strengths of both approaches. This is especially true in the area of education, where a combination of both seems to provide useful inquiry tools that contribute to further advance knowledge, and as



well as to make important decisions to benefit learners, teachers and society at large.

In this regard, well-established writers of research manuals such as Eileen Kane, the writer of *Doing your Own Research*; James H. McMillan and Sally Schumacher, authors of *Investigación Educativa*, as much as Hernández Sampieri, Fernández-Collado, and Baptista Lucio⁵ refer to two major approaches, methods or paradigms in academic research.

Hernández Sampieri, Fernández-Collado and Baptista even entitle the first part of their research manual (*Metodología de la Investigación*), "Los Enfoques Cuantitativo y Cualitativo en la Investigación Científica" ("The Quantitative and Qualitative Approaches" (xix). The first thing that calls attention is the fact that the authors define both as scientific research paradigms (4); the second is the detailed description they provide of each one of them and of the process leading to implementing inquiries following either of those approaches. The authors begin by pointing out the numerous research trends throughout the history of science, including empiricism, dialectical analysis, positivism, phenomenology, and structuralism. Likewise, they mention the diversity of interpretive frameworks that exist such like ethnography, constructivism and others. The scholars, two of whom hold a Ph. D. in sociology from Michigan State University, further explain that all those segmented approaches were grouped in two that every researcher is familiar with today. The authors underline that this has happened over the second half of

⁵ All six authors are renowned social scientists and researchers that have published widely on research methods. Their texts are used worldwide as guides for carrying out academic research.

the 20th Century: given the premises they are based upon, all such research trends have been grouped under the umbrella of two main approaches: the quantitative approach and the qualitative approach (4).

Additionally, the authors ascertain emphatically that the qualitative and the quantitative approaches can be combined in what they term the *integrated multimodal approach* or *mixed approaches* to research.

A defining characteristic of the quantitative approach is that the focus of inquiry is not on the human persona, but on the variables that intervene in a problem, while the major concern of the qualitative counterpart are the experiences of the human subjects of study (4). Another significant differentiating characteristic is that while the point of departure in quantitative research is a hypothesis, a qualitative research rarely tests hypotheses but instead leads to one, or results in one that is refined in the process of development of the inquiry. Similar to Hernández, Fernández and Baptista, McMillan and Schumacher, whose manual specifically addresses research in education, state that, "Research can be understood as a scientific and systematic search that can be... quantitative or qualitative" (38).

The Nature of the Study

While research in education requires keeping the human actors at the center of its processes, taking into consideration the social context in which their actions take place, quantitative data collection methods serve to bring in important information to better understand the issues under scrutiny. This study is essentially *descriptive*, and it better fits what Hernández, Fernández and Baptista term the

multimodal approach, or *mixed research paradigm* since it involves both qualitative and quantitative techniques for data collection and analysis. The authors actually explain that:

The mixed approach is a process in which the researcher collects and analyses both quantitative and qualitative data in order to provide answers to a research problem...and could involve the conversion of quantitative data into qualitative and vice versa. Likewise, the mixed approach may resort to both approaches to respond to different questions of a research problem. (755)

These scholars also point out that a distinctive feature of this approach is its foundation in methods of triangulation (755), which allows the researcher to take advantage of the strengths of the two major approaches in designing a research task and expanding on, and complementing, data collection and data interpretation. In this study, both the qualitative and the quantitative approaches serve for collecting and interpreting data about the dynamics played out in the courses "Classroom Project" (CP) and "Teaching Practicum" (TP).

Regarding the design, which refers to the plan or strategy that the researcher follows in the process of obtaining information, this work is closely adhered to what Hernández, Fernández and Baptista define as a *two-stage design*, which involves translating qualitative data into quantitative information, or the other way around (759).

According to this design, the researcher classifies and codes qualitative information, according to categories, in order to quantify the data. This research, however, will not involve statistical analysis, but only the description of results by means of scrutinizing the data collected in either way.

The research is therefore, *descriptive*. It documents the dynamics that played out throughout the data collection process in the two courses targeted for this purpose in order to describe them and establish the extent in which they correspond to the reflective teaching model, in the way it is presented in the curriculum of the BEIC. In summary, this work is *descriptive*, responds in one or other dimensions to the *integrated multimodal approach*, and follows a *two-stage design*.

The Standpoint of the Researcher

There is no pretense whatsoever regarding being “objective” in this research. At least not in the radical sense of abstracting the vested intellectual interest of the researcher in the research problem, or in not having—even a limited and controlled interaction—with the subjects in the process of data collection. The sole act of opting for an approach is in itself—in some degree or another—a choice between accepting oneself as an intellectually and emotionally complete investigator, or looking at oneself as an abstracted intellect, emotionally removed from the inquiring activity performed.

In the particular case of this study, the researcher is an active believer in the empowering nature of the reflective model in language teacher education and practice, and the choice for an integrated multimodal approach involves

observation. In observation, the researcher is the one who collects the data, and who analyzes and interprets such data later on. The researcher thus, is in the eye of the storm. Notwithstanding that, the researcher is liable of maintaining an objective position as a social scientist in education since the phenomenon or facts observed constitute objective data and its interpretation is based on sound theories, and not on the researcher's uncontrolled emotions.

As for the structured observations, the investigator assumed the role of both, a participant and a non-participant observer. Assuming the role of a non-participant observer allowed for understanding the phenomenon under study from the standpoint of an outsider, able to capture details related to the interactions taking place between and among the subjects of study. This non-participant role was assumed for over a month.

Later, the investigator assumed a limited and controlled participant stand in order to experience the daily dynamics of the subjects in the classroom. It was during this period of participant observation that the researcher was able to gather artifacts that aided in the process of analysis and interpretation of the data collected.

At the end of this observation process, the researcher administered the other research instruments previously designed, together with the observation schedules. These, included a questionnaire applied to both the student teachers and the teacher educators. Shortly after the application of the questionnaires, a series of interviews were carried out, involving around 20% of the student teachers in each group, to further explore the research problem.

The Research Setting

The target courses, "Teaching Practicum" and "Classroom Project", were developed in average classrooms located on the Omar Dengo campus at Universidad Nacional, which was the setting for this research. The classrooms in question were designed to host groups of forty students, even though the largest group of student teachers involved in the study added up to only sixteen. The courses thus, developed in a comfortable environment with ample space for students to move around, work in groups, and interact with each other and with the teacher. In addition to this, participants had access to technological resources such like a multi-media projector and a portable computer, which were available to both, teacher educators and student teachers.

The process of negotiation for entering the research setting did not involve very formal procedures. Basically, the initial step began with an e-mail that was sent to the two coordinators of the BEIC, requesting their authorization to observe the two target courses. Upon receiving their permission, the teacher educators in charge of the courses were contacted in person to get their approval as well. Fortunately, the professors were open to collaborate with the study and participated as subjects.

The BEIC program is offered at the Centro de Docencia e Investigación en Educación, CIDE, and it was jointly designed by the "Escuela de Literatura y Ciencias del Lenguaje" and the "Division de Educación Básica" as an adjunct program at CIDE.

The BEIC began in 2004 and its goal is to satisfy the Ministry of Public Education's (MEP) demands for elementary school English teachers, who will in turn satisfy the country's needs for preparing bilingual Costa Ricans.

Specifically, the study focuses on the reflective teaching component of the courses "Praxis Pedagógica" and "Proyecto en el Aula para I y II Ciclo." The former is placed in the second level and the latter in the fourth level of the program. Both courses are conceived as a teaching practicum.

The Subjects of the Study

The information necessary for the completion of this study was obtained from three main sources: the student teachers currently enrolled in the target courses, the two teacher educators in charge of the target courses, and the coordinators of the BEIC. It is important to note; however, that student teachers enrolled in the program have two choices. The first leads to obtaining a diploma in teaching (Diplomado) after two years of course work and after having completed the first teaching practicum included in the program. The second is to extend their education for two more years and obtain their Bachelor in English Teaching after completing the second practicum of the program.

In the case of the "Teaching Practicum", two professors were in charge of the course; one performed as the teacher educator proper, and the other was the educator in charge of supervising the student teachers throughout the practicum process. In total, there were seven students enrolled in this course, six females and one male. This set of students was in the second level of the program, in the process of completion of their first teaching practicum to obtain their Diploma.

The subjects involved, as already explained, formed part of two different groups; one that completed the teaching practicum in 2007 and currently enrolled in the Classroom Project class, and another one that is currently engaged in the first teaching practicum in 2009. At the time that this study was in process, the former group was in the fourth level and the latter was in the second level of the major.

In the case of the Classroom Project course, there were also two teacher educators involved. However, different from the former, both educators were responsible for teaching the sixteen students enrolled in this course. This class was made up of fourteen females and two males. The sixteen students in this course were in the fourth level, involved in what is described in the curriculum as a finishing teaching practicum.

Having the two groups involved allowed for making comparisons regarding the impact of the TP course on the students' ability to articulate their philosophy of teaching and regarding their acquisition of reflective teaching skills, at two distinct points in time. Furthermore, a significant number of the student teachers in the fourth level already hold a teaching position, while the majority of those in the second level have no teaching experience other than that of their teaching practicum. Thus, another reason for involving the two groups was to obtain data that would allow establishing how the student teachers' philosophies evolved over time, and how much reflective teaching practices were enhanced as a result of practical experiences among those actually holding teaching positions.

All twenty-three student teachers, together with the teacher-educators, and the two coordinators of the BEIC constituted the subjects of this study and served as sources of data collection, at different points in time throughout the process of fieldwork.

The selection of the subjects for this study followed two basic criteria. The first one was that the student teachers should be enrolled in the courses, which according to the syllabus, focus on reflective teaching. The second criterion was that the subjects should allow for collecting data related to the practicum courses included in the entire program: the practicum that takes place at the end of the Diplomado, and the one that brings the Bachillerato to a closure because in either case, the practicum should be guided by the reflective model in teacher education as established in the official description of the program.

An obvious element in the process of selection of the subjects for this research is that it does not involve neither probabilistic nor non-probabilistic sampling since it involves the totality of the target subjects; that is, both groups attending the "Teacher Practicum" and the "Classroom Project" courses. Given this reality, the imbalance in the number of students in each course was fortuitous and beyond the control of the researcher, the research involved 100% of the population attending the courses, and in that sense there is no possible bias.

The Data Collection Instruments

The courses "Teaching Practicum" and "Classroom Project" were selected as the targets of analysis because both of them constitute pivotal points in the student teachers' formation process. Fieldwork, involving both courses, extended

over a period of four months, including structured observation, questionnaires, artifacts and unstructured interviews.

First, structured observations were carried out over two months in both courses. This included both non-participant and participant observation of the classes selected for this study ("Teaching Practicum" and "Classroom Project"). The observation instruments were structured in the sense that they were designed to collect data that was specifically relevant to a study centered on reflective teaching; consequently no data related to the student teachers level of development of English proficiency was formally recorded.

The instrument was divided into several categories that addressed different aspects of reflective teaching, with the intention of assessing this component of the target courses. Along with the observations, artifacts such as reaction papers and scoring rubrics used in both target courses were collected from both the teacher educators and the student teachers.

After the completion of the observation process, questionnaires were applied to both the student teachers and the teacher educators to record their perceptions about the contributions of the target courses to the student teachers' ability to articulate their philosophy of teaching and to the acquisition of reflective teaching skills. Towards the end of the data collection process, a group of subjects was randomly selected to participate in an interview that aimed at obtaining further information about the reflective component of the target courses. Twenty percent of the student teachers in each course participated in these interviews. In many cases the interviews were recorded on videos.

Likewise, an interview was applied to those authorities involved in the coordination of the BEIC in order to get their insights on how well the target courses prepare the student teachers for becoming autonomous reflective practitioners.

Limitations of the Study

One of the limitations of the study was that the target courses were taught only once a week. Thus, the number of observations carried out was constrained by the material reality of their schedule.

A second constraining fact that had an effect on the extension of field work was that data collection was restricted to a specific period of time, since the target courses are offered only once a year in the second semester. This meant that even though the investigator had already designed all the instruments, it was not possible to start applying them until the second week after the beginning of the term. This was so, in order to allow the teachers to meet the students and organize their work with the group during the first week. Added to this, fieldwork took place over a period of ten weeks only, since time had to be set apart for the completion of other aspects of the investigation given that this graduation project is itself developed within the time-frame of an eighteen-week term.

A third limitation was the fact that three classes were cancelled for one of the courses (Teaching Practicum) creating an imbalance between the number of observations carried out in one course with respect to the other. In the "Classroom Project" course, eight observations took place, while in the case of the "Teaching

Practicum” only seven were possible⁶. This imbalance was somehow countered by extending the process of data collection in the “Teaching Practicum” course. These limitations, notwithstanding, fifty hours of observation were completed in the end, which provided sufficient data for the purpose of the study.

Validity and Reliability

Several measures ensured the validity and reliability of the study. The first of them—mentioned already elsewhere—was the technique of triangulation, the virtues of which in this regard, were discussed in the chapter on methodology. Among other relevant aspects, triangulation required the intervention of a diversity of instruments; namely, structured observations, artifacts, questionnaires, interviews and selective videotaping. Each instrument contributed to assess and strengthen the validity of the research. “Methodological triangulation refers not only to using different research techniques, but also to using different forms of the same technique” (Kane 52). Triangulation also resorts to different theories or perspectives to examine the same material.

The questionnaires, as well as the structured observation schedule, were tested prior to being actually used in the field. The piloting process was carried out under similar conditions but in a different setting. Because of this, two problems in the questionnaires were identified and corrected before using them. To further validity, the questionnaires used in this study emulated one designed by Mesfin

⁶ Compare Class observation Control Sheet for each one of the courses in the corresponding appendix.

Awoke Bekalu for the study "An Exploration of the Supervisory Process of the ELT Practicum at Bahir Dar University.", a Master's thesis at the University of Addis Ababa in India. The instrument was adapted to fit the needs of the present study.

Finally, the categories that the different data collection instruments included were coded according to the information these rendered, which eased the processing of the data. The codified data helped in the process of organizing the data to identify patterns and analysis.

The analysis of data collected is discussed in the chapter that follows. The first section focuses on the "Teaching Practicum" courses taught in 2007 and 2009. The second section discusses the findings related to the "Classroom Project" course, taught in 2009. These two first sections scrutinize the weight of the courses in educating student teachers for articulating their philosophy of teaching and concomitantly, in equipping them with all the necessary tools for becoming reflective autonomous educators. The last section discusses whether or not the "Teaching Practicum" and "Classroom Project" courses are taught following a reflective approach to teacher education.

IV. Presentation and Analysis of Results

A critical assumption in this work is that the reflective model is the most suitable for preparing student teachers because it empowers them for becoming active agents in their own professional growth. Such assertion becomes clearer when compared to other well-known models. It is important to keep in mind that, the craft model of teacher education conceives teaching as a skill that is acquired empirically. In this model, pupil-teachers learn how to teach by observing and imitating an experienced Master. On the other hand, the applied science model emphasizes that candidates to the teaching profession will only be successful if they learn teaching theories.

When compared, it becomes evident that neither of the latter provides a holistic preparation to the teachers since one ignores the relevance of theory and the other underestimates practical experience, even though they share a common element: they both conceive pupil teachers as passive recipients of knowledge. Unlike those, the reflective model integrates theories of teaching and practical experience as a sound and valid source for acquiring knowledge throughout the teacher education process.

Certainly, the teacher-education program for elementary school teachers (BEIC) at CIDE, Universidad Nacional, supports the assumption that the reflective model is the best choice for preparing educators to become autonomous and reflective professionals. In fact, the program's curriculum is based on the humanistic and the hermeneutic reflective paradigms; the former of which aims at

leading the learner to self-improvement, and the latter to become engaged in the critical analysis of education as subjects in action.

Now, the overall intent of this study is precisely to establish whether the BEIC is currently educating student teachers to become reflective practitioners, in tight correspondence with the officially stated intent of the university authorities that put together the BEIC. Keeping this essential inquiry in mind, which would serve as the heuristic path that would lead to corroborating or rather dismissing the assumption implicit in the research question, the researcher took upon the task of meticulously designing the research instruments that would lead to a very clear, unambiguous answer to such question.

This thorough effort resulted in overabundant data for reaching the objectives proposed in this academic endeavor. Actually, an important effort had to be vested into making decisions about how much of the data collected would have to be left out in order to meet the deadline established by the Master's program for delivering the final product of this research paper as a requirement for obtaining the corresponding degree.

This meticulous chapter, which discusses the analysis and results yielded, is structured in three sections. The first looks at the "Teaching Practicum" course, the next analyzes the "Classroom Project" course and the last one analyzes the two courses vis-à-vis the official statements that define the BEIC program as responding to reflective paradigms in teacher education.



The Basic Orientation of a Fundamental Course: The *Teaching Practicum*

Just to recapitulate, it is important to remember that reflective educators introspectively and consistently appraise the effectiveness of their daily practices in the classroom, which means examining their practices, thoughts, theoretical perspectives and teaching principles, both while and after teaching a class.

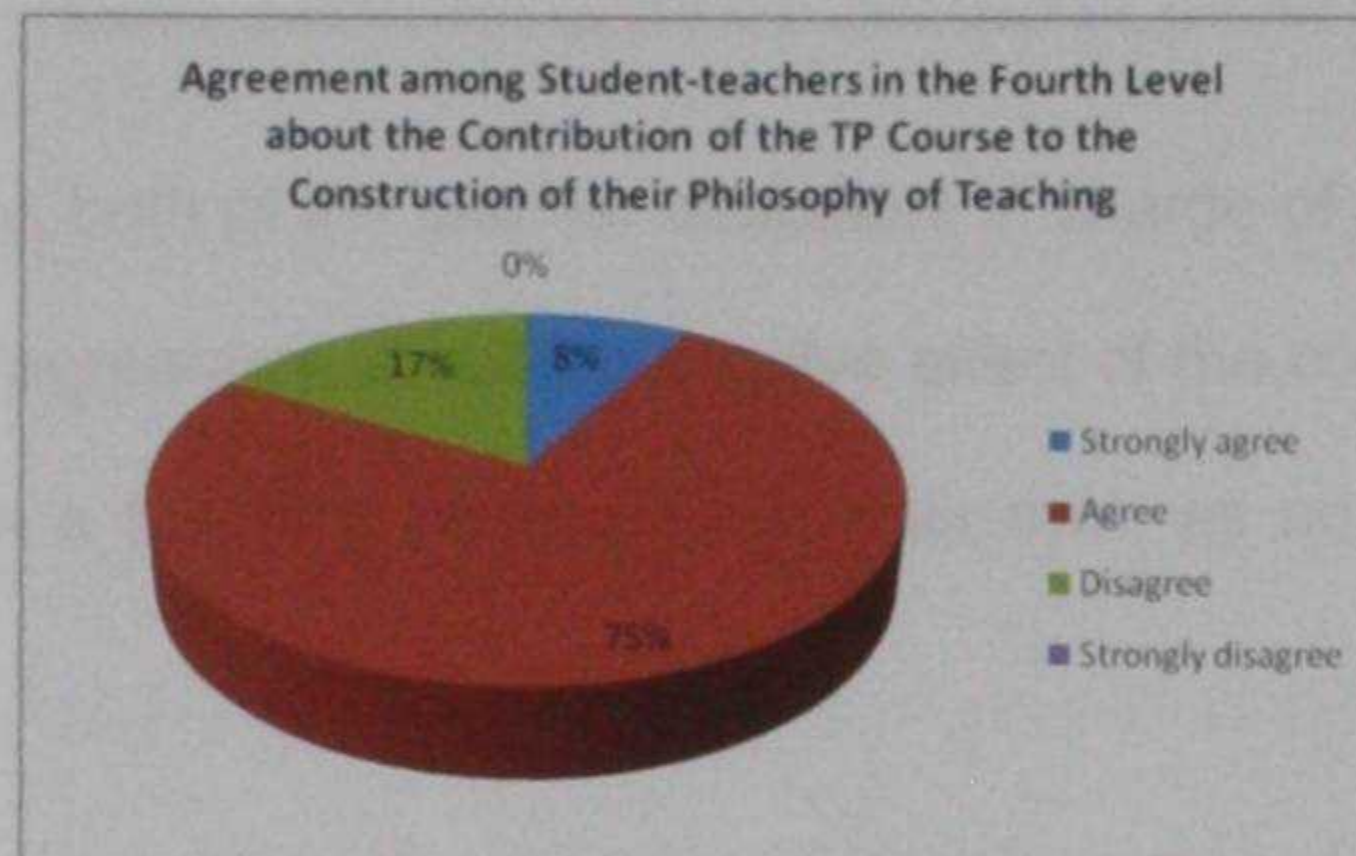
This chapter covers data related to three pertinent areas of this research; namely, the student teachers' perception surrounding the impact of the TP on their ability to outline their philosophy of teaching vis-à-vis their actual ability to articulate a comprehensive teaching philosophy. All of this is analyzed under the light of the activities and feedback they obtained in the TP course and their understanding of what reflective teaching is about.

The Student Teacher's Teaching Philosophy

In a teacher education program, introspection is achieved by encouraging student teachers to articulate their own philosophy of teaching as a starting point to becoming reflective practitioners. Such philosophy of teaching consists of the beliefs, principles and values that underlie any teaching practice, which are subject to change as reflective practices ensue and the professional grows in knowledge and experience. A philosophy of teaching implies self-awareness—an indispensable requirement for self-assessment—and self-assessment must be consistent, resorting to appropriate tools for evaluating teaching practices in the context of the classroom.

Both groups of student teachers were asked about how the "Teaching Practicum" had contributed to mold their philosophy of teaching, and the results are shown in the exhibits below. Exhibit No.1 shows that an outstanding 75% of the student teachers in the fourth level (TP 2007) agreed that the TP course played an important role in developing this capacity, while the remaining 25% expressed either disagreement or strong disagreement.

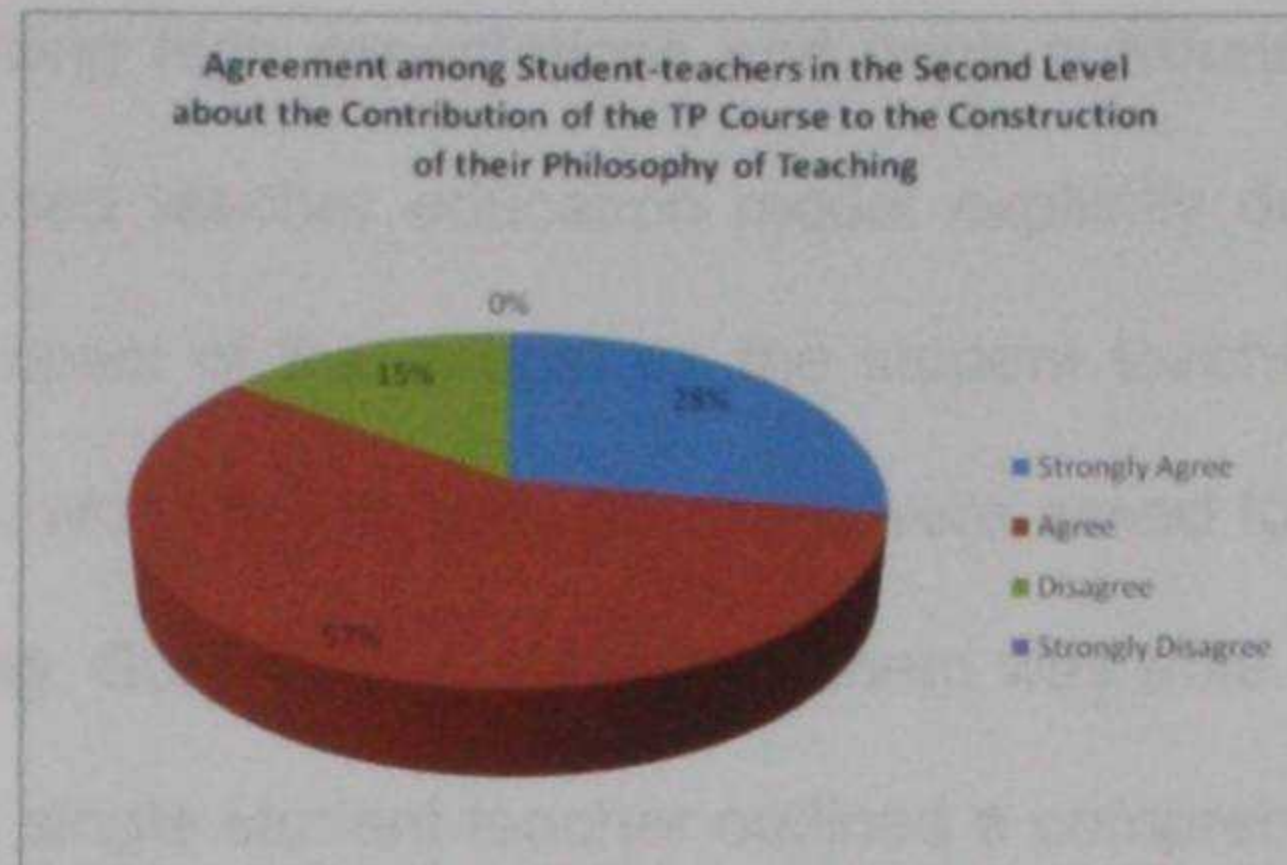
Exhibit No. 1



Source: questionnaire applied to student teachers, October 2009.

In the case of those in the second level (TP 2009), the results were similar, as can be noted in Exhibit No. 2 below. A significant 57% of the student teachers expressed that the TP course had contributed importantly to shaping their teaching philosophy. If this percentage is added to the 28% that strongly agreed, it makes up a significant 85% with positive perceptions about the course. Only 15% perceived that the TP course had no positive impact on molding their philosophy of teaching.

Exhibit No. 2



Source: questionnaire applied to student teachers, October 2009.

Interestingly, both of the teacher educators in charge of the TP course 2009 expressed strong agreement about the positive effect of the course on their pupils' ability to articulate a teaching philosophy of their own, as noted in exhibit No. 3 below.

Exhibit No. 3

Educators' Perceptions about the Contribution of the TP Course to Student-Teachers' Ability to Outlining their Teaching Philosophy				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Praxis Pedagógica		Agree		Disagree
Teacher-educator #1		✓		
Teacher-educator #2		✓		

Source: questionnaire applied to teacher educators, October 2009.

So far, the data reveals that the teachers in charge of the course as much as the majority of the student teachers agree upon the fact that the TP course did have a positive impact on the shaping of pupils' philosophy of teaching.

Such outstanding level of certainty among the actors involved in the course opens room for having high expectations and hope surrounding the coincidence between the proposed teacher education model explicitly defined in the BEIC's program and the impact of that model on the student teacher. However, a stark contradiction arose, when the student teachers were asked to put their philosophy of teaching in writing. Surprisingly, not one of them was able to complete the task satisfactorily. Not a single student teacher outlined a comprehensive and coherent reflective teaching statement that would at least include the most significant components of a teaching philosophy, which can be observed in exhibits No. 4 and No. 5 on pages 54 and 55.

As for the students teachers in the fourth level (those who completed the TP in 2007 and were taking the Classroom Project course at the time of this study), when they described the beliefs that guide their philosophy of teaching, as appear in exhibit 4, the majority of them overlooked aspects like classroom management (83%), the teachers' role (75%), the students' role (92%), error correction (83%), assessment and evaluation (83%), professional growth (83%) and teaching methods (83%). Added to this, 83% of the respondents omitted any reference to the way they assess their teaching practices. This result would not have been so surprising if the researcher had not included in the questionnaire itself, a complete list of the elements they should have referred to in the philosophy of teaching they were asked to delineate. The student teachers' omission of such relevant aspects of teaching in the delineation of their philosophy could be the result of a lack of background knowledge about those themes.

Exhibit No. 4
Aspects Student Teachers in the Fourth Level Included in their Teaching Philosophy Statement

DESCRIPTION AS A TEACHER	% that included this aspect	% that did not include this aspect
1. Reasons for becoming a teacher	50%	50%
2. Beliefs that guide philosophy of teaching	50%	50%
	17%	83%
	33%	67%
	25%	75%
	8%	92%
	17%	83%
	17%	83%
	25%	75%
	42%	58%
	25%	75%
	17%	83%
	17%	83%
3. Assessment of Teaching Practices		
TEACHING STYLE		
1. Uniqueness	17%	83%
2. Rapport	17%	83%
3. Facilitating Learning	0%	100%
TEACHING GOALS		
1. Optimal conditions for learning	0%	100%
2. Skills Taught	0%	100%
3. Evaluation of Teaching Goals	0%	100%
NO PHILOSOPHY OF TEACHING	75%	
STATEMENT NOT RELATED TO PHILOSOPHY OF TEACHING	17%	

Source: questionnaire applied to student teachers, October 2009.

Exhibit No. 5

Aspects Student Teachers in the Second Level Included in their Philosophy of Teaching

DESCRIPTION AS A TEACHER	% that included this aspect	% that did not include this aspect
1. Reasons for becoming a teacher	57%	43%
2. Beliefs that guide philosophy of teaching		
Lesson Planning	14%	86%
Classroom Management	14%	86%
Learning Styles	71%	29%
Teacher's Role	14%	86%
Students' Role	14%	86%
Error Correction	0%	100%
Assessment and Evaluation	0%	100%
Textbook	0%	100%
Materials	28%	72%
Prof. Growth	0%	100%
Teaching Methods	14%	86%
	0%	100%
3. Assessment of Teaching Practices		
TEACHING STYLE		
1. Uniqueness	0%	100%
2. Rapport	14%	86%
3. Facilitating Learning	0%	100%
TEACHING GOALS		
aspect		
1. Optimal conditions for Learning	28%	72%
2. Skills Taught	0%	100%
3. Evaluation of Teaching Goals	14%	86%
NO PHILOSOPHY OF TEACHING	0%	
STATEMENT NOT RELATED TO	17%	
PHILOSOPHY OF TEACHING		

Source: questionnaire applied to student teachers, October 2009.

The elements that these students (fourth level) did name in their philosophy of teaching included: lesson planning (50%), materials (42%) and learning styles (33), which were three aspects repeatedly mentioned by the student teachers in this group. But however important those components may be, narrowing a philosophy to three elements reveals that a significant percentage of pupil teachers neglected most others such as: classroom management, the role of the teacher and the role of the students, error correction, assessment and evaluation, professional growth, language teaching methods, and assessment of their teaching practices.

