Corporación Universitaria Minuto de Dios

Faculty of Education

Bachelor in English as a Foreign Language

The Implementation of a Professional Learning Community to Support Out-of-Field

Teachers

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Bogotá, May 17th, 2019

Corporación Universitaria Minuto de Dios - UNIMINUTO

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The Implementation of a Professional Learning Community to Support Out-of-Field

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Authors:

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ACTA DE SUSTENTACION

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Acknowledgments

Now that we have come to the end of this path, we feel a lot of appreciation and gratitude with the people who helped in the development of this project because without them this could not have been possible. Below we will refer to them.

First, to God because his presence was always with us enlightening our words and giving us the health to keep working during those days and nights. Also, we would like to thank to the teacher Maryluz Hoyos, who since the first moment supported our proposal and later became our tutor, for her guidance, enriching comments when we were frustrated or discouraged, her disposition, patience, and her contributions in our research. Moreover, we are pleased with the teachers at UNIMINUTO who have accompanied us since the beginning of the career until this point, as they gave us the bases needed to develop this paper and grow professionally.

Finally, we want to express our gratefulness to the institution and the teachers who participated in the research, because of their willingness to be part of the activities and giving us the opportunity to support them and learn from each other.

Dedication

We wish to dedicate this journey to God and our family. Our parents, since they have motivated us to follow our dreams, not to give up, for their understanding in those moments in which could not be with them, also to our relatives who gave us encouragement with their words, and because they were all the time interested to know how the research was going.

Likewise, it is very important to mention that we would like to devote this inquiry to all the out-of-field teacher who everyday struggle to be better teachers, despite the little support they have. We want to offer them hope to keep improving their teaching performances.

Analytical Academic Summary
RAE

Authors	Otálora Díaz, Claudia Marcela Jaime Hernández, Yudy Marcela University students UNIMINUTO
Title	The implementation of a Professional Learning Community to support out-of-field teachers.
Type of Document	Research document
APA Citation	Otálora, C., & Jaime, Y., (2019) The implementation of a Professional Learning Community to support out-of-field teachers. (Monograph). University Corporación Universitaria Minuto de Dios, Bogotá, Colombia.
Key Words	Content knowledge, Out-of-field teachers, Pedagogical knowledge, Professional Development, Professional Learning Communities, Teaching Practices.
General Description of the Text	This study attempts to provide support to out-of-field teachers, who are the teachers who have limited knowledge about the subject they are teaching. For example: English, Chemistry, Science, Spanish, etc. For that, we chose five teachers (Normalistas Superiores) at a private school in Bogotá. Likewise, to see what could be done in order to help them in their teaching practices, the researchers used a Professional Learning Community for providing information about components, skills, and bases about English methodologies and approaches. What is more, the interviews observations, and questionnaires were used for collecting the data.
Problem(s) or Topic Addressed	How can a Professional Learning Community promote changes in the teaching practices and English knowledge of Out-of-field Teachers at a private school in Bogotá?
Important Theoretical Constructs.	The main construct of this research presents the out-of-field teaching phenomenon:

Relevant Content or ideas for my study	**Types of out-of-field teachers;** having in mind Ingersoll (2002), there are three types of out-of-field teachers; the first one refers to those who have taken an examination in order to guarantee their knowledge of English (TOFEL, FCE, IELTS…) most of the time, it refers to native speakers. The second type is the ones who have been in courses and they got a specific English level according to the Common European Framework. Lastly, the teachers who studied teaching methods and pedagogy, but not knowledge about the specific subject they are teaching. **Causes of out-of-field teaching;** Most of the studies point out at the school administrators and the regulations which are the ones who consider that teachers out-of-field can teach any subject, without giving them the corresponding training. **Suggested solutions:** To start having a change about this concern, it is necessary to revise the regulations, standards and national policies, for looking at what specific strategies are possible to implement for stating the qualifications of teachers. Another relevant recommendation is that the teachers with Master's in education should provide programs or courses to help the out-of-field teachers. The next construct explains some foundations for creating Learning Communities: **Definition of learning communities:** Basically, it is a group of colleagues who share experiences about their work, and how this collaborative process can help the members in the community to improve their performances and the results of the institution they are working for. **Types of learning Communities;** first we have the Communities of Practice, which are people who met because they have interest in common, but they do not necessarily share the same field. Then, Professional Learning Networks, this one is done through web sites in

	which professionals of a specific field share their goals and needs. Finally, the Professional Learning Community, in which all the organization has some encounters for talking about ways to get effective and better results, by creating meaningful reflections and giving important contributions for improvement.
Main Findings and Conclusions	After the implementation of the Professional Learning Community there were seen several changes such as; more use of the target language in the classes, a variety of activities using methods and approaches of English, the use of teaching materials and introduction to patterns of pronunciation. Nevertheless, with more encounters the results could have been greater. In the same way, to a certain extent, students got benefit thanks to those better practices, because they were more motivated, trying to pronounce the words correctly, their learning was more meaningful and now they are able to participate in their own learning process. During the paper we made emphasis on the use of traditional methods in our school, however, this is not only happening in this institution, since many of the administrators still have that conception of teaching. Similarly, the out-of-field teaching phenomenon in primary school is evident in Colombia, and it has not been given the important that this phenomenon deserves.

Table of Contents

List of figures

Abstract

The out- of field teachers' phenomenon is a common issue that has been studied around the world. Nevertheless, the alternatives to cover this phenomenon have been low. Even Colombia presents hundreds of cases in several schools that have not yet been identified as Out-of Field Teachers, but those cases are a reality in our country. As consequence, this study aimed to determine the changes in the teaching practices of out-of-field teachers after the implementation of a Professional Learning Community (PLC) at a private school in Bogotá. Moreover, in order to answer the main question, teacher's knowledge and changes in their teaching practices were considered using different data collections methods such as interview, observations, and questionnaire. Those instruments permit us organized the findings in two main categories: The teacher´s awareness and application of methodologies and knowledge of English suggests that both, content knowledge and pedagogical knowledge are essential in teaching, and undoubtedly, the teacher´s quality influences students´ motivation. On the other hand, the second category reveals the opportunities and obstacles to create a PLC. Finally, the findings obtained were the basis for the implementation of PLC as an alternative and functional strategy to be used in the schools to support Out-of Field Teachers, and to promote Teacher´s Professional Development.

Key words: Content knowledge, Out-of-field teachers, Pedagogical knowledge, Professional Development, Professional Learning Communities, Teaching Practices.

Resumen

El fenómeno de los profesores fuera de área (Out-of-Field Teachers) es un problema común que se ha estudiado en todo el mundo. Sin embargo, las alternativas para cubrir este fenómeno han sido pocas. Incluso, Colombia presenta cientos de casos en varias instituciones que aún no han sido identificados como profesores fuera de área. No obstante, esos casos son una realidad en nuestro país. Como consecuencia, este estudio tuvo como objetivo determinar los cambios en las prácticas de enseñanza de los profesores fuera de área después de la implementación de una Comunidad de Aprendizaje Profesional en un colegio privado en Bogotá. Además, para responder a la pregunta principal los conocimientos adquiridos y los cambios de los docentes en sus prácticas de enseñanza, se consideraron diferentes métodos de recopilación de datos, como entrevistas, observaciones y cuestionarios, estos instrumentos nos permitieron organizar los hallazgos en dos categorías principales. La primera, "La aplicación de metodologías y el conocimiento del inglés" la cual sugiere que tanto el conocimiento del contenido como el conocimiento pedagógico son esenciales en la enseñanza y que la calidad del maestro influye en la motivación de los estudiantes. Por otro lado, la segunda categoría revela las oportunidades y los obstáculos para crear un Comunidad de Aprendizaje Profesional. Finalmente, los hallazgos obtenidos fueron la base para la implementación de la Comunidad de Aprendizaje como una estrategia alternativa y funcional que se puede implementar en los colegios para apoyar a los profesores que están fuera del área y también para promover el desarrollo profesional de los docentes.

Palabras claves: Comunidad de Aprendizaje Profesional, Conocimiento del contenido, Conocimiento pedagógico, Desarrollo Profesional, Prácticas Educativas, Profesores fuera de área.

Introduction

At the time, one of the researchers was working in a private school in Suba with a certification of Normalista Superior; she was asked to teach all the subjects in first grade. In the same line, her colleagues in primary education had to teach all of those areas in their corresponding grades. Indeed, this is a current phenomenon in the lower courses in many schools in Bogotá and around the world, and it is called "out-of-field teaching", which means having no or limited training about the subject you have to teach. For the school administrators and many teachers, this is seen as something normal, but if we pay careful attention to this issue, it is possible to see that many consequences are seen in the teaching practices and feelings of those teachers.

The literature and the findings have shown that for having an accurate and appropriate teaching and learning process, teachers need to have Content knowledge and Pedagogical knowledge of the subject they are teaching. In fact, if they do not have one of these, they will feel that they are not good enough or competent in their professional careers. In order to help those teachers to gain knowledge about the English subject, we decided to use a Professional Learning Community (PLC). Next, we will illustrate the order of this study:

- ➢ In Chapter one the reader will find complete information about the institution chosen for doing the research; essentially, this research was done with five teachers in a private school in Suba, Bogotá, who are teachers out-of-field as they have to teach all the subjects from one specific grade, and with a degree of Normalistas Superiores.

➢ The second chapter shows how we identified this matter in the institution, the importance of studying the out-of-field teaching phenomenon, the deficiencies of other studies, the research question and our aims at the beginning, during and at the end of this investigation.

➢ Along chapter three, it is going to be found the constructs that support the analysis of the out-of-field teaching problem, its definition, some of its causes, its different types, the possible solutions suggested by different authors and to what extent this is affecting the teacher's efficacy and confidence. Then, what the literature says about learning communities and finally the legal framework.

➢ In chapter four, we present the type of study and, the methodology we used for the research, a description of our population and our instruments. In essence, for collecting the data, we used one initial observation of those teachers to determine their needs, an interview to identify their knowledge of English structures and methodologies and the possibilities for creating a PLC. Besides, for getting the results we had eight meeting in a PLC about the topics they proposed and the ones we could state as missing in their classes. Finally, an observation to see the application of the concepts seen in the encounters.

➢ For chapter five, the data collected from the three instruments is described and discussed, by looking at the principal needs and weaknesses and how along the process of the PLC it was conceivable to see changes in the teaching practices of the out-of-field teachers who were participants in the inquiry.

➢ Lastly, in Chapter six, it is going to be provided the concise findings of the investigation, and the points that still need to be studied.

1. Contextualization

This research study was carried out in a private institution, located in Suba, at the northwest of Bogotá, and whose mission is to:

Formar una personas en constante desarrollo de todas sus potencialidades humanas, éticas e intelectuales dentro de la cultura del amor, de tal manera que su personalidad, se estructure en correspondencia con él deber ser; un ser creativo, innovador emprendedor, responsable, líder y honesto; que se ame a otros y que ame su quehacer, que posibilite su desarrollo integral como un ser generador de cambios, ampliando su conocimiento para mejorar su entorno cultural a través de la investigación y del trabajo." (Rafael Maya, 2018, pág. 3)

 [To educate a person in constant development of his/her human potentialities; such as ethics and intellect in the culture of love, and in this way his/her personality will be structured in agreement with the duties to be; creative, innovative, entrepreneur, responsible, leader and honest. Also, a person who loves others and who loves his/her work, a person who facilitates his/her comprehensive development as a generator of changes, expanding his/her knowledge to improve in the cultural environment through research and work].

Furthermore, the paradigm that is used in this institution is *"Pedagogía Conceptual"* that in accordance with Zubiria, (2007) is focused on teaching students not only for school, but also for their life. Besides, the objective is to equip students with interpersonally, intrapersonal and socio-group competences in order to explore their talents. Another important characteristic of this paradigm it is developed in stages.

The stages in the Institution´s approach start with *"Motivacion"*, in which teacher engages students with the affective learning arguing the necessity to use knowledge in their real life. Second, *"Enunciacion";* in this stage teacher provides students with the most important instruments of knowledge to develop the topic. Third, *"Modelación",* for this part teacher models and helps with the process to achieve the student´s comprehension and learning.

Fourth, *"Simulación",* in this stage students develop the process and the teacher checks student´s understanding, clarifies doubts, and gives them a feedback of the activity. Fifth, "*Ejercitación",* students practice the topic base on the acquire knowledge. This stage can take more time because students have more opportunities to practice. Finally, *"Demostración"* in which teachers evaluate and assess the competence in order to verify the quality and transcendence of the acquired knowledge. In that sense, the institution´s approach was adapted with the stages of the English lesson class to contribute with some strategies that teacher can apply in their classes as it is shown in the Figure 1.