In the realm of their teaching style, 83% of them failed to address the uniqueness of theirs. Additionally, 83% neglected to mention the way they establish rapport with their students, and everyone of them (100%) failed to consider the way they facilitate language learning. As of teaching goals, all of the pupil teachers in the group, (100%), failed to refer to the optimal conditions required for learning to take place in the classroom, as well as they failed to refer to the skills they teach deliberately in class, or to the procedure they follow in order to assess their teaching goals. Even more surprising was the fact that 25% of the respondents from TP 2007 admitted not having a philosophy of teaching at all.

In the case of the student teachers in the second level (those taking the TP course at the time of this study), the results were not much different. When they outlined their teaching philosophy, the majority of them omitted mentioning elements such as lesson planning (86%), classroom management (86%), teacher's and students' role (86%), error correction (100%), assessment and evaluation of students' language skills (100%), professional growth (86%) and assessment of

their teaching practices (100%). The only aspect that most of them mentioned was learning styles (71%).

Regarding their teaching style, most of them failed to include aspects such as the uniqueness of theirs (100%), the way they establish rapport with their students (86%), and the way they facilitate language learning for their students (100%). As of teaching goals, 72% failed to mention the optimal conditions for language learning to take place, and 86% did not describe how they evaluate the level of achievement of their teaching goals.

The majority of the student teachers in this group left out very important aspects that should be part of their own philosophies of teaching in their outlines. This happens notwithstanding it is of paramount importance that they graduate having a broad philosophy of teaching that includes all or most of the aspects they ignored because all of them are necessary for teachers to be successful and continue to grow.

Considering that all these student teachers will be on their own once they finish the teacher education program, it becomes even more important that they acquire the knowledge and skills that enable them to continue to assess their teaching practices. However, unless they become aware of how they teach and why they teach in a particular way, they will not be able to tackle the task of self-assessment to grow professionally.

Student teachers need to be more aware of the aspects that are relevant when teaching a language. As Thomas Farrell puts it, "Reflection in teaching refers to teachers subjecting their beliefs and practices of teaching to a critical analysis" ("Teaching Supervision" 22). This means that the student teachers need to be

aware of what they believe in regards to classroom management, the role of the teacher and the students', error correction, assessment and evaluation, teaching methods, optimal conditions for language learning, and teaching goals. This fundamental knowledge is what will enable them to collect specific data, in order to assess whether their teaching practices need revisions or adjustments. However, teachers are not likely to be able to assess their practices if they are not conscious of the beliefs and principles that guide such practices.

A tentative hypothesis can be derived from the data analyzed so far, in the sense that there is a relationship between the inability of the subjects to articulate their teaching philosophy and a lack of knowledge about what such philosophy is about. This in turn may have something to do with the orientation of the TP course, whether this orientation may be fundamentally reflective or non-reflective. As a step towards exploring the validity of this preliminary hypothesis, it is necessary to look at the possible reasons behind the inability of student teachers' in both groups (2007 and 2009) to verbalize the principles and beliefs that guide their teaching practices. This is done in the section that follows.

The Reasons behind a Narrow Teaching Philosophy

The data collected by means of structured observations and interviews with student teachers and the coordinator of the program contributed to understanding why student teachers lack the capacity to articulate their philosophy of teaching. Among the causes related to such weakness there are four that stand out:

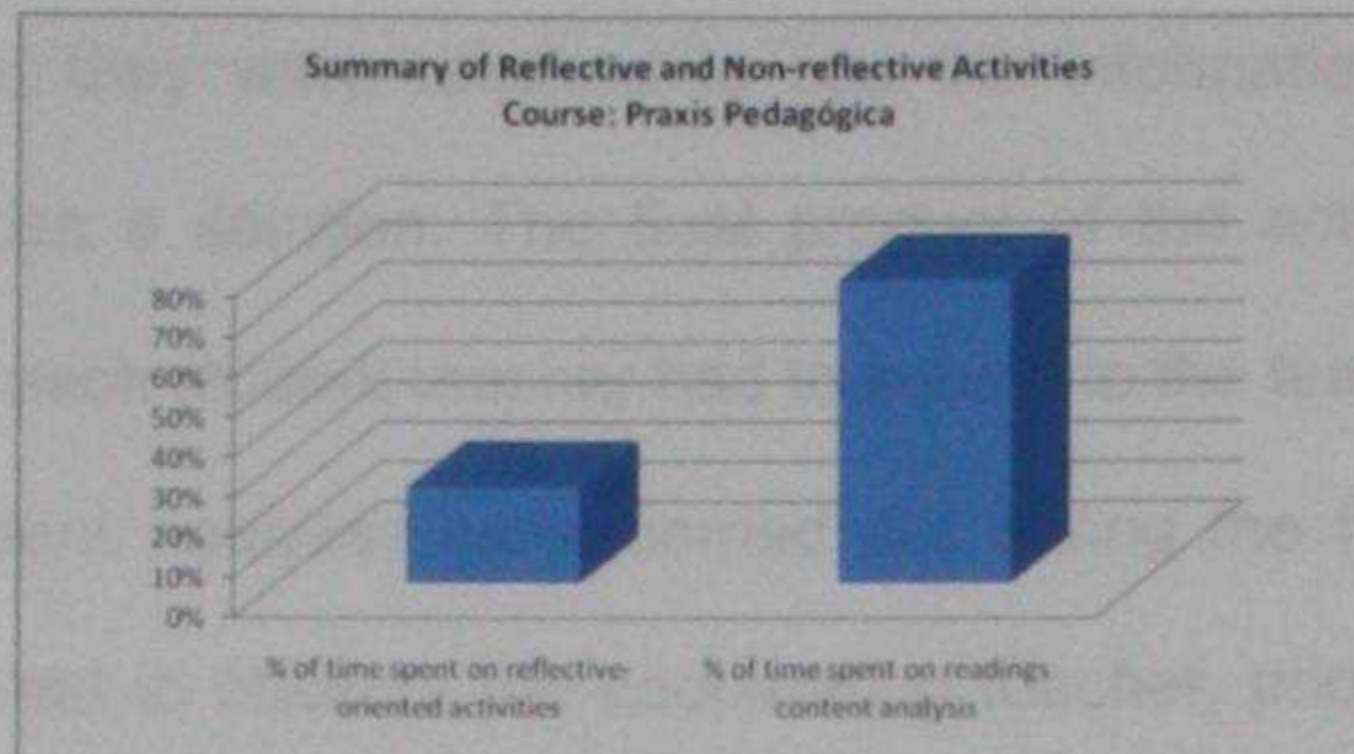
1. The type of activities carried out in the TP course
2. The student teachers' limited knowledge of what critical reflection is all about
3. The nature of the feedback provided to the student teachers in the TP course
4. The possible discrepancies existing between the course description (syllabus) and its actual orientation, as developed in the classroom

The fact that the prospective teachers' philosophies of teaching are rather limited is not surprising when the types of activities carried out in the TP are subject to analysis. It is important, however, to note that since subjects in one of the groups involved took the TP course in 2007 and the other in 2009, the strategies for retrieving the relevant data varied from one group to the other. In the case of the TP course 2007, data was obtained by means of interviewing the students, while in the case of the TP course 2009, data was retrieved by means of a structured observation schedule.

Reflective-Oriented Tasks in the TP 2009

The information gathered either way, about the type of tasks developed in the TP class, was classified according to their reflective or non-reflective orientation. In like manner, the time spent on each category of activity was registered in the observation instrument, as appear in exhibit No. 6 below.

Exhibit No. 6



Source: Structured observations carried out, August through October 2009.

In the case of the TP 2009, the data shows that only 24% of the class-time was spent on reflective-oriented activities, while 76% was dedicated to other non-reflective activities. Such non-reflective activities included reviewing assigned readings, miscellaneous tasks such as organizing the agenda for the following class, organizing the closing ceremony for the TP, or assigning contents to the student teachers for oral presentations. It is important to highlight that the reflective work in the TP 2009 was limited to selected activities. These activities included what was termed “critical incidents,” journal entries (referred to in the TP course as “crónica descriptiva”), and a portfolio.

Critical Incidents

Among the three critical-oriented activities observed during fieldwork, the one most frequently recorded during observations was the analysis of critical incidents. This activity consisted of having the student teachers observe the cooperating teacher while performing in the elementary school setting for the purpose of identifying an event (either positive or negative) that caught their attention. Then the pupil teachers should carry out a literature search in order to

achieve a better understanding of the incident selected. Finally, if the incident had a negative nature, they were required to use the information they gathered in literature to propose a solution. The final product of the activity consisted of a written report that each student teacher had to submit to the teacher educator.

These incident analyses were carried out during the four weeks that the student teachers had to observe the cooperating teacher, prior to taking over the class for four weeks. The first two weeks involved teaching elementary school students in the first cycle (1st to 3rd graders), while the other two were spent teaching students in the second cycle (4th to 6th graders) as part of their practicum. In total, they were required to carry out eight critical incident analyses.

However, additional to the written report, pupil teachers were also required to give an oral report of the critical incident. The oral report was done in the following way: the student teachers in the class sat in a semi circle, and one of them volunteered to share his or her critical incident analysis and solution proposed in the written report. Following, the teacher educator asked the volunteer questions like, "What would you have done instead?" "What did you learn from having observed this incident?" Finally, after asking a few questions, the teacher educator allowed other members of the class to provide alternative analyses to the volunteer that shared the incident.

Several aspects have to be pointed out in regards to this activity. Firstly, the student teachers reflected on somebody else's practices, which is fine if done as a complementary activity to reflecting on their own practices. However, the student teachers did very little reflecting on their own performance as they focused on assessing the cooperating teacher. Whether this was the decision of the student

teachers or teacher educators for whatever reason, such focus certainly limited student teachers' opportunities to learn about their teaching style and philosophy of teaching, and to collect data about their performance in the classroom. Secondly, student teachers arrived to the sharing session in the TP class with a pre-conceived solution to the incident formulated. Thus, when other classmates provided alternative analyses to the one sharing the incident, these suggestions had a limited impact in the process of arriving at an objective solution to the incident because the presenter already came to class with a biased perspective. A final aspect to point out is that the student teachers observed the practices of the cooperating teacher for evaluative purposes, and not for the student teachers to learn about their own practices. This implies that the focus of these activities was much more on criticizing the classroom practices of others, and much less on analyzing the effectiveness of their own.

One interesting pattern that emerged from the data collected by means of observations was that almost 100% of the critical incidents concerned classroom management issues. This observation was further verified by collecting data from the critical incident reports prepared by the student teachers. After analyzing these artifacts, the same pattern emerged; they focused on classroom management. Student teachers repeatedly wrote about selected discipline problems that their cooperating teachers faced. In addition, to the limited scope of the activity, its monolithic concern made it rather monotonous. Thus, whenever student teachers reflected in the TP classroom, based on critical incidents, reports concerned classroom management. The fact that they focused on one single aspect of teaching deprived them from growing in other areas.

Critical incident analysis could have been used for having student teachers observe themselves and reflect on their own practices as part of their teaching practicum. This significant variation in the activity would have allowed them to become more aware of their teaching philosophy. Likewise, having the student teachers vary the topics of their critical incident analyses would have resulted in more enriching and interesting experiences. One of the student teachers in the second level actually made a comment in this regard during one of the sharing sessions, towards the end of the semester, in the following words: "I do not know what I learned from this because the incident did not happen to me."

All the aspects discussed above have a negative effect upon the student teachers' ability to articulate their teaching philosophy adequately, as they are led to focus on the practices of others (the cooperating teachers'), and on classroom management incidents, not seizing this activity as an opportunity to learn about themselves.

Student teachers who have not been exposed consistently to the reflective analysis of their teaching philosophy and teaching practices cannot be expected to articulate their philosophy successfully. Critical reflection skills are obtained after consistent and extended exposure to reflective-oriented activities that motivate the student teachers to look into their own philosophy of teaching for becoming aware of the beliefs that guide their teaching practices. Once they are aware of their teaching practices, student teachers can start evaluating if those practices are catering to the needs of their students and the context in which their learning takes place. The implementation of a reflective activity that is biased towards classroom management does not lead them to become reflective practitioners.

Journal Keeping

The other reflective activity observed in the TP classroom 2009 was a narrative account, journal, that the student teachers were required to keep throughout the four weeks that they performed as teachers in their cooperating teacher's class. In this narrative account, they were asked to describe the development of their lesson plans. However, these reports were turned in to the teacher educator, and not much time was spent on sharing or discussing them in the TP classroom. Occasionally, time was taken to have the teacher students talk about how they had done during their teaching experience, but again, much of what was shared related to classroom management problems.

The Portfolio

The third kind of critical-oriented activity was the portfolio, which was meant to include the materials and lesson plans that the student teachers used in the development of their classes. This portfolio was supposed to include a critical reflection at the beginning, in the middle and at the end, about the learning gained from the teaching practicum experience. However, this reflective task was only mentioned; no work was carried out in class surrounding this portfolio. Other than the guidelines provided to the student teachers at the beginning, no other guidance was given. Furthermore, there was no feedback on the part of the teacher educator in the reflections that student teachers made of their performance in the teaching practicum because the portfolio was seen and worked on as a product. If the educator had checked advances of the portfolio, she could have asked questions about their reflections to further boost critical thinking, and retrospection.

The teaching portfolio could with no doubt be a powerful tool for triggering critical reflection if the task is carried out with clear purposes, in a systematic manner, and as part of a continuous process of self-evaluation. Bastidas, in fact, defines the portfolio as, "...A selected collection of documents and materials that exemplifies the teacher's theories, development, and achievements as a result of a continuous process of reflection and self-evaluation" (25). The author further explains that one of the fundamental components of a teaching portfolio is the teacher's beliefs (25). Additionally, Bastidas puts emphasis on the following:

The teacher should begin with a statement of ones' philosophy of education and one's basic principles and beliefs about language, and about learning and teaching a second or a foreign language. This information can prompt reflection on how teaching choices match one's beliefs about teaching. (26)

In the same line of thought, the author goes a step forward when he states that the idea behind starting a portfolio with one's beliefs is to inspire and direct personal renewal and growth, and to empower teachers to take control and responsibility for their professional development (26).

Portfolios, if used properly, can be very powerful tools that trigger growth. Unfortunately, in the case of the portfolio put together by the student teacher in the 2009 TP course, no class-time was dedicated to discussing and orienting its development. In addition to this, the pupil teachers were not required to include their philosophy of teaching in it. All of this puts in evidence that the portfolio was conceived to be handed in as a product rather than as a process from which to

derive meaningful learning, resulting from introspective scrutiny of the student teachers' performance.

Non-reflective Tasks in the TP 2009

The non-reflective tasks, which took up 76% of class-time throughout the period of observation of the TP course, mostly consisted of student teachers giving oral presentations based on readings assigned to them by the teacher educator. These presentations were 100% based on theory, with no pre or post activity to trigger reflection on the part of the student teachers.

Upon completion of each presentation, the teacher educator asked if they had any questions and if there were none, the class moved on to another oral presentation. In the case of not having any other presentations scheduled, the teacher educator would dismiss the class.

Reflective Tasks in the TP 2007

The TP 2007 was also analyzed in terms of the orientation of the tasks carried out in class. It is important to recall that the information about the 2007 TP course was obtained by means of a questionnaire and interviews.

The sole reflective task recalled by the TP 2007 interviewees was an end-of-course portfolio, oriented in the same direction as the one implemented by those in the TP 2009 course. This is, the task was approached as a final product and not as a valuable reflective tool, as the student teachers said that they remembered that the portfolio was basically a collection of lesson plans, and materials they used in the TP with their students.

Non-reflective Tasks in the TP 2007

The interviews with student teachers who completed their TP in 2007 revealed that the TP was fundamentally theoretical. According to the recollections provided, all of the class-time in the TP 2007 was used for oral presentations based on theory. According to the student teachers, they were required to prepare oral presentations on readings assigned by the teacher educator from the beginning of the semester. The pupils gave oral presentations followed by an activity organized by the teacher-educator that consisted of discussing teaching strategies and techniques. Student teachers interviewed reported that after the presentations and subsequent activities, the class was dismissed.

It is somewhat difficult to take for a fact that no other types of tasks were carried in the TP course 2007. However, what is significant is that it is possible to infer that whatever these tasks were like, they had very little impact on the students' formation since none of them was able to recollect anything beyond oral presentations and the discussion of teaching strategies. The way one of the interviewees perceived the TP course 2007 is indicative of the accuracy of the inference suggested above regarding what took place in the TP course. In summary, the student teacher expressed, in a somewhat frustrated tone, that the course had basically consisted of discussing far-fetched theories that had no application in real life classrooms.

The IV level student went further, illustrating with an example. He said "I remember when I went to the Juan Rafael Meoño School and showed my lesson plan to the teacher in charge of the class. She looked it over, snapped her fingers

at me simultaneously saying to me, "Wake up! This is reality, all those theories you learned at the university have no room here". What the cooperating teacher meant by confronting the student teacher in this manner was that theories cannot be implemented in vacuum, without having a practical knowledge of the children's reality, in order to adjust lesson plans to the real context in which they learn, which is the ultimate goal of critical reflection.

The Nature of Feedback in the Teaching Practicum

The type of feedback given is also crucial in student teachers' development of reflective teaching skills. Prescriptive feedback creates passive and non-reflective habits in pupil teachers, while feedback that triggers reflection empowers student teachers to take control of their professional development.

Teachers who are prescribed the way they should teach throughout the process during which they are formed as professionals, without room for autonomous reflection, develop co-dependency bonds with the teacher educators. Instead of being told what they need to improve about their teaching practices, student teachers must be allowed to reflect on their own performance in an autonomous manner. In this way, they develop the skills they need to continue to assess their teaching practices after they complete the teacher-education program.

The Teacher "Practicum" class 2009 was in charge of two professors, one responsible for taking care of the course in the classroom (Professor 1), and the other responsible for supervising the student teacher's practicum in the elementary school setting (Professor 2). Both of them provided feedback to the student



teachers in the group. However, the kind of feedback provided to the pupil teachers differed from professor to professor.

Professor 1, in charge of the course proper, provided both reflective and prescriptive feedback to the teacher educators in the university classroom. In class, the educator asked questions that triggered reflection and suggested better ways of teaching as well. Likewise, the teacher educator suggested alternative ways of teaching by narrating anecdotes or by directly telling them what to do. Nonetheless, both types of feedback, reflective and prescriptive, were present in the classroom activities even though there was predominance of the latter.

Notwithstanding the above, the teacher educator gave very little feedback in response to the pupil teachers' written reports. Most of what the professor wrote on these, after revising them, was comments such as "Very nice!", "Good job!", and other forms of positive appraisals.

In the case of the teaching practicum supervisor (Professor 2), the educator almost never resorted to questions to trigger reflection. Instead, the professor gave direct feedback in a prescriptive manner. It is important to acknowledge that this professor always started out with positive remarks followed by suggestions and recommendations. Among the prescriptive comments this professor included in the rubrics returned to the student teachers after having observed them, are the ones included in the box below:

Exhibit 7

Type of Written Feedback After Observing Student Teachers Performance

"You need to improve the projection of your voice"
 "The album activity took up the 2 lessons. I think that kind of activity should take no more than 40 minutes;"
 "Set clear limits and rules (in the classroom)"
 "You need to make sure the students know what they need to do"
 "The review could have been done in less time"
 "Try to be more structured when giving instructions"
 "Give students enough time to finish the tasks"
 "The activity was too guided, when they finished, they could have practiced in pairs."

Source: Artifacts collected August through October 2009.

In the rubrics analyzed, there were no questions to trigger reflection; there were mostly positive appraisals, followed by direct suggestions and recommendations about things that needed improvement. Although these direct comments have an important impact, in the sense that the student teachers modify their practices to improve their performance, this type of feedback does not give students the opportunity to become reflective. Rather, prescriptions tend to contribute to make prospective teachers passive, and develop a necessity for always having someone telling them what they should improve and how to do it.

In one occasion, this professor used a demonstration technique in class to teach student teachers how to give instructions to children. However, while demonstrations can be effective because they allow going beyond simply telling the students how something is done, they still constitute prescriptive ways of providing feedback.

In this regard, Fredricka Stoller, speaks of the clinical approach to teacher supervision, which consists of three steps: the planning conference, the classroom observation, and the feedback conference. The planning conference is intended to serve as a space for the student teacher who will be supervised, together with the supervisor, to define an area of concern that the student teacher is genuinely interested in further understanding. This planning conference is intended to empower the student teacher to take responsibility for his/her own development. Later, the classroom observation is geared at collecting data, focusing on the area of concern of the student teacher expressed in the previous step, which is discussed and interpreted jointly by the pupil teacher and the supervisor (27).

This scholar emphasizes that, "To be most effective, supervisors need to set aside enough time to allow teachers to come to their own conclusions about the data and explore alternatives in a non-threatening dialogue" (27).

In the light of Stoller's clinical approach, it becomes apparent that the supervisor followed a non-reflective approach for several reasons. First, the student teachers were not involved in the design of the rubrics used to evaluate them, neither was it based on a particular area in which the student teachers would have liked to expand or improve. Second, there was no planning conference previous to the observation. Finally, the data collected during the observation was returned to the student teachers with prescriptive comments, without providing room for the pupil teachers to reflect on their performance. Consequently, the function of the supervisor was strictly limited to telling the student teachers what was done well and what needed to be changed or improved, instead of helping them to interpret the data and come to their own conclusions. This would have

resulted in professional growth, obviating any co-dependency relationship between the two agents involved in the process.

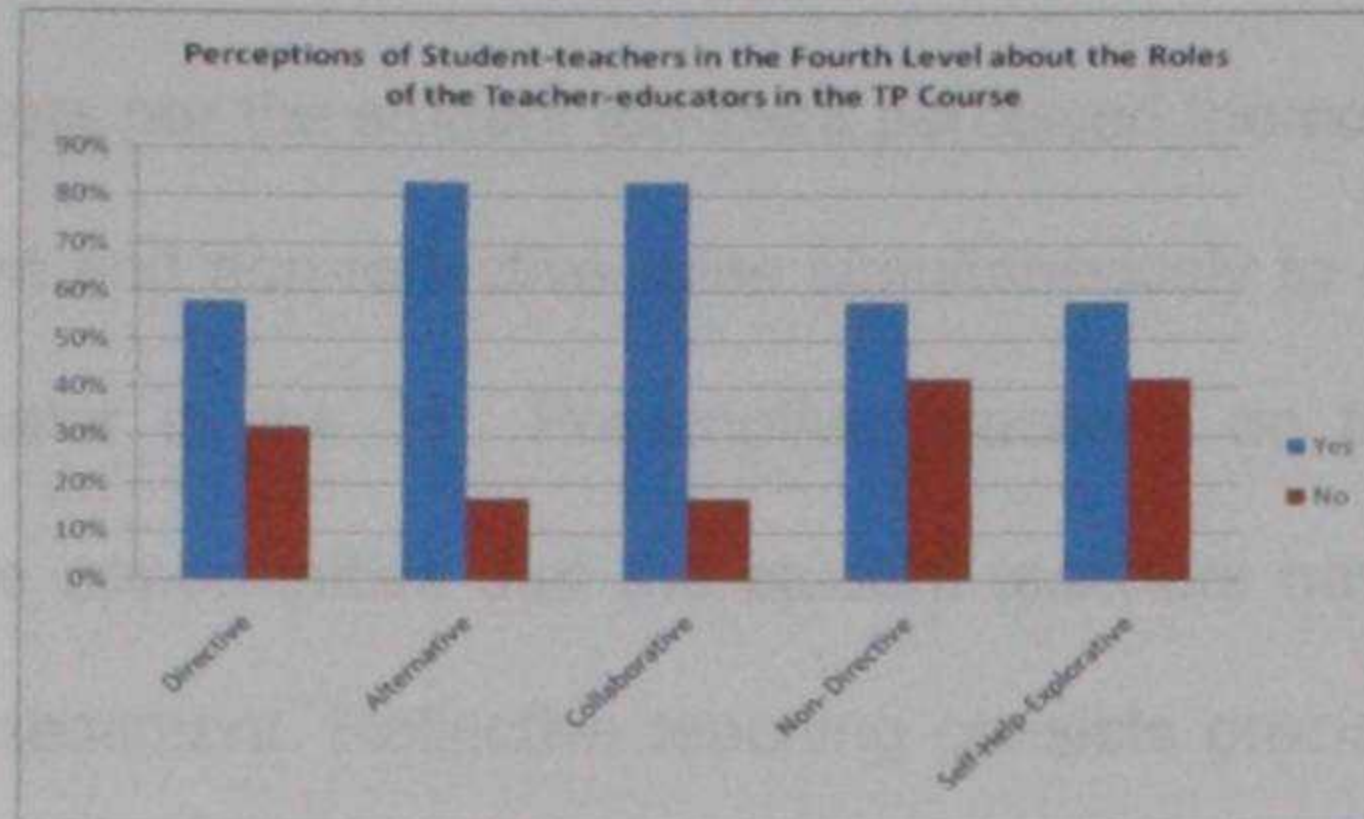
Regarding the TP course 2007, the students reported in the interviews, that the teaching practicum supervisor visited them only once while they were doing their teaching practice. The frequency of supervisory observations is very important in the process of formation of the student teachers. Feedback on one single occasion is not very likely to be sufficient for the purpose of growth and reflection because students should be able to see their progress as the supervisor gives them feedback at different points in time throughout the teaching practicum.

In like manner, the subjects reported that the feedback provided by the supervisor was very general, being limited to aspects related to body posture, voice projection, and the like. They ascertained that the professor gave them feedback by directing telling them what they had to improve.

Failures in Understanding Critical Reflection

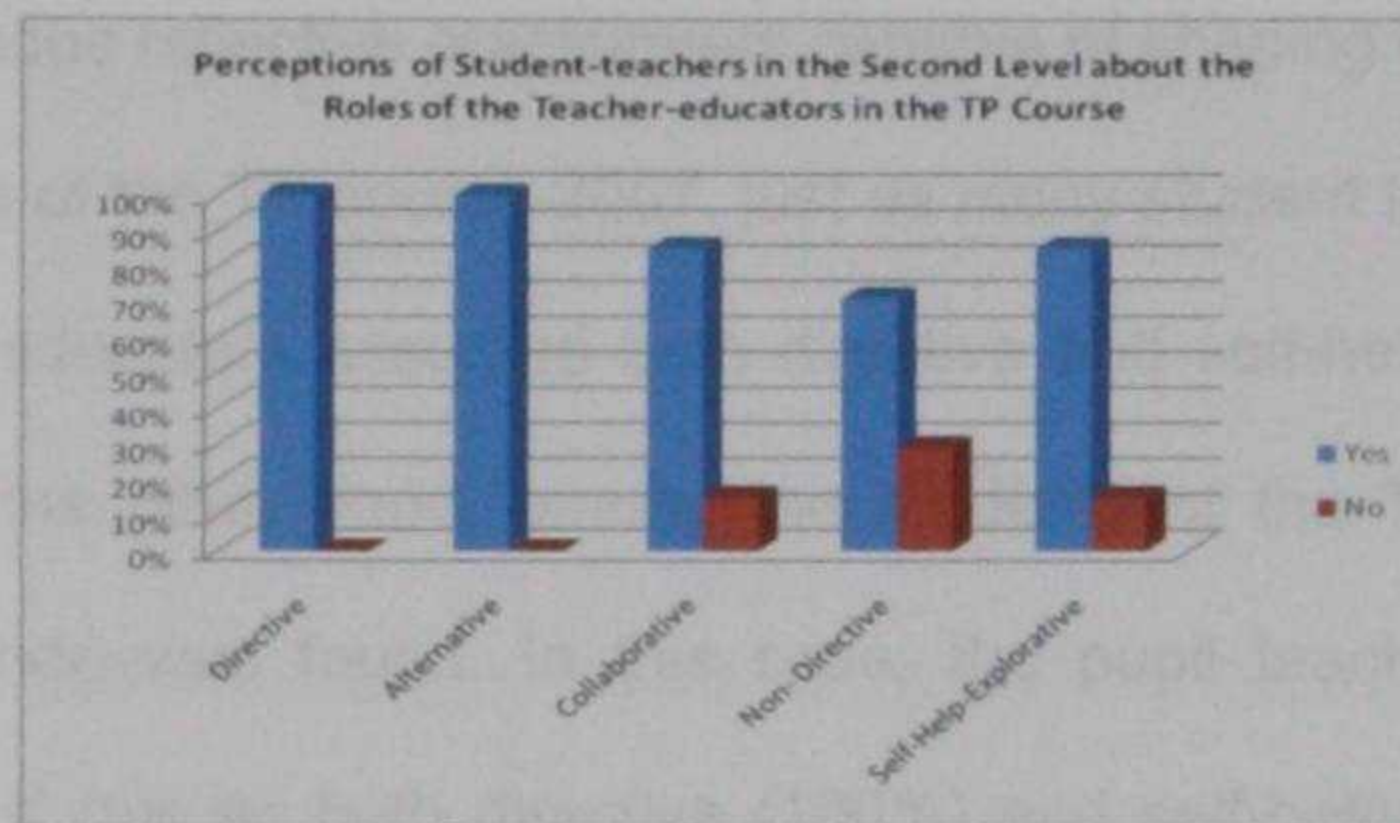
In several occasions, there was evidence that both the teacher educators and the student teachers lacked knowledge about what reflection is. For instance, one of the sections of the questionnaire that both were asked to check, included a list of possible roles that the teacher educator is liable to assume as the professor responsible for the TP course. Those roles moved from the prescriptive to the reflective end of the spectrum. It was surprising that not only the student teachers in both the TP course 2007 and the TP course 2009, but also the teacher educators of the TP course 2009, chose roles included at both ends of the spectrum, which is shown in exhibits No. 8, No. 9, and No. 10 that follow.

Exhibit No. 8



Source: Questionnaire applied, October 2009

Exhibit No. 9



Source: Questionnaire applied, October 2009.

Exhibit No. 10

Teacher-educators' Perceptions Surrounding the Roles They Assumed in the TP Course		
Roles	Teacher-educator #1	Teacher-educator #2
DIRECTIVE	✓	✓
ALTERNATIVE	✓	✓
COLLABORATIVE	✓	✓
NON-DIRECTIVE	✓	✓
SELFHELP-EXPLORATIVE	✓	✓

Source: Questionnaire applied to teacher educators, October 2009.

From analyzing the data in the exhibits above, it becomes evident that neither the educators nor the student teachers perceived the contradiction involved in picking reflective and non-reflective roles simultaneously to describe the role of the teacher educator in the TP. Prescriptive practices on the part of teacher educators limit the opportunities that the student teachers have of being able to engage in self-assessment. Reflective teaching consists precisely of empowering educators to engage in autonomous critical reflection of their practices. If students are prescribed better ways of teaching, there are few chances that they will become autonomous reflective practitioners capable of shaping their own growth.

In the case of the TP course 2007, just as many student teachers expressed that the teacher educators assumed both directive and self-help-explorative roles (over 50%). On the other hand, among the students of the TP course 2009, a similar phenomenon was found. In this case, the pupil teachers perceived the teacher educators' role as both directive (100%) and self-help-explorative (80%). As noted before, an educator can hardly be successful in triggering reflection by prescribing better ways of teaching. Furthermore, in an interview with a student teacher who completed the TP in 2009, the subject was asked if the course had allowed room for reflection. The answer was affirmative; however, when questioned later about the kind of feedback received, the interviewee reported that the teaching practicum supervisor had told her what she did well and what she had to improve. Educators who tell student teachers what teaching practices to change do not reinforce reflection and critical thinking skills. Instead, they create in student teachers the need to always have someone to tell them what they need to improve so that they can grow.

The Basic Orientation of another Essential Course: *Classroom Project*

“Classroom Project” was one of the target courses of this study. This course was selected, along with the “Teaching Practicum”, because of its transcendental role in the formation of the student teachers as reflective and autonomous educators. As stated in the curriculum of the BEIC, this course was intended to be a teaching practicum and, as such, this type of course represents an opportunity for the students to establish linkages between theory and practice in a real teaching setting. This course was observed for two months and two weeks for the purpose of collecting data about its reflective teaching component.

Teaching Practicum or Classroom Research?

The observations threw light on the fact that the “Classroom Project” course was a class on research techniques instead of a teaching practicum. According to the curriculum, student teachers enrolled in the BEIC are supposed to take two teaching practicums. The first one is the “Teaching Practicum” course, which student teachers have to complete on the second semester of the second year. This course is a requirement to finish the “Diplomado” level, which consists of the student teachers observing the cooperating teacher and later taking over his/her groups for four weeks. The second one is the “Classroom Project” course, which the pupil teachers have to complete in the second semester, as a requirement to finish the B.A. level.

According to the course syllabus, the "Classroom Project" course comprises two major events; namely two pedagogical workshops led by the educators in charge of the course and a teaching practicum. The former event consists of a series of activities that included lectures, discussion, presentations on pedagogical topics; discussion, analysis, and resolution of pedagogical problems and diverse methodologies and techniques for the teaching of English. The latter event consists of a teaching practicum through which the student teachers are required to put into practice all the pedagogical knowledge acquired throughout the major. To complete this task, the student teachers are supposed to observe first or second cycle class in the elementary school for identifying a problem. Then, they are required to do research to propose solutions. Upon finding a solution, they are supposed to take charge of the group for the purpose of implementing the solutions and consolidating their knowledge. For carrying out this task, the pupil teachers are required to keep a written record of the teaching practicum. Furthermore, the teacher educators are supposed to observe and evaluate the student teachers' performance in the teaching practicum, which should culminate in a written report that both the educators and the student teachers should discuss together.

Prior to entering the field, the researcher had understood that the course was going to be a teaching practicum as is established in the curriculum. However, observations revealed a clear focus on research methods and techniques rather than being a teaching practicum. From the beginning of the course, the student teachers were assigned topics, which they had to explain in class by means of a workshop.

These workshops were carried out about every two weeks. In addition, they were assigned to do two readings per each week, one on teaching and the other on research. These readings were not always discussed in class; instead, the pupil teachers were required to write reaction papers. Most of the class work was dedicated to the workshops; some led by the teacher educators while most were conducted by the student teachers. The workshops were alternated with occasional discussions basically based on the readings on research methods.

On one occasion, there was an argument between the student teachers and the teacher educators because the former wanted to discuss the readings in class instead of writing the reaction papers. They expressed that they preferred sharing with their peers better than writing about the readings. They also expressed that even if they had to continue to write the reaction papers, discussions of the readings in class would enrich the content of their papers, as they would be able to share different interpretations of the contents of the readings. Even though the student teachers complained, they were required to continue to write their reaction papers.

Although there were a few readings discussions on teaching, research methods and strategies were the core components of the course. Such clear focus on research methods and techniques did not leave much room for student teachers to work on their philosophy of teaching or engage in assessment of their teaching practices. This information was corroborated by means of interviews of some student teachers enrolled in the course. They reported that they were dissatisfied about the fact the course consisted mainly of a research project. They expressed that they felt lost in the process of carrying out the research project because they

did not receive a clear explanation, from the beginning, as to what the project was supposed to be like. Also, they explained that the rest of the class time was spent on discussions in the workshops on topics that, unfortunately, they already knew about.

The coordinator of the BEIC was interviewed about the evident change of focus of the "Classroom Project" course from a teaching practicum to a research class. She reported being aware that such change had been made and explained the reason for the change. She stated that the previous class (2008) complained about having to take a second teaching practicum. She admitted that they made that change as a result of the feedback provided by those students; even though such changes can only be made by higher authorities above those in charge of the coordination of a major at the university.

Notions of Reflective Teaching: Students vs. Teachers

In this section, the opinions of the student teachers and the teacher educators in regards to reflective teaching are compared. In addition, these opinions are subject to analysis against the data collected by means of the observations.

In spite of the teacher educators being aware of change of focus from teaching practicum to a research class, when asked about the impact of the course on the student teachers acquisition of critical reflection skills they provided answers like the ones included in exhibit No. 11 below.

Exhibit No. 11

Teacher-educators' Perceptions about the Contributions of the Classroom Project Course				
Classroom Project	Strongly Agree	Agree	Disagree	Strongly Disagree
The student teachers were helped to self discover their own philosophy of teaching.	✓			
The student teachers were helped to become reflective practitioners that engage in autonomous on-going professional development.	✓			
The student teachers were encouraged to use various instruments to collect data about their teaching practices for the purpose of self-assessment.		✓		
The student teachers were encouraged to assess their own teaching practices for the purpose of confronting their theoretical perspectives to a possible reformulation.		✓		

Source: questionnaire applied to teacher educators in October 2009.

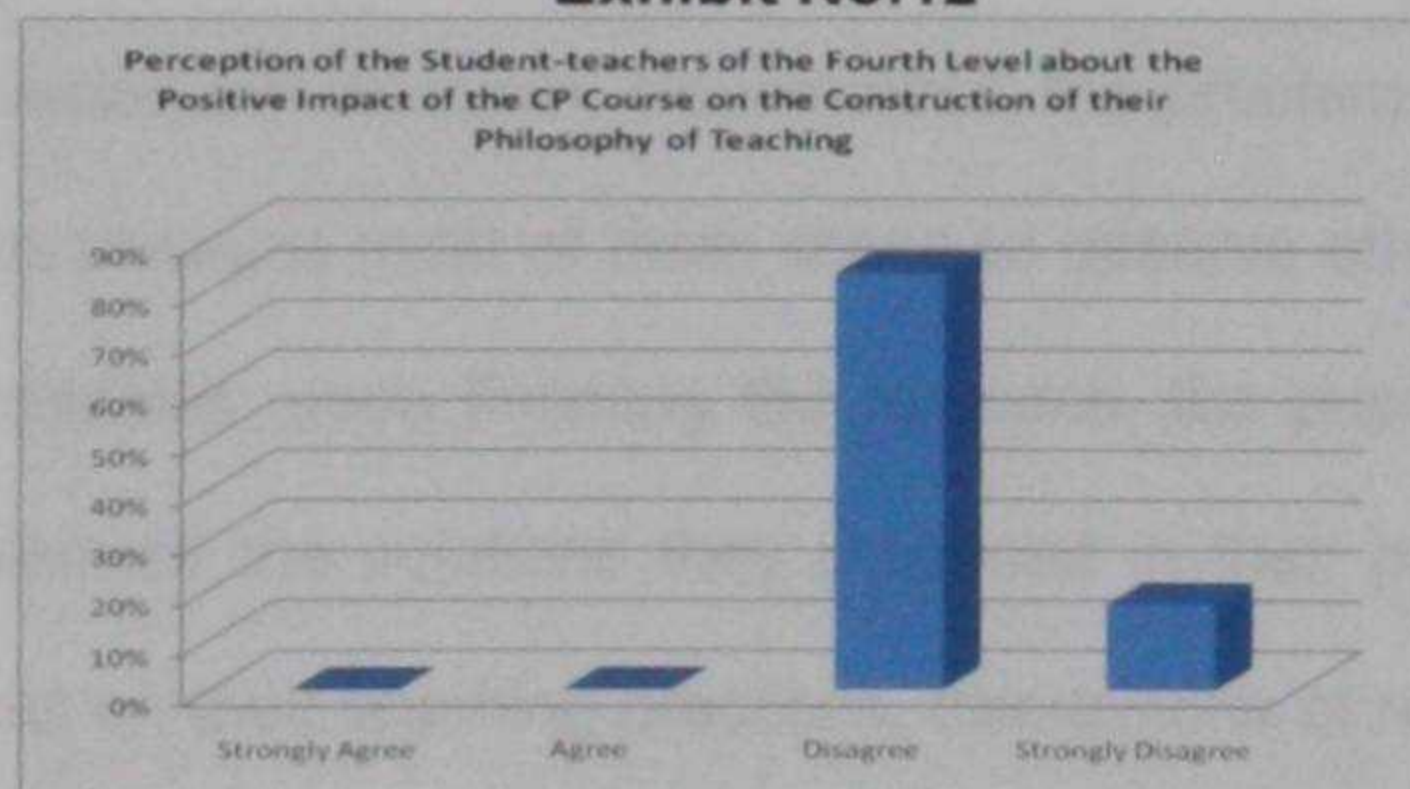
Both of the teacher educators in charge of the "Classroom Project" course held very positive opinions regarding the contribution of the CP course to the student teachers acquisitions of critical reflection skills. They both strongly agreed that the pupil teachers were helped to self discover their philosophy of teaching. One of the educators reported: "As a professor from División de Educación Básica and with my colleague from Escuela de Literatura we designed and provided the students with necessary activities and readings during the classes for the students to improve their EFL teaching practices and for them to learn how to be active researchers in their own classes or institutions. With the combination of both theory and practice the students self reflect in their own practices and also discover their philosophy of teaching" (Teacher educator questionnaire).

In regards to the opinions of the educators, it is important to clarify that just by assigning and discussing readings, students do not reflect or improve their teaching practices. By reading about teaching and discussing the contents, student teachers do remain informed about pedagogy. However, reflection as an approach to professional development requires that student teachers assess their teaching practices in terms of the beliefs that support those practices and in the light of the theories proposed by scholars.

This professor also stated that there was a combination of theory and practice; but what was observed was basically a class based on theory. Student teachers did not engage in any sort of teaching practicum, instead they carried out a research project that was based on observations of another teachers' class. They did not observe themselves or each other. Thus they could have not assessed their own teaching practices.

However, as illustrated in exhibit No. 12, the student teachers have a totally different opinion from the educators regarding how much the CP course helped them self discover their philosophy of teaching.

Exhibit No.12



Source: questionnaire applied to student teachers, October 2009.

All of the students enrolled in the course either strongly disagreed or disagreed that the course contributed to the development of their own philosophy of teaching. During the open-ended interviews further information was obtained about this topic. The interviewees complained that the course did not do much to help them discover their philosophy because it did not focus on their teaching skills but on research methods.

Research for Assessing the Performance of Others

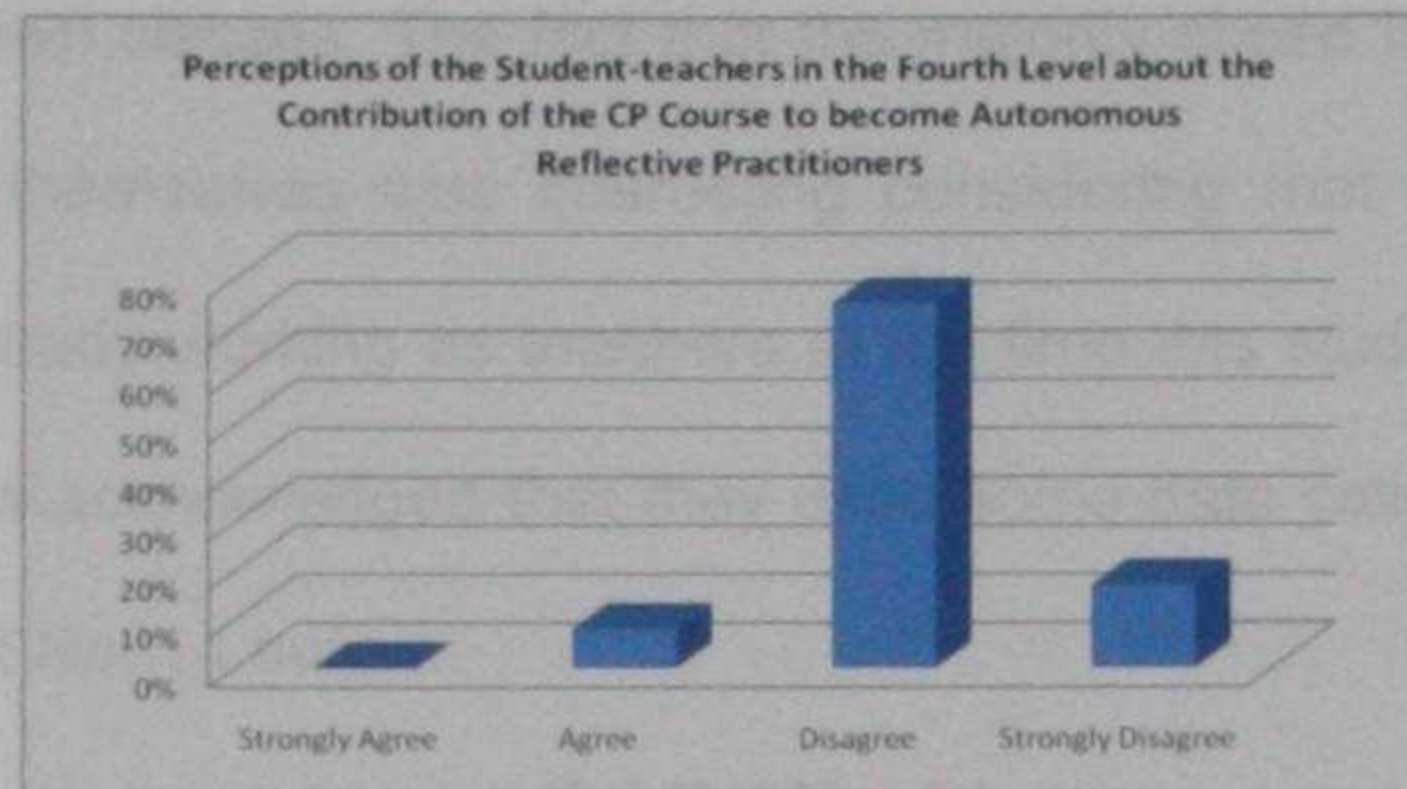
When asked about the contribution of the CP course to becoming reflective practitioners, the teacher educators also had positive views. One of the educators said: "(...) the students had the opportunity to select a research problem inside or outside their English classrooms as well as for those who are not working have. At the same time, during the classes there are discussions in which the students are encouraged to comment about their experiences as teachers or observers, this then help to create a cooperative environment that helps the students to reflect and share their experiences" (teacher educator questionnaire).

It is true that the student teachers approached a classroom problem based on which they carried out research. Nonetheless, the problem was not taken from their own classes because most of them chose to observe other teachers and not themselves. In addition, upon finishing the research, the pupil students were not required to implement the solutions they proposed in their projects. For student teachers to reflect on their teaching practices, discussions of readings and sharing teaching experiences with classmates is not enough. They have to engage in collecting data about their teaching in systematic ways to engage in recollection

and reflection of their practices on their own and with the help of their fellow student teachers.

As for the student teachers opinions regarding this aspect of their formation, these were as alarming as those opinions about the first aspect as shown in exhibit No. 13 below.

Exhibit No. 13



Source: questionnaire applied to student teachers, October 2009.

The majority of the student teachers (67%) either strongly disagreed or disagreed. When interviewed, the arguments they provided were that the course was based on theory and focused on research. As it was explained above, the students did carry out a research project, which could have been a tool to trigger reflection on the part of the students if the focus of such project had been on assessing their own teaching practices.

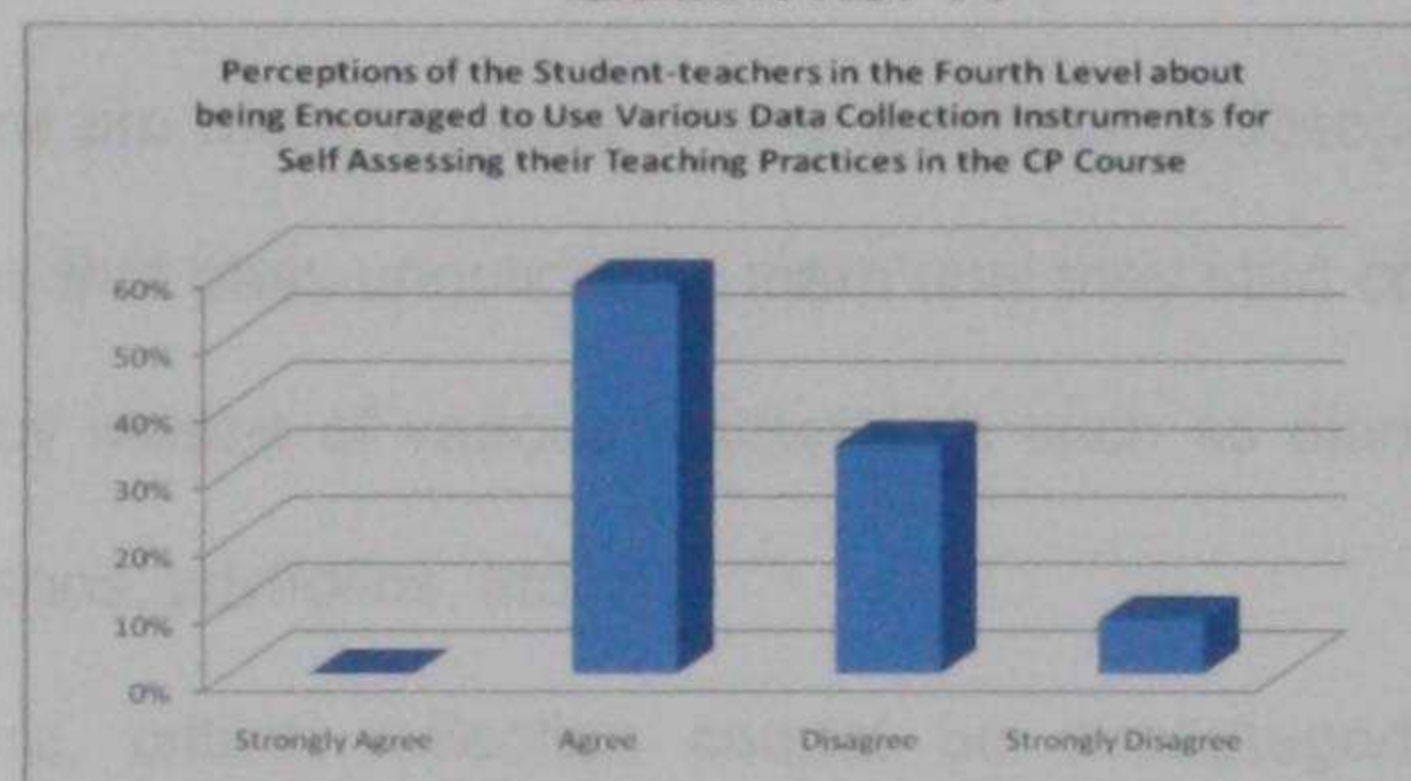
Course Tasks: Assessment of their own Teaching?

When the professors were inquired about whether the CP course had provided the student teachers with various tools to collect data about their teaching practices for the purpose of self-assessment, one of them strongly agreed and the

other agreed. However, the observations revealed that the only tools to collect data about teaching practices used in the course were observations, interviews, and surveys.

It is important to mention again that these tools were used to collect data basically about another teachers' performance or about the behavior of the students in the classes of other teachers. Only two students out of sixteen decided to observe their own classes. The fact that the majority chose to observe another teacher and not themselves was interesting considering that all of the student teachers were already working as teachers at the time this study was carried out. The pupil students acknowledged that they used some data collection instruments as noted in exhibit No. 14 below.

Exhibit No. 14



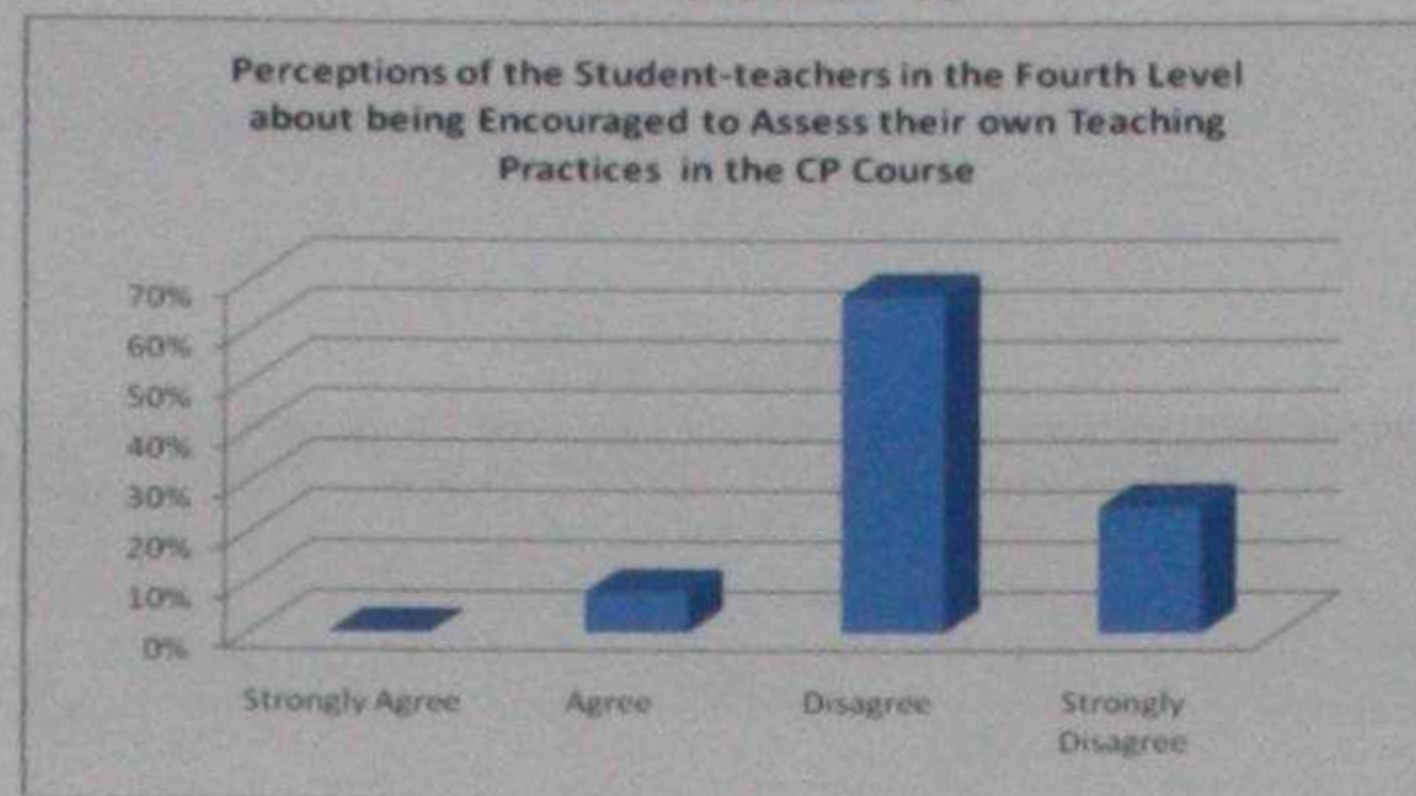
Source: questionnaire applied to student teachers, October 2009.

Even though over 50% of them acknowledged that they used instruments to collect data, still around 45% of the students either disagreed or strongly disagreed. The disagreement probably comes from the understanding that the question they were asked referred to tools to collect data for self-assessing their own practices.

When the teacher educators were inquired about the extent to which the CP served to encourage their students to assess their own teaching practices for the purpose of confronting their theoretical perspectives (philosophy of teaching) to possible reformulations, both strongly agreed that the course had done this. One of the educators said that, "During the discussions in class and the activities the students are implicitly encouraged to reflect and confront their own teaching experiences with theoretical perspectives; it is not something that it is very direct but it was definitely encouraged" (Teacher educator questionnaire).

It is relevant to clarify that, student teachers can assess their teaching practices only if prior to that, they have collected data about such practices. Furthermore, this assessment has to be carried out in systematic ways, not only based on what students remember about what they do in class or on discussions of readings. There are many aspects of any teachers' philosophy of teaching and teaching practices that pass unnoticed to them until they start collecting data about how they teach by means of various instruments such as diaries, journals, video tapes of their lessons, portfolios, etc.

Furthermore, critical reflection cannot be encouraged implicitly as the professor affirmed. Critical reflection calls for the student teachers' to be aware of their teaching practices, and the beliefs and theoretical perspectives that support what they do in their lessons. It is precisely this awareness that allows for an assessment of the teachers' teaching practices. In this regard, student teachers also expressed contrary opinions to the teacher educators, as seen in exhibit No. 15 below.

Exhibit No. 15

Source: questionnaire applied to student teachers, October 2009.

Over 90% of the student teachers either disagreed or strongly disagreed that the CP course encouraged them to assess their teaching practices vis-à-vis their theoretical perspectives. Their opinion is probably based on the fact that the pedagogical aspect of the course was basically theoretical, and that the focus of the research project was on observing and assessing another teacher's performance and not their own. The teacher educators should have suggested student teachers as a way to encourage them to engage in self-assessment and self-discovery of the effectiveness of their own teaching practices. It is easy to assess others, but the richest learning and the greatest challenge is in assessing oneself.

Orientation of the Course

The "Classroom Project" course was neither geared at educating the student teachers to develop their philosophy of teaching nor at assessing their own teaching practices. As explained before, this course was observed for over two months during which data was recorded by means of a structured observation



schedule. The results summarized in exhibit No. 16 reveal a clear pattern of what took place in the "Classroom Project" course.

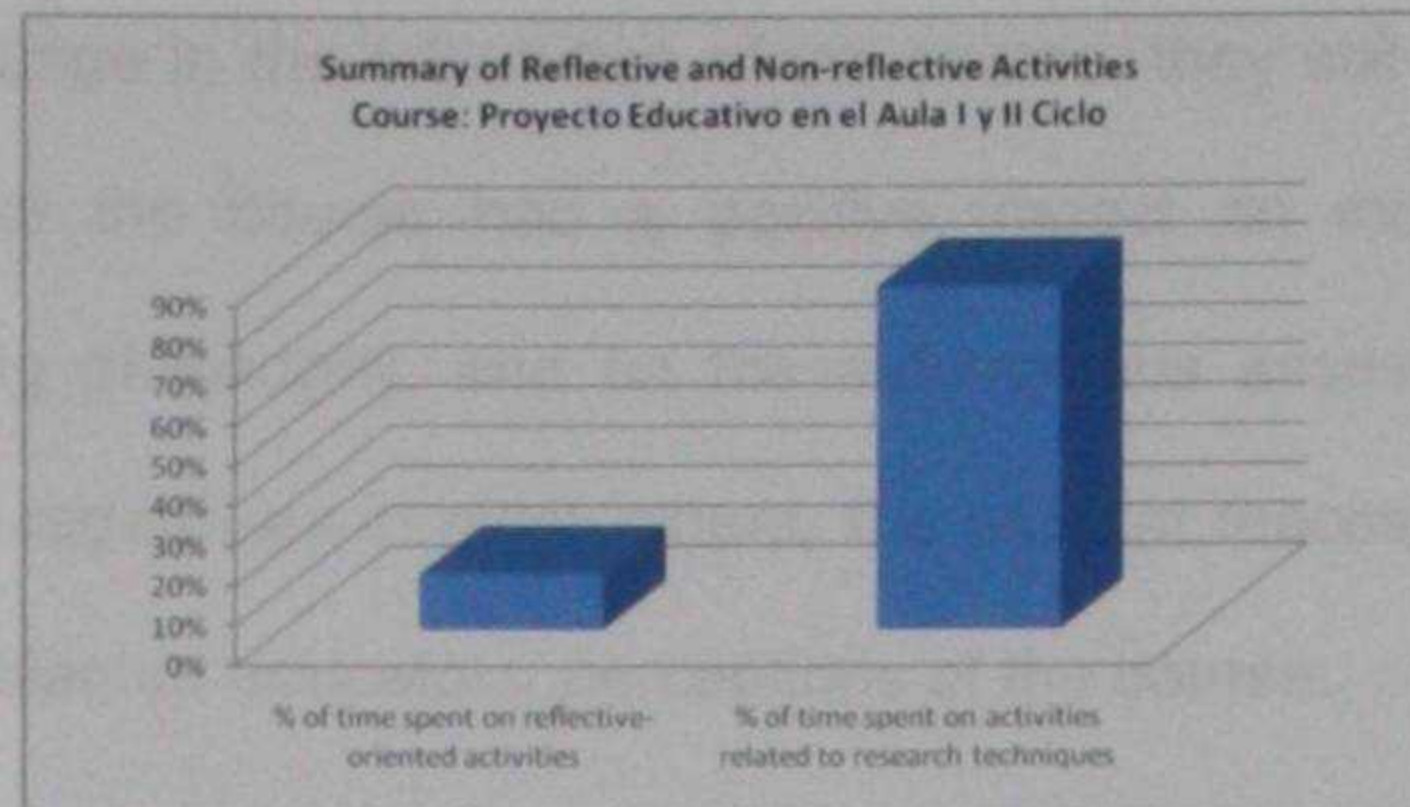
Exhibit No. 16

Reflective and Non-reflective Activities				
Course: Proyecto Educativo en el Aula para I y II Ciclo				
Lesson	Minutes	% Reflective	Minutes	% Research Techniques
1	0	0%	190	100%
2	65	34%	125	66%
3	28	22%	100	78%
4	0	0%	180	100%
5	90	50%	90	50%
6	0	0%	160	100%
7	0	0%	155	100%
8	0	0%	110	100%

Source: Structured observations carried out August through October 2009

The table shows, correspondingly, how much of the class-time was spent on reflective activities, and how much on research techniques. Analysis of the data reveals a stark imbalance. In every class, most of the time was spent on non-reflective tasks. In the case of the first lesson (190 minutes), the fourth lesson (180 minutes), and the eighth lesson (110 minutes), and 100% of the time was spent on tasks related to research techniques. In the case of lesson two (125 minutes), the time dedicated to this subject was 66%, in lesson 3 (100 minutes) it took up 78%; and in lesson five (90 minutes) 50% of the lesson's time. When this data was summarized in the form of a chart, as appears in exhibit No. 17, the pattern becomes even more evident to the sight.