Lastly, the school was chosen having in mind that the teachers who work with primary school learners in the English subject are out-of-field teachers, and the aim of this investigation is to contribute in their teaching practices to improve in this subject.
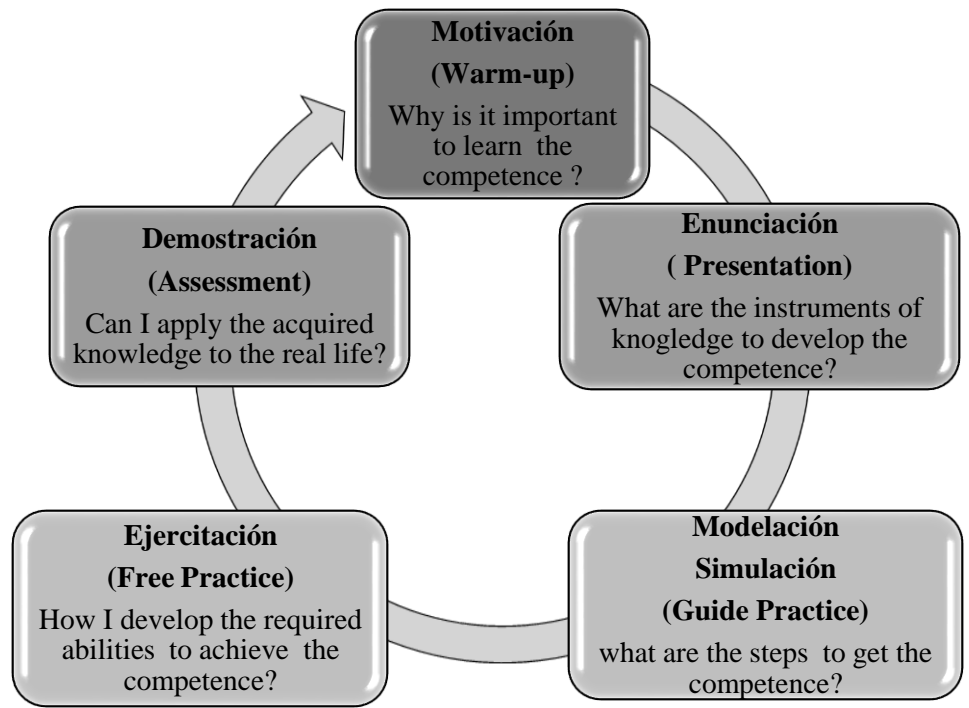
Figure 1. Stages of the Institution´s Approach. Own creation adapted from the English lesson plan.

2. Problem

2.1 Description of the problem

In recent years the acquisition of English as a second language has become a crucial mean to get better opportunities in the professional world. Consequently, in different countries the schools have started to introduce English in the primary levels as a foreign language to improve young learners' performance. Nevertheless, some schools do not have in mind the necessary conditions to be successful in the process. Cameron (2011), believes that "there are two common misconceptions related to teaching English to young learners: that teaching English is a straightforward process that can be undertaken by anyone with a basic training in ELT, and secondly, that the language taught to children only needs to be simple as cognitively, they are not as developed as adult or teenage learners" (Cited by Emery, 2012, p.5). That is the reason way there are teachers who are trained as primary teachers, but without specific qualifications or training to teach the English language.

According to an online survey carried out by the British Council with 2,478 teachers around the world, local teachers associations and local universities in different countries such as Bahrain, Bangladesh, Barbados, Cameroon, Croatia, Czech Republic, Egypt, Germany, Italy, India, Romania, Poland, South Africa, Sri Lanka, Sudan, Uruguay, the USA and Yemen, 35 percent of teachers said they did not have a qualification to teach primary levels, and 21 percent reported that they were not qualified specifically to teach English. In the same way, they mentioned that teachers with higher qualifications in the English subject are assigned to secondary schools while young learners are deprived of being taught by some of the more experienced teachers.

Under those circumstances, in many schools, the teacher who is teaching the English subject to young learners is not an English teacher. In fact, sometimes it is a Math teacher or a Spanish teacher; that is what we called "out-of-field teaching". As reported by Ingersoll (2002):

> The phenomenon of out-of-field teaching – teachers assigned to teach a subject for which they have inadequate training and qualifications – is a crucial, but long unrecognized problem in schools. It is a crucial issue, because highly qualified teachers, may actually become highly unqualified if they are assigned to teach subject for with, they have little training of education (P. 3).

This issue was evidenced in a private institution where the teachers in charge of teaching English in primary school are Normalistas Superiores; as stated in the MEN, these are professionals that study for two years to acquire pedagogical knowledge of all the subjects for basic education and they are alumni from Escuelas Normales Superiores. Consequently, those teachers can be considered "out-of-field". As stated by Ingersoll (2002) the problem with *teachers who have a teaching certification in the field* is that "simply having a certificate in the broad field may not mean teachers are adequately qualified to teach all of the subjects in disciplines within the field" (p.13).

Therefore, as they receive general knowledge of the subject, their duties become more demanding and challenging. Having this in mind, it is difficult to teach a subject in which they have little education or training, no opportunities to reflect about their teaching practices and no support. As in the case of the teachers where this project took place, they told us in the interview that they were teaching English because it is mandatory and they are aware that they still need to strengthen the bases they have. On the other hand, teachers mentioned that

they currently have trainings, but those are not related to English; for that reason, they do not have many opportunities to share their experiences in the classroom.

To analyze this issue in the institution, the researchers collected the data taking into account an interview which was taken by the teachers from first to fifth grade at a private school. With the main findings we could determine that all the teachers are Normalistas Superiores. For that reason, the teachers have to teach about eight to eleven subjects such as Spanish, Math, Science, Social studies, Art, Ethics, and English. Hence, they are aware of the fact that the English subject requires clear understanding of the topics, consequently, it is difficult to teach it. **Question:** ¿Qué le genera más dificultad al orientar la clase de inglés? **Teacher B:** "El explicar y la gramática, no tanto la pronunciación, pero si lo que es la explicación y la gramática sí, porque no lo sé, entonces se me dificulta bastante enseñárselo a los niños". Next, they relate that they do not know the methodologies and approaches in English Language Teaching because their training as a Normalista Superior was too broad. **Teacher E:** "No tengo idea ni de las metodologías, o modelos pedagógicos porque no soy especialista en el tema", **Teacher A:** "Pues conocía, me enseñaron metodologías del inglés, pero que ahorita no me acuerdo, tengo ciertas bases como que puedes utilizar fichas o ciertos materiales".

We already argued that out-of-field teachers have more difficulties when teaching, because of the minor knowledge they have in the subject. In line with this idea, Pillay, Goddard & Wills (2005) say that these teachers have to do extra research and work to be prepared for the class, adding stress to their schedules and this is often the result why some teachers decide to leave their jobs because of frustration and their self-esteem is also affected. For instance, in the interview the teachers mentioned that to overcome the difficulty to teach

the English subject, they look on the internet for texts and videos that allow them to obtain the information to teach the class, and if that does not work, they ask the bachelor's degree English teachers. **Teacher B:** "Uno de los grandes problemas al orientar la clase es nuestro desconocimiento de la pronunciación y la gramática por lo cual debemos recurrir a videos en internet o a los compañeros de bachillerato"

Additionally, the teachers declared that the institution's approach is based on the training for getting ready to take the ICFES exam, and because of this, they only taken into account the vocabulary and a little bit of grammar aspects, avoiding speaking, listening and writing. Unfortunately, despite of having proficient students, they are limited by the purposes of the school. Furthermore, the intensity of the time in the subject is not enough, since only two hours per week are given. **Teacher E:** Pues yo pienso que la parte que menos se ejercita acá es la lectura y la pronunciación, de pronto falta como un poquito más de espacio para eso, además el colegio tiene a la semana dos horas de inglés nada más".

Finally, not only the interviews with the teachers, but also our experiences as teachers and students have been the reasons why the study is focused on this concern. In order words, one of the researchers studied as a Normalista Superior and during her teaching training she received knowledge about some specific subjects like; didactics and methodologies of Spanish, English, Mathematics and Science, bearing in mind those studies she affirms that the training and time was not enough, then she maintains that she was never taught the approaches to teach English, how to develop a lesson plan and other important aspects such as the pronunciation, morphology and syntax. Moreover, most of our colleagues at work have experienced the out-of-field teaching phenomenon during their careers.

In terms of understanding the problem, Sambe (2015) states that some of the reasons why this situation is constantly seen in many schools is because of the budget cuts; due to the fact that there is a high number of unqualified teachers in the institutions. In fact, when some teachers leave their positions since they want to look for better opportunities or better salaries, the administrative authorities decide to go for the easiest solution that is to assign a teacher that already works in that school in a different field to replace the other teacher while the institution employs a teacher with knowledge and experience in that field. "The administrators of the school scramble to assign another teacher to fill the position, often an instructor who has not background in that particular terrain" (p. 1). Having in mind this, it is safe to say that the cause of this phenomenon is related to the policies and school administrators that give so many responsibilities to the out-of-field teachers.

2.2 Statement of the problem

How can a Professional Learning Community promote changes in the teaching practices and English knowledge of out-of-field teachers at a private school in Bogotá?

2.3 Justification

The controversy here is that in most schools, according to the article No. 12 in the MEN, Normalistas Superiores are supposed to be qualified to teach all the subjects, however, this misconception is causing some troubles in their teaching practices. Not only these teachers are overstressed, but also these wrong procedures are affecting their self-esteem and self-efficacy. Besides, some of these teachers prefer to leave their jobs or teach the subject in a poorly way. That is why there is a need of an environment in which they can share how they feel teaching English, reflect about their experiences, bring their activities to suggest ways to improve them, and be part of some meetings to work on their needs.

Taking into consideration Kelchtermans (2005), he recognizes "the high stress situation resulting from standing in front of a class when, despite having prepared as best as possible, the teacher was still aware that he cannot really do the job" (Cited by Coetzer & Coetzee, 2015, p. 3). By this we mean that it is totally different to teach a class in which we have extensive knowledge and preparation than teaching a class we had to prepare based on the internet or a video.

In fact, according to Hobbs (2015), the out-of-field teaching problem is a reality that many schools should manage with the support and retraining for these teachers. Considering the previous statement, it is pertinent to mention that schools are guided by some standards in which it is established that Normalistas Superiores have to teach any subject that they are required, because their studies allow them to teach in preschool and primary school. According to MEN (resolución 1994, Art. 112), "Las escuelas normales debidamente reestructuradas y aprobadas, están autorizadas para formar educadores en el nivel de preescolar y en el ciclo de educación básica" (p. 24). [The Normales Superiores, properly restructured and approved, are authorized to train educators at the preschool level and in the basic education cycle].

However, the institutions are not aware of the consequences on those teachers, due to the fact that it is very difficult to ask them to train those teachers. In this sense, one the best ways to overcome this situation is to involve the out-of-field teachers in an environment to support each other and probably give advice about how their classes can be more suitable through a community. In concordance with DuFour (2004) & Hord (2009), "Professional learning communities (PLCs) were considered some of the most important structures to ensure the success of all students in the present-day society" (p. 5) (as cited by Curry, 2010).

At this point, it is significant to highlight that the focus of this study is the out-of-field teachers, however students that are being affected because of these inappropriate practices will in a certain degree improve their performances as well. As cited by Ghasemi & Hashemi (2011), it has been studied that from birth to the age of ten is the best time to introduce a new language to young learners, since they will learn faster, they will retain better and they are more likely to have near-native pronunciation. Furthermore, Espinosa (2014) said that children acquire a language without much effort; nevertheless, this process can vary according to the learning environment, input and opportunities to use the target language. That is why it is worth mentioning that even when teachers are working with young learners and they are probably studying basic aspects of the English subject, the teachers need to be able to integrate different methodologies, strategies and techniques, as during this age, students have more opportunities to understand and acquire structures, indeed, they will be equipped with strong foundations for the higher courses. Then, if students were not well prepared in primary, for us "English teachers" the process of teaching English is going to be a real challenge.