Exhibit No. 17



Source: Structured observations carried out in August through October 2009.

It becomes clearly visible that over 85% of the class time was spent on research oriented tasks, while less than 20% focused on reflective teaching. Such outstanding imbalance is far from representing what should be the orientation and purpose of the "Classroom Project" course according to the BEIC's curriculum and course description.

Overall, the distance between reflective and non-reflective teaching in this course is much more serious than in the "Teaching Practicum" course analyzed in the previous section of this work.

In summary, the course took a detour leading it far away from the orientation it was intended to have, as described in the curriculum of the BEIC. Instead of serving as a teaching practicum, this course became a class on research in which, as a final product, the student teachers produced a paper that assessed the doings of the teachers they observed. The deviation from the focus of the course did not allow the teacher educators to dedicate more time to reflective oriented activities or to take advantage of the opportunity of writing a paper to reflect on their own teaching practices.

It was interesting to note that even though the professors were totally aware of this radical change in the orientation of the course, they still ascertained in the questionnaire that the course had a positive impact on molding the student teachers' teaching philosophy, and on the autonomous assessment of teaching practices. In this regard, as in most others, the student teachers' opinions totally contradicted the teacher educators' perceptions of the course.

The student teachers' opinion are understood when the orientation of the course, 86% non-reflective, is considered. Taking all of the above into consideration, it becomes obvious that the orientation of the course was not congruent with what is stated in the curriculum.

The Reflective Model in the BEIC: Fact or Opinion?

The three possible models that can be followed in teacher education programs, as discussed in previous chapters, are the craft, the applied science and the reflective model. The model that gears how a teacher education program is developed has a significant impact on how the student teachers' perceive and approach teaching and their professional development.

Second language teacher education programs that follow either the *craft* or *the applied science models* take the risk of forming passive educators, dependent upon the help of more experienced teachers to grow professionally. Contrarily, second language teacher education programs that implement the reflective model empower prospective teachers to become active agents, capable of autonomous and conscientious professional growth based on assessment of their own teaching.

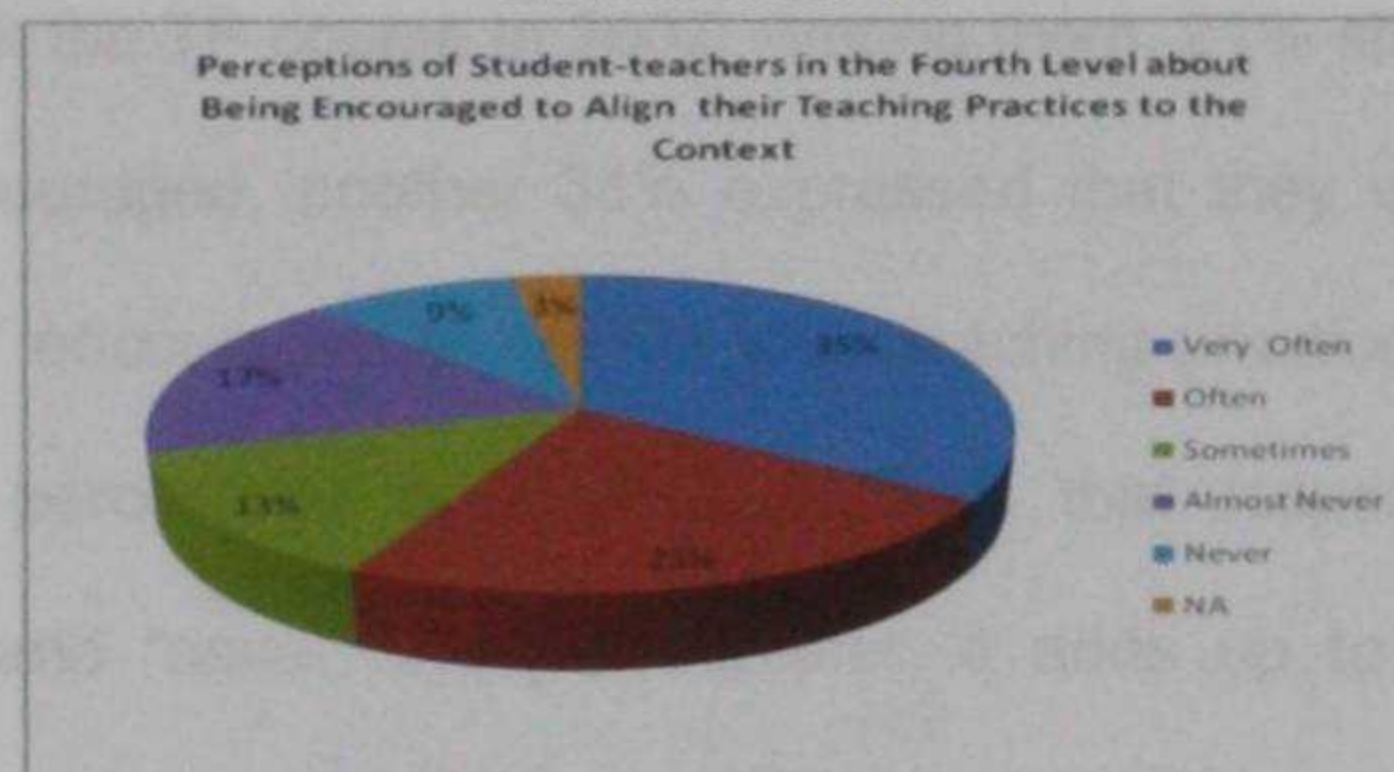
BEIC's curriculum clearly states that the program is based on humanistic and hermeneutic-reflexive paradigms, and thus it is expected that the teacher educators in charge of pedagogical courses take a reflective stand in the process of forming future teachers. The reflective orientation given to the tasks carried out in and outside of the class, and the kind of feedback provided to the student teachers play a crucial role in preparing student teachers to become reflective practitioners. By means of reflective oriented activities, assignments and feedback, student teachers are encouraged to align their teaching practices to the teaching context, to assess the effectiveness of their teaching practices, and to engage in autonomous reflection on consistent basis.

Prescription vs. Reflection in the TP 2007

Student teachers were requested to respond to a structured questionnaire in which they were asked about the impact of the TP course 2007 on molding their critical teaching skills. Specifically, they were asked to check how frequently the teacher educator encouraged them to perform tasks or assignments, which were classified in four major categories: aligning teaching practices to the teaching context, assessing the effectiveness of their teaching practices, engaging in autonomous reflection surrounding their teaching practices, and prescribing better ways of teaching. This instrument yielded very interesting data.

In the case of aligning teaching practices to the teaching context, the following were the results; 35% of the student teachers marked "very often", 23% chose "often", 13% selected "sometimes", 17% chose almost never, 9 % marked never and 3% of them did not respond as appears in exhibit No. 18.

Exhibit No. 18



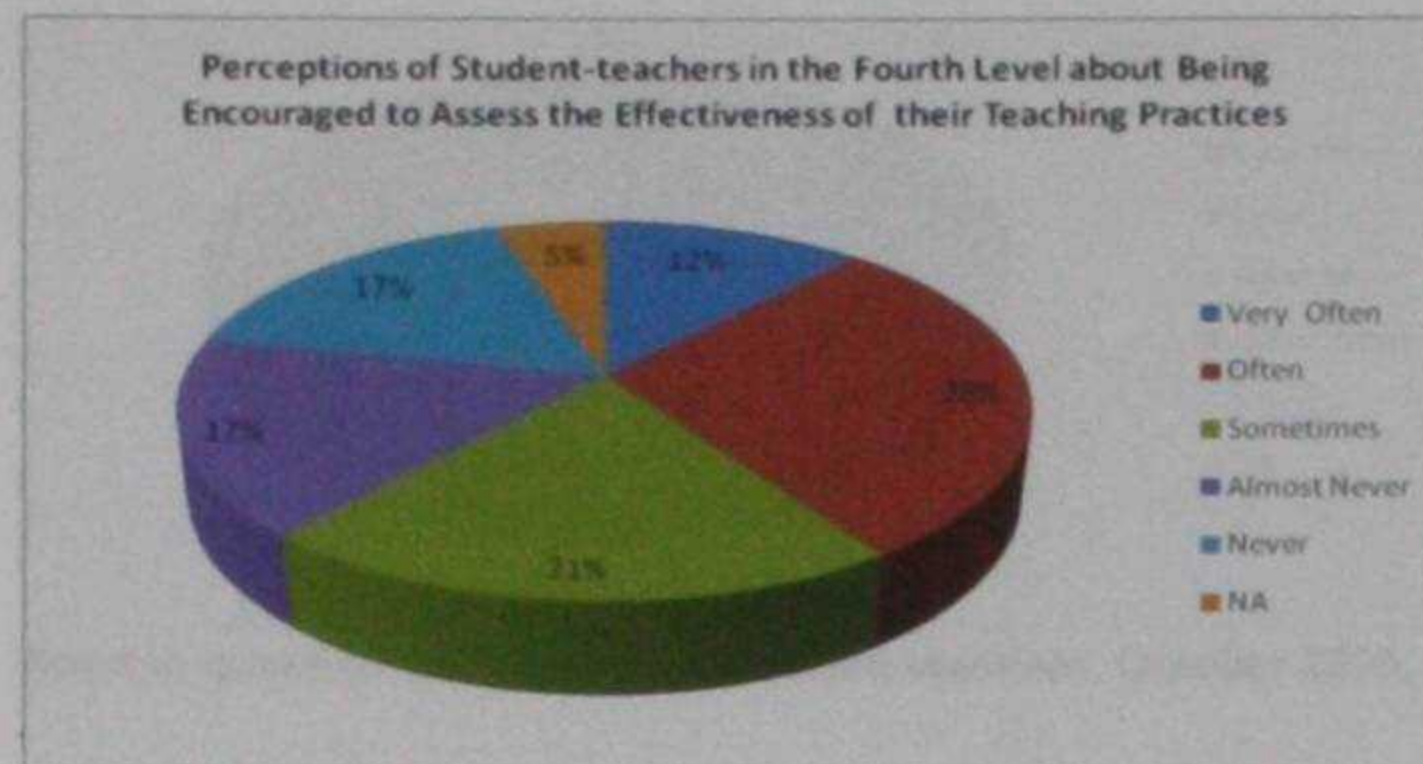
Source: questionnaire applied to student teachers, October 2009.

Even though the majority of the student teachers marked "often" and "very often" (totaling 58%), 17% of them stated that they were "almost never" encouraged to align their teaching practices to the teaching context. If this is added

to those who marked "sometimes" and "never", it can be noted that 39% of the students perceive that they are not being sufficiently encouraged to align their teaching practices to the teaching context.

In the area of assessing the effectiveness of teaching practices, the frequency drops significantly, as can be noted in exhibit No. 19 below.

Exhibit No. 19



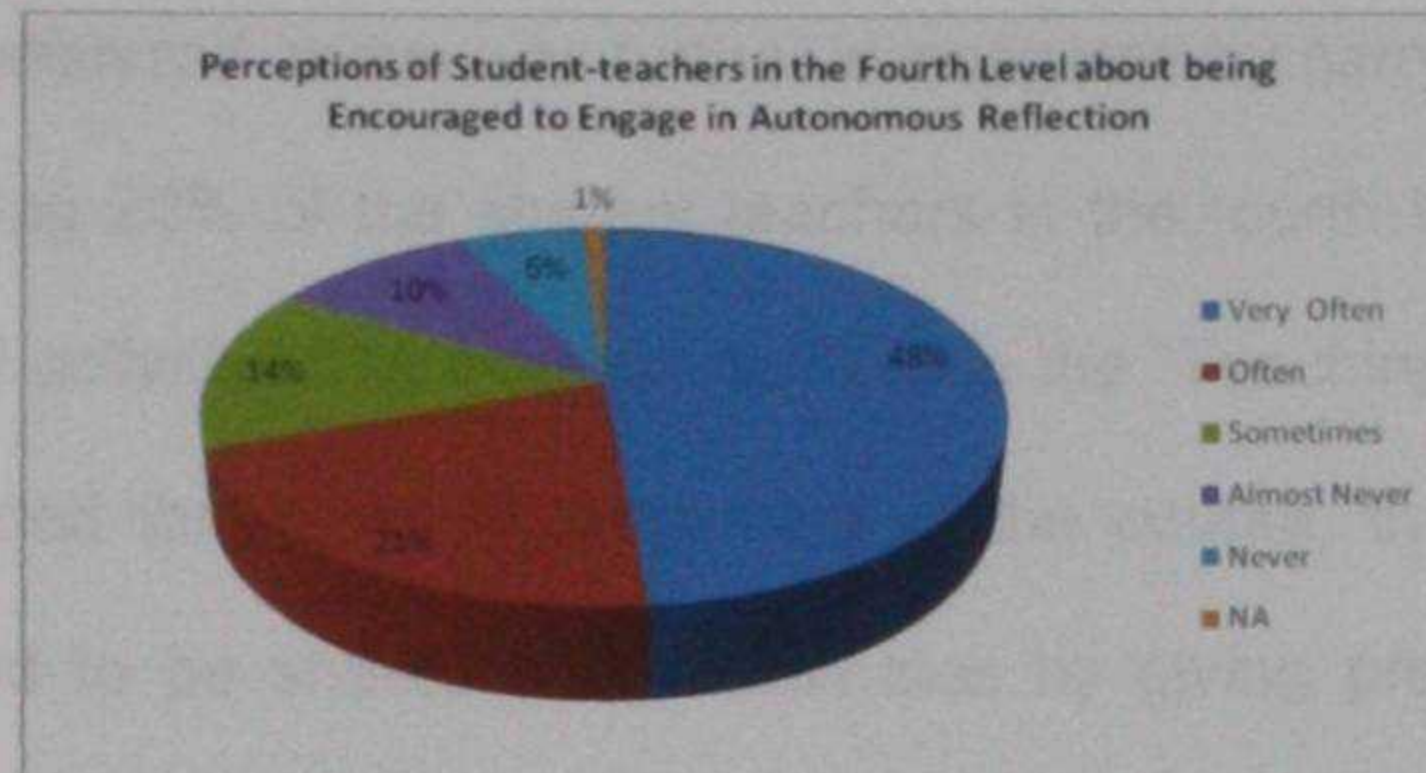
Source: questionnaire applied to student teachers, October 2009.

The student teachers that ascertained that they were encouraged to assess their teaching practices "very often" or "often" represent 40% of all the student teachers that took the TP course in 2007. Among them, 21% stated that they were "sometimes" encouraged, another 34% expressed that they were either "almost never" or "never" encouraged to assess their teaching practices, and 5% did not respond. If the percentage of student teachers that responded "sometimes", "almost never", and "never" are put together, it adds up to a significant 55% expressing either that no work or insufficient work took place in the area of assessing the effectiveness of teaching practices.

Regarding the students' engagement in autonomous reflection, the subjects' opinions were mostly positive, as illustrated in exhibit No. 20 below. A significant 69% admitted to being guided to reflect autonomously either "very often" or "often".

Another 14 % stated that autonomous reflection was put into practice "sometimes", while a 16% ascertained that they were either "never", or "almost never" encouraged to engage in this activity. In contrast only 6% expressed that they were never encouraged.

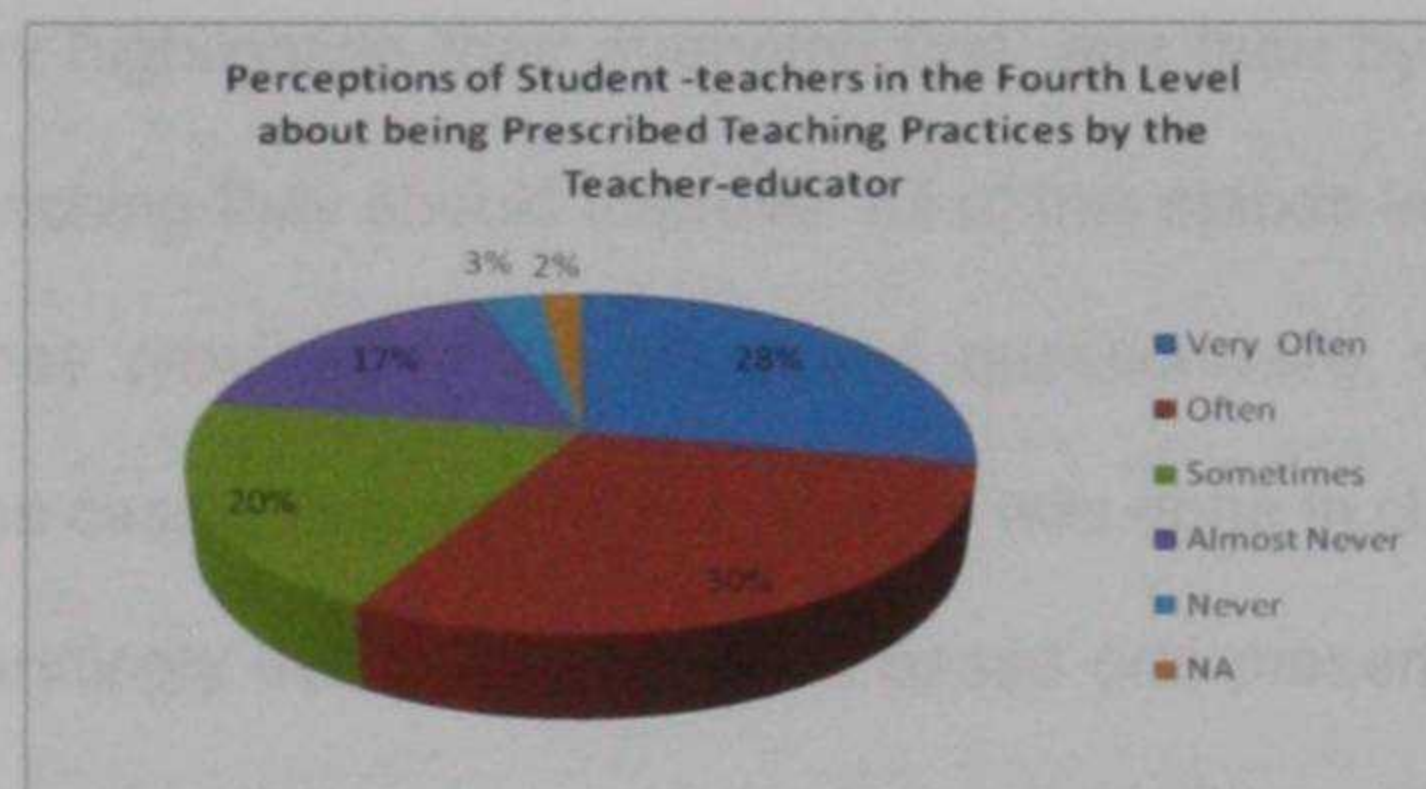
Exhibit No. 20



Source: questionnaire applied to student teachers, October 2009.

When student teachers were asked about how often they were prescribed better ways of teaching, the frequency went up drastically, as can be noted in exhibit No. 21 below.

Exhibit No. 21



Source: questionnaire applied to student teachers, October 2009

A significant 58% of the student teachers perceived they were either "often" or "very often" prescribed better ways of teaching by the teacher educator. Furthermore, 20% ascertained that this was done "sometimes" while 20% stated that they were either "never" or "almost never" prescribed methods or techniques to apply them in the classroom.

The data analyzed above was further investigated by carrying out structured interviews involving 20% of the student teachers in the fourth level. When asked about the type of activities that were carried out in the "Teaching Practicum" class 2007, they reported that from the beginning of the course, they were assigned readings that had to be shared with classmates by giving presentations, which were mostly content-based. They also stated that the class was developed around the readings and that when the presentations of each day were finished, they were dismissed.

They also explained that they were only observed once by their supervisor over the whole semester. Furthermore, they reported that the supervisor gave them feedback by highlighting their strengths first, and then by telling them what aspect of their teaching they should improve. All of this stands in contradiction with the responses they provided in the structured questionnaire, where they stated that, in most of the cases, frequent reflective work was done in class.

It is outstandingly evident that content based oral presentations and telling the teachers-to-be what they need to do to improve their teaching practices does not facilitate the acquisition of critical reflection skills in the student teachers. This contradiction reveals that the student teachers do not really understand what

reflective teaching is about as neither do the professors in charge of educating them in reflective teaching.

It also becomes evident that the "Teaching Practicum" course 2007 responded more to the applied science model, and even to the craft model of teacher education than to the reflective paradigm. Consequently, it is not surprising that the student teachers acquired a very fuzzy notion of what reflective teaching consists of, which is the source of the radical contradiction noted in the responses they provided in the data collecting instruments.

These students, as much as those currently enrolled in the TP course, assume that critical reflection is synonymous to criticizing teaching events that take place in the classroom of someone else and being observed and told what went well or wrong in their own teaching practices, in the context of a co-dependent relationship with a guiding teacher educator that prescribes them recipes for improving their skills.

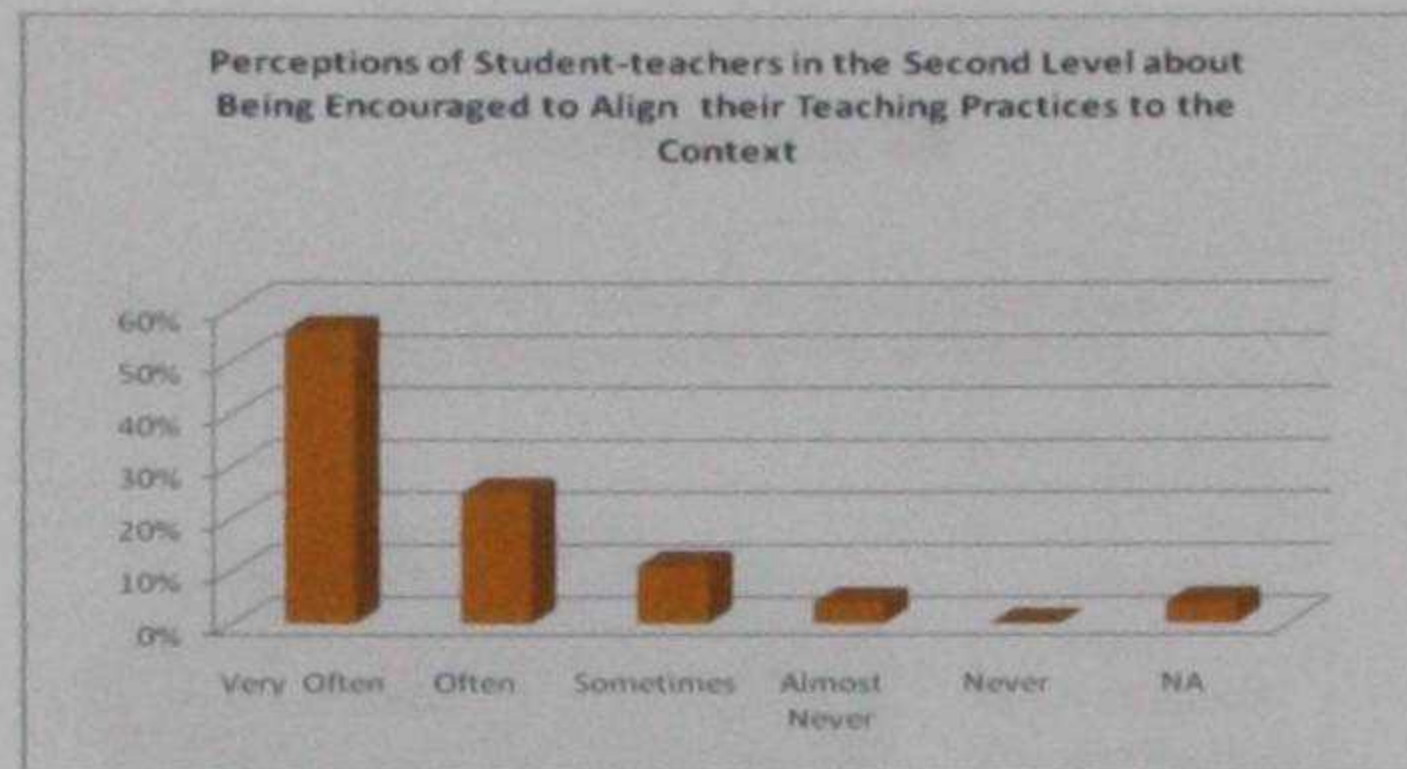
Prescription versus Reflection in the TP 2009

In the case of the student teachers in the second level, who were carrying out their practicum in the second semester of 2009, the questionnaire rendered interesting results that were later compared to the data collected by means of structured observations.

The observations revealed that 76% of the class-time of the course was dedicated to non-reflective activities, tasks and assignments. Interestingly, student teachers reported very positive perceptions regarding the course's critical-reflective orientation. When questioned about being encouraged to align their teaching

practices to the teaching context, most of them agreed that this aspect was addressed in the course. As exhibit No. 22 illustrates, 81% of the student teachers perceived that they had been encouraged either "very often" or "often" to align their teaching practices to the context. Only 14% of them stated that this activity was done only "sometimes" or "never" while 4% of them did not respond.

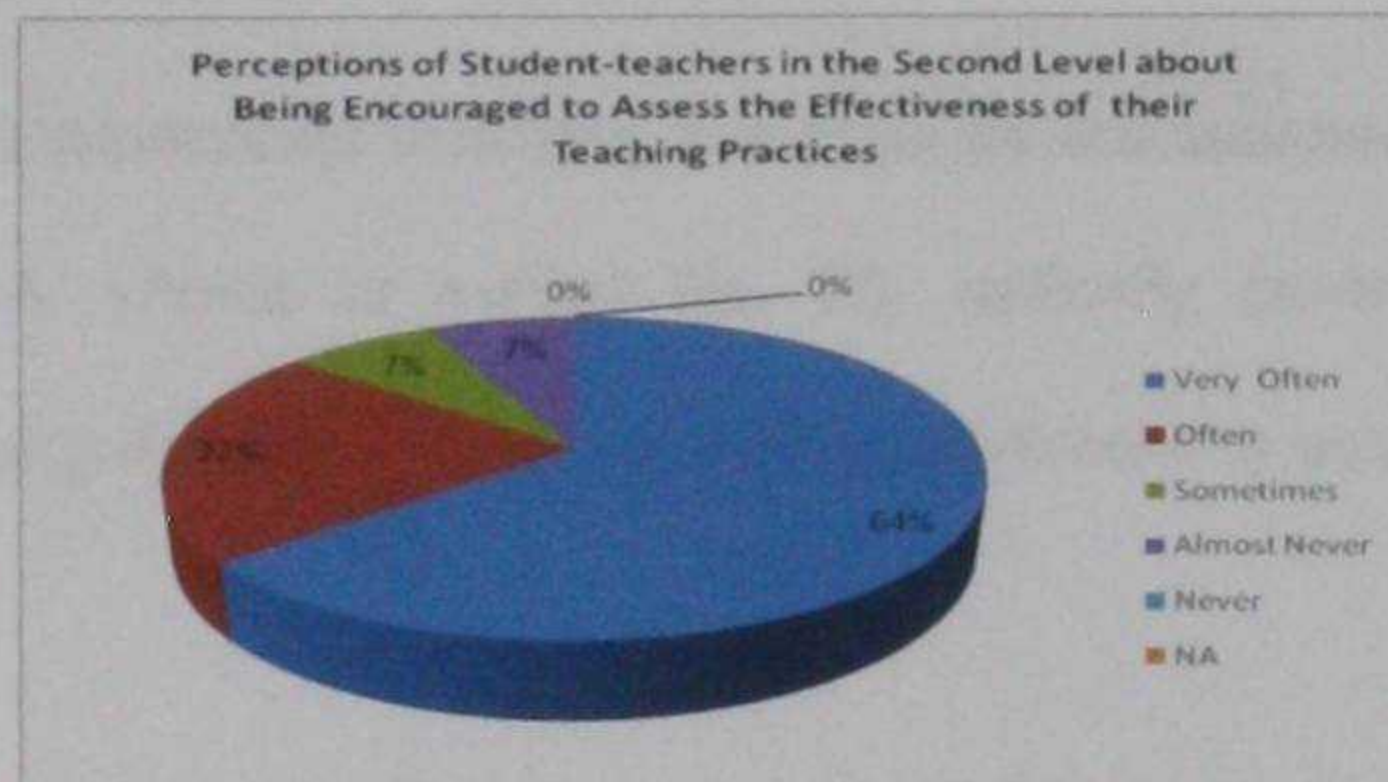
Exhibit No. 22



Source: questionnaire applied to student teachers, october 2009.

In like manner, when asked whether they had been encouraged to assess their teaching practices, the patterns were very similar to the previous, which is shown in exhibit No. 23 below.

Exhibit No. 23

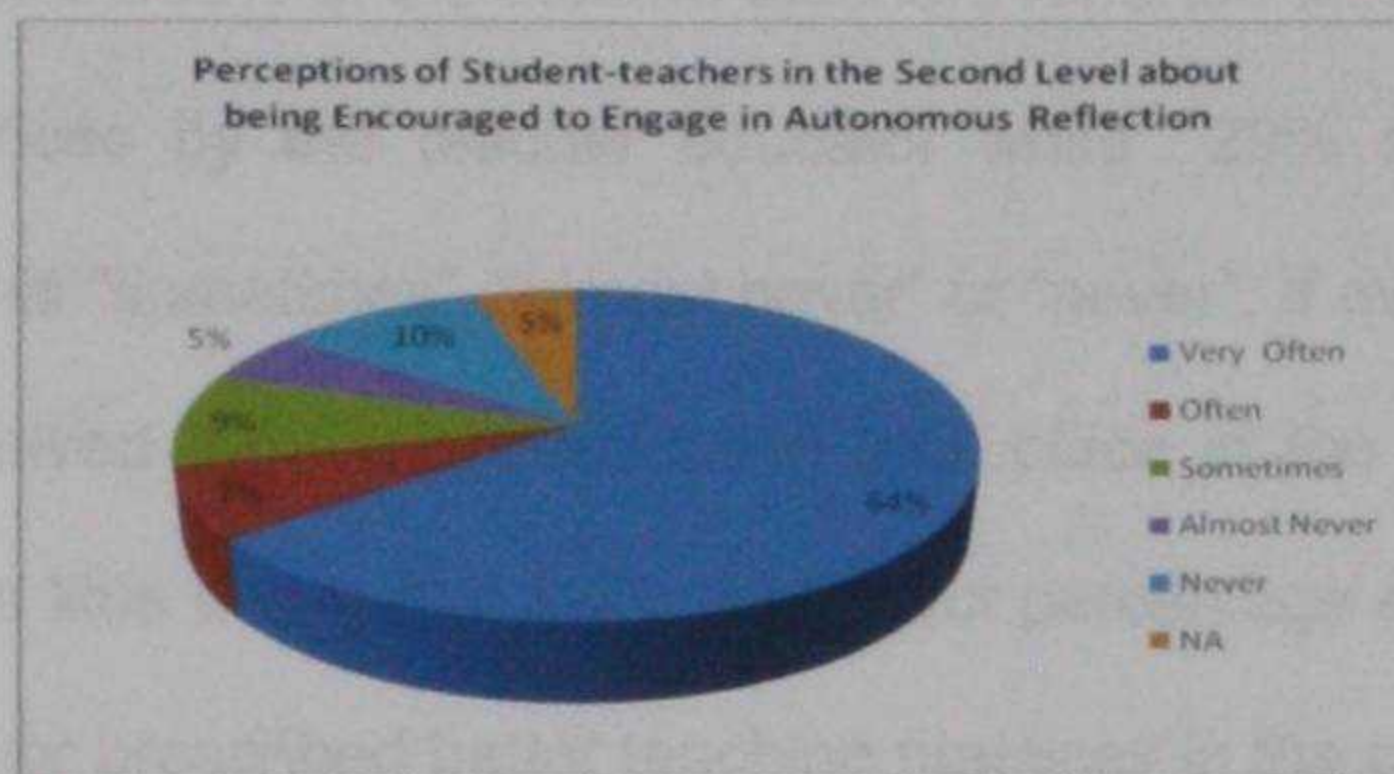


Source: questionnaire applied to student teachers, october 2009.

Outstandingly, 86% of them reported that they were encouraged to assess their teaching practices "very often" or "often", against 14% that perceived this reflective activity was carried only "sometimes" or "almost never".

When asked about being encouraged to engage in autonomous reflection, the majority of the student teachers also perceived that the TP privileged this reflective activity, as noted in exhibit No. 24 below.

Exhibit No. 24

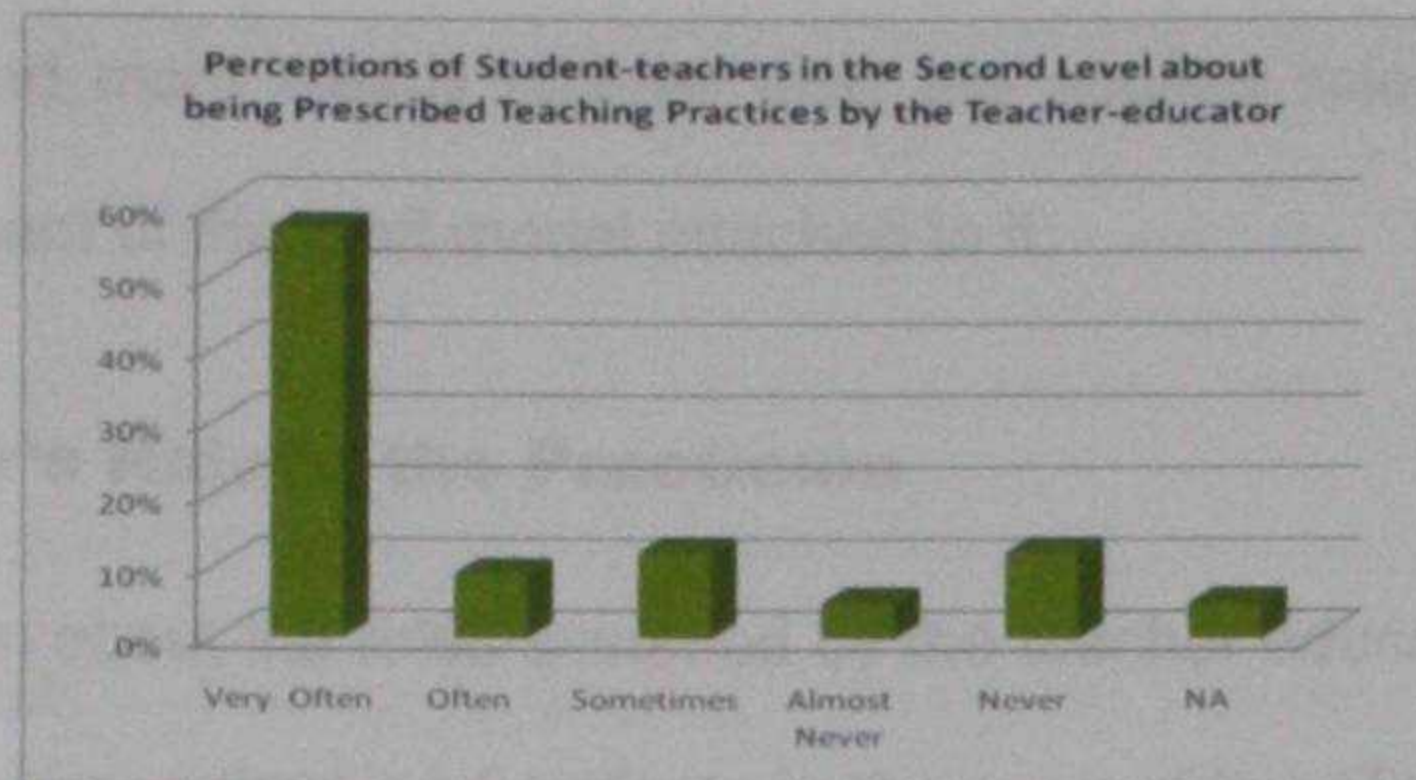


Source: questionnaire applied to student teachers, october 2009.

A notable 71% of the pupil teachers reported that they engaged in autonomous reflection "very often" or "often", while only a 24% ascertained that they did so only "sometimes", or "almost never".

As of being prescribed teaching practices by the teacher educator, student teachers' opinions, shown in exhibit No. 25, radically contradict the opinions expressed regarding the consistency of their involvement in autonomous reflective activities.

Exhibit No. 25



Source: questionnaire applied to student teachers, October 2009.

A significant 66% of the student teachers reported that they were prescribed teaching practices by the teacher educator while 29% said that the teacher educator did this "sometimes", "almost never" or "never". If over 70% of the student teachers perceived that critical reflection took place in the course on consistent basis, it makes little sense that such significant percentage of them affirm that the teacher educator prescribed better teaching practices in the course.

Prescription is in fact on the opposite side of the reflective teacher education spectrum. Prescriptive teacher education practices do not allow room for being self-critical or reflective about one's own classroom practices. A prescriptive approach to teacher education, following the craft model, does not allow the pupil teachers to become critical about their teaching practices because they are handed down ready made solutions, coming from an external observer, who is the one who knows and thus, tells them what they have done well or what they have to change or improve.

In fact, as pointed out before, 76% of the class-time of the TP 2009 was spent on non-reflective work, but even the 24% of the remaining time dedicated to some sort of reflective tasks was notably limited and unfocused. This evidences

that the dominant approach in the English teacher education program at CIDE is non-reflective, and more clearly tailored after the applied science model, with a very visible remnant of the craft model attached to it.

The Instructor's Role in the Practicum

Information about the roles assumed by the teacher educators was obtained from structured observations and artifacts in the case of the "Teaching Practicum" 2009. This course was observed for a period of almost three months, during which artifacts were collected to get more information about the feedback that both teacher educators provided to the learner teachers. The artifacts comprised revised "Cronicas", checked "critical incidents", and assessment sheets used to appraise the student teachers' performance in the elementary school classroom.

In the case of the "Teaching Practicum" course 2007, data was collected by means of structured interviews involving those student teachers who took the course back then, but were enrolled in the "Classroom Project" course at the time that this study was carried out.

To begin with the analysis, two professors were in charge of the TP course 2009, one was the main teacher educator while the other was the supervisor who carried out class visitations to assess the student teachers' performance in the elementary school classroom.

In the case of the main teacher educator, her role was alternative, in the sense that even though she had a strong tendency towards providing direct feedback, suggestions, recommendations, and accounts of similar experiences that responded to prescriptive teaching, she also resorted to questions to trigger

reflection in the student teachers. This professor used a sort of craft/reflective approach to the education of the pupil teachers, in which directing and prescribing were the most evident techniques.

As to the other professor's role, it was definitely evident that her role was prescriptive, following the craft model. To illustrate, in one occasion, she gave a presentation on how to give students clear instructions. The presentation consisted of a video that showed correct ways of giving school children clear and unambiguous instructions to follow. After showing the video, this teacher educator gave a demonstration herself of how to give clear instructions. Demonstrations are good but do not stimulate critical reflection skills.

Furthermore, the feedback that this teacher educator provided in writing on the rubrics included basically only prescriptive remarks. The supervisor educator always included direct comments about what student teachers needed to improve, never resorting to asking questions or any other strategy to provide feedback that generated critical reflection.

As to the "Teaching Practicum" course 2007, there were also two teacher educators involved, one as the main professor and the other as the supervisor. In the interviews, the student teachers reported that the class basically revolved around oral presentations and discussions of readings assigned.

Other than presentations, class activities aimed at discussing the contents of the readings. Furthermore, the student teachers that attended the class explained that they were supervised only one time in the whole semester and that the supervisor told them what they had to improve. The student teachers complained that the supervisor did not give them much feedback and that recommendations

basically addressed peripheral aspects like body posture and body language, which left no room for developing critical reflection skills. It can be inferred from what the student teachers expressed in the interviews, that the approach used was prescriptive following the craft model, not following a reflective paradigm in no way.

Tools for Reflective Teaching in the Teaching Practicum

An important assumption in this project is that any teacher education program has to provide student teachers with tools that promote autonomous critical reflection. The purpose of providing such tools is to empower the future teachers to become autonomous learners even after they graduate and are on their own as professionals. Student teachers need not only to be absolutely familiar with the tools that will lead them in a successful professional journey, but they also need to know the benefits of using them in the teaching practicum.

In other words, they need to understand what tool to use, how to use it and for what purpose it is used. Among the reflection tools that student teachers need to be skillful about are: engaging in critical dialogues, writing journals, doing peer observation, using video tapes, creating portfolios, and articulating their teaching philosophy. These tools should be used in a way that they promote experiential learning, which means that student teachers should be allowed to experience using the tool, and later reflect upon that experience for the purpose of making sense of and deriving learning from it.

In the case of the TP course 2009, the data collected shows that the student teachers were encouraged to use three tools for reflection: critical incident analysis, "cronicas descriptivas", and portfolios. As for the critical incident analysis,

as was explained before, the student teachers basically focused on analyzing classroom management problems, and the teacher educator responded to presentations based on these incidents either by asking questions, giving suggestions or giving an account of similar incidents and solutions.

The critical incident analysis, as used in the course, limited the learning that the student teachers could have gained from discussing different aspects of teaching. Furthermore, the fact that the professors gave suggestions and narrated related experiences deprived the pupil teachers from the opportunity to develop critical reflection skill, since they were given recipes for improving their performance instead.

Another important aspect that needs to be stressed is that the critical incidents were based on the student teachers' observations of the cooperating teacher's performance. The idea behind critical reflection is to assess one's own experiences for the purpose of improving one's own teaching practices. However, the way student teachers approached the critical incident analysis was the following: they observed the cooperating teacher and selected an event that caught their attention, identified pertinent literature to analyze the incident, and finally based on the readings, they proposed a solution to the event. In the following class, they shared the incident and the solution they arrived at after confronting the event with the literature. The fact of having arrived at a solution prior to sharing it in class with their classmates already diminished the learning opportunity since by the time that their classmates and the teacher educator were able to suggest alternative solutions, the student teachers already had built in their minds a perhaps biased notion of how to deal with the incident.

As for the "cronicas descriptivas", these consisted of the student teachers writing entries upon taking charge of a class in the elementary school. This narrative account was supposed to be based on the analysis of how each lesson was developed over the four weeks that they spent teaching at the primary school setting. It is also important to keep in mind that "cronicas" were submitted to the professor, but they were never shared in class. In a way, these "cronicas" aped what should be a journal. However, contrary to journals, the "cronicas" were not developed over a long period of time during which the student teachers go back to accounts recorded to identify patterns in their teaching practices for self assessment purposes.

As for the portfolio, this tool was meant as a critical analysis of what student teachers did before, while and after taking charge of the classes in the first and second cycle of an elementary school. Nonetheless, no class time was dedicated to discussing the development and contents of the portfolio. Instead, the student teachers carried out this task alone at home. Unfortunately, they were not provided guidelines as to how to develop their portfolio. Only a brief description of this task—which should have constituted a learning process instead—was included in the course syllabus, telling the student teachers what the portfolio was supposed to include.

Among the reflective tools used in the TP course 2007, the only reflective-oriented tool used was the portfolio. However, students reported that this portfolio was simply a collection of lesson plans and material, accompanied by a narrative account of how these materials were used.

As a general trend, it becomes evident that very few reflective tools were provided for the student teachers to become knowledgeable about how to grow in an autonomous manner after they graduate. Furthermore, the very few instruments used for reflection were either limited in focus (critical incident analysis), not developed over a period of time long enough for students to identify patterns in their teaching (cronicas descriptivas), not given the necessary guidance for using the data collected to reflect on their practices (portfolio course 2009), or were given a non-reflective focus (portfolio course 2007).

The results obtained from the analysis of the role assumed by the teacher educators and the orientation of the tools used in the TP course 2007, threw light on the fact that even though the curriculum says that the BEIC is based on humanistic and hermeneutic-reflective practices, the target courses were taught following models (craft and applied science) which principles are not in consonance with what the curriculum intends to achieve.

It is important to reiterate the paradigms the BEIC is based on and its intended goals. The humanistic paradigm aims at developing people's selves for the purpose of personal change while the hermeneutic-reflective tendency encourages people to engage in the critical analysis of education, taking into consideration larger contexts such as the community, society and its cultures. It is clearly stated in the curriculum that if the BEIC does not follow these tendencies, there is a risk that it will not be operational in its implementation (12-13).

However, the results of this study revealed that the paradigms and cross-curricular themes of the BEIC are not followed in the actual implementation of the course. These results, in turn, highlight the necessity to take measures to align the

paradigms and cross-curricular themes of the BEIC to the actual orientation given to courses such as the "Teaching Practicum" and the "Classroom Project" because of their potential impact on the professional development of the student teachers. If what the BEIC establishes as its paradigms and cross-curricular these are made a reality, the Universidad Nacional will be able to educate teachers capable of assuming an agent role in their own development in consonance with reflective practices.



V. Conclusions

The question that served as the heuristic path followed in developing this study was whether student teachers enrolled in the BEIC were effectively prepared to engage into critical reflection as a life-long approach to teaching. Worded differently, the work inquired if the prospective teachers in this program received the appropriate guidance for constructing their own teaching philosophy and to become reflective agents of education, who may be capable of learning from their own classroom experiences to grow professionally as a life-long endeavor and commitment.

In following this path, several aspects of the BEIC program were put under scrutiny in order to provide answers to the research question, and reach the objectives proposed for the investigation. In the first place, the basic orientation of the courses "Teaching Practicum", as taught in 2007 and 2009, and "Classroom Project" were carefully examined in order to establish if they provided the student teachers that took them with the expertise and tools that would enable them to build a solid, well-informed teaching philosophy of their own.

The analysis of the data collected for this purpose by means of participant and non-participant observations, questionnaires, interviews, and artifacts revealed that neither of the student teachers enrolled in the target courses were able to articulate a sound philosophy of teaching. The statements they were able to outline, when requested to do so, lacked components of a teaching philosophy as important as classroom management, the role of the teacher and the student,

teaching methods, assessment and evaluation, error correction, teaching goals, among others.

In fact, in their philosophies of teaching, the learner teachers only referred to aspects such as lesson planning, learning styles and teaching materials. The aspects mentioned constitute the maxims that guide their teaching practices; that is, the ones they pay most of their attention to as educators.

One of the goals for collecting data on the philosophy of teaching of the student teachers of two distinct groups (TP 2007 and TP 2009) was to compare the results of both. Such comparison, was thought, would allow for an assessment of whether the philosophies of the student teacher who completed their TP in 2007 were broader or more solid than those of the student teachers who were taking the TP course at the time of the study, as a result of having taken two more years of courses or holding teaching positions. It was explained elsewhere that all of the student teachers who did the TP in 2007 were already working as teachers while the student teacher in the TP 2009 were doing their TP (2009) with no prior teaching experience. However, such comparison revealed there were not any differences. Pupil teachers from both groups lacked the skills to outline a solid philosophy of teaching. Both groups omitted mentioning the majority of the components expected to be included in a philosophy of teaching.

This result is appalling because teachers' philosophies of teaching are supposed to evolve as they gain practical experience in real classroom settings. However, if teachers' have not defined or verbalized the beliefs underlying their teaching practices, their philosophies are not very likely to evolve. Teachers cannot assess what they do not know they do. Lack of awareness of their own teaching

practices and the beliefs and assumptions that support them makes it difficult for teachers to assess their performance, which in turn causes that their philosophies be the same no matter the experience they gain through the years. This explains why the philosophies of both groups are just as narrow and limited to a few components.

Data was examined for the purpose of identifying the reasons that could give account of such inability to outline their philosophies of teaching. Among the aspects that were examined were: the type and nature of the activities carried out in the courses, the student teachers practical understanding of what critical thinking meant as an approach, the nature of the feedback the teacher educators provided them, and the discrepancies there were between the course syllabus and its orientation, as developed in the classroom.

Resulting from the data analysis, it was established that most of the tasks in the TP and CP were non-reflective by nature or were given a non-reflective orientations. Also, there was a direct relationship between the inability of the subjects to articulate a teaching statement and their lack of understanding of what the teaching philosophy they were asked to outline is about. Furthermore, it was found that the feedback that student teachers were provided was mostly prescriptive. All of the above made evident a discrepancy between what the curriculum establishes as its main paradigms and goals and the actual orientation given to the courses in their implementation.

Actually, most of the class time of the "Teaching Practicum" and the "Classroom Project" courses was dedicated to discussions based on theories assigned to the subjects as readings, or to workshops, neither of which was

followed by any sort of post activity that triggered critical reflection. Only one professor in the TP 2009 occasionally used probing as a way to trigger reflection, while the others (TP 2009, TP 2007 and CP) exclusively resorted to prescribing recipes on how to teach well, and directly telling the student teachers what aspects of their teaching they needed to improve.

Furthermore, it became evident that the only reflective tools used in class, namely the portfolio, and critical dialogues, were managed in ways that opportunities for engaging in critical reflection were missed. Other than those tools no other efforts were invested on making the student teachers reflective. Instead, students were informed about theories and teaching methods, following the applied science model of teacher education, but they were not challenged to subject those theories to critical reflection, nor were they guided to verbalize how those theories and methods shaped their own philosophies of teaching. An outstanding finding in the study is that student teachers were consistently led to analyze the performance of teachers that they observed during the courses, instead of focusing on critically appraising their own teaching practices.

Another aspect put under scrutiny was the type of guidance or encouragement that student teachers received in the courses to acquire reflective teaching expertise. In this regard, what was found is that such guidance followed either the craft or the applied science models of prescriptive teaching to teacher education, which contributes to forming passive and co-dependent professionals, contrary to the reflective approach that educates teachers to self-assess their own doings in order to learn from them and grow professionally.

In the particular case of the "Classroom Project", it was clearly established that its intended original orientation to serve as a teaching practicum was radically deviated to become a class focused on research techniques. Furthermore, the research paper developed by the student teachers was dedicated to assessing the teaching practices of the teachers they observe and not on their own teaching.

From analyzing the data, it was also possible to discern that there is no congruency between what is established in the curriculum and the actual instrumentation of the course in its implementation. The BEIC's "humanistic" and "hermeneutic reflexive" paradigms, which are reflective-based were overlooked, in an important degree, by the professors in charge of teaching the course.

Part of the analysis of this study was dedicated to trying to understand the role and impact of the teacher educators responsible for both the TP and the CP courses. Summarizing the findings it must not go unmentioned that the data showed, that very much like the students, these fundamental actors either ignored or possessed a very fuzzy understanding about critical reflection. Like the students, teacher educator saw nothing wrong in mixing together prescriptive, non-reflective characteristics, events or practices and conclude from that, that they were preparing student teachers to be reflective practitioner.

This finding is directly linked to another that points in a clear direction: the professors in charge of the course, as well as their students, equate critical reflection or reflective teaching to any kind of mental activity that involves depicting faults of virtues in someone else's performance. Derived from this, is concluded that such beliefs are genuine results of lack of technical and practical knowledge,

and not the result of carelessness or lack of willingness to do what they should according to the curriculum of the BEIC.

The general balance of the analysis of the "Teaching Practicum" and the "Classroom Project" courses yields a negative balance in which the BEIC fundamentally followed a non-reflective focus, and responded to a blend of the applied science paradigm with a very visible component of the craft model. Regardless of the good intentions of the authorities that designed the curriculum of the BEIC, geared by the reflective paradigm in teacher education, the reality found is that there is no congruency between what is stated on paper and what really takes place in the classroom.



VI. Recommendations

Based on the overall findings of this study, the researcher makes the following recommendations, which are intended as a tentative agenda for decision-making and taking actions directed towards boosting the reflective teaching paradigm based on which the BEIC was created.

In the first place, it is imperative that all authorities in charge of the program, and especially those involved in its design and operation, implement supervisory measures to verify that the orientation of the target courses really respond to the guiding paradigms established for the program.

The BEIC is based on paradigms and cross-curricular themes that, if followed and implemented properly, could provide an outstanding preparation to the student teachers. The curriculum of the BEIC establishes that student teachers, in the process of formation, are guided to "Construct their own theoretical perspectives, subject to confrontation and reconstruction" (17). In like manner, the program declares that "It is intended to educate autonomous, creative, proactive and innovative professionals capable of shaping and giving direction to their professional development in response to the natural and social context in which they perform as teachers" (17).

These very crucial goals of the BEIC call for the implementation of a reflective approach to teacher education, since it is precisely this approach that empowers teachers, in their process of formation, to construct and reconstruct their theoretical perspectives of language teaching in an autonomous manner. However, this study threw light on the fact that the way in which the courses "Teaching

Practicum" and "Classroom Project" (both of which are intended to be the two teaching practicums), are currently being implemented is distant from following the reflective approach. Instead, these courses are being taught following a blend of the craft and the applied science models, the former of which focuses on prescribing better ways of teaching, and the latter on providing student teachers an abstract understanding of theories and methods.

Now, efforts have to be made to align the orientation of the target courses to the paradigms, and the cross-curricular themes and goals of the BEIC, which call for the implementation of a reflective approach. This alignment between the curriculum and the actual orientation of the courses may be accomplished by taking several steps, which are explained next.

Based on the reality inferred from this study, authorities must realize that a guiding paradigm like the reflective model will not be implemented if the teaching staff is not previously educated in the procedures, implications and nature of such paradigm. Thus, it is highly recommended to begin a process of educating all professors that will eventually be assigned as teachers or supervisors of the pedagogical courses for the BEIC.

Following the principles of reflective teaching, professors should begin their process of preparation for teaching the courses by articulating and assessing their own teaching philosophy, which will provide them with ample experience in introspective critical reflection. Only after doing this, those professors will be able to start aligning their practices to the demands of a reflective approach in the two teaching practicums of the BEIC. At this point, it is crucial to clarify that by just

having the teacher educators read about reflective teaching and critical reflection is not enough to prepare them to implement such an approach in the courses.

Actually, these professors must experience reflective teaching as they reflect on their own teaching practices. This practical experience will provide a thorough understanding of the benefits of reflection for engaging in professional development. In this context, it is advisable that a series of workshops be arranged to provide the professors both theory and practical experience on critical reflection as an approach to teacher education.

Among the topics that are recommended for exploration are: developing a critical philosophy of teaching, using the philosophy of teaching as a standard against which to assess their own teaching practices, and using various tools to collect data about their own performance for the purpose of engaging in critical reflection. The tools that are recommended to be included are: video-taping lessons, engaging in critical dialogues with peers, developing a professional portfolio, keeping a teaching journal, peer observation in a non-traditional sense, designing student surveys, and carrying out action research. The professors must be guided on how to use all these tools following a reflective approach. It is also important to clarify that the professors that participate in the workshops have to engage in reflection of their own practices and not on the practices of others, as was the tendency found in the "Teaching Practicum" and "Classroom Project" courses.

To continue with more recommendations, it is well known that the teaching practicum is a crucial learning space for the student teachers to put into practice everything they have learned about language teaching and learning. While

engaged in the teaching practicum, the student teachers start to get to know themselves as the professionals they are and define the kind of professionals they want to become. In this context, it is evident that the TP actually plays a transcendental role in the professional lives of the pupil teachers. Knowing this, it has to be acknowledged that a strength that this BEIC has is that student teachers are required to complete two teaching practicums ("Teaching Practicum" and "Classroom Project" courses), one in the second level and another in the fourth level. Having to complete two teaching practicums, doubles the opportunities that the student teachers have to reflect on their theoretical perspectives and their performance as teachers. However, this study found that the "Classroom Project" course deviated from its original purpose of serving as a second teaching practicum. Instead, this course was given the orientation of a research class. Thus, the fourth recommendation is that the "Classroom Project" course should recover its original orientation as a teaching practicum in order to enhance the student teacher's experiences in critical reflection as they advance from the diplomado level to the Bachillerato.

Moreover, it is recommended to start a meticulous revision of the amount of readings included in the target courses that address reflective teaching, critical reflection and meta-cognition in professional development. It is important that the "Teaching Practicum" and "Classroom Project" courses include a vast amount of readings that help the students to fully understand reflective teaching and its benefits.

In addition, the classroom procedures to be followed for preparing the student teachers have to be clearly defined. This is necessary because teacher educators and student teachers might be tempted to close their eyes to critical reflection when tackling readings that address other topics such as teaching methods, techniques, and strategies. However, when following a reflective approach, every task, activity and assignment must be tackled in a reflective, critical, retrospective and introspective fashion. Both the teacher educators and the student teachers have to make a conscientious effort to be critical of methods, techniques and strategies proposed by scholars, so that they can discern their appropriateness in response to the needs of the students they teach in the context they teach. Only in this way, the student teachers will gain the necessary practical experience in reflective teaching that will empower them to continue to use this approach on their own once they graduate.

Authorities in charge of designing and redesigning courses have to make sure that a vast amount of tools that trigger critical reflection are included. This is because the pupil teachers would have more opportunities to reflect on their performance and their philosophy of teaching if required to use a vast range of instruments. Furthermore, a set of guidelines has to be designed for using tools such as critical dialogues, portfolios, teaching journals, student surveys, video-taping lessons, action research, and peer observation, so that these are always used following a reflective approach that encourages the student teachers to assess their own teaching practices. In like manner, it is advisable to write a list of tentative aspects of their performance that the student teachers can assess when using the tools.

All of the above should be done to avoid two clear tendencies identified in this study in the "Teaching Practicum" and "Classroom Project" courses. The first tendency was to assess the practices of others, and the second was to focus only on one aspect of teaching (classroom management). If teachers use different tools to assess different aspects of their teaching practices, they will be able to grow professionally more than if focused on one single aspect. In like manner, by focusing on assessing their own practices the student teachers will be able to discover interesting aspects of their teaching style and will identify urgent areas of growth.

Another path that can be followed in the efforts to strengthen the reflective orientation of the BEIC is to design a completely new course that tackles reflective teaching as its core component. Such a course should be included early in the program so that reflective teaching skills are enhanced in the students teachers, and so that they can use these skills in other important pedagogy courses as are the TP and CP. Placing this new course at the beginning of the program would make it easier for the student teachers to tackle their teaching practicums following a reflective approach.

It is strongly recommended that other studies be carried out in the future to assess the strengths of the language proficiency component of the BEIC. As a result of this study, even though this was not its focus, weaknesses were identified in the level of language proficiency among the student teachers of both groups. It is crucial that the reasons behind this reality be explored so that improvements can be made in this regard. Being highly proficient in the language is a pre-requisite for becoming a good English teacher.

To conclude, it is expected that by preparing teachers by means of workshops on reflective teaching, increasing the amount of readings included in the target courses that address reflective teaching, recovering the original orientation of the "Classroom Project" course as a teaching practicum, establishing clear guidelines and procedures for implementing tasks, activities and assignments, and with the joint efforts of those involved in the BEIC, an alignment between the curriculum and the actual implementation of the courses will be possible. This alignment, in turn, will have an important and positive impact on the formation of the student teachers enrolled in the BEIC: they will become "... Autonomous, creative, proactive and innovative professionals capable of shaping and giving direction to their professional development in response to the natural and social context in which they perform as teachers".