This study attempts to address some of the gaps in the literary works. To begin, the previous literature shows that studies have focused their attention on describing the out-of-field teaching issue, suggesting possible causes and solutions that might work to solve the situation, but without any implementation to manage it. We have chosen two research inquiries which exemplify this; a study carried out by Ingersoll (2003), in which he stresses that the solution to the issue is totally related to the school's administrators since they are being benefitted, and also, he points out the possibility to train the out-of-field teachers. By the same token, Du Plessis (2017) in her investigation points to how the management and

leadership in schools needs to take into account some "fixes" for the professional development of out-of-field teachers. To this regard, we want to recognize whether or not Professional Learning Communities can be useful to support these teachers and give them an opportunity to deliberate and built a collaborative process as a way to help the out-of-field teachers, and consequently students.

On the other hand, in the literature, most studies have been focused on Science, Chemistry, History, Math and other subjects. The consequence of this is that those studies were developed in countries where the mother tongue is English, for that, the English subject is not the matter of study in those researches. Let us consider a few examples; Seshea (2017) wanted to understand the learning experiences of out-of-field teachers in Social Sciences by using interviews, diaries and a case study method in six secondary schools. Also, Hill & Dalton (2013) were interested in whether or not Math teachers are certified and how well evaluated they are to determine their qualifications and the connection this has with the student´s achievement. Similarly, Hobbs & Kenny (2015) carried out a study about the professional development programs and methodological issues for teachers of Mathematics and Science who were teaching out-of-field. Therefore, this present study contributes to the current literature related to out-of-field teachers as it is focused on a subject such as English as a Foreign Language.

Lastly, when reviewing the out-of-field teaching studies we noticed that some of them had the outcome of measuring the degree or impact of this matter. First, in one research carried out by Ingersoll (2002) different methods to measure out-of-field teachers were revised in order to state their qualification, and how these methods can help to address this problem. Next, Olmos (2010) was intrigued to measure the reason why out-of-field teachers

were more likely to abandon their positions, using as sample some teachers of a secondary public school. In contrast to those researches, we are not trying to test them, but our purpose is to give them support in their teaching practices and give them the opportunity to share their strategies and activities to improve and enrich them.

It is necessary to clarify that this study would benefit in the first place the participant institution. Then, out-of-field teachers of any subject, because the finality of this research is to create a space in order to help these teachers to favor their teaching practices, share and understand their own and other's experiences when doing their duties in a field in which they do not have expertise and find a support in qualified teachers. In the same way, the administrative authorities in charge of some institutions who are facing these problems as a way to help them understand the implication not only in those teachers, but also in students caused by politics and misbelieves about teaching. Finally, students doing academic bachelor's degrees or different studies related to education as a step to struggle for a suitable education in which students and teachers have adequate and a quality education.

2.4 Objectives

2.4.1. General Objective

- To determine the changes in the teaching practices of out-of-field teachers and their knowledge of English after the implementation of a Professional Learning Community at a private school in Bogotá.

2.4.2. Specific objectives

- To diagnose the out-of-field teacher's knowledge and teaching practices in their English classes.

- To identify the teacher's perceptions of the implementation of a Professional Learning Community.

- To evaluate out-of-field teachers understanding and teaching practices after the implementation of a Professional Learning Community.

3. Referential Framework

3.1. Background framework

Out-of-field teachers can be defined as the ones who have to teach a subject without or with general knowledge of the content and methodologies of the area. On the authority of Zhou (2012):

> Out-of-field teachers are those whose academic training does not match the subject they are teaching. Out-of-field teachers lack sufficient training in the subject matter. Thus, they are deficient on two main aspects for being good teachers: subject matter content knowledge and pedagogical content knowledge (p. 8).

Considering that definition, it is a well-known fact that out-of-field teaching is connected with the success of the students, also it has an effect on teachers' self -efficacy and self-esteem, and as a result education can be affected.

Despite of the fact that out-of-field teaching has been observed for a long period of time in many classrooms all over the world, only nowadays people are recognizing its relevance and impact in the learning and teaching processes. Because of that lack of appreciation, a solution has not been given. For instance, in recent years authors such as Ingersoll (2002), Hobbs (2015), Du Plessis (2017), Sambe (2015), Weldon (2016) and Dee & Cohodes (2008) have studied its main causes, consequences, impact in education, and teachers' perceptions.

The objectives of this literature review are divided in two parts. First, we will relate the consequences, implications and how other studies have addressed the out-of-field teaching issue. Then, we will establish whether or no learning communities have been

successful to improve the process of the students and support teachers. In order to do the analysis, we will relate important aspects of each study such as the participants, the aim, methodology used, theoretical framework, and results.

The first is a qualitative study by Du Plessis (2007), done in South African schools and with the aim of describing the implication of the out-of-field teaching phenomenon for school management, teacher quality and education. It establishes that one of main obstacles to overcome the out-of-field teaching situation are the policies in school that give the teachers the responsibility of teaching a subject for which they are not prepared. As a consequence, the teacher quality is affected, and poor teaching practices are seen in the classrooms. Besides, assigning a teacher to teach any class without knowledge promotes ineffective management. When collecting the data, the author used 22 semi-structured interviews to teachers who have been out-of-field, school managers and parents.

With the data in mind the author could conclude that the out-of-field teaching phenomenon influenced the teacher's perceptions about their abilities and effectiveness since they made a critical evaluation of themselves and they felt disappointed, stressed and useless; due to this situation, they were having problems with their colleagues, students and parents. Also, the teachers declared that there was not support for out-of-field teachers and that was the cause of the poor decisions of administrators. Further, they said that they tried to hide the fact that they had a lack in the discipline and in order to improve their knowledge they did extra hours and asked specialist teachers to support them.

In the second study, Hobbs (2015) declares that the absence of qualified teachers is increasing the out-of-field teachers in many schools in Australia, more specifically in terms of science and Mathematics. As well as this, several studies have described the effects of out-

of-field among teachers and learners. Finally, it has been demonstrated that teaching out-of-field can affect teaching competence, teacher's identity and self-efficacy. The purpose was to give a general understanding to school leaders and teacher educators about the limits, meaning and associations between in-field and out-of-field teachers and how contextual factors, personal resources and their perspectives are influencing teacher identity and teacher self-assessment. As a way to collect the data, the author used three regional secondary school that were not specified in the research since the author referred to them as School A: with 142 students, School B: with 220 students and School C: with 732 students and finally 23 science and Mathematics teachers.

At the end, the author determined that all the teachers have taught a subject in which they are not fully qualified. Also, all the teachers felt at some point out-of-field since they lacked background in the subject or they had not received adequate preparation for the subject. In addition, many teachers related that the reason for feeling out-of-field was the absence of teaching strategies, methodological issues and knowledge of the curriculum. Finally, background in the subject established patterns of success and interest and the lack of it, failure and dislike.

The third study, Güven & Çakir (2012) described self-competence and self-efficacy. With this intention, English language teachers are required to have basic skills and knowledge in order to be efficient. Teachers should have pedagogic competence, which consists of four components: management, teaching, preparation, and assessment. In addition, the authors mentioned that primary teachers should have the competence that is specific to young learners. The primary level teacher should be knowledgeable about the child-centered activities, and specific and general areas of teaching. On the other hand, the

literature sets some specifics teachers' competences. (1) Competence in subject matter, (2) professional (pedagogic) competence, and (3) cultural competence. Finally, teachers can be categorized in three groups; the first group of teachers has background in ELT. The second group consists of the graduates of Linguistics or American/English Language and Literature and the third group consists of the students of Anadolu University, Open Education Faculty (OEF), Department of ELT who have completed their first two years of training. The main purpose of this study was to investigate whether or not primary school English language teachers' self–efficacy beliefs changed according to different variables: (a) the department graduated. (b) Taking a course about teaching English to children. (c) Taking an in-service training. (d) Experience. For this dissertation, the researchers worked with 266 English language teachers working for the public primary schools in the villages and the city center of Mersin in Turkey in 2004.

After analyzing this population, study revealed that there was a significant difference between the self-efficacy belief of the group of teachers who were instructed in English but not educated for being a teacher (group 3) and the graduates of ELT departments (group 1). In the same way, self-efficacy belief of the group of English teachers who were the graduates of English/American Language and Literature (group 2), and Linguistics was significantly higher than the group 3. However, no significant difference was observed between self-efficacy belief of the group of the teachers who were the graduates of the ELT departments (group 1) and the graduates of English/American Language and Literature (group 2). The teachers who had taken a course about teaching English to children perceived themselves more efficacious than the teachers who had not taken one. Finally, the study presented that self-efficacy belief of the teachers did not change according to their work experience.

The fourth study carried by Ingersoll (2002) was a quantitative study and the center of attention in the literature was five decisions to measure out-of-field teaching. First, Setting the Standard for a Qualified Teacher, in which you have to take in account teachers who have passed a subject-area exam, teachers with a set number of courses in the field, and those with a teaching certificate in the field. Second, Defining Teaching Fields and Matching Them with Training Fields. Third, Identifying Those Assigned to Teaching Fields, in which is important to distinguish among teachers for whom it is their main field or all those teaching one or more classes in a field. Fourth, Selecting the Entity to be Measured, in which you can chose, teachers out-of-field, classes taught by out-of-field teacher or students taught by out-of-field teacher. Finally, Choosing School Grade Levels to Be Examined.

In this work, the aim was to clarify the strengths and limits of each type of measure in order to aid researchers in their decisions as to which was best to use in their analyses and to help users to interpret what any given measure actually indicates about the extent to which there exists underqualified teaching in classrooms. The author also analyzed the NCES' Schools and Staffing Survey. This was the largest and most comprehensive data set available on teachers and on the staffing, occupational, and organizational aspects of elementary and secondary schools. He also focused on the public-school portion of this survey; the sample contained about 47,000 teachers employed in about 9,000 elementary, secondary, and combined public schools.

After the implementation of the study, the author resolved that the different measurement decisions could be consequential and dramatic for out-of-field teaching. Also, all of the above-discussed measures were correct, their differences resulted from the same phenomenon in different ways. As well, if you want to measure teachers assigned to teach

subjects for which they do not have preparation, the most useful type of measure is probably the one that focuses on the portion of all those teaching the core academic subjects. At the end, the most important is to select carefully the measure to be used, and understand the strengths and weaknesses, advantages and disadvantages of each.

Muñoz (2009), the author of the fifth study, claimed that the theoretical and methodological contributions of the article were, firstly recognizing communities of practice general characterization and pointing out their conceptual elasticity and moral ambiguity. Secondly, the article introduced a general map of different recent approaches concerning the creation and development of professional learning communities in schools. Finally, some pieces of advice were discussed and justified for creating and maintaining communities of discourse and practice committed to a specific teacher learning and a democratic school improvement. His intention was to analyze certain budgets and dynamics related to the creation of learning communities, which could be developed in educational centers, with the aim of improving the professional development of teachers, the functioning of educational institutions, and the experiences and learning of students.

Besides, the author presented his arguments about learning communities based on other authors such as Escudero (2009), Bolam (2005), Bolhuis (2006), Darling (2006), and studies such as Formacion del Profesorado y Realidades Educativas, and Cultural Teaching and Educational Change among others. Based on the data, the author established that the proposal and purpose of a teacher learning community had to make explicit what the theoretical framework within which it operates was.

The last research in this literature review was done by Curry (2010), and states that Professional Learning Communities have been gaining a lot of popularity and acceptance as

a way to have teachers and principals working together, share a vision and make agreements in order to improve student's learning. Importantly, the results of many studies have shown that self- efficacy increased when teachers and administrators are able to interact and collaborate among them. However, many schools still need to know how to implement PLC properly. As well as this, the goal of the thesis was to determine to what extent using Professional Learning Communities had a negative or positive difference among elementary, secondary teachers and administrators, taking into account their perceptions about self-efficacy based on their experiences as professionals. Besides, the idea of PLC is to help teachers to create a better learning environment for students. In addition, the research focuses on teachers from a public school in Texas, the reason for choosing this population was because in that school a Professional Learning Community had been implemented for six years.

The results of this study were that to have a successful and effective learning environment in any school, it is significant to make an appropriate implementation and make use of Professional Learning Communities, and that demographic characteristics have some impact in the application of PLC. Differences exist between elementary and secondary teachers, but it does not necessarily mean that some communities obtain more achievement than the others do. Besides, differences exist in the implementation of PLC between teachers and administration because of the among of job and responsibilities.

When organizing the studies that we mentioned above, we determined that four of them are related to out-of-field teachers. In first place, Du Plessis (2007), the results of this study highlight what we have been discussing in terms of the lack of support that out-of-field teachers have and in the same way, our participants and the ones in this research in spite of

being affected because of this phenomenon they were not willing to tell others that they have insufficient knowledge in the subject.

Furthermore, Hobss (2013) presented significant information related to the analysis of the impact that out-of-field teaching had for a confident and competent teacher and to what extent this issue is seen in schools. On the other hand, according to the results of the study and what we established in our research project, it can be said that most of the teachers have experienced the out-of-field teaching during their careers and importantly that one of reasons is because they lack methodology in the subject.

Also, the study led by Güven and Çakir (2012) is useful for our research because it gives us important foundations to know how out-of-field teachers feel according to the situation in which they are. Considering that we want to create learning communities, it is essential to know what kind of population we are working with, and according to this, know which the best strategies are to be able to support them in their pedagogical practices.

Eventually, Ingersoll (2002) has an important study as it suggests appropriate ways to measure teachers, depending on what kind of out-of-field teachers the researchers are working with. In this sense, it is useful for us, in order to determine the type of teachers in our study. For instance, as we are going to work with Normalistas Superiores according to this author these teachers can be classified as the ones who have a c*ertification in the field.*

As well as this, the studies relate to Professional Learning Communities are; Muñoz (2009), who provides suitable information for our research, taking into account that the focus is learning communities, so in this we can see theoretical and methodological contributions which allow us to understand in a better way how each type of learning is relevant to improve

our education. On the other hand, we can identify what kind of learning communities are appropriate to develop because the article shows the differences among communities of discourse and practice, and in the same way, it sets the importance of them to develop professional learning in schools.

Likewise, Curry (2010) gave us a lot of foundations since it explores the impact of professional learning communities among teachers of elementary, secondary school and administrators determining that through this PLC, and the cooperative and interactive process involve there, teachers and administrators can contribute positively in a better learning environment and the improvement of their self- efficacy and professionalism.

As a conclusion, after searching in several date-bases there was not possible to find any study related to out-of-field teaching in Colombia, For instance, the study of Du Plessis (2007) was developed in South Africa, the one of Hobbs (2013) in Australia, the research of Güven & Çakir (2012) in Turkey, then, the inquiry of Ingersoll (2002) in Philadelphia, and finally, the study of Muñoz (2009) in Spain, which illustrates that all of those researches are international, none of the is national. Nonetheless, this does not mean that we are not facing this problem, on the contrary it is seen in several institutions, but as we already argued, schools, teachers and principals are not taking this issue with the significance that it has. Furthermore, in some studies the authors provide possible solutions to this phenomenon, but these have not been implemented.

3.2 Theoretical framework

This theoretical framework will provide background information of the significance, the extent, the types of out-of-field teachers, the causes, the implication among teachers and

the clarifications to tackle out-of-field teaching. In addition, it will present the theoretical foundations of learning communities; such as the types, components, its effectiveness and lastly its contribution in terms of teacher collaboration and professional development.

3.2.1 Out-of-field teaching

During this study the definition of out-of-field teaching has been mentioned in different moments. However, to an important degree it is necessary to have complete understanding of the connotation that out-of-field teaching has. That is why we want to highlight the definition provided by McConney & Price (2009) "Teaching 'out-of-field' refers to the practice of teaching in a subject, field or level of schooling for which a teacher has neither a major nor minor tertiary qualification" (p. 86). As stated above, not always the out-of-field teaching phenomenon refers to a teacher who does not know anything of the subject, also can be a teacher who has some basic foundations, that is why Normalistas Superiores can be illustrated as out-of-field teachers.

On the other hand, it is pertinent to say that this is not new, this problem of unqualified teachers has a long history, as stated by Ingersoll (2001) "this issue has long been unrecognized, however, largely due to an absence of accurate information about it-a situation remedied with the availability, beginning in the early 1990s, of new data on teachers" (p. 21). Nevertheless, only nowadays there are several studies that support the ideas that out-of-field teaching needs to be managed and there is a need for giving this concern the importance that deserves.

3.2.2. Types of out-of-field teachers

According to Weldon (2016), out-of-field teachers are qualified in two areas. First, teachers who have studied the subject (for at least one semester) but may or may not have studied teaching methodology in that subject. In Colombia conforming to the MEN, any professional can aspire to be a teacher without having advanced pedagogy studies; as a result, there are several professionals as engineers, philosophers, biologists, accountants, who are teaching in private and public school. However, the professionals who decided to work as teachers will have to do a pedagogy study during the first year of work. Ingersoll (2002), mentions the previous fact as teachers with subject knowledge, they know what to teach, it is supposed that training in teaching methods is unnecessary and that having an academic degree in a subject is sufficient to be a qualified teacher in that subject. Second, teachers who have studied both subject area and teaching methodology in that subject. In this sense, teachers who know how, what to teach, and for this area, there are three standards for qualified this kind of out-of-field teachers.

3.2.2.1 Teachers who have passed a subject-area exam

The following transcription exemplify the next type of teachers. Ingersoll (2002), draws his attention on those teachers who have taken different examinations that demonstrate their educational and pedagogic qualifications. For instance, teachers who want to apply for a job have to present and pass an appropriated exam in the specific field. In the Colombian District of Education if a teacher who does not have a Bachelor, wants to get a job as an English teacher, he or she can present one English test such as TOFEL, FCE OR IELTS. In the same way, MEN applies a test while teachers are working, this test is APTIS that according to the MEN (Resolución 9317, 2016) is designed specifically for people working in education to help raise the quality of teaching in the institutions. Based on these results,

the MEN will have a baseline of the level in which the English teachers are located and will implement training strategies that respond to their needs; and in this way, both the teacher and the student can improve their communication skills in the second language.

3.2.2.2. Teachers with a set number of courses in the field

In agreement with Ingersoll (2002), the second out-of-field teachers are qualified teachers in specific fields by counting the actual number of post-secondary courses teachers have completed in those fields. Nevertheless, these sorts of post-secondary course have had several problems of validity and reliability. Analysts at NCES (National Survey of Science and Mathematics Education) have documented that teachers can find very difficult to recollect the exact number of post-secondary course credits they have previously completed in different fields. In relation with the English subject, there are many institutes where you can study courses in English, and these are approximately for one or two years. In addition, it gives people a specific level according to the Common European Framework (2002) (A2, B1, B2, and C1) to the end of the course. However, there are a few courses, which can be certificated, or taken in account by the institutions. It means that teachers who cannot certificate their courses do not have opportunities to get a job in the field.

3.2.2.3 Teachers with a teaching certificate in the field

To this area, teachers who have license or teaching certificate in the specific field are allowed. Ingersoll (2002) establishes that the States are the entities responsible for setting teacher certification requirements and the latter usually include post-secondary course work in the content of the field, in teaching methods, and in pedagogy. These certifications have to come in preference of official schools as indicator of proficiency level. In terms of this

matter Ballou & Podgursky (1997), mention that the value of certification as an accurate and consistent indicator of a qualified teacher is. However, this is a controversy concern since there is also variation in the types of certificates issued by states. According to MEN in Colombia, (Ley N° 115 1994, Capitulo III, Art. 116) establishes:

Título para ejercicio de la docencia. Para ejercer la docencia en el servicio educativo se requiere título de Normalista Superior expedido por una de las normales superiores reestructuradas, expresamente autorizadas por el Ministerio de Educación Nacional, o de licenciado en educación u otro título profesional expedido por una institución universitaria, nacional o extranjera, académicamente habilitada para ello. (p.24)

[Degree to carry out the teaching career. In order to teach in the educational service, it is required to have the degree of Normalista Superior, send out by one of the entities allowed by the Ministerio de Educación Nacional; a bachelor's degree or any other certification provided for a University whether National or International]

Still, teachers in these fields are routinely required to teach any of a wide array of disciplines and subjects within the field. For instance, a teacher who has completed a bachelor's degree in education and has obtained a teaching certificate in primary school as a Normalistas Superiores, may not be qualified to teach English.

3.2.3 Causes of out-of-field teaching

Henao, & Zapata, (1994) in the results of their study affirmed that teachers for primary school are formed in Escuelas Normales and teachers for secondary education are trained in Faculties of Education. For that reason, it is difficult to establish the differences among them with regard to salary, responsibility, knowledge of didactics and knowledge of

methodologies. Bearing in mind this, it is safe to say that the wrong perception that the principals have about "a good teacher can teach anything" is causing the refuse of action plans to solve this matter. In our personal opinion we could not imagine ourselves teaching a different subject than English, and if we had to do it at some point, we will know that definitely we are more effective in English than in any other subject. Since this is a matter not only of knowing the subject context, but also having the pedagogy (methodology, strategies, approaches) to teach it.

Unfortunately, this is cannot be avoided easily. Congruent with Ingersoll (2001) "Often educators are assigned by their principals to teach classes that do not match their training or education" (p.21) what the author is trying to explain is that most of the times teachers have a degree or at least any certification to teach the subject, but the administrators in the schools find simpler and affordable into assign them a different subject.

3.2.4 Suggested solutions

As it was stated above, despite of the fact that some authors have suggested possible ways to overcome the out-of-field teaching problem, there has not been any intervention. Some examples of the recommendations of several authors are McConney & Price (2009) who assert that Graduated Certificated teachers and Masters in Education must retrain these teachers by means of courses and programs. Likewise, Thomas (2000) says that these teachers should take short courses that can be monitored by qualified teachers. As a matter of fact, it is considerable to declare that the intention is not to make these teachers feel that they are not effective or good at teaching, but let them notice that some aspects of teaching can be done or develop better, it is also a matter of understanding that we should constantly be looking for ways to grow professionally.

Then, similarly to what we said at the beginning of this study, the most suitable solution would the possibility to train these teachers, since trying to change the politics in schools might be challenging. As said by Ingersoll (2003) the solution to the issue is related to the school's managers "assigning teachers to teach out of their fields has a prevalent administrative practice for decades, because it is more efficient and less expensive than other alternatives, then it's elimination will not be easily accomplished" (p. 23). Indeed, Brodbelt (1990) said "The shortage of qualified candidates requires specific changes in strategy and standards at the state and local school district levels, accompanied by the formulation and adoption of a national policy" (p. 283).

3.2.5 Implications on teachers

It has been also emphasized that out-of-field teaching can affect in a negative way the teaching practices and self-esteem of teachers. In agreement with Du Plessis (2013) "Out-of-field teachers define themselves as "not good" in comparison with suitably qualified teachers which showed their self-critique and emotional experiences". (p. 204). Considering the surveys that we did we can corroborate that teachers feel bad when they have to teach a subject for which do not have enough preparation and in contrast, they feel comfortable and satisfied when they are supposed to teach a subject that they know in terms of methodologies, strategies and approaches.

What is more, Du Plessis (2007) said that self-control is a very sensitive point for teachers in the out-of-field phenomenon. Here is one of the testimonies of the participants in the study; "Despite all our hard work, dedication and the long hours we spent on these subjects, we still feel unsatisfied and disappointed with our competence and effectiveness. I easily lose self-control." (p. 115). Again, considering our participants, we could also identify

that despite of the fact that they feel bad with their teaching, for them it is very difficult to share with others that they do not feel totally competent.

3.2.6 Learning communities

Humans are social beings, as we grow up and develop as people, we begin to belong to different groups, even in the labor field we associate, and we group, because we want to share experiences about our work or because in many occasions, we feel identified, or we even share similar characteristics with our partners. Hence, our study wants to focus on the creation of a learning community in order to improve the pedagogical practices of teachers.

Lenning, Hill, Saunders, Solan, & Stokes (2013) describe a learning community as "an intentionally developed community that exists to promote and maximize the individual and shared learning of its members. There is ongoing interaction, interplay, and collaboration among the community's members as they strive for specified common learning goals" (p. 17). These communities enable participants to share results and learn from each other, thereby improving their ability to achieve rapid yet significant progress. On the other hand, there are several authors such as Lenning and Ebbers (1998), Shapiro and Levine (1999), Zhao and Kuh (2004) who identified several types of learning communities, each with its own subtypes.

3.2.6.1. Community of Practice (CoP)

This is one of the most common type of learning communities and Wenger, McDermott & Snyder (2002) define communities of practice as "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (p.4). For instance, chess fans can

meet on weekends to play and discuss about applied strategies and possible outcomes to improve their performance in the game. These people usually do not belong to the same field, but they joined a community, because they share the same interest. In the Cop, the participants share time, and ideas together, also they look for solutions for the common necessities. Additionally, it is important to realize that communities of practice are formed within an organization, or it can address all the limits of the organization.