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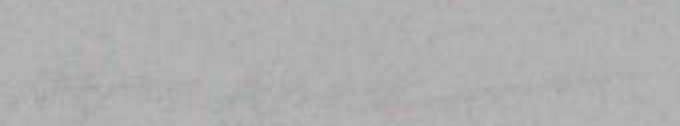
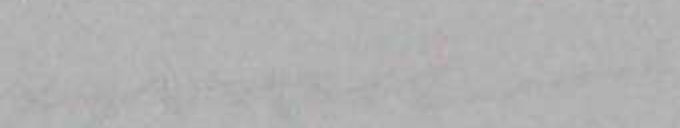
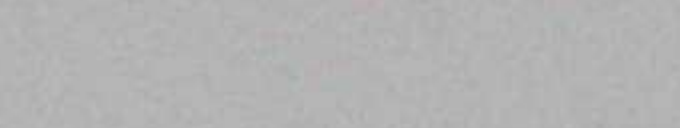
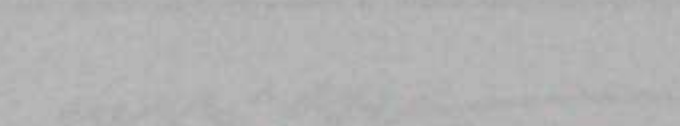

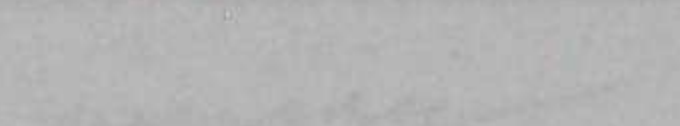
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APPENDIX 1

APPENDIXES

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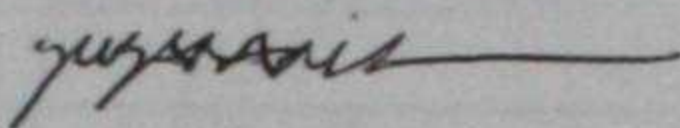
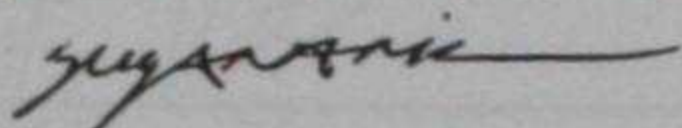
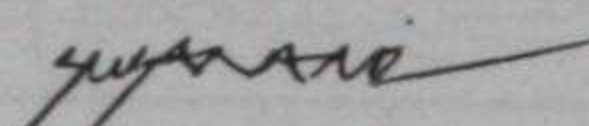
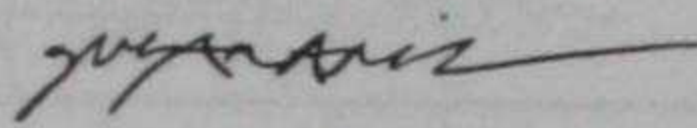
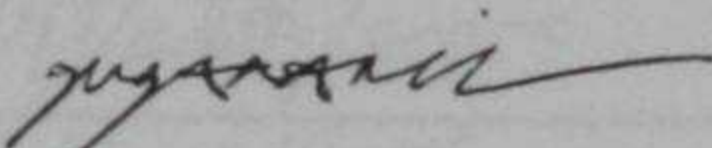
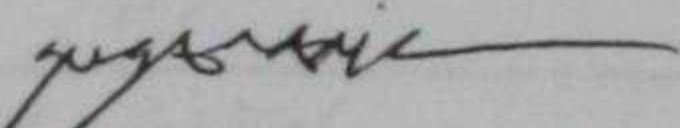
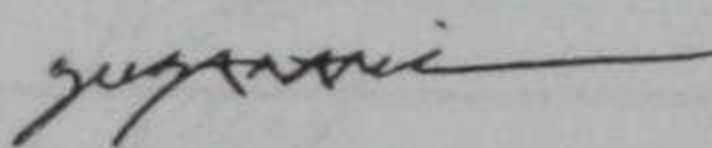
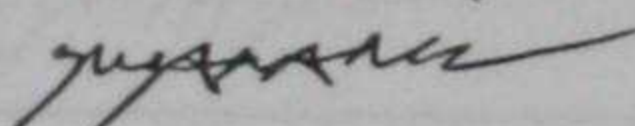
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September 29, 1979	
October 4, 1979	

Class Observation Control Sheet

Course: Proyecto Educativo en el Aula para I y II Ciclo

Professors: Alina Castillo-Susana Murillo

Time: 5:00 pm – 9:00 pm

Date	Signature
August 11 2009	
August 18 2009	
August 25 2009	
September 1 2009	
September 8 2009	
September 15 2009 (National holiday)	
September 22 2009	
September 29 2009	
October 6 2009	

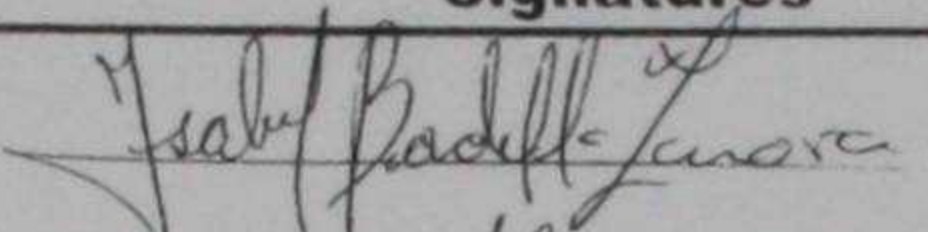
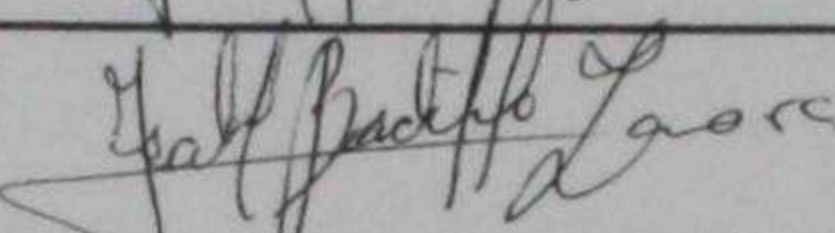
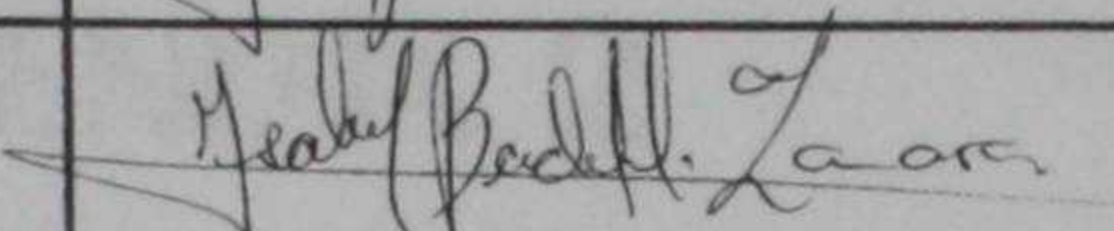
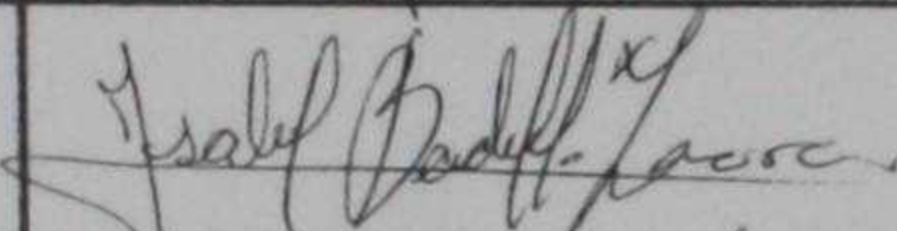
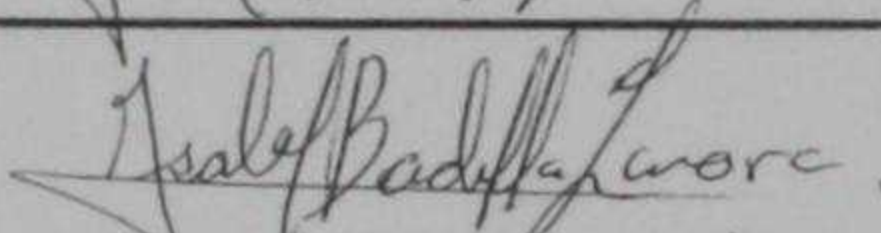
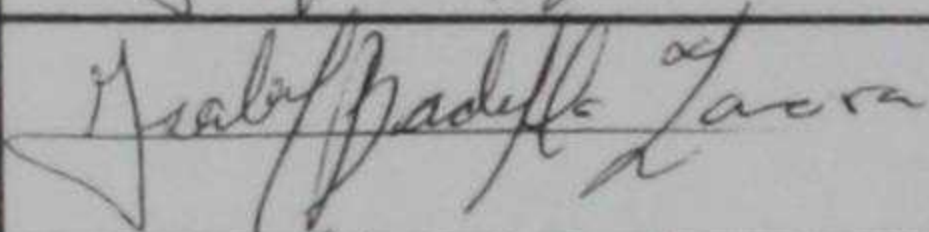
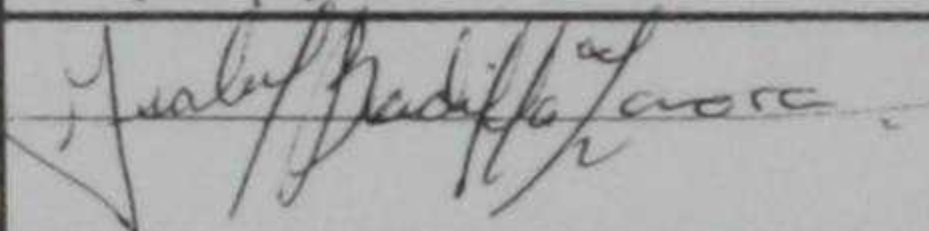
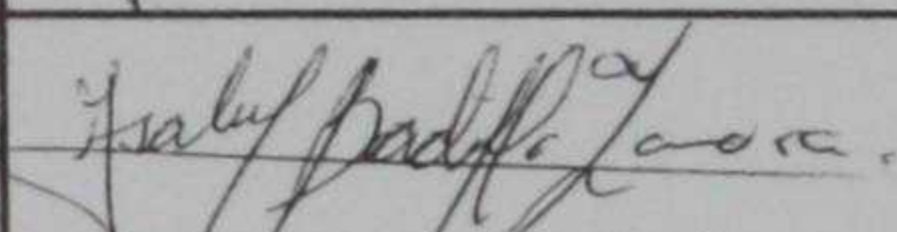
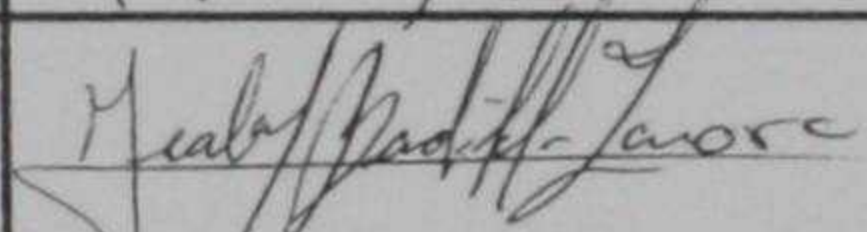
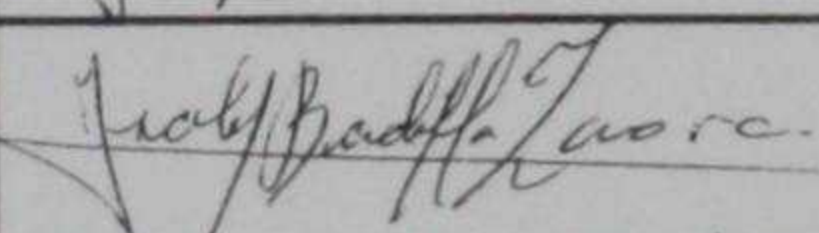
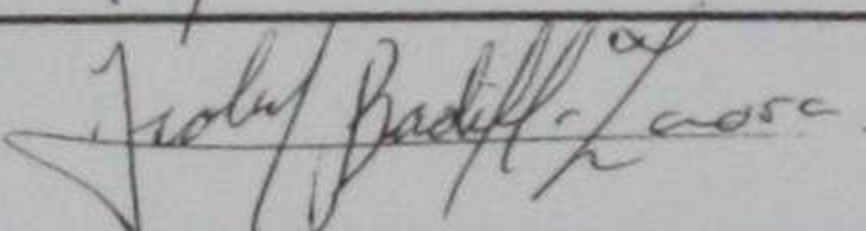
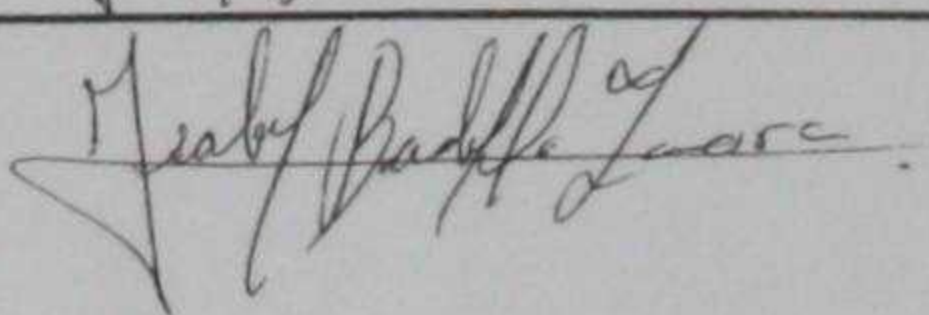
Class Observation Control Sheet

Course: Praxis Pedagógica en el Aula Escolar

Professor: Isabel Padilla

Teaching Practicum Supervisor: Susana Murillo

Time: 4:30 pm – 8:30 pm

Date	Signatures
August 12 2009	
August 19 2009 (Class was cancelled)	
August 26 2009	
September 2 2009 (Class was cancelled)	
September 9 2009	
September 23 2009	
September 30 2009	
October 7 2009 (Researcher could not observe)	
October 14 2009 (Class was cancelled)	
October 21 2009	
October 28 2009	
November 4 2009 (Researcher gave a workshop to students was requested by Teacher educator)	

APPENDIX 2

Observer:

1. Do the student teachers show evidence of understanding of the concept of reflective teaching?
2. Do the student teachers show evidence of understanding of the concept of reflective teaching?
3. Do the student teachers show evidence of understanding of the concept of reflective teaching?
4. Do the student teachers show evidence of understanding of the concept of reflective teaching?

Questions to Ask:

1. How do you think you can improve your teaching practice?
2. Do you think you can improve your teaching practice?
3. Do you think you can improve your teaching practice?
4. Do you think you can improve your teaching practice?

Universidad Nacional
Facultad De Filosofía y Letras
Maestría en Segundas Lenguas y Culturas
Structured Observation Instrument
Researcher: Christian Fallas Escobar

RESEARCH PROJECT: An Evaluation of the Reflective Teaching Component of the Bachelor of English Teaching for Primary Schools at Universidad Nacional

Course: _____ Professor: _____ Date: _____

Time: _____ Observer: _____ Professor's signature: _____

Objective: The purpose of this instrument is to collect data regarding whether or not student-teachers in this program are being prepared to become autonomous reflective practitioners as stated in the bachelor's investigation, practical-pedagogical and humanistic cross-curricular themes. It is intended to collect specific data to determine if:

1. Student-teachers are being guided to construct their teaching philosophy.
2. Student-teachers are being taught how to use tools to collect data about their teaching practices.
3. Students-teachers are being required to assess their teaching practices for the purpose of constructing their own theoretical perspectives subject to confrontation and reconstruction.

Questions to answer:

1. Is the instructor's dominant teaching paradigm reflective or prescriptive?
2. Do the contents of the course facilitate the incorporation of a reflective approach to teaching?
3. Do the student-teachers show interest in reflective teaching?
4. Do the student-teachers implement a reflective approach to teaching?

STUDENT-TEACHERS	DESCRIPTION OF PROCEDURE AND OUTCOME	TIME DEVOTED TO THIS
<p>Discuss the assumptions, principles and beliefs underlying their own teaching philosophy</p>		
<p>Are instructed to use tools, in their teaching practicum, to collect data about their teaching</p>		
<p>Assess their own attitudes, beliefs, assumptions, and practices regarding language teaching considering their specific teaching context</p>		

Are challenged to
reconsider their teaching
practices

Reflect upon their own
practical experience in
light of teaching/learning
theories

Do other activities related
to course objectives that
do not address reflective
teaching

APPENDIX 1

APPENDIX 3

Universidad Nacional
Escuela de Literatura y Ciencias del Lenguaje
Maestría en Segundas Lenguas y Culturas
Christian Fallas Escobar

STUDENT-TEACHER QUESTIONNAIRE

Course: Praxis Pedagógica Student-teacher's name: _____ Date: _____

Teacher-educator's name: _____

Dear Student - Teacher:

Currently, I am conducting a study addressing the preparation student-teachers have received from the Bachillerato en la Enseñanza del Inglés para I y II Ciclo (BEIC) in regards to reflective teaching. Your cooperation in filling in this questionnaire is of paramount importance. All the information you provide in this questionnaire will be strictly confidential. Please answer all the questions honestly considering your learning experience as students of the Bachillerato en la Enseñanza del Inglés para I y II Ciclo.

Thank you in advance

Objective: to collect information about whether or not the **BEIC** has trained student-teachers to:

1. Self discover their philosophy of teaching and teaching style based on theory and most importantly on practical experience.
2. Become reflective practitioners that engage in autonomous on-going professional development.
3. Use different instruments to collect data about their teaching practices for the purpose of self assessment.
4. Assess their own teaching practices for the purpose of constructing their own theoretical perspectives subject to confrontation and reconstruction.

Definition of terms used in this questionnaire:

Teacher-educator: The teacher(s) in charge of the course "Praxis Pedagógica."

Student-teacher: The teachers in the process of preparation in the BA in English Teaching for primary schools.

Cooperating-teacher: The teacher who allows the student-teacher to teach one or two of his/her classes for the purpose of carrying out his/her teaching practicum.

SECTION I

Instructions: Please take a few minutes to read the information below. Then, answer the questions that follow.

According to Stephen Brookfield, a philosophy of teaching is "a personal vision of teaching; a critical rationale of teaching; a sense of purposes of teaching." It typically includes the teacher's beliefs about optimal teaching and learning. To describe your teaching philosophy, you have to answer the questions below:

- I. Your description as a teacher:
 - a. Why did you decide to become a teacher?
 - b. What are the beliefs that guide your teaching: lesson planning, classroom management, learning styles, teacher's role in class, students' role in class, error correction, assessment and evaluation, textbooks, didactic materials, professional growth, etc?
 - c. How do you assess if your teaching is effective?
- II. Your teaching style:
 - a. What is unique about the way you teach?
 - b. How do you establish rapport with your students?
 - c. How does your teaching facilitate students' learning of the language?
- III. Your teaching goals:
 - a. What are the optimal conditions for language learning to take place?
 - b. What sorts of skills do you deliberately attempt to teach in your classes and why?
 - c. How do you evaluate whether or not you have accomplished your teaching goals? What needs to be done if not?

(http://trc.virginia.edu/Programs/TPT/PDFs/S4_RTS.pdf)

Instructions: Please underline the option that best describes your opinion about each of the statements below.

1. The course "**Praxis Pedagógica**" has guided me in defining my own philosophy of teaching. (01)
 - a) I strongly agree
 - b) I agree
 - c) I disagree
 - d) I strongly disagree

If you were encouraged to use other tools that are not mentioned in the list above, please describe them in the space provided below (02):

SECTION II

Instructions: The statements in the box below describe different roles that are likely to be assumed by a teacher-educator in charge of the course "Praxis Pedagógica". Please mark 'Yes' when the statement describes the actual role assumed by your teacher-educator(s), and 'No' when it does not. You may choose more than one if necessary. (03)

Description	Yes	No
The teacher-educators modeled, directed and informed the student-teacher about effective teaching behavior, and evaluated his/her mastery of such behaviors.		
The teacher-educators suggested how to incorporate a variety of alternatives different from those the student-teacher put into practice in the classroom.		
The teacher-educators provided orientation in the process of deciding what teaching practices needed to be modified during the practicum, and made efforts to establish a sharing relationship throughout the teaching experience.		
The teacher-educators encouraged the student-teacher to come up with his/her own solutions to teaching problems.		
The teacher-educators encouraged the student-teacher to assess his/her own teaching practices and that of others by means of observations, in order to gain an awareness of teaching behaviors put into practice and their consequence.		

SECTION III

Instructions: The following statements refer to the degree in which the teacher-educators in charge of the course "Praxis Pedagógica" helped student-teachers acquire reflection skills. Put a check mark in the corresponding box. (04)

		Degree of Encouragement				
		Very often	Often	Sometimes	Almost never	Never
1	The teacher-educator encouraged the student teacher to follow the instructions and advice of the cooperating-teacher about what and how to teach.					
2	The teacher-educators participated in making decisions about how to teach and the materials to be used.					
4	The teacher-educator suggested better ways of handling disciplinary matters and classroom management in general.					
5	The teacher-educator encouraged the student-teacher to implement techniques and/or methods of teaching that CIDE recommends.					
6	The teacher-educator encouraged the student-teacher to critically observe and question the teaching practices of the cooperating teacher.					
7	The teacher-educator encouraged the student-teacher to become familiar with such things as classroom atmosphere, student level, and available instructional and testing materials prior to starting the teaching practicum.					
8	The teacher-educator encouraged the student-teacher to identify and understand the syllabus; its content and sequencing in relation to his/her own practices.					
9	The teacher-educator encouraged the student-teacher to keep journals for reflection purposes during his/her teaching practicum.					
10	The teacher-educator encouraged the student-teacher to consider possible the long - term effects of					

	his/her teaching methods in the classroom.							
11	The teacher-educator taught the student-teacher how to critically assess his/her own teaching performance.							
12	The teacher-educator encouraged the student-teacher to make action plans for improving his/her own teaching.							
13	The teacher-educator encouraged the student-teacher to generate new ideas for his/her classes.							
14	The teacher-educator encouraged the student-teacher to assess the context appropriateness of particular teaching techniques or strategies learnt from university.							
15	The teacher-educator encouraged the student-teacher to be flexible and adaptable in methodological issues.							
16	The teacher-educator encouraged the student-teacher to solve his/her own classroom difficulties.							
17	In post observation discussions, the teacher-educator encouraged the student-teacher to come up with teaching problems that he/she has experienced in the classroom.							
18	The teacher-educator encouraged the student-teacher to share his/her thinking and experiences concerning teaching methods, content, management etc. with other student- teachers? (known as teaching critical dialogues)							
19	The teacher-educator encouraged the student-teacher to solicit feedback from his/her supervisor, cooperating teacher and students concerning his/her teaching.							
20	The teacher educator gave the student-teacher written feedback on his/her classroom performance upon observing him/her while teaching.							

Based on:

Mesfin Awoke Bekalu. "An Exploration of the Supervisory Process of the ELT Practicum at Bahir Dar University." Diss. Addis Ababa University, 2001.

APPENDIX 4



Universidad Nacional
Escuela de Literatura y Ciencias del Lenguaje
Maestría en Segundas Lenguas y Culturas
Christian Fallas Escobar

TEACHER-EDUCATOR QUESTIONNAIRE

Course: Praxis Pedagógica Teacher Educator's Name: _____

Date: _____

Dear teacher - educator:

Currently, I am conducting a study addressing the preparation student-teachers have received from the Bachillerato en la Enseñanza del Inglés para I y II Ciclo (BEIC) in regards to reflective teaching. Your cooperation in filling in this questionnaire is of paramount importance. All the information you provide in this questionnaire will be strictly confidential. Please answer all the questions honestly considering your learning experience as students of the Bachillerato en la Enseñanza del Inglés para I y II Ciclo.

Thank you in advance

Objective: to collect information about whether or not the **BEIC** has trained student-teachers to:

1. Self discover their philosophy of teaching and teaching style based on theory and most importantly on practical experience.
2. *Become reflective practitioners that engage in autonomous on-going professional development.*
3. Use different instruments to collect data about their teaching practices for the purpose of self assessment.
4. Assess their own teaching practices for the purpose of constructing their own theoretical perspectives subject to confrontation and reconstruction.

Definition of terms used in this questionnaire:

Teacher-educator: The teacher(s) in charge of the courses "Teaching Practicum" and "Classroom Project"

Student-teacher: The teachers in the process of preparation in the BA in English Teacher for primary schools.

Cooperating-teacher: The teacher who allows the student-teacher to teach one or two of his/her classes for the purpose of carrying out his/her teaching practicum.

SECTION I

Instructions: Please take a few minutes to read the information below. Then, answer the questions that follow.

According to Stephen Brookfield, a philosophy of teaching is "a personal vision of teaching; a critical rationale of teaching; a sense of purposes of teaching." It typically includes the teacher's beliefs about optimal teaching and learning. To describe your teaching philosophy, you have to answer the questions below:

- I. Your description as a teacher:
 - a. Why did you decide to become a teacher?
 - b. What are the beliefs that guide your teaching: lesson planning, classroom management, learning styles, teacher's role in class, students' role in class, error correction, assessment and evaluation, textbooks, didactic materials, professional growth, etc?
 - c. How do you assess if your teaching is effective?
- II. Your teaching style:
 - a. What is unique about the way you teach?
 - b. How do you establish rapport with your students?
 - c. How does your teaching facilitate students' learning of the language?
- III. Your teaching goals:
 - a. What are the optimal conditions for language learning to take place?
 - b. What sorts of skills do you deliberately attempt to teach in your classes and why?
 - c. How do you evaluate whether or not you have accomplished your teaching goals? What needs to be done if not?

(http://trc.virginia.edu/Programs/TPT/PDFs/S4_RTS.pdf)

Instructions: Please underline the option that best describes your opinion about each of the statements below.

1. The course "**Praxis Pedagógica**" has guided the student-teachers in defining their own philosophy of teaching. (04)
 - a) I strongly agree
 - b) I agree
 - c) I disagree
 - d) I strongly disagree

If you answered either a) or b), please state in what ways student-teachers have been guided to define their own philosophy of teaching in the space below. The questions included in the outline in the previous page summarize the type of information that goes into a philosophy of teaching.

2. At the end of the course "Praxis Pedagógica," student-teachers should be able to define their own teaching style and philosophy. (01)

- a) I strongly agree b) I agree c) I disagree d) I strongly disagree

3. Put a check next to the reflective teaching tools listed below that you have been required to use in the course "Praxis Pedagógica" (02):

_____ Developing a philosophy of teaching

_____ Critical dialogues

_____ Peer-observation

_____ Journal writing

_____ Videotaping my own lesson

_____ Developing teaching portfolios.

_____ Others _____

If in the course "Praxis Pedagógica" student-teachers were encouraged to use other tools to reflect on their teaching, please briefly mention them in the space provided below (02):

SECTION II

Instructions: The statements in the box below describe different roles that you are likely to have assumed in the course you were involved in "Praxis Pedagógica." Please mark 'Yes' when the statement describes the actual role you assumed and 'No' when it does not. You may choose more than one if necessary. (03)

Description	Yes	No
The teacher-educators modeled, directed and informed the student-teacher about effective teaching behavior, and evaluated his/her mastery of such behaviors.		
The teacher-educators suggested how to incorporate a variety of alternatives different from those the student-teacher put into practice in the classroom.		
The teacher-educators provided orientation in the process of deciding what teaching practices needed to be modified during the practicum, and made efforts to establish a sharing relationship throughout the teaching experience.		
The teacher-educators encouraged the student-teacher to come up with his/her own solutions to teaching problems.		
The teacher-educators encouraged the student-teacher to assess his/her own teaching practices and that of others by means of observations, in order to gain an awareness of teaching behaviors put into practice and their consequence.		

SECTION III

Instructions: The following statements refer to the degree in which you (the teacher-educator or supervisor) helped student-teachers acquire reflection skills. Put a check mark in the corresponding box. (04)

		Degree of Encouragement				
		Very often	Often	Sometimes	Almost never	Never
1	The teacher-educator encouraged the student teacher to follow the instructions and advice of the cooperating-teacher about what and how to teach.					
2	The teacher-educator participated in making decisions about how to teach and the materials to be used.					
4	The teacher-educator suggested better ways of handling disciplinary matters and classroom management in general.					
5	The teacher-educator encouraged the student-teacher to implement techniques and/or methods of teaching that CIDE recommends.					
6	The teacher-educator encouraged the student-teacher to critically observe and question the teaching practices of the cooperating teacher					
7	The teacher-educator encouraged the student-teacher to become familiar with such things as classroom atmosphere, student level, and available instructional and testing materials prior to starting the teaching practicum.					
8	The teacher-educator encouraged the student-teacher to identify and understand the syllabus; its content and sequencing in relation to his/her own practices.					
9	The teacher-educator encouraged the student-teacher to keep journals for reflection purposes during his/her teaching practicum.					
10	The teacher-educator encouraged the student-teacher to consider possible long - term effects of					

	his/her teaching methods in the classroom.						
11	The teacher-educator taught the student-teacher how to critically assess his/her own teaching performance.						
12	The teacher-educator encouraged the student-teacher to make action plans for improving his/her own teaching.						
13	The teacher-educator encouraged the student-teacher to generate new ideas for his/her classes.						
14	The teacher-educator encouraged the student-teacher to assess the context appropriateness of particular teaching techniques or strategies learnt from university.						
15	The teacher-educator encouraged the student-teacher to be flexible and adaptable in methodological issues.						
16	The teacher-educator encouraged the student-teacher to solve his/her own classroom difficulties.						
17	In post observation discussions, the teacher-educator encouraged the student-teacher to come up with teaching problems that he/she has experienced in the classroom.						
18	The teacher-educator encouraged the student-teacher to share his/her thinking and experiences concerning teaching methods, content, management etc. with other student- teachers? (known as teaching critical dialogues)						
19	The teacher-educator encouraged the student-teacher to solicit feedback from his/her supervisor, cooperating teacher and students concerning his/her teaching.						
20	The teacher-educator gave the student-teacher written feedback on his/her classroom performance upon observing him/her while teaching.						

Based on:

Mesfin Awoke Bekalu. "An Exploration of the Supervisory Process of the ELT Practicum at Bahir Dar University." Diss. Addis Ababa University, 2001.

APPENDIX 5

Universidad Nacional
Escuela de Literatura y Ciencias del Lenguaje
Maestría en Segundas Lenguas y Culturas
Christian Fallas Escobar

STUDENT-TEACHER QUESTIONNAIRE

Course: Proyecto Educativo I y II Ciclo Student-teacher's name: _____ Date: _____

Teacher-educators' name: _____

Dear Student - Teacher:

Currently, I am conducting a study addressing the preparation student-teachers have received from the Bachillerato en la Enseñanza del Inglés para I y II Ciclo (BEIC) in regards to reflective teaching. Your cooperation in filling in this questionnaire is of paramount importance. All the information you provide in this questionnaire will be strictly confidential. Please answer all the questions honestly considering your learning experience as students of the Bachillerato en la Enseñanza del Inglés para I y II Ciclo.