However, all communities of practice are characterized by three structural elements according to Wenger et. al (2002):

Namely, domain, community and practice. Domain ranges from mundane know- how to highly specialized professional expertise. Community refers to the environment in which people interact, learn and build relationships. Practice is the set of framework, ideas, tools and documents community members share ". (p.7).

Finally, communities of practice may take many forms; they may vary in size, period of existence, and kind of meeting that may be face-to-face or virtual, the other type of learning community.

3.2.6.2 Professional Learning Network (PLNs)

Many educators in the 21st century utilize social media platforms to enrich professional learning networks (PLNs). According to Krutka, Carpenter & Trust (2017), PLNs are uniquely personalized networks that can support participatory and continuous learning. Social media services can mediate professional engagements with a wide variety of people, spaces and tools that might not otherwise be available. Some teachers access their professional learning networks to meet their professional interests, goals and needs.

Nerveless, not only teachers can access to this type of community. They are also involved colleagues, administrators, students, parents, authors, politicians, various non-educators and thought-leaders since teachers belong to an educational community that can be supported by several entities. Menard & Olivier (2014), set some benefits from PLNs:

> (a) Broadening participation and reaping the benefits of collective knowledge. (b) Encouraging engagement, discussion, and collaboration through asynchronous communication; (c) improving the sharing, storage, organization, and retrieval of project information and materials; (d) keeping all members informed through efficient emailing notifications and posts; (e) distributing certificates and badges as incentives; and (f) surveying members for feedback and evaluation to guide improvement. (p. 106).

In conclusion, with PLNs participants can use two innovative action fields, social media, and constructive communities in order to discuss about professional development, and learning.

3.2.6.3 Professional Learning Community (PLC)

The last type of learning community is Professional Learning Community that as stated by Hoaglund, Birkenfeld & Box (as cited in DuFour, Eaker, & Karhanek, 2004):

> Professional learning community defined: educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for education (p.524).

The actual term 'professional learning community' appears to be one that has emerged from those working within the profession and those supporting schools, but the concept is not new for the field of education, for example, Dewey (1929), was one of the firsts authors to talk about the use of a community to develop professional learning. Moreover, from that moment several authors have contributed to build various   definitions.

However, the focus is not just on individual teachers' professional learning but also of professional learning within a community context, a community of learners, and the notion of collective learning. Westheimer (1999), highlighted five features most commonly identified by contemporary theorists exploring community: shared beliefs and understandings; interaction and participation; interdependence; concern for individual and minority views ("Members of a community, while sharing interests and a commitment to one another, don't always agree"); and meaningful relationships. Otherwise, Hord (2004), establishes five dimensions of a professional learning community: Supportive and shared leadership, shared values and vision, collective learning and application of learning, supportive conditions, and shared practice. Hord's model places emphasis on reflective dialogue as a vehicle for collective learning. Supportive conditions enable collective learning and shared practice.

In synthesis, to create our learning community, we decided to use Professional Learning community because in contrast to the other types, this is a more formal environment in which the aim is to improve not only the professional development in the participants through a processes of sharing ideas, visions and practices, but also to help all the educational community such as students, administrators, parents, and eventually the institution.

Afterwards, the number of participants is smaller, as in our case that we will work with five teachers.

3.2.7 Teacher collaboration and Professional development

In accordance with Attard (2012) "Like students, teachers feel the need to talk about something that is either troubling them… or something that they are really enthusiastic about" (p. 208), as we have just mentioned, teachers do not feel comfortable talking about their issues when teaching. However, if they notice that they are not alone in that problem and that there are also other teachers who are facing this, probably they will be able to share without many difficulties what has been useful or what has been useless for them. Moreover, in the implementation of the learning community in this study, teachers wrote individually a reflection and then share with the rest of the group. Finally, the members agreed that the learning community helped them to improve their decision-making regarding to their professional practice.

In order to check the effectiveness, we are going to take into consideration the following authors. Fisrt, Hoaglund & Brikenfeld & Box, (2014) who lead a study and the results showed that "candidates who were engaged in this model were likely to support decisions, admit mistakes and share issues after the PLC instruction provided" (p. 527). What is more, Schlichter (2015) also proved that "when teachers engage in collaborative work of a PLC, they experience improved professional relationships and the capacity to improve their practice through sharing it" (p.22). By the same token, when we applied our survey to our participant we could notice that some of them were reluctant to admit their weaknesses in the English subject, however there is a high possibility to change their point of view, since in

the PLC they are going to realize that there are others who are facing the same problem and for that reason they would feel more comfortable to share their perceptions and feelings.

The studies mentioned above and several more talk not only about the usefulness of Professional Learning Communities for the Professional development and efficacy of teachers, but also the effects that they have among student's achievement and success. For instance, in the research carried out by Ford, (2013) he states, "Professional Learning Communities in educational settings help teachers better understand best teaching practices and improve teaching performances by looking at what students have and have not leaned" (p. 42). what is more, we already argue that this PLC will be created to support out-of-field teachers, nonetheless, after this implementation the results can be seen indirectly in terms of student achievement.

According to these authors learning communities do have a positive effect among teachers and students, Nevertheless, teachers need to be opened to this process and they need to understand the impact that these communities might have in order to have a successful and collaborative environment.

3.2.8 Role of administrators

During this study we have claimed that to have a real change in the educational context administrators need to be involved in terms of new implementations and major understanding of issues such as the out-of-field teaching practice. As cited by Bezzina (2006), principals have to a great extent, the role of motivator, having in mind that the school leaders have a huge influence among teachers in terms of motivating and improving their quality. Besides, as it was previously mentioned in the first part of this study thanks to those poor

practices students are being affected, as Curry (2010) said in his research, the success of learning communities depends on the visions shared and the decisions made not only by teachers, but also by the administers, which means that they need to work together and even better if parents take part in this process as well. Then, another author who supports this idea is Ingersoll (2002), he says "there is an overlooked role for the leadership skill of principals in the employment, assignment and examination of teachers" (p.7)

To conclude, it has been demonstrated that learning communities are useful to increase the professionalism and the interaction in a school. Besides, when implementing a learning community, it is significant to have the support of the entire educational community; teachers, students, parents and administrators, if not the results are not going to be as productive as they could be.

3.3. Legal framework

The purpose of this legal framework is to illustrate the fundaments of our research in terms of what the law says in regards of the matter that has been discussed in this whole paper, teachers' qualifications, development and training.

3.3.1 MEN laws to Teachers' qualifications

In Ley 115 of 1994 by the Minister of education, chapter II article Nª 110 establishes in the requirements to be a Colombian teacher, *"La enseñanza estará a cargo de personas de reconocida idoneidad moral, ética, pedagógica y profesional" (p. 23)* [The teaching will be in charge of people of recognized moral, ethical, pedagogical and professional suitability]. By the same token, in the chapter III the required degree to be a teacher, the article Nª 116 set up that only graduate teachers from a formal university certificated by the MEN, and

Normalistas Superiores are allowed to teach in the different schools in the country. It means that our population who are Normalistas Superiores can teach any subject in primary and preschool education, including the English subject.

In the same way, according to the article Nª 112 the institutions where Normalistas Superiores studied are established as Normales Superiores and these are authorized by the MEN to train educators at the preschool level and in the primary basic education cycle. *"Estas operarán como unidades de apoyo académico para la formación inicial de docentes y, mediante convenio celebrado con instituciones de educación superior, podrán ofrecer formación complementaria que conduzca al otorgamiento del título de normalista superior"* *(p.24)* [These will operate as academic support units for the initial training of teachers and, through an agreement with higher education institutions, may offer complementary training leading to the granting of the title of Normalistas Superiores].

3.3.2 MEN laws to Teachers' development and training.

As a result of the previous, Normalistas Superiores can teach English to young learners, but also the Decree 1278 June 19, 2002 establishes some articles that indicate that there is an important need in having teachers in a constant development of the abilities and skills which is going to be provided by the institutions in which they work. In this case, our research can take place in the institution, since the directors provide the spaces in which Normalistas teachers can improve their performances and teaching practices in the Professional Learning Community.

In the chapter V, article Nª 38 Ley 115 (1994) mentions that:

La formación, capacitación, actualización y perfeccionamiento de los educadores en servicio debe contribuir de manera sustancial al mejoramiento de la calidad de la educación y a su desarrollo y crecimiento profesional, y estará dirigida especialmente a su profesionalización y especialización para lograr un mejor desempeño, que signifique un mejor cumplimiento de sus funciones" (p. 9)

[The training, updating and improvement of educators in service must contribute substantially to the improvement of the quality of education and their development and professional growth, and will be especially directed to their professionalization and specialization to achieve a better performance, which means a better fulfillment of their functions]. This article encompasses the principal objective of this study, since it proposes a way to improve teaching practices, and also it mentions new techniques and strategies which teachers can enhance.

Undoubtedly, attitudes influence the effectiveness of the teacher. For that reason, it is expected that any teacher's professional development program will result in changes in observable behaviors. The Curricular guidelines (MEN, 2002) foreign languages in the chapter III, remarks "*Estos cambios se logran con base en la reflexión sobre experiencias y la relación entre teoría y práctica"(p.42)* [These changes are achieved based on reflection on experiences and the relationship between theory and practice]. In the PLC of this research, the teachers had the opportunity to pay attention to the previous elements, and also it is an important space in which they were aware of their strengths, achievements and needs through a reflective and critical process.

4. Methodological design

In this chapter, in first place we will present the research paradigm which served to addressed and answer to the research question. Then, the type of study to establish the way in which the research was developed. Also, the context in which the participants are involved and a description of them. At the end, the instruments to gather qualitative data will be described

4.1 Type of study

4.1.1 Qualitative research

Several authors have talked about Qualitative research. For instance, Creswell (2003), who has studied the different methods and approaches for research design; Bryman (2006), who has demonstrated that both methods qualitative and quantitative can be joined in a research project. Finally, Silverman (2004), who is the mayor author in the theory, method, and practice in the qualitative approach.

Furthermore, according to Mason (2012), "qualitative research is characteristically exploratory, fluid and flexible, data-driven and context-sensitive" (p. 24). Due to the characteristics of this paradigm, we decided to use it in the study for the following reasons. First, we want to examine and describe the usage of Professional learning communities to understand the participant feelings and experiences and bearing this in mind, promote social interaction and collaborative learning. On the other hand, not only the study has few participants, but also our relationship with them can be close.

In the same way, Hancock, Ockleford, & Windridge (2007) claim that the qualitative research can be used "if the research question involves exploring how people experience

something or what their views are, exploring a new area where issues are not yet understood or properly identified" (p. 4). In this regard, the objective of our is to study the out-of-field teaching phenomenon and examine the teaching experiences of our participants to distinguish to what degree we can assist these teachers by means of a PLC.

4.2. Method of investigation

4.2.1 Participatory Action Research

The research approach that fits better with the purpose of this study is the Participatory Action Research. According to Lewin (1944), who is the founder of action research, Participatory action research (PAR) is considered a subset of action research, which is the "systematic collection and analysis of data for the purpose of taking action and making change" by generating practical knowledge. (Gillis & Jackson, 2002, p.264). Moreover, it is a qualitative method with the main characteristic is the active action of participants, since PAR involves the professional researchers and the community in the entire research process to improve a specific situation, Attwood (1997) explained that PAR's philosophy embodies:

> The concept that people have a right to determine their own development and recognizes their needs participating meaningfully in the process of analyzing their own solutions, over which they have (or share, as some would argue) power and control, in order to lead to sustainable development" (p. 2).

In that sense, people who are taking part of the research would be more motivated, because they entangle in the decisions about their own process, they are not passive, they generate ideas to guide the futures actions. Additionally, Kemmis & McTaggart (2007) used the acronym PAR to remember the cycle process, (p. 595)
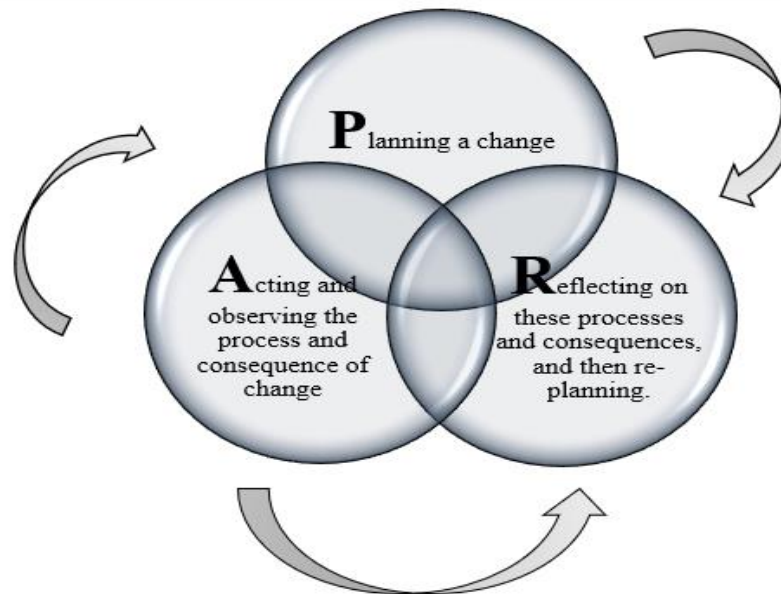
Figure 2. Cycle process of Participatory Action Research (PAR). Own creation based on Kemmis & McTaggart (2000)

The objective of this cycle is that researchers have the opportunity to work in collaboration with the participants to evaluate the process all time, so the community can share how different their experiences were as they worked with them to set up the goals. Otherwise, PAR has taken an important role in education change, especially in the progress of teachers and teaching, since the aim is to support teaching practices by assisting the teacher in developing and improving performance and professional role development. In agreement with Carr & Kemmis (1986), a critical educational science embodies a belief in active participation of teachers, parents, students, and school administrators in critically analyzing their own educational situations with intentions of transforming and improving those educational situations (p. 211). That is the reason way PAR is recommended to improve education, in which teachers conduct research into their own practices, understandings, and situations to accomplish their objectives.

4.3. Stages of investigation

This study carried out three phases to achieve the final objective of the investigation which is to determine the changes in the teaching practices of out-of-field teachers after the implementation of a Professional Learning Community at a private school in Bogotá. Those phases started with the diagnostic from the interviews and initial observations, the implementation of the meetings in the Professional Learning Community, and finally the evaluation of the process. In the figure 3 each phase of the study will be explained in detail.

Phase 1: Diagnostic

In this phase, the researchers collected information about teacher´ qualifications, experience, work English load, institution´s approach, strategies and methodologies used in the English class and finally, information about opportunities to reflect in the institution. These data were gathered from an interview and initial observations.

Phase 2: Implementation

In this phase the reasearchers created the Professional Learning Community to equip teachers with methodologies, approaches and knowledge about English. These encounteers helped us to garantee the success.

Phase 3: Evaluation

Finally, in the last phase the data collected was analyzed, taking into account the triangulation process with the three instruments.

Figure 3. Research Phases. Own creation

4.4. Population and sample

The participants of this project were selected having in mind that one of the researchers worked in the institution for two years, and she and her partners were out-of-

field-teachers, because of this, she noticed the hard work all of them had and the difficulties that they face. Taking into account the previous information the sample were the teachers from first to fifth grade who work in this private institution in Bogota. These teachers are Normalistas Superiores, however there are two teachers who are studying a professional career. Moreover, the institution only has an English teacher with a bachelor degree for the higher courses, so the primary teachers have to teach all subjects in the same course (socials studies, biology, math, English, reading comprehension). Apart from the methodologies that they learnt as Normalistas, the teachers were asked to do a virtual course in the SENA that lasted six months. As well, none of the teachers have taken a formal certification exam such as KET, PET, FCE, ITELS, TOFEL. Finally, teachers mentioned that have a basic English foundation such as the ability to translate short texts and sentences, to answer to basic conversations, and to use simple structures and vocabulary.

On the other hand, the teachers differ in their teaching experience, for instance; Teacher A, who is in charge of first grade has nine years of experience as teacher, but in this specific school she has worked during four years and she was assigned the English subject seven months ago. Also, she is studying a professional career as Industrial Engineer.

Teacher B of second grade has been a teacher for 3 years and she started in Barranco Minas Guainía the first years and then she began to work in the institution in which she had the opportunity to teach English.

Teacher C who is responsible of third grade has an experience of four years, she worked in Gringolandia Tunjuelito as an English teacher from preschool to fifth grade for one year, but at the school she has just worked one moth a half. Also, she is currently doing

a bachelor degree in Pedagogia Infantil. A different from the others, she took a course in Dynamic Teaching, and she got a certification of B1.

The teacher D of fourth grade has worked at the institution seventeen years, nevertheless, she has taught the English subject for two years.

Lastly, the teacher E who is in charge of fifth grade has been a teacher for twenty years, and in the institution, she started three years ago teaching English at the same time.

4.5 Ethics

In general, when doing a research proposal, we need to take into account different aspects that will provide the project reliability, one of the ethical concerns involves being objective all the time, it might be possible to find the data that is totally opposite to the result that is expected. Nevertheless, the participants' words or experiences cannot be changed in favor of the project.

In order to implement the PLC and to carry on the research proposal, the school matter of study was given a consent letter, (See appendix D) which included the chronogram of the activities and the purpose of the project. Similarly, the teachers at the school received other consent, (See appendix E) for them to know the chronogram as well. It also specified that the **sessions** would be recorded and that their names would not be used in the project, for the aim of protecting their identities. The previous facts are example of an ethical consideration when doing a research, the authors should not expose the participants and something even more significant about this monograph, is that as the plan is to contribute to their methodologies and approaches, it is always advisable to be careful with the assumptions that can hurt the participants and to tell then that the objective is to support them, not to criticized.

4.6. Data collection instruments

4.6.1 Structured Observations

The structured observation was the first instrument implemented to collect the information about the content, methodologies and effectiveness of the Professional Learning Community. The usefulness of this method is its objectivity when gathering the data, in agreement with Marshall & Rossman (1995) "through observations, you may learn about activities that participants may have difficulty talking about in interviews, because the topics may be considered impolite or insensitive for participants to discuss" (p. 110). As stated by those authors, when using observations we may probably find some aspects that participants are reluctant to share by means of interviews or questionnaires since they can feel embarrassed and expose.

Furthermore, according to Baker (2006) "Observation requires the researcher to spend considerable time in the field with the possibility of adopting various roles in order to gain a more comprehensive understanding of the people being studied" (p. 171). Then, the format observation was designed to be   implemented in three different moments; one at the very beginning to make a diagnostic, one in the middle to assess the efficacy of the Professional Learning Community and one at the end to check the final result in teacher's processes. (see appendix A)

4.6.2   Semi-structured Interview.

In consonant with Abawi (2013), semi-structured interviews include a number of planned questions, but the interviewer has more freedom to modify the wording and order of questions. Moreover, semi- structured interview is less formal than structured interviews, in

which the wording and questions are not predetermined. This type of interview is more appropriate to collect complex information with a higher proportion of opinion-based information. As well, when using interviews there is not a limitation in terms of the answers as the interviewer has the possibility to come up with new question having in mind the answers of the interviewee.

At the same token, the aim of semi- structured   interviews in this study is given researchers   some understanding about the professional background, teaching practices and methodological knowledge of the teachers, so for that purpose an interview was designed taking into account tree components; background and experience of teachers, knowledge about English methodologies and opportunities to reflect and create a PLC, this interview was done in the first phase of the investigation to achieve the first objective (see appendix B).

4.6.3 Questionnaire

A questionnaire is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from researchers. Subsequently, a questionnaire was applied to teachers (see appendix c) in order to identify out-of-field teachers understanding and teaching practices after the implementation of a Professional Learning Community. Taking into consideration the previous information, it can be emphasized that the questionnaires can provide more confidence to these teachers, and in this way, they can talk about their knowledge and viewpoints easily and in a free way without feeling the pressure to be judged.

In fact, as reported by Rowley (2014) "the big advantage of questionnaires is that it is easier to get responses from a large number of people, and the data gathered may therefore

be seen to generate findings that are more generalizable" (310). That why using questionnaires in this study give us more precise conclusions to state whether or not the PLC was successful.

5. Results

5.1. Analysis of results and methods

In this Chapter, it is going to be shown the finding of the research after finishing with the application and analysis of the three instruments; observations, interviews and questionnaire. Also, we used the notes and reports from the eight meetings. Then, as we mentioned above the intention of using those instruments is to evidence the teacher needs, perceptions, and understanding of approaches and methodologies before and after the meetings. In order words, the idea was to evaluate the degree of success in the Professional Learning Community by means of supporting the teacher's teaching practices.

Then, in order to validate the data, it was employed a process called "triangulation". As reported by Freeman (2014) "the notion of triangulation is linked to eliminating – or at least minimizing – bias in finding and thus to increase your confidence in what you are finding as you analyze your data" (p. 96). It traduces that this is when different methods are used to study a phenomenon. Besides, what it was done when using this framework was two types of triangulation. First, **Data triangulation**; which is especially useful when trying to capture views and perceptions. Second, a **Theoretical triangulation** to support the findings with different authors and confirm the researcher's views.

The aspects explained in the paragraphs above are just one part of the data collection system, because there is also a critical process that goes behind it, and it is also how some hypothesis or thesis emerge from the analysis. This is something called "Interim analysis, let us illustrate better with the following figure.
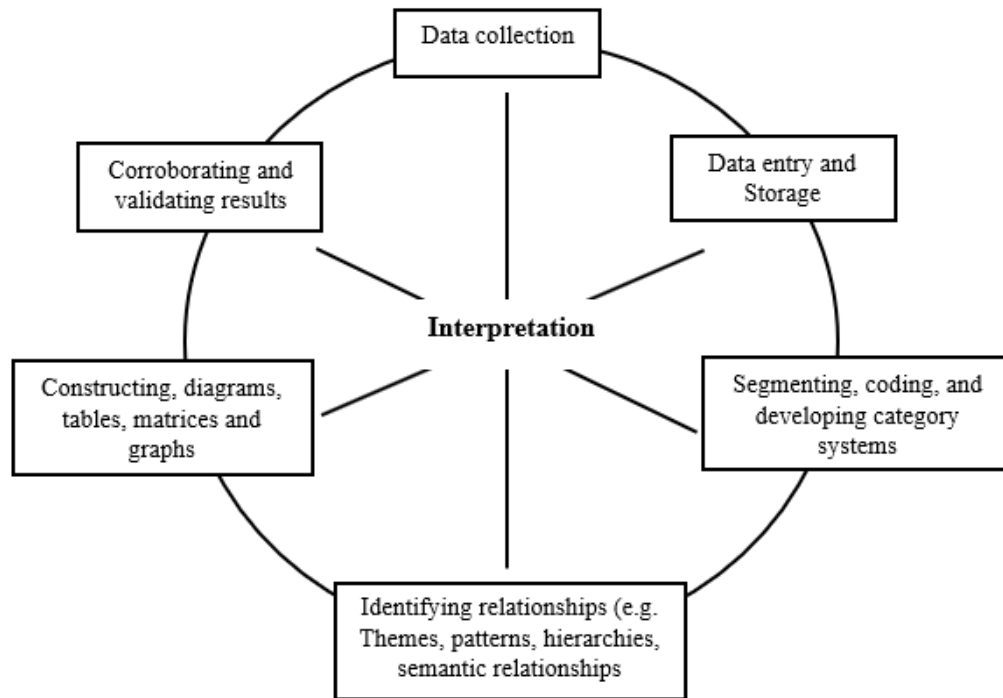
Research Phases. Own creation*Figure 4. Data analysis in qualitative research taken from* Burke J. & Larry C. (2012). *Educational Research fourth edition. Quantitative, Qualitative and Mixed Approaches.*

Therefore, when researchers have their recordings, their notes from observations, and all the evidences, normally, the qualitative data obtained is extensive, therefore, what was done was to use a strategy for summarizing, make easier the comprehension of the data and to only devote the information that was crucial to observe the achievement of the implementation. For that, in this research it was used the "Grounded approach". Burke & Larry (2012) claim that "a grounded theory is based on concepts that are generated directly from the data that are collected in one or more research studies" (p. 400). Then, this theory has three steps to analyze the data obtained. First, the **open coding;** in this initial part, the data is examined, labeled or categorized, basically the aim is to find key concepts from the instruments. After**,** the **axial coding;** when having those categories, the researchers will look

for patterns and possibly make questions or comments about the data. At the end**, the selective coding**, where the focus is to find central ideas, which means to identify the final categories to be studied. Finally, the triangulation procedure and the application of the grounded theory, led us to get 2 final categories and 6 subcategories.

For the three instruments, we organized a chart divided in four aspects; Categories, Subcategories, Codes, and Quotes. According to this process of selection, the main categories were two**: a)** Teachers' awareness and application of methodologies, and knowledge of English. **b)** Opportunities to maintain a PLC. These categories will be explained throughout this chapter having as a support extracts from the different instruments to make a complete analysis of the more relevant incidents and events that we observed along the implementations.