Thank you in advance

Objective: to collect information about the contribution that the course "**Proyecto Educativo en el Aula I y II Ciclo**" has made to help the student-teachers to:

1. Self discover their philosophy of teaching and teaching style based on theory and most importantly on practical experience.
2. Become reflective practitioners that engage in autonomous on-going professional development.
3. Use different instruments to collect data about their teaching practices for the purpose of self assessment.
4. Assess their own teaching practices for the purpose of constructing their own theoretical perspectives subject to confrontation and reconstruction.

In this questionnaire, the term **student-teacher** refers to the students in the process of preparation in the BA in English Teacher for primary schools.

Instructions: Please underline the option that best describes your opinion about each of the statements below.

1. In the course "Proyecto Educativo en el Aula I y II Ciclo" the student-teachers have been helped to self discover their own philosophy of teaching. (01)

- a) I strongly agree b) I agree c) I disagree d) I strongly disagree

Please explain your answer in the space below:

2. In the course "Proyecto Educativo en el Aula I y II Ciclo" the student-teachers have been helped to become reflective practitioners that engage in autonomous on-going professional development. (04)

- a) I strongly agree b) I agree c) I disagree d) I strongly disagree

Please explain your answer in the space below:

3. In the course "Proyecto Educativo en el Aula I y II Ciclo" the student-teachers have been encouraged to use various instruments to collect data about their teaching practices for the purpose of self assessment. (02)

- a) I strongly agree b) I agree c) I disagree d) I strongly disagree

Please explain your answer in the space below:

4. In the course "Proyecto Educativo en el Aula I y II Ciclo" the student-teachers have been encouraged to assess their own teaching practices for the purpose of confronting their theoretical perspectives (philosophy of teaching) to a possible reformulation (reconstruction). (05)

- a) I strongly agree b) I agree c) I disagree d) I strongly disagree

Please explain your answer in the space below:

Universidad Nacional
Escuela de Literatura y Ciencias del Lenguaje
Maestría en Segundas Lenguas y Culturas
Christian Fallas Escobar

TEACHER-EDUCATOR QUESTIONNAIRE

Course: Proyecto Educativo I y II Ciclo Teacher educator's name: _____ Date: _____

Dear Student - Teacher:

Currently, I am conducting a study addressing the preparation student-teachers have received from the Bachillerato en la Enseñanza del Inglés para I y II Ciclo (BEIC) in regards to reflective teaching. Your cooperation in filling in this questionnaire is of paramount importance. All the information you provide in this questionnaire will be strictly confidential. Please answer all the questions honestly considering your learning experience as students of the Bachillerato en la Enseñanza del Inglés para I y II Ciclo.

Thank you in advance

Objective: to collect information about the contribution that the course "**Proyecto Educativo en el Aula I y II Ciclo**" has made to help student-teachers to:

1. Self discover their philosophy of teaching and teaching style based on theory and most importantly on practical experience.
2. Become reflective practitioners that engage in autonomous on-going professional development.
3. Use different instruments to collect data about their teaching practices for the purpose of self assessment.
4. Assess their own teaching practices for the purpose of constructing their own theoretical perspectives subject to confrontation and reconstruction.

In this questionnaire, the term **student-teacher** refers to the students in the process of preparation in the BA in English Teacher for primary schools.

Instructions: Please underline the option that best describes your opinion about each of the statements below.

1. In the course "Proyecto Educativo en el Aula I y II Ciclo" the student-teachers have been helped to self discover their own philosophy of teaching. (01)

a) I strongly agree b) I agree c) I disagree d) I strongly disagree

Please explain your answer in the space below:

2. In the course "Proyecto Educativo en el Aula I y II Ciclo" the student-teachers have been helped to become reflective practitioners that engage in autonomous on-going professional development. (04)

a) I strongly agree b) I agree c) I disagree d) I strongly disagree

Please explain your answer in the space below:

3. In the course "Proyecto Educativo en el Aula I y II Ciclo" the student-teachers have been encouraged to use various instruments to collect data about their teaching practices for the purpose of self assessment. (02)

- a) I strongly agree b) I agree c) I disagree d) I strongly disagree

Please explain your answer in the space below:

4. In the course "Proyecto Educativo en el Aula I y II Ciclo" the student-teachers have been encouraged to assess their own teaching practices for the purpose of confronting their theoretical perspectives (philosophy of teaching) to a possible reformulation (reconstruction). (05)

- a) I strongly agree b) I agree c) I disagree d) I strongly disagree

Please explain your answer in the space below:

APPENDIX 7

Universidad Nacional
Escuela de Literatura y Ciencias del Lenguaje
Maestría en Segundas Lenguas y Culturas
Christian Fallas Escobar

ENTREVISTA AL ESTUDIANTE

CURSO: Praxis Pedagógica ESTUDIANTE: _____ FECHA: _____

Estimado estudiante:

Actualmente, estoy realizando un trabajo de investigación que pretende evaluar la preparación que los estudiantes del Bachillerato en la Enseñanza del Inglés para I y II Ciclo (BEIC) han recibido en relación a la enseñanza reflexiva. Su cooperación en la siguiente entrevista es de suma importancia para identificar fortalezas y áreas por trabajar en el BEIC. Toda la información que usted dé en esta entrevista será totalmente confidencial. Por favor conteste las preguntas honestamente considerando su experiencia de aprendizaje en el curso "Praxis Pedagógica"

Muchas gracias

Objetivos:

Recopilar información sobre de que forma el BEIC le ha ayudado a:

1. Auto descubrir su filosofía y estilo de enseñanza basado tanto en teoría como en experiencia práctica.
2. Convertirse en un profesional reflexivo que se involucra en su propio crecimiento profesional de forma autónoma y continua.
3. Aprender a usar diferentes instrumentos para recopilar información sobre sus prácticas de enseñanza con el propósito de auto evaluarse.
4. Auto evaluar sus prácticas de enseñanza con el propósito de identificar fortalezas y áreas por mejorar.

PREGUNTAS

1. ¿Cuáles son las principales creencias que guían su filosofía de enseñanza?
2. ¿Cómo ha contribuido el curso "praxis pedagógica" en el desarrollo de su filosofía de enseñanza?
3. ¿Qué asignaciones o actividades se le han asignado en el curso "praxis pedagógica" que han ayudado a que usted descubra su filosofía y estilo de enseñanza?
4. Describa el rol que han cumplido Isabel Badilla y Susana Murillo en la práctica supervisada.
5. ¿Siente usted que las asignaciones o actividades de clase permiten que usted reflexione sobre su rendimiento en la práctica supervisada?
6. ¿Qué herramientas se le han dado a usted para que continúe creciendo profesionalmente de forma autónoma una vez terminada la práctica supervisada?
7. ¿Cree usted que la teoría y la práctica fueron exploradas de forma equitativa en el curso "praxis pedagógica"?
8. ¿Qué mejoras sugeriría usted al curso "praxis pedagógica"?

APPENDIX 8

Praxis Pedagógica en el Aula Escolar
II ciclo 2009

Código: DBL-207

Naturaleza: Teórica-práctico

Tipo de curso: Común

Modalidad: Semestral

Nivel de carrera: II Diplomado

Créditos: 6

Horas presenciales semanales: 4 horas

Horas de práctica semanales: 6 horas

Horas de estudio independiente: 5 horas

Horas totales semanales: 15 horas

Duración del curso: 18 semanas

Requisitos: Planeamiento Didáctico en I y II Ciclos

Correquisitos: No tiene

Ejes curriculares: investigación, aprender a aprender, práctico-pedagógico, humanístico y de la competencia comunicativa.

Profesora: M.Ed. Isabel Badilla Zamora

Correo: lachabela73@hotmail.com / ibadilla@una.ac.cr

Horario del curso: Miércoles 17-18-19-20

Horario de atención a estudiantes: Miércoles 16-17

Aula: 818

Asistencia obligatoria a todas las sesiones.

1. Descripción

Este curso pretende desarrollar la investigación en el aula como una reflexión crítica en y sobre la enseñanza que se desarrolla en el aula. Pretende desarrollar docentes con capacidad para indagar, averiguar, examinar y explorar en la cotidianeidad de su labor educativa, para tratar de reconstruir y adaptar los conocimientos a la diversidad de los estilos de aprendizajes de sus estudiantes.

Concibe la investigación en y desde su acción pedagógica como estrategia para su propio desarrollo profesional.

Para la operacionalización de lo anterior, se ubica al estudiante en el aula de clase de I y II ciclos en un centro educativo público, con el propósito de que analice críticamente, desde una dimensión teórica-práctica, las diversas situaciones que se presentan durante el desarrollo de los procesos de enseñanza y de aprendizaje.

Este curso actúa como síntesis de su formación docente inicial para I y II ciclos de la Educación General Básica, razón por la cual tiene también una dimensión aplicada operativa de sus conocimientos y estrategias didácticas con énfasis en la enseñanza del inglés como lengua extranjera. Contextualiza mediante un diagnóstico de la cultura escolar, el currículo y elabora propuestas para su intervención pedagógica. Registra su quehacer docente mediante reportes cotidianos que permitirán su valoración. El estudiante es evaluado "in situ" por al menos un profesor de la Unidad Académica

2. Temática

2.1 El aula como laboratorio y los profesores como investigadores

2.1.1 La investigación en el aula como estrategia para fortalecer el criterio del profesorado y el perfeccionamiento autogestionario de la práctica

2.1.2 Procesos de sistematización de la experiencia de aula

- 2.2 La intervención pedagógica en el aula escolar: síntesis teórico-práctica.
- 2.3 El diagnóstico situacional: metodología y estrategias.
- 2.4 El diagnóstico en el aula desde las siguientes dimensiones: sociocultural, cognitivo, afectivo, familiar, físico, relaciones interpersonales, rendimiento académico.
- 2.5 Reconceptualización operativa del planeamiento didáctico: elementos, estructura y organización.
- 2.6 El manejo de límites en el aula: estrategias didácticas para su atención.
- 2.7 El aula taller: concepto y metodología.
- 2.8 Las giras pedagógicas: Metodología
- 2.9 La familia en el proceso educativo de los educandos
- 2.10 Documentos que apoyan el proceso educativo de aula: Registro de clase, estadísticas, fórmula 14, informe de calificaciones, diario de clase, expedientes.
- 2.11 Programación, desarrollo y evaluación de la intervención pedagógica.
- 2.12 El informe de la intervención pedagógica: formato y criterios para evaluarlo.

3. Objetivos

- 3.1 Analizar las situaciones cotidianas del aula escolar y su contexto.
- 3.2 Promover la construcción de aprendizajes significativos de una segunda lengua, inglés a nivel escolar.
- 3.3 Identificar, analizar, casos de estudio dentro de la práctica supervisada que enriquezcan el su formación.
- 3.3 Sistematizar la experiencia de la Intervención Pedagógica en el aula escolar.
- 3.4 Identificar estrategias metodologías apropiadas para favorecer la intervención pedagógica.

4. Metodología

Este curso se encuentra ubicado en la modalidad teórico-práctico por lo que se recurrirá a clases presenciales donde se desarrollarán los contenidos del curso. Algunas sesiones serán magistrales otras serán destinadas a exponer dichos contenidos o discutirlos y análisis de casos por parte de los y las estudiantes (Incidente crítico).

Se utilizarán distintas estrategias metodologías que promuevan una práctica pedagógica crítica, basada en la reflexión y participación activa en un ambiente de respeto a la diversidad y solidaridad (**Respeto a la diversidad en todas sus expresiones, principio metodológico de la Universidad Nacional**).

Los y las estudiantes universitarios recopilarán información a partir de su propia experiencia formativa en sus prácticas supervisadas, utilizando como técnica de investigación la observación (**formación de un espíritu investigador en los futuros profesionales, principio metodológico de la Universidad Nacional**).

Se promueve la creatividad de los y las estudiante que les permita innovar en sus prácticas, utilizando diferentes técnicas y recursos para la enseñanza de una segunda lengua, tal y como lo menciona el Modelo pedagógico de la Universidad Nacional.

Las sesiones de clase se dividirán en distintos momentos de discusión, análisis, reflexión y sistematización.

5. Evaluación

La evaluación contempla los siguientes rubros:

Criterios	Porcentaje
1. Intervención pedagógica, crónicas y diagnóstico	70%
2. Incidente crítico	10%
4. Actividad complementaria	10%
5. Portafolio	10%
Total	100%

1. **Intervención Pedagógica: Observaciones de la práctica docente**

La práctica docente se realizará dos veces por semana, toda la jornada que le corresponde al docente titular del grupo.

Se realizarán cuatro semanas de observación de todos los grupos que le correspondan a la maestra titular en la cual los y las estudiantes universitarios deben desarrollar al menos dos planeamientos con el grupo que escogió para realizar las semanas intensivas (I ciclo). Después de estas cuatro semanas, el o la estudiante le corresponderá hacerse cargo únicamente de uno de los grupos por dos semanas, a estas semanas se les denominará intensivas.

Al finalizar estas dos semanas se realizará el mismo cronograma pero esta vez con un grupo de II ciclo. (Cuatro semanas para observar y desarrollar dos planeamientos y dos semanas intensivas)

Las profesoras observadoras utilizarán instrumentos evaluativos que se han diseñado para tal efecto y que serán discutidos en clase con los y las estudiantes. Tiene un valor del 60% (**20 % cada una**). Se realizará una observación formativa y dos sumativas.

Cada estudiante debe asistir a la devolución en la fecha asignada por la profesora observadora.

Los y las estudiantes se regirán por el "Manual de Políticas y Lineamientos que Orientan el Proceso de Intervención Pedagógica" el cual ha sido elaborado por profesores universitarios de la DEB, es responsabilidad de los y las estudiantes acatar las disposiciones establecidas por los profesores de la DEB en este documento así como las establecidas en el programa y/o durante el proceso de la Intervención Pedagógica.

Las estudiantes deben iniciar su proceso de IP en la semana del 17 de agosto y hasta la semana del 2 de noviembre.

Es responsabilidad de las estudiantes asistir a todas las tutorías a las cuales sean convocadas por las observadoras del proceso de IP.

La cantidad de visitas pueden variar, dependiendo de los criterios de los profesores observadores y la profesora del curso.

Los y las estudiantes deberán llevar los días que asisten a la IP los siguientes documentos: el planeamiento diario o semanal según sea el caso, el comprobante de horas de asistencia, firmado y sellado tanto por el profesor como el director, y su respectiva crónica.

Las crónicas tienen un valor de **20%**. Éstas consisten en un proceso reflexivo y de análisis de la propia práctica. Cada planeamiento didáctico tiene una crónica en la cual se describe cómo se desarrolló el mismo.

El **10%** restante corresponde al **diagnóstico** que contextualice el proceso de Intervención Pedagógica de cada estudiante. El mismo debe de contar con la información que se solicita en los documentos entregados por la profesora de curso.

2. Incidente crítico Estas reflexiones serán un espacio de reflexión personal, comentando de forma escrita los incidentes que se dan en su práctica pedagógica, como los aborda, la relación con el curso así como todos los aporte con lo que usted enriqueció su proceso de formación. Estas reflexiones se discutirán y analizarán en clase, la profesora seleccionará como mínimo 2 por día y se leerán detalladamente, esto con el fin de que todas las estudiantes retroalimenten su proceso de formación e intercambien información. Se debe entregar un informe semanal. Este informe debe tener sustento bibliográfico. (**10%**)

Se deben de presentar un total de 8 incidentes críticos donde se analice y reflexione sobre situaciones que se observaron en los grupos o de reflexión ante la teoría que los ha formado a través de su carrera.

3. Actividad complementaria: consiste en la participación en una reunión de padres, acto cívico, o bien en la elaboración de algún material, rincón didáctico que se trabaje en grupos de al menos 3 o 4 personas y que luego se presente de manera individual al profesor observador y que se done a la institución como agradecimiento por permitirles realiza la práctica ahí. (Esta actividad debe enriquecer y ser instrumento que promueva el interés y aprendizaje del inglés como segunda lengua). (**10 %**)

4. Portafolio (10%). El portafolio es la recopilación de lo acontecido durante las semanas intensivas de la IP (4 semanas), éste consiste en un análisis crítico antes, durante y después del periodo de intervención

pedagógica propuesta: diario de doble entrada, aspectos por mejorar y aspectos positivos que experimentaron a lo largo de la IP.

Consideraciones importantes:

La nota mínimo de aprobación es de 7.0

La asistencia se registrará por el reglamento de la División de Educación Básica el cual establece:

- Tendrá llegada tardía el estudiante que llegue 20 minutos después del inicio de la clase o el que se ausente de la clase por este mismo lapso.
- Llegar después de 20 minutos de iniciada la clase se considera ausencia.
- Tres llegadas tardías equivalen a una ausencia injustificada.
- El estudiante tiene derecho al 10% de las ausencias injustificadas, más de esto implica pérdida del curso. (2)
- Una Ausencia podrá ser justificada únicamente si el estudiante aporta los documentos respectivos (carta del director de la institución, incapacidad emitido por la Caja Costarricense del Seguro Social) en la **siguiente** sesión de clase.
- Los trabajos individuales o grupales que se realicen en clase y que tienen evaluación, no se reponen para quien estuvo ausente durante la sesión en que se realizaron y por lo tanto pierde la calificación correspondiente.
- No se recibirá ningún trabajo que se entregue posterior a la fecha asignada.
- Los trabajos orales y escritos deben presentarse en inglés y se registrarán por las normas de APA establecidas por la división de Educación Básica.

El plagio comprobado implica pérdida del curso.

El curso es de carácter teórico-practico NO da derecho a examen extraordinario.

Quien no participe en los trabajos grupales dentro o fuera de la clase, perderá el porcentaje designado en la evaluación.

Se revisará la gramática y ortografía de los trabajos.

6. Bibliografía

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7. Cronograma

Fecha	Actividad	Tarea
Sesión 1 Julio 29	Presentación del programa Reglamento y evaluación de la práctica.	Lectura: Incidente crítico
Sesión 2 Agosto 5	Discusión de la lectura. Incidente Crítico Distribución de documentación	Diagnóstico. Lectura: ¿Qué es sistematizar?
Sesión 3 Agosto 12	¿Para qué sistematizamos la información recolectada?	Lectura: Ejes Transversales
Sesión 4 Agosto 19 Inicia práctica supervisada	Discusión de la lectura Presentación de Diagnósticos	Lectura: Approching teaching practice
Sesión 5 Agosto 26	Reflexión del tema	Lectura: Managing the class Entrega de crónica Incidente crítico
Sesión 6 Setiembre 2	Análisis del tema-mesa redonda Comparación de la lectura con lo vivenciado en la práctica	Lectura: Assimilative motivation and the development of second languages in children Entrega de crónica Incidente crítico
Sesión 7 Setiembre 9	Preparación para la primer semana intensiva	Entrega de crónica Incidente crítico
Sesión 8 Setiembre 16 semana intensiva	Preparación para la segunda semana intensiva	Entrega de crónica Incidente crítico
Sesión 9 Setiembre 23 semana intensiva		Entrega de crónica Incidente crítico
Sesión 10 Setiembre 30	Reflexiones de su propia práctica sobre la primer y segunda semana intensiva	Lectura: Can we make a spinner? Involving children in making and using resources Entrega de crónica Incidente crítico
Sesión 11		Lectura:

Octubre 7	Aplicar conceptos relacionados con la lectura en el planeamiento de esta semana	Living feedback to students <ul style="list-style-type: none"> • Living positive feedback • Correction techniques • Evaluating and testing Entrega de crónica Incidente crítico
Sesión 12 Octubre 14	Conversatorio	Lectura: Learning to see- Assessing learning and teaching Entrega de crónica Incidente crítico
Sesión 13 Octubre 21	Conversatorio	Congreso ANDE
Sesión 14 Octubre 28 semana intensiva	Preparación para el segundo bloque de semanas intensivas	Entrega de crónica Incidente crítico
Sesión 15 Noviembre 4 Semana intensiva		Lecturas: Las teorías que fundamentan la práctica reflexiva Entrega de crónica Incidente crítico
Sesión 16 Noviembre 11	Preparación para actividad final	Entrega de portafolio Finaliza Práctica supervisada
Sesión 17 Noviembre 18	Actividad final estudiantes	Actividad final del curso para docentes
Sesión 18 Noviembre 25	Reflexiones acerca de la semana intensiva e IP	Devolución de portafolios
Sesión 19		Entrega de calificaciones

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UNIVERSIDAD NACIONAL
Centro de Investigación
y
Docencia en Educación
DIVISIÓN DE EDUCACIÓN BÁSICA

POLÍTICAS Y LINEAMIENTOS QUE ORIENTAN EL
DESARROLLO Y EJECUCIÓN DE LA INTERVENCIÓN
PEDAGÓGICA DESDE LOS CURSOS:

Construcción Pedagógica Desde el Aula Escolar (I y II Ciclos y Educación Especial Nivel de Diplomado).

Intervención Pedagógica en el Aula Preescolar (Diplomado Preescolar).

Praxis pedagógica en el aula escolar. (Enseñanza del inglés para I y II ciclos)

Intervención Pedagógica (Educación Especial Nivel de Bachillerato).

Primera revisión y redacción: noviembre, 2004.

Segunda revisión y redacción: abril 2005.

Tercera revisión: 21 de mayo del 2007.

Cuarta revisión: 21 de julio de 2008.



PROPÓSITO

La Intervención pedagógica cumple con el propósito de:

Promover procesos de acción y reflexión de los y las estudiantes en diálogo permanente con la realidad educativa. Para ello, se establecen diferentes actividades que los estudiantes y las estudiantes universitarias deberán desarrollar como parte de su proceso formativo y en el cual se realice una confrontación práctica-teoría-práctica.

OBJETIVOS

Para ello, la Intervención Pedagógica plantea en los estudiantes universitarios y las estudiantes universitarias los siguientes objetivos:

1. Asumir la Intervención Pedagógica como eje integrador del currículo, todo ello, de manera sistemática y ordenada.
2. Fomentar el sentido de la responsabilidad y el respeto a la dignidad humana en toda su diversidad.
3. Visualizar la Intervención Pedagógica como el acercamiento permanente a la realidad educativa, de tal manera, que se le otorgue un mayor significado a los diferentes contenidos y objetivos de la formación profesional.
4. Desarrollar el pensamiento crítico y reflexivo que permitan el análisis de la realidad social, para que los estudiantes universitarios y las estudiantes universitarias promuevan soluciones inteligentes a los problemas que afecten de manera directa o indirecta tanto su labor profesional como el desarrollo del país, estimulando una relación directa entre los elementos teóricos y la práctica cotidiana.
5. Proporcionar los conocimientos básicos y aquellas actividades que favorezcan las habilidades y las destrezas propias del quehacer profesional en el campo de la docencia, contribuyendo a la formación de una personalidad en un mundo que favorezca el desarrollo integral de todos y todas sus habitantes.
6. Aplicar durante las diferentes experiencias desarrolladas en las aulas escolares, los materiales, instrumentos y aportes de investigación, docencia y extensión que le ayuden a analizar y generar procesos tendientes a lograr cambios en la realidad educativa.
7. Confrontar los planteamientos teóricos con la realidad educativa, generándose un proceso de reflexión teoría-práctica-teoría.
8. Fomentar la realización de investigaciones que le permita a los estudiantes universitarios y las estudiantes universitarias la sistematización de las diferentes experiencias vividas, fortaleciéndose el crecimiento profesional en el campo de la investigación.

NORMAS GENERALES DEL PROCESO DE INTERVENCIÓN PEDAGÓGICA

Con la finalidad de establecer criterios que orienten el desarrollo de la Intervención Pedagógica, los académicos de las carreras ofrecidas por la División de Educación Básica del CIDE, se plantean la siguiente normativa.

Principios que rigen la Intervención Pedagógica.

- a) La construcción del conocimiento parte de la acción reflexiva en torno a la realidad profesional y social del sujeto.
- b) Existe una relación indisoluble entre teoría y práctica.
- c) Las experiencias prácticas deben posibilitar procesos de transformación de la realidad.
- d) La práctica docente no debe ser asumida como un producto final, sino como un proceso en el que se involucre la investigación, la docencia y la extensión.
- e) La práctica docente continua y sistemática alimenta constantemente los planes de estudio en interacción con el medio social y laboral en que se desenvuelven los estudiantes universitarios y las estudiantes universitarias.

- f) La incorporación de los estudiantes universitarios y las estudiantes universitarias a los Centros Educativos y sus comunidades permiten la vivencia de un proceso paralelo entre teoría y práctica y por ende la construcción de aprendizajes más significativos y duraderos que surjan de la confrontación, el análisis, la reflexión y la investigación con apoyo en la teoría.

Artículo 1º

Cursos en los cuales se aplican las presentes normas generales.

- a. Curso Construcción Pedagógica Desde el Aula Escolar (I y II Ciclos, Segundo Ciclo del Segundo Nivel de Diplomado).
- b. Intervención Pedagógica en el Aula Preescolar (Segundo Ciclo del Segundo Nivel de Diplomado).
- c. Praxis pedagógica en el aula escolar (Diplomado enseñanza del inglés en I y II ciclos)
- d. Intervención Pedagógica (Educación Especial Segundo Ciclo del Cuarto Nivel Bachillerato).

Artículo 2º Responsabilidades del profesor coordinador y/o la profesora coordinadora de la Intervención Pedagógica (responsables directo del curso):

- a) Coordinar con los profesores observadores tutores y las profesoras observadoras tutoras la distribución de los estudiantes y las estudiantes universitarias que realizan la Intervención Pedagógica.
- b) Coordinar al menos tres reuniones con los profesores observadores tutores, aspectos de la dinámica del curso de Intervención Pedagógica
- c) Coordinar momentos de encuentro con los profesores observadores para: Unificar criterios sobre el instrumento de evaluación, lineamientos del planeamiento y seguimiento a estudiantes.
- d) Realizar un taller de inducción sobre el proceso de IP a los docentes participantes, previo al proceso de intervención pedagógica de los estudiantes. Incluye la colaboración del profesor y las estudiantes.
- e) Servir como punto de apoyo en la visita y seguimiento a los estudiantes universitarios y las estudiantes universitarias que de acuerdo al criterio de los profesores observadores tutores y las profesoras observadoras tutoras lo requieran.
- f) El profesor responsable de curso debe observar al menos a un estudiante por semana y brindar seguimiento a aquellos estudiantes que lo requieran.
- g) Hacer llegar a las instituciones educativas el comunicado de cobertura de la póliza del Instituto Nacional de Seguros que cubre a los y las estudiantes universitarios.
- h) Coordinar las relaciones entre la universidad y las instituciones educativas donde las y los estudiantes realizarán su Intervención Pedagógica:
 - h.1. Coordinar primer contacto con la institución (vía telefónica o personal)
 - h.2. Preparar carta de solicitud de ingreso de los estudiantes a las instituciones.
 - h.3. Mediar en las situaciones de conflicto.
- i) Mantener un diálogo permanente con el equipo de profesores y profesoras involucrados en el proceso de Intervención Pedagógica.
- j) Comunicar de manera regular a las autoridades de la División de Educación Básica el desarrollo de la Intervención Pedagógica, así como todas aquellas situaciones que puedan afectar el desarrollo de la misma.
- k) Elaborar un informe escrito final sobre el desarrollo de la Intervención Pedagógica.
- l) En el curso de Planeamiento, el profesor debe solicitar a los estudiantes un mínimo tres planes diarios y una unidad didáctica o plan mensual. Cada carrera lo adecuará según sus particularidades.

Artículo 3º Responsabilidades de los profesores observadores tutores y las profesoras observadoras tutoras.

- a) Atender al menos a 7-8 estudiantes practicantes, como mínimo por cada cuarto de tiempo nombrado.
- b) Cumplir con 10 horas de trabajo por semana, distribuidas de la siguiente manera:
 - 5 horas semanales de observación
 - 2 horas de revisión de documentos
 - 2 horas de devolución y tutorías

1 hora asistencia a reuniones

(Las semanas iniciales serán de trabajo de coordinación).

- c) Realizar al menos tres visitas (una de carácter formativo y dos de carácter sumativo). En caso de considerarse necesario se deben realizar más visitas. La duración de cada visita será designada de acuerdo con la naturaleza de la carrera que se encuentren cursando los estudiantes universitarios y las estudiantes universitarias.
- d) La primera visita a las instituciones se hará con la finalidad de que el profesor observador y/o la profesora observadora,
 - d-1) Realice una presentación personal ante el director o directora del centro educativo, el o la docente propietaria del grupo escolar y con los y las estudiantes de la institución con quienes trabajará la estudiante universitaria.
 - d-2) Identifique también las características de la comunidad y de la escuela en general y que se realice la primera observación formativa a los estudiantes y las estudiantes universitarias, otorgándoseles las primeras recomendaciones.
 - d-3) Realizar la primera observación formativa a los y las estudiantes universitarias otorgándoseles las primeras recomendaciones.
- e) Realizar la conversión numérica si uno o más rubros del instrumento no son evaluados durante la visita realizada y promediar la nota de las dos visitas realizadas.
- f) Es recomendable que durante las visitas el profesor observador y/o cada profesora observadora no exprese criterios sobre la valoración del trabajo a los y las estudiantes, excepto en aquellas situaciones que así lo ameriten. Para ello, se les darán citas individuales y/o grupales donde se podrán analizar las observaciones y emitir recomendaciones.
- g) En caso de que alguno de los profesores observadores y/o profesoras observadoras tengan duda sobre el desempeño de algún o alguna estudiante practicante, solicitarle al coordinador de la Intervención Pedagógica la realización de una visita de acompañamiento con la finalidad de intercambiar percepciones y tomar las decisiones correspondientes según sea el caso.
- h) Completar un registro de observaciones (de cada estudiante), en el cual se establecerá el día de la visita, las situaciones acontecidas y de ser necesario anotar las recomendaciones necesarias.
- i) Revisar (antes de ser aplicado) el planeamiento que elabore cada uno de los y las estudiantes universitarios, otorgando las observaciones que se consideren pertinentes y de esa manera asignarle la calificación correspondiente una vez incorporadas las recomendaciones.
- j) Dar seguimiento a todas las observaciones que le hayan sido planteadas a los y las estudiantes universitarios en su planeamiento mensual, diario o semanal, garantizándose que las mismas sean tomadas en cuenta por los estudiantes universitarios y las estudiantes universitarias.
- k) Facilitar material de apoyo que le ayude a los y las estudiantes universitarios a enriquecer su proceso de formación profesional.
- l) Hacer entrega al profesor del curso del desglose de las calificaciones de cada estudiante, recomendaciones y observaciones.
- m) Elaborar en conjunto con el responsable del curso un informe escrito sobre el desarrollo de la Intervención Pedagógica. Dicho informe debe contener:
 - Debilidades y fortalezas del proceso sugerencias
- n) Elaborar una base de datos de las escuelas participantes, indicando la apertura y calidad pedagógica de las instituciones (destacando "buenas" docentes y directores/as), para la toma de decisiones posteriores.