In the first category "Teacher´s awareness and application of methodologies and knowledge of English" we wanted to detect the improved aspects teacher had in terms of knowledge of English structures. On the other side, there were aspects seen in the first observation which were still prevalent in the final observation. Secondly, we were engaged in knowing the acquired knowledge about methodologies and strategies, and how it showed changes in the teacher´s teaching practices. Finally, in the second category "Opportunities to maintain a PLC" we were focused on having information about the perceptions, feelings, willingness and obstacles that teachers had regarding the opportunities to participate in a PLC, also we wanted to established the institution and teacher´s limitations to be part of a PLC. The next chart will summarize what we just mentioned:

How can a professional learning community promote changes in the teaching practices and English knowledge of out-of-field teachers at a private school in Bogotá?		
CATEGORY	**1**	**2**
	Teacher´s awareness and application of methodologies and knowledge of English	Opportunities to develop and preserve a PLC
SUB-CATEGORIES	**1.1** Changes in the teaching practices **1.2** Teacher's acquired knowledge of English **1.3** Students and teacher´s high motivation as a result of the acquired knowledge.	**1.1** Teacher's willingness to participate **1.2** Teacher´s own limitations **1.3** Limitations for applying the topics in the PLC

5.2 Interpretation of results

5.2.1 Teacher´s awareness and application of methodologies and knowledge of English.

The following category represents how the teachers went from limited knowledge of English in terms of content and pedagogical awareness to a better proficiency in English and greater understanding in methodologies and strategies to teach the foreign language. In terms of this matter the literature maintains:

On one side of this debate are those who argue that subject content knowledge -- knowing what to teach -- is of primary importance for a qualified teacher. At its extreme this viewpoint assumes that training in teaching methods is unnecessary and that having an academic degree in a subject is sufficient to be a qualified teacher in

that subject. On the other side of this debate are those who argue pedagogical or methodological knowledge -- knowing how to teach -- is of primary importance to be qualified. (Ingersoll, 2002, p. 9)

Bearing in mind what the author affirms and the instruments analyzed in this study, in some way it was possible to give an answer to this debate, because we observed in the school studied in this paper, how the knowledge of the language could influence the teaching practices of teachers, in this regard, both subject content knowledge and pedagogical content knowledge have equal importance for a solid education. As a result of this, the ones who are going to benefit the most are students, and this is going to be shown in one of the two subcategories.

5.2.1.1 Changes in the teaching practices

In this subcategory it is going to be illustrated the improvement in the teaching practices and in the knowledge of English of the teachers, after the process of the encounters. Regarding pedagogical content knowledge, in the diagnostic carried out at the beginning of the research with the interview, it was evidenced that there was a lack of knowledge about methodologies and approaches in English. Teachers were asked if they had any idea of the pedagogical content knowledge of the English subject.

"No tengo ni idea de las metodologías o modelos pedagógicos del área de inglés".
[I do not have idea about methodologies or approaches of the English subject]

Interview, Teacher B

"En la normal nos hablaron de algunas técnicas y estrategias para enseñar el área de inglés, pero sinceramente no las recuerdo muy bien"

[In the Normal we talked about some techniques and strategies to teach the English subject, but sincerely I do not remember well.]

Interview, Teacher C

In the same line of thought, despite they did not mention methodologies of English in the interview, they said that they use some techniques like; using pictures, mimic, spelling words, matching, flashcards and songs. Conversely, in the initial observation we could see that the method that they were using the most was translation, and related to the activities they were following exactly what the lesson plan said, for that, we evidenced only drawings and "planas" and not all the techniques that they mentioned before. The following examples show how students have to translate every exercise they do in the class:

- Completa los espacios con have/has y luego traduce las oraciones:
  - She _____ got an apple.
  - Carlos _____ got a tomato.
  - _____ we got an omelet?
  - They _____ got a banana.

Initial observation, Teacher D

"Teacher was finishing one stage of the lesson plan, with the topic Has/Have, so students have to complete the exercises and then to translate".

- Realiza gráficos acordes al vocabulario:

MEAN	WORD	DRAWING
Donkey	Burro	
Dog	Perro	

"Teacher was working the topic Animals, so students have to copy the chart and make the drawing of the animals in the chart".

We concluded that even when the teachers received training in La Normal Superior about English, it was not meaningful enough and some of them do not remember or do not put into practice what they learned. This could be because their preparation was long ago, since some of them finished their studies around ten years ago or even more and they have not taken any other course for teaching English. Also, the application and understanding of many subjects at the same time is something that out-of-field teachers have to face, and it is not easy for them to prepare a class with the guidelines that they are supposed to follow for having a suitable class. For instance, although the teacher mentioned some techniques in the interview, doing them could mean that they will probably neglect the other subjects.

For trying to explain this issue, Du Plessis (2013) remarks "teachers with a lack of pedagogical content knowledge are hesitant to explore new pedagogical strategies for fear of a negative outcome on students' performance and results and the possibility of damaging their own career" (p. 45). That fear that Du Plessis mentions is seen in the participants when they use traditional methods for fear of taking risks and making mistakes with students.

In contrast with the information given in the interview, we observed that teachers were aware about the principal aspects to plan a lesson, but they had some difficulties mainly in what strategies they could use in their English classes. For that reason, they were expecting that in the session we can work on it. For that, in the development of meetings we worked on several topics such as how to teach the English components (pronunciation, grammar, and

vocabulary), English skills, (writing, listening, speaking and reading), how to plan a lesson, and how to design materials to teach vocabulary.

More precisely, in Oxford's words (2000), "with careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning, when the tapestry is woven well, learners can use English effectively for communication" (p.11). It means that teachers should integrate the skills in their classes in order to have effective and productive activities. Next, it is going to be recognized the teachers in the PLC practicing about some of the components and skills of the English subject.

Meeting: How to teach pronunciation

"Teachers were introduced two sounds of the IPA which were /i:/ and /I/, to practice those sound they played a Bingo game to learn the differences between the long and short pronunciation of the numbers".

Meeting: Teaching the four skills
"Teachers were doing a listening in which they had to complete the nationalities and the occupations in each conversation"

The meetings had a combination of English and Spanish, because of this the teachers started to use the target language, not only in the encounters, but also in their classes and this help them to avoid translation and foster student's use of English too. An example of this is that teachers were constantly asking about different words that they did not how to say, and for expression that they could use in their classes.

"¿Y si los niños me dicen…May I go to the bathroom, please? ¿Qué les puedo responder?"
[And if the kids asked me… May I go to the bathroom, please? What can I answer to them?]

Meeting Introducing English in class, Teacher C

"¿Que otras formas de contestar al saludo puedo enseñarles? "
[What other ways to answer the greeting can I teach them?]

Meeting Introducing English in class, Teacher E

Having in mind the comments given in the community and the evidence of the initial observation in which the use on English was not notable, it was decided to design a meeting in which teachers learn about different expression and practice them in the class.

Meeting: Introducing English in the class

"Teachers were doing some English expressions for students to use in class".

Meeting: Introducing English in the class,

"Teachers with their English expressions done in the meeting, expressions which they later pasted in their classroom and introduced to their students".

Those results were also corroborated in the final observation in which the teachers were using more the target language, they were reinforcing the use of English and classroom expression in class.

S: "Good morning", "teacher may I go to the bathroom".

Final observation, Teacher B

T: "¿Qué Código eres tú? ¿El dos? ¿y en inglés como se dice?

S: Code number two

Final observation, Teacher C

 T: "Silence, please! be quiet, you have ten minutes"

Final observation, Teacher D

"Pay attention, please! stand up!".

Final observation, Teacher E

We considered that using English in the class is an important strategy, because the teachers are providing input, so students have more opportunities to practice the language and avoid the teaching method of "translation". Also, when students see that teachers are speaking in English, they start to be more engaged and interested in learning. More precisely in Brands (2011), "The use of the target language as language of communication an instruction in class provide many conditions for second language acquisition to take place, such as input, intake, output, interaction and feedback" (p. 45). This means that teacher will not have the necessity to switch in both languages, and students will make more effort to think and understand the words, and the language will be more meaningful for them.

On the other hand, one of the most significant advances was the knowledge and application of dynamic activities for teaching vocabulary, the application was stated in the final observation, since the teachers used to use "planas" and drawings to teach it and later they demonstrated the use of new techniques for teaching vocabulary.

For instance, one of teachers brought a "Memory game" which was a material shown in one of the sessions and then she found the way to recreate it, as well as this, other teacher did a "spelling bee" competence to introduce the new vocabulary.

Final observation, Teacher E

The teacher explained that students had to match the word in English with its translation and told them that this was a review of the vocabulary they were practicing.

Also, as the cards in the memory game had numbers, teacher told them that the requirement was to say the numbers in English. That was amazing, since students were not only practicing the vocabulary, but also the numbers.

Lastly, another teacher brought students to the playground and there, students made a review of the vocabulary by playing "Pictionary".

Final observation, Teacher D

"Students were in five lines, in each line one student was away from the others, that student was given some words of the vocabulary in some pieces of paper. The first person

in the line had to go to meet with the other that was away, and she/he was going to draw the word shown by his/her partner. Then, that student had to draw the word and show it to the rest of the group, and they had to say the word in Spanish."

Besides, in terms of their understandings about the topics of teaching skills, techniques to teach vocabulary and methods for teaching grammar, it was feasible to confirm this with the questionnaire in which teachers had good results.

2. HOW TO TEACH VOCABULARY: Une las estrategias para enseñar vocabulario con la descripción correcta.

1. Total Physical Response
2. Realia
3. Translation
4. Audiolingual method
5. Illustrations

a. Se traducen todas las palabras a la primera lengua.
b. Involucra que los estudiantes estén en constante movimiento
c. Cuando se utilizan imágenes para contextualizar al estudiante.
d. Se basa en la repetición y memorización de las palabras.
e. Se traen a la clase objetos reales para ilustrar el vocabulario

Questionnaire, Teacher C:

In the session How to teach vocabulary, the facilitators presented some methods to teach vocabulary, giving the teacher the definition and doing a practical activity

5. HOW TO TEACH GRAMMAR: Teniendo en cuenta las siguientes afirmaciones, escriba cuales son Falsas **(F)** y cuales son Verdaderas **(V).**

1. El profesor debe obtener información de parte de los estudiantes mientras explica. _V_
2. Utilizar el método inductivo, promueve la autonomía de los estudiantes y confianza en sí mismos. _V_
3. No es necesario dedicar tiempo para practicar la gramática en actividades comunicativas. _F_
4. En el método deductivo, solamente es el docente quien realiza la explicación de la gramática. _V_

Questionnaire, Teacher A

T*eaching English skills, in this session the meeting discussed about the 4 teaching English skills, and the activities that can be implemented according to each skill".*

8. TEACHING SKILLS: Marca con una **X** las siguientes actividades de acuerdo con las "skills":

Actividades	Reading	Listening	Writing	Speaking
Analytical reading	X			
Book report, book review			X	
Describing pictures				X
Personal story				X
Get the general topic		X		
Improvisation				X
True-false. Agree disagree.		O	X x	
Marking the text	X			

Questionnaire, Teacher E

In the session about How to teach grammar teachers could differentiate between the two approaches to teach grammar; Deductive and Inductive, also the advantages and disadvantages of each method.

Generally, the teachers agreed about the importance of involving the topics worked in the community, in their English classes and they were enthusiastic to reestablish a more complete teaching. These are some of their comments about the changes and positive results they saw after the encounters:

"Favorece el proceso de aprendizaje, exaltando la elaboración de recursos llamativos, gracias a esto, los estudiantes se sienten más motivados a aprender inglés, por lo innovador de las actividades"

[It favors the learning process, exalting the development of striking resources, thanks to this, students feel more motivated to learn English, because of the innovative activities].

Questionnaire, Teacher E

"Afianzamos más los conocimientos ya adquiridos y los estudiantes muestran más interés por aprender gramática y vocabulario"

[We consolidated more the knowledge we had already acquired, and students are showing more interest in learning grammar and vocabulary]

Questionnaire, Teacher A

In essence, we assumed that after the process of PLC teachers are more mindful about the pedagogical features to teach English, now they know that exist some ways to teach

grammar, vocabulary, and pronunciation, how they can involve students with the English skills, and they could integrate different resources to make more interesting the classes. Likewise, something meaningful about the previous information is that those activities evidenced in the teachers' lessons were done in the meetings, but the teachers tried to adapt them thinking in their own context. Following Prince´s Dissertation (2010) "for effective teacher preparation program curriculum, practice can be the application of theory applied to real life professional situations" (p. 18). This reflects that it is notable to include in the sessions not only a theorical part, but also a practical one, because teachers replicate the activities in the same way they are taught.

5.2.1.2. Teacher's acquired knowledge of English

This subcategory will present how when proposing the research project, there was a common concern from the institution and the participants in which they proposed that apart from teaching methodologies and strategies, they would like to reinforce the teacher´s knowledge of the English language. This issue about the knowledge of English was evidenced since the first semester of 2018; the teachers did an online course to gain the basics of the target language. The extracts below present the teachers' own voices:

"Pues hemos hecho un curso de inglés en el SENA de forma virtual y nada más"
[We have taken an online English course in SENA and nothing else]

Interview, Teacher B

"El nivel que tengo es básico, ya que solo se vocabulario de las temáticas que enseño en la clase".
[The level I have is basic, since I only know vocabulary of the topics I teach in the class].

Interview, Teacher C

We can say that it is a good strategy to give out-of-field teachers the possibility to reinforce the content they saw at the Normal Superior because they did not have enough training and teachers need to be in current practice. The administrators of the institutions should be aware that the teachers require not only courses with content knowledge of the subject, but also with the pedagogical knowledge of it. As well as this, the teachers must be given feedback of their performances. Postholm (2012) affirms that "feedback on teaching giving by college or others with expertise based on the observations of this teaching also helped the teachers to transform theoretical principles into actions of practice." (p. 421) For instance, the idea of having the teacher doing the course in SENA was to help them in the teacher practices, but their results were not measured and their application in class was not observed.

In addition, during the interviews, teachers announced that in the course in SENA they acquired some basic concepts of the English language such as vocabulary, greetings and simple grammar structures, but in the initial observation, teachers were using Spanish all the class, except for the vocabulary that was in English. Even, during the meetings teachers struggled to produce basic structures in English such as:

"She are playing soccer"

Meeting how to teach grammar, Teacher C

"She is a teacher?"

Meeting how to plan a lesson, Teacher D

Subsequently, in the initial observation the evidence supports teachers' worry when they tried to speak English, for that, there was a lot of use of Spanish during the class, there

were no English classroom expressions, there were many pronunciation issues. The

following extracts evidenced the teacher's constant use of the mother tongue:

"¿Cuál es la fecha de hoy?
[What is the date today]

Initial observation, Teacher E

"¡Buenos días!"
[¡Good morning!]

Initial observation, Teacher C

"Van a escribir en sus cuadernos lo siguiente"
[You are going to write in your notebooks the following statements]

Initial observation, Teacher B

"Ahora van a dibujar el vocabulario en sus cuadernos"
[Now, you are going to draw the vocabulary in your notebooks]

Initial observation, Teacher D

Due to this information, the members of the community decided that at the beginning

of each session we would have a warm up activity in which teachers could review some

grammatical aspects of English, thank to this, along the process we could see the teacher´s

advance in recognizing and understanding the structures and enrich their vocabulary. The

meetings were the first scenario where teachers were constantly asking whether or not the

structures were correct and their pronunciation, too.

"We are buying fruit, ¿sí lo dije bien?"

Meeting How to teach pronunciation, Teacher A

"He dislikes pizza, ¿Eso es presente simple?"

Meeting How to teach grammar, Teacher D

"My brother is a pilot"

Meeting How to teach vocabulary, Teacher E

The second evidence was the questionnaire which could reinforce the teachers'

knowledge since they distinguished the verb to be, the present simple, present continuous,

regular and irregular verbs in past, which were the topics covered at the beginning in the

warm ups of the eight meetings.

Final Questionnaire Teacher A

Final questionnaire, Teacher E
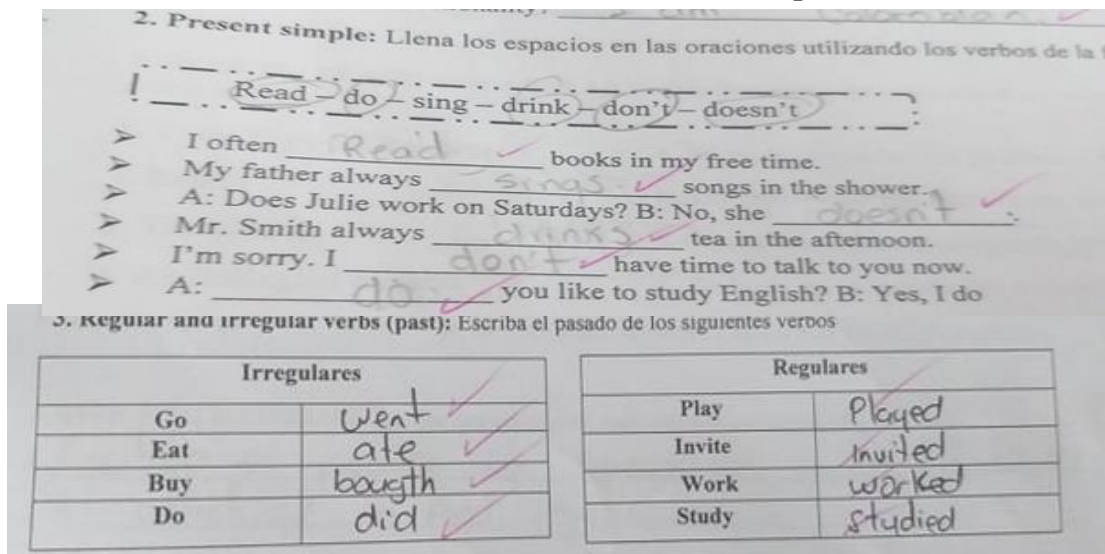
Final questionnaire, Teacher D
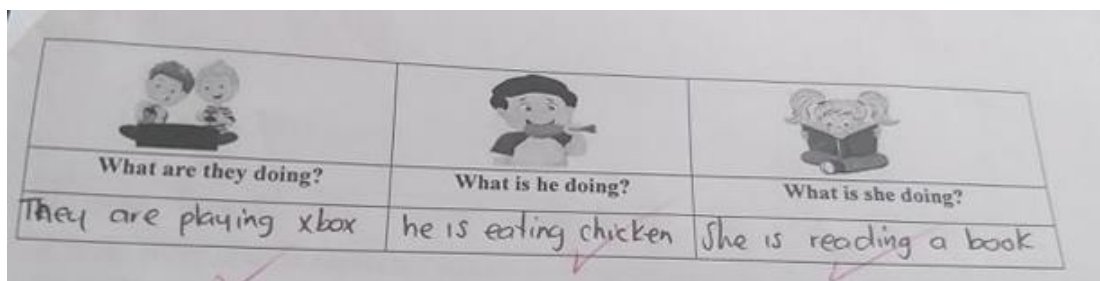
Final questionnaire, Teacher B

Final questionnaire, Teacher C

Further, despite the fact that the principal objective was not to teach them English, there was an improvement in this aspect as a byproduct of our encounters. Nonetheless, teachers continue having the need of studying about more complex structures, as they will probably have to teach it in class, and they will be able to speak more in English during their classes. According Hagen & Nyen (2009) "if the teachers are working in a development-oriented school environment which attaches importance to continue learning and co-operation, the effect will be maintained longer than three to five years" (p. 411). The previous information shows that the PLC must have enough length, because the participants could have more time to practice and those results could be seen in their students as it is going to be described in the next subcategory.

5.2.1.3 Students and teachers' high motivation as a result of the acquired knowledge.

When teachers were asked in the interview about the topics that they would like to discuss in the meeting, they referred to how to motivate students, because as in the initial observations, students were not engaged or excited to participate, and they seemed to be unfocused. It was identified that this situation was caused by the teacher-centered classes and the little opportunities of student´s participation. As Dislen (2013) claims "teachers should get more aware of the importance of motivation in language learning and with simple changes

they can promote their student´s motivation" (p. 9). Due to this increasing need of motivating students, there was one session devoted for that topic "how to motivate students" in which the facilitators proposed different warm-ups that teacher can use to encourage students.

Positively, after the practice in the meetings, teachers shared that students were very enthusiastic to learn new words in English, even, they were asking all the time for the correct pronunciation of the words. As well, at the same time teachers were motivating students, the PLC was motivating them, because in the encounters, teachers used to ask for pronunciation and showed enthusiasm with the different activities. Let us present some instances about it:

Facilitators: Bueno profe vamos a leer los objetivos.

[Teachers we are going to read the objectives]

T: Talk about students' motivation, ¿si lo pronuncie bien?

Meeting how to motivate students, Teacher D

Facilitators: Profe nos ayuda a leer la primera Pregunta:

[Teacher can you read the first question?]

T: Pero… ¿Cómo se dice la primera palabra?

[But, how can I pronounce the first word?

Meeting how to design materials, Teacher B

Meeting: How to motivate students

Teachers were participating in a warm up in which they had to pass the ball meanwhile they were listening to a recording of a clock, when the time was over, the teacher who had the ball had to say the past of the verb which was showed in the screen. That is the reason way teachers were smiling and having fun.

Besides, in the final questionnaire the teachers demonstrated high understanding of this topic, because they could assimilate different ways in which students can be engaged, also they acquired useful expression to motivate them.

Questionnaire, Teacher B

Questionnaire, Teacher E

In regards of teachers' motivation, the fact that the they were excited could be explained by means of the kind of activities done in the PLC, since we confirmed that the games, role plays, TPR activities, mimics, competences, can be pleasant and enjoyable for

participants, and they can reflect this motivation in class. Bernaus, Wilson, and Garden (2009) stablish that "both students and teachers need to be motivated. If teachers are motivated, students are more actively involved in class activities and feel more motivated" (p. 10).

In addition, in terms of students, we examined in the final observation that students were exited, they were happy, they wanted to participate, and their role was active during the learning process. On the other hand, teachers mentioned in the meetings that they could perceive students' high motivation. One example was when teacher E started to paste the memory game, and students' reactions were of curiosity.

"Que chévere", "Teacher yo quiero participar".

"Teacher how do you pronounce Thursday?".

Final observation, Teacher E.

Similarly, it was stated in the meetings when the teachers shared their student´s attitudes in class.

"Los estudiantes se sienten más motivados a aprender inglés debido a lo innovador de las actividades y debido a que las profesoras también estamos hablando inglés"

[Students feel more motivated to learn English because of the innovative activities and because the teachers are also speaking English]

Meeting, how to motivate students, Teacher D

"Últimamente los padres de familia nos han comentado que los niños llegan a sus casas diciendo expresiones en inglés que aprendieron en la clase, incluso quieren buscar videos en YouTube, y aprender más palabras"

[Lately, parents have told us that children come to their homes saying expressions in English that they learned in class, even they want to look for videos on YouTube, and learn more words.]

Meeting, how to motivate students, Teacher A

According to the evidence analyzed, we inferred that students now are participating more than they used to, because they feel part of the class in an active way, and it was not the teacher who took control of it. Moreover, Darul (2016) mentions "students are more engaged in learning when they are active and have some choices and control over the learning process, and the curriculum is individualized, authentic and related to their interests (p.15). That is something positive because thanks to the teacher´s acquired knowledge in the meetings, the activities they did in the final observation were exciting, they gave students more importance, and the chance of cooperating in their own learning process was bigger.

5.2.2. Opportunities to develop and preserve a Professional learning Community

To illustrate this category, it is important to highlight what was said in the interview. First, teachers had not taken specific training in the English subject, but they have received some preparations in topics such as legislation, ISO 9001, First aid, Multiple intelligences, Conceptual Pedagogy, and Environment Educational Project. (PRAE).

Teachers were asked ¿La institución le ha brindado capacitaciones en el área de inglés?

"Capacitaciones enfocadas en como enseñar inglés ninguno, solamente hicimos un curso en EL SENA, pero fue para aprender inglés mas no para enseñarlo".

[Trainings focused on how to teach English none, we only did an online course in EL SENA, but it was to learn English but not to teach it].

Interview Teacher B

"Capacitaciones en ingles no, pero si en otros temas como; manejo de las TICS, inteligencias múltiples, riesgos, y proyecto de educación ambiental. La verdad como acá se maneja un sistema de gestión de calidad, el sistema exige que seamos capacitados en todo, entonces acá cada ocho días estamos en capacitación.

[*Training in English none, but we took trainings in other topics such as; management of ICT, multiple intelligences