Artículo 5º Responsabilidad y obligación de los estudiantes universitarios y las estudiantes universitarias que realizan la Intervención Pedagógica

- a) Realizar la Práctica Supervisada en las instituciones educativas públicas que la Dirección de Educación Básica y la Coordinación determinen convenientes para tal efecto, aceptándose la posibilidad de darse la reubicación institucional si es considerado necesario por la misma Dirección y la Coordinación de la Intervención Pedagógica.
- b) Asistir durante todo el proceso al menos dos días por semana a la institución donde realizará la Intervención Pedagógica, así como el periodo intensivo que cada carrera tenga asignado.

- c) Dar aviso oportuno al coordinador o coordinadora de la Intervención Pedagógica y/o al profesor observador y/o profesora observadora que se le haya asignado, en caso de no poder presentarse a la institución educativa en cualquiera de los días que hayan sido establecidos para la realización de la misma, para ello es necesario que el aviso se dé no con menos de veinticuatro horas de anticipación, salvo casos de fuerza mayor. La respectiva justificación deberá hacerse de forma escrita.
- d) Reponer todos aquellos días que se haya faltado a la institución educativa.
- e) En caso de que la asistencia a la institución educativa coincidiera con alguna actividad que no les permita realizar su Intervención Pedagógica, deberá cambiarse el día para reponerlo.
- f) Demostrar dentro y fuera del plantel educativo en el cual realiza la Intervención Pedagógica, una conducta acorde con los principios de la moral y las buenas costumbres.
- g) Acatar tanto las disposiciones y/o políticas institucionales del centro educativo y de la Universidad Nacional y todas aquellas recomendaciones que le sean planteadas por el profesor observador y/o profesora observadora.
- h) Cumplir puntualmente con los documentos y materiales requeridos para un adecuado y armonioso desarrollo de las lecciones, todo dentro de un marco de planificación que garantice excelencia profesional.
- i) Aportar todos los materiales requeridos para el adecuado desarrollo de su labor profesional.
- j) Enriquecer el ambiente de aula aportando materiales y recursos que contribuyan al logro de los objetivos propuestos, promoviéndose la construcción de conocimientos.
- k) Los materiales y recursos utilizados deberán estar elaborados estéticamente y de ser posible al alcance de los niños y las niñas.
- l) Velar por el orden y aseo del aula y por el cuidado y uso racional de los recursos con los que cuente la institución.
- m) Planear de acuerdo con los criterios que hayan sido estipulados por la Dirección de Educación Básica y la Coordinación de la Intervención Pedagógica respectiva.
- n) Desarrollar la Intervención Pedagógica considerando los principios morales y metodológicos de su formación profesional.
- o) En el caso de la carrera de I y II Ciclo, Educación Preescolar y Enseñanza del Inglés para I y II Ciclo, considerar todos aquellos casos en que se presenten Necesidades Educativas Especiales y buscar el asesoramiento necesario para brindar su adecuada atención.
- p) Establecer mecanismos efectivos que le permitan comunicarse asertivamente con padres y madres de familia, estudiantes y otros miembros de la comunidad educativa.
- q) Presentarse a la institución educativa, al menos 10 minutos antes de comenzar su jornada laboral.
- r) Hacer entrega de una fotocopia del planeamiento diario y de todas aquellas actividades complementarias (Anexos) al docente propietario o la docente propietaria del grupo en que realicen la Intervención Pedagógica.
- s) Contar con la hoja de asistencia y el planeamiento didáctico debidamente firmado por el docente propietario o la docente propietaria del grupo en que se realice la Intervención Pedagógica.
- t) Colaborar en todas aquellas actividades institucionales que sean programadas por el docente propietario o la docente propietaria del grupo escolar y/o la Dirección de la institución, aún y cuando las mismas no sean requisito de los cursos universitarios.

Artículo 6° Recomendaciones para la docente titular del grupo escolar:

- Promover una relación de diálogo profesional con los estudiantes universitarios y las estudiantes universitarias y los profesores y/o profesoras observadores.
- Asegurarse que los y las estudiantes universitarios cuenten de manera anticipada con la información necesaria para diseñar el planeamiento.
- Intervenir con todas aquellas recomendaciones que sean consideradas como pertinentes para que los y las estudiantes universitarios enriquezcan su proceso formativo.
- Comunicarse de manera inmediata con el profesor observador y/o con la profesora observadora y/o con el profesor coordinador y/o profesora coordinadora de la Intervención Pedagógica en caso de presentarse algún tipo de irregularidad por parte de los y las estudiantes universitarios.

- Realizar valoraciones sobre el trabajo que realizan los estudiantes universitarios y las estudiantes universitarias, aportando formativamente sugerencias.
- Consignar con su firma la asistencia de los estudiantes universitarios y las estudiantes universitarias a la institución educativa, así como la presentación puntual del Planeamiento Diario.

Artículo 7 De la evaluación de la Intervención Pedagógica.

- a) La evaluación de la Intervención Pedagógica se realizará de la siguiente manera:
 - 60 % Observaciones (3 de 20 % c/u).
 - 10 % Actividades complementarias: participación en un acto cívico, asistencia a una reunión de padres, elaboración de una propuesta de aula (rincón, material).
 - 20 % Crónicas reflexivas y sistemáticas durante el proceso de la I.P (incidente crítico)
 - 10 % Análisis reflexivo final, del proceso de I.P (Informe escrito).

- b) La primera vista será de carácter formativo y las tres siguientes de carácter sumativo- formativo, para tal efecto, la valoración del desempeño de los y las estudiantes universitarios se realizará de acuerdo con los instrumentos elaborados con ese fin.

Bibliografía

Consejo Universitario UNA (1998). Políticas y Lineamientos para el Establecimiento de la Práctica Profesional Supervisada. Acta No.2019.

Florez, R. y Tobón, A. (2001). Investigación Educativa y Pedagogía. Bogotá, Colombia: Mc Graw Hill Interamericana S.A

Universidad Nacional
 División de Educación Básica
 Enseñanza del inglés para I y II ciclos
 Curso: DBL 207
 Profesora: M.Ed Isabel Badilla Zamora

GUÍA PARA LA OBSERVACIÓN DE LA INTERVENCIÓN PEDAGÓGICA

Estudiante: _____
 Institución: _____
 Profesor observador: _____
 Fecha de observación: _____ Hora: _____ a _____

Criterios: **4** (Muy Bien) **3** (Bien) **2** (Deficiente) **1** (Mal) **N** (No se evalúa)

Aspectos por calificar	4	3	2	1	N
Actitud: Durante el período observado la alumna:					
1.Asistió puntualmente a la lección					
2.Presentó los documentos correspondientes					
3.Demostró una presentación personal adecuada, según el ambiente institucional.					
4. Uso del inglés					

Observaciones:

Aspectos por calificar	4	3	2	1	N
Comunicación					
5. Moduló la voz en forma apropiada, según el ambiente.					
6. Expresó con claridad las ideas a los y las estudiantes.					
7. Demostró dominio del lenguaje gestual y corporal, como herramienta didáctica.					

Observaciones:

Aspectos por calificar	4	3	2	1	N
Relaciones Interpersonales: la estudiante logra mantener relaciones interpersonales caracterizadas por:					
8.La empatía hacia los y las estudiantes					
9.La empatía hacia las y los adultos					

Observaciones:

Aspectos por calificar	4	3	2	1	N
Planeamiento didáctico: el plan escrito:					
10. Presentación					
11. Contiene los elementos básicos (objetivos, contenidos, actividades, evaluación, materiales y recursos, habilidades adaptativas.					
12. La ortografía es correcta					
13. La redacción es correcta					
14. Está ordenado					
15. Mostró coherencia entre los elementos que conforman en planeamiento.					
16. Contempló actividades de mediación acordes con los objetivos.					
17. Mostró un hilo conductor entre una actividad y otra.					
18. La evaluación planteada permite verificar efectivamente el logro de los objetivos.					
19. Dispuso de instrumentos de evaluación para registrar el progreso logrado.					

Observaciones:

Aspectos por calificar	4	3	2	1	N
Metodología: Durante el desempeño docente la estudiante:					
20. Trabajó de acuerdo a lo planeado.					
21. Dominó el contenido desarrollado.					
22. Se enfrenta positivamente y resuelve situaciones imprevistas.					
23. Consideró el o los conocimientos previos de los estudiantes					
24. Tomó en cuenta el o los diferentes estilos de aprendizaje					
25. Respetó el ritmo de aprendizaje de él o los estudiantes.					
26. Mantuvo material de apoyo para él o los estudiantes.					
27. Logró mantener el interés por parte de él o los estudiantes.					
28. Brindó una atención individualizada en aquellos casos que lo ameritan.					
29. Procuró incorporar elementos lúdicos en el desarrollo de la lección.					
30. Promovió la participación activa.					
31. Promovió el aprovechamiento del tiempo en el desarrollo de las actividades.					
32. Procuró recurrir al uso de estrategias de expresión artísticas, literarias y plásticas entre otras.					
33. Modeló el trabajo que se va a realizar con él o los estudiantes (indicaciones claras)					
34. Brindó seguimiento al trabajo que realiza él o los estudiantes.					
35. Realizó una lectura del ambiente para apoyar la relación entre grupo e individualmente.					
36. Promovió la formación en valores .					
37. Favoreció la autonomía e independencia					

38. Procuró un ritmo de enseñanza ágil y apropiado de acuerdo al nivel de él o los estudiantes.					
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Observaciones:

Aspectos por calificar	4	3	2	1	N
Materiales y recursos: Los materiales didácticos utilizados:					
39. Despertó el interés de él o los estudiantes.					
40. Se ajustó a la edad cronológica de él o los estudiantes.					
41. Se ajustó a las necesidades educativas de él o los estudiantes.					
42. El material fue manipulado por él o los alumnos.					
43. El material es apropiado a las necesidades educativas (claridad, figuras, tamaño, otros).					

Observaciones:

Aspectos por calificar	4	3	2	1	N
Manejo de límites:					
44. Estableció límites claros.					
45. Detectó y canalizó conductas que interfieren en el proceso educativo.					
46. Promovió la participación ordenada y equitativa.					
47. Es coherente entre lo que planea y ejecuta.					

Observaciones:

Observaciones generales

Recomendaciones

Esta observación fue realizada en conjunto Si () No ()

Firmas

Profesora observadora

Estudiante- Practicante

Calificación:

Puntos obtenidos _____

Porcentaje _____

APPENDIX 9

UNIVERSIDAD NACIONAL
FACULTAD DE INGENIERIA Y CIENCIAS
INSTITUTO VENEZOLANO DE INVESTIGACIONES EN AGRICULTURA
ECONOMIA Y SOCIOLOGIA Y CENTRO NACIONAL DE INVESTIGACIONES
ECONOMICAS Y SOCIALES

CENTRO VENEZOLANO DE INVESTIGACIONES EN AGRICULTURA ECONOMICA Y SOCIOLOGIA

CONVENIO DE COLABORACION
CON
UNIVERSIDAD
NACIONAL
FACULTAD DE INGENIERIA Y CIENCIAS
INSTITUTO VENEZOLANO DE INVESTIGACIONES EN AGRICULTURA
ECONOMIA Y SOCIOLOGIA Y CENTRO NACIONAL DE INVESTIGACIONES
ECONOMICAS Y SOCIALES

APPENDIX 9

PROYECTO DE INVESTIGACION
CONVOCATORIA
ANONIMO Y CIEGAS
EXPOSICION
EXAMEN DE CALIFICACION
EXAMEN DE CALIFICACION

PROYECTO DE INVESTIGACION
CONVOCATORIA
ANONIMO Y CIEGAS
EXPOSICION
EXAMEN DE CALIFICACION
EXAMEN DE CALIFICACION

1. DESCRIPCION
El presente proyecto de investigacion...

El presente proyecto de investigacion...

El presente proyecto de investigacion...

El presente proyecto de investigacion...

UNIVERSIDAD NACIONAL
FACULTAD DE FILOSOFÍA Y LETRAS
CENTRO DE INVESTIGACIÓN Y DOCENCIA EN EDUCACIÓN
ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE
DIVISIÓN DE EDUCACIÓN BÁSICA
BACHILLERATO EN LA ENSEÑANZA DEL INGLÉS PARA I Y II CICLOS

CURSO: PROYECTO EDUCATIVO DE AULA EN I y II CICLOS

CÓDIGO: BLZ-401

NIVEL: IV Nivel

CRÉDITOS: 05

NATURALEZA: Teórico-Práctico

TIPO DE CURSO: Colegiado

HORAS CONTACTO: 04

HORAS PRÁCTICA: 05

HORAS DE ESTUDIO INDEPENDIENTE: 04

TOTAL DE HORAS: 13

REQUISITOS: Todos los cursos del componente pedagógico y de lengua, hasta el VII Ciclo

CORREQUISITOS: Ninguno

MODALIDAD: Ciclo de 18 semanas / Semestral

AÑO Y CICLO: II Ciclo 2009

NRC: 51123

GRUPO: 01

HORARIO: K 17-20:40

ATENCIÓN A ESTUDIANTES:

Con Alina: Un hora antes del curso

Con Susana: Lunes 13 y 16 o Jueves 13 y 16

PROFESORAS: M.A. ALINA CASTILLO GONZALEZ (acastill@una.ac.cr)

M.A. SUSANA MURILLO LEÓN (smurillo@una.ac.cr)

I. DESCRIPCIÓN:

Es un curso conformado por dos eventos pedagógicos de diversa naturaleza:

1. Un taller didáctico impartido y guiado por un profesor de cada unidad académica en el que se estudian y analizan diversos enfoques, procedimientos, técnicas y sugerencias prácticas para la enseñanza del Inglés en I y II Ciclos y para resolver problemas de aula.
2. La Intervención Pedagógica es realizada en una institución educativa en I y II Ciclos, previamente escogida, la cual se documentará (el diseño del plan de lección, la preparación de materiales didácticos y un informe de lección que es el comentario crítico-analítico de su puesta en práctica) en un diario docente de acuerdo con una guía.

En el taller se realizará una serie de dinámicas educativas tales como lecturas sobre temas pedagógicos específicos, presentaciones, discusión y resolución de problemas pedagógicos específicos, presentaciones, discusión y resolución de problemas pedagógicos y análisis de diversas metodologías y técnicas de enseñanza del idioma inglés.

En la Intervención Pedagógica, el estudiante pone en práctica todas las habilidades de enseñanza y aprendizaje adquiridas en la carrera con un grupo real de estudiantes para que logre consolidar e integrar su conocimiento y destrezas mediante una experiencia educativa real y que registrará en el diario docente.

Ambos o uno de los profesores encargados del curso realizará algunas observaciones de las clases impartidas por sus estudiantes y redactará un informe sobre su actuación en el salón de clase (dicho informe se discutirá conjuntamente con el estudiante para aclarar dudas y ofrecer sugerencias).

II. OBJETIVOS:

Al finalizar el curso el estudiante podrá:

1. Analizar los factores que intervienen y afectan los procesos de enseñanza y aprendizaje del inglés como lengua extranjera.
2. Desarrollar un diagnóstico educativo que permita el mejoramiento de las prácticas de enseñanza del inglés como lengua extranjera.
3. Favorecer el desarrollo de actitudes positivas hacia los procesos de investigación educativa como medio de mejoramiento profesional.
4. Reafirmar el estudio de los diferentes enfoques, procedimientos, técnicas y sugerencias prácticas para la enseñanza del inglés en I y II Ciclos.
5. Analizar las diferentes normas y procedimientos para el diseño de la planificación de lecciones.
6. Analizar la importancia de las estrategias de aprendizaje y materiales pedagógicos como parte del proceso de desarrollo del planeamiento didáctico.
7. Realizar un plan de acción para solventar necesidades educativas de los estudiantes de los estudiantes en el proceso de enseñanza-aprendizaje del idioma inglés en I y II Ciclos.
8. Aplicar estrategias de investigación en situ para solventar problemas educativos con el fin de mejorar las prácticas para la enseñanza del inglés en I y II Ciclos.

III. TEMÁTICA

1. Factores que afectan los procesos de enseñanza y aprendizaje
2. Delimitación de problemas como trabajo conjunto de educandos y educadores.
3. El diagnóstico y principales técnicas de intervención en el aula.
4. Planificación y guías para la elaboración de Proyectos Educativos.
5. El papel de la investigación en la formulación de un proyecto.
6. Enfoques y técnicas pedagógicas para la enseñanza del inglés en I y II Ciclos.
7. Normas para el diseño de planes de lección.
8. Normas para el diseño de actividades y materiales pedagógicos.
9. Normas para la elaboración de un diario docente.
10. Normas para la redacción de informes de lección.
11. Técnicas de observación en el aula.

IV. METODOLOGÍA

La metodología general es de aprendizaje dinámico, en el sentido de aprender haciendo al ir desarrollando los diferentes trabajos según la propuesta de evaluación del curso. A su vez se integran los siguientes ejes transversales: diversidad cultural, género, cultura ambiental y equidad que permitirán un vínculo con la sociedad contemporánea para la mejor comprensión y aplicación de estrategias de enseñanza-aprendizaje, investigación y planeamiento didáctico en la enseñanza del inglés para I y II Ciclos.

Para el desarrollo de la Intervención Pedagógica los estudiantes estarán ubicados en una escuela primaria. Cada estudiante realizará observaciones fuera y dentro del aula de inglés para identificar un problema o situación específica relacionada con la enseñanza del idioma. Las profesoras del curso asumirán un papel de facilitadoras para cada uno de sus estudiantes, con el fin de que éstos obtengan las habilidades necesarias para la realización de una investigación con

base al problema detectado y para encontrar posibles soluciones al mismo. Este proyecto educativo enriquecerá al estudiante con técnicas de investigación para mejorar sus prácticas pedagógicas tanto dentro como fuera de sus lecciones de inglés.

En cuanto al desarrollo de los trabajos, éste será muy individual. Sin embargo, la socialización de criterio y aprendizaje cooperativo será protagónico dentro del desarrollo del curso.

Los participantes recibirán asesoramiento constante en sus trabajos de curso. Para el desarrollo de las asesorías es condición fundamental traer lecturas hechas y leídas los materiales asignados por el facilitador de curso. Durante el curso se realizarán sesiones tipo taller para que los estudiantes desarrollen capacidades de diagnóstico, planeamiento de clases, estrategias y desarrollo de materiales.

El curso se desarrollará utilizando diversas técnicas didácticas tales como: estudio de casos, ejercicios, trabajos prácticos, discusiones, videos y clases magistrales acompañadas de ayudas audiovisuales.

V. EVALUACIÓN

Reaction Papers.....	25%
Workshop.....	15%
Proyecto Educativo.....	60%
Total.....	100%

VI. DIRECTRICES GENERALES

Todos los trabajos deben de ser escritos en inglés, de lo contrario no se aceptarán.

Reaction Papers (16 para un 25%)

Cada uno tendrá una extensión mínima de una página digitada a doble espacio, en letra Arial 12. El contenido es una apreciación crítica de las lecturas y una auto reflexión, **NO UN RESUMEN** de la lectura. Para cada uno de los "reaction papers" de cada lectura es bueno responder a las siguientes preguntas y llegar preparado para discutir en clase:

1. Identify the specific knowledge, skills, and insights that you have developed as the results of this reading.
2. In what ways has your appreciation and understanding of language teaching, research and/other expectations changed?
3. How has this reading contributed to your professional growth in relation to teaching, learning and/or research?

Cada reaction paper tiene una fecha asignada, **no se recibirán fuera de las fechas indicadas.** (ver el cronograma)

Workshop (1 de 15%):

Con base en las lecturas y discusiones en clase que haya sido tema de su interés y de manera individual o en pareja escoja una de las siguientes opciones:

1. Actividad(es) didácticas / juegos: Seleccione alguna actividad(es) o juego(s) que crea usted(es) se aplique al tema de su interés, previamente seleccionado y basado en las lecturas o discusiones en clase (ej.: ice-breaker, juego de motivación, entre muchos otros). Esta actividad o juego debe ser presentado como tipo taller, con el fin de compartir y reflexionar el porqué esta(s) actividad(es) puede(n) ser de utilidad en las

lecciones de inglés.

2. Técnica(s) / estrategia(s) educativa: Seleccione alguna técnica/estrategia(s) educativa que crea usted(es) se aplique al tema de su interés previamente seleccionado y basado en las lecturas o discusiones en clase (ej.: técnicas para el manejo de límites en el aula, estrategias para el trabajo cooperativo, técnicas de motivación, entre muchos otros). Esta técnica(s) debe ser presentada como tipo taller, con el fin de compartir y reflexionar el porqué ésta(s) puede(n) ser de utilidad en las lecciones de inglés.
3. O también puede(n) escoger algún otro tema que sea de su interés, pero que sea aprobado previamente por las profesoras. Algunas sugerencias son las siguientes:
 - Reflective Teaching in Second Language Classrooms
 - Teaching for Cultural Understanding
 - Curriculum Design: MEP's Program
 - Handling Student Diversity in the Language Classroom: Curricular Adaptations
 - Using Technology to Support Contextualized Language Instruction

Cada pareja o estudiante tiene 2 horas y 20 minutos para demostrar y ejecutar su taller de manera oral, creativa y en inglés. Deben de elaborar una descripción concisa y por escrito de los siguientes aspectos para compartir con sus compañeros(as) y profesoras:

1. Name of the workshop.
2. Explain why this workshop has a teaching value and it is useful for your classmates' teaching and learning practices.
3. Objectives
4. Content
5. Age or Level (if applicable)
6. Materials
7. Approximate Time and agenda for the workshop (if the workshop has games or activities)
8. Procedures
9. Possible variations (if applicable)

Proyecto Educativo (1 de 60%):

El siguiente proyecto se realiza de manera individual y su evaluación está desglosada de la siguiente manera:

- | | |
|--------------------------------|--------------------|
| 1. 2 Pre-Research Reports..... | 20% (10% cada uno) |
| 2. Final Research Paper..... | 30% |
| 3. Oral Presentation..... | 10% |

1. Pre-Research Reports (2 de 10%)

Cada uno de los estudiantes irá a observar a una escuela primaria. Cada estudiante tendrá un mentor (profesor(a) de inglés de la escuela primaria previamente seleccionada). Pasos a seguir:

1. Los estudiantes deben de observar de tres a cuatro horas por semana para detectar un problema, ya sea dentro o fuera de las lecciones de inglés o a algún caso en específico.
2. Al terminar las primeras observaciones, habrán fechas asignadas (ver cronograma) en donde cada estudiante debe enviar por correo electrónico u otro medio a otro compañero(a) de curso su reporte de observaciones con el siguiente contenido:
 - Concise description of the observations to explain the context of the problem and why it was chosen.
 - Possible research question(s).
 - Theoretical justification in which you explain why searching for solutions to the

- chosen problem are useful to the foreign language teaching and learning processes.
- Possible qualitative or quantitative instruments of measurement.
- Possible useful references

3. Al recibir las retroalimentaciones (8 días después), cada estudiante debe de revisar y formular un reporte mas detallado del avance de la investigación al problema detectado y entregarlo a las profesoras para su revisión. (ver cronograma)
4. El segundo reporte se va a basar en el mejoramiento del reporte revisado #1 y cada estudiante diseñará una posible propuesta de uno o dos instrumentos de medición (cualitativo o cuantitativo) al igual que presentará un adelanto de su Marco Teórico (Literature Review) de un mínimo de 2^{1/2} a 3 páginas (letra Arial 12 a doble espacio). Este segundo reporte también tendrá que ser enviado al mismo o a otro compañero(a) para recibir retroalimentación. (ver cronograma)

5. Final Research Paper (1 de 30%)

Al recibir el reporte #2 de avance de investigación cada estudiante tendrá 3 semanas para aplicar sus instrumentos de medición en la escuela donde realizó sus observaciones. Cada estudiante entregará un reporte final (letra Arial 12 a doble espacio).

Este reporte final también tendrá que ser enviado al mismo o a otro compañero(a) para recibir retroalimentación. (ver cronograma)

Notas importantes:

1. Cada reporte tiene una fecha asignada, no se recibirán reportes fuera de las fecha indicadas (ver cronograma).
2. El reporte final debe de ser presentado con portada, índice, empastado y escrito a doble espacio con letra Arial 12.
3. Cada visita a la escuela debe de ser comprobada de manera individual con fecha, hora y firma del profesor(a) mentor. Documento que será anexado en el reporte final escrito.

6. Oral Presentation (10%)

Cada estudiante tiene 25 minutos para presentar un resumen de su investigación (con ayuda de audiovisuales) de manera oral. Los 3 minutos finales de su presentación es para responder preguntas de sus compañeros o profesoras.

VII. BIBLIOGRAFÍA

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Seliger, H. & Shohamy, E. (1995). *Second Language Research Methods*. Oxford University Press

VIII. CONSIDERACIONES IMPORTANTES

• **Asistencia y Participación en clase:**

La asistencia se registrará por el reglamento de la División de Educación Básica el cual establece:

- Tendrá llegada tardía el estudiante que llegue durante los primeros 20 minutos después del inicio de la clase o el que se ausente de la clase por este mismo lapso.
- Llegar después de 20 minutos de iniciada la clase se considera ausencia.
- Tres llegadas tardías equivalen a una ausencia injustificada.
- **El estudiante tiene derecho al 10% de las ausencias injustificadas, más de esto implica pérdida del curso**
- Una ausencia podrá ser justificada única podrá ser justificada únicamente si el estudiante aporta los documentos respectivos (carta del director de la institución, incapacidad) en la siguiente sesión de clase.

La participación en clase es fundamental para el desarrollo y la conclusión exitosa del curso, así como, para el desarrollo de actividades y habilidades necesarias para el futuro profesional.

- La nota mínimo de aprobación es de 7.0
- Se debe respetar la fecha de entrega de los trabajos y presentaciones.
- Los trabajos que evidencien transcripción, duplicación o plagio comprobado implica pérdida del curso y los casos de gravedad, se elevarán a la Dirección de la Unidad Académica.
- El curso es de carácter teórico-práctico NO da derecho a examen extraordinario
- Quien no participe en los trabajos grupales dentro o fuera de la clase, perderá el porcentaje asignado.
- Los trabajos se registrarán por las normas de APA establecidas por la División de Educación Básica.
- Se revisará gramática y ortografía de los trabajos.
- Por favor mantengan sus teléfonos celulares, ipods y beepers APAGADOS durante la lección.

CRONOGRAMA (SUJETO A CAMBIOS DE SER NECESARIO Y DE COMÚN ACUERDO ENTRE LAS INSTRUCTORAS Y LOS ESTUDIANTES)

SEMANA	Fecha	ACTIVIDADES
1	28 Julio	Dinámica de presentación e introducción del curso Presentación y discusión del programa del curso Definición de Temáticas de Interés para los talleres Approaches to Classroom Investigation in Teaching
2	4 Agosto	Entrega de Reaction Paper #1: "Classroom Research" Entrega de Reaction Paper #2: "Basic Principles 1: Student and Teacher" Análisis y discusión
3	11 Agosto	Entrega de Reaction Paper #3: "The preparatory Stages of Research" Entrega de Reaction Paper #4: Basic Principles 2: Language and Language Learning" Análisis y discusión
4	18 Agosto	Envío del <u>primer avance</u> de investigación entre compañeros
5	25 Agosto	Taller #1: Encargado(s): _____ Entrega de Reaction Paper #5: "Researching Teachers and Learners" Entrega de Reaction Paper #6: "Preparation" Análisis y discusión <i>Retroalimentación del primer avance de investigación</i>
6	01 Setiembre	Reporte del Primer Avance del Trabajo de Investigación (Introduction and 4 observation reports)
7	08 Setiembre	Entrega de Reaction Paper #7: "Contextualization of Research" Entrega de Reaction Paper #8: "Preparing Instructional Objectives" Análisis y discusión
8	15 Setiembre	Feriado
9	22 Setiembre	Taller #2: Encargado (s): _____
10	29 Setiembre	Entrega de Reaction Paper #9: "Methods and Tools of Research" Entrega de Reaction Paper #10: "The Language Learning Continuum" Análisis y discusión

		Envío del <u>segundo avance</u> de investigación entre compañeros
11	06 Octubre	Taller #3: Encargado (s): _____ <i>Retroalimentación del segundo avance de investigación</i>
12	13 Octubre	Reporte del Segundo Avance del trabajo de Investigación (Literature Review and Methodology)
13	20 Octubre	Entrega de Reaction Paper #11: "Analyzing the data" Entrega de Reaction Paper #12: "Looking at Language Learning Strategies" Análisis y discusión
14	27 Octubre	Taller #4: Encargado (s): _____
15	03 Noviembre	Entrega de Reaction Paper #13: "Writing Research Reports" Entrega de Reaction Paper #14: "Practical Assessment, Research and Evaluation: Designing Scoring Rubrics for your Classroom" Análisis y discusión
16	10 Noviembre	Taller #5: Encargado (s): _____ Envío del <u>reporte final</u> de investigación entre compañeros
17	17 Noviembre	Entrega de Reaction Paper #15: APA Writing Style Entrega de Reaction Paper #16: "Techniques-Correction" Análisis y discusión <i>Retroalimentación del reporte final de investigación</i>
18	24 Noviembre	Presentaciones Trabajo Final de Investigación (Findings and Discussion, Conclusion)
		Presentaciones Trabajo Final de Investigación Evaluación del curso



CURSO: PROYECTO EDUCATIVO DE AULA EN I y II CICLOS

PROFESORAS: ALINA CASTILLO Y SUSANA MURILLO

1. "Classroom Research"
2. "Basic Principles 1: Student and Teacher"
3. "The preparatory Stages of Research"
4. "Basic Principles 2: Language and Language Learning"
5. "Researching Teachers and Learners"
6. "Preparation"
7. "Contextualization of Research"
8. "Preparing Instructional Objectives"
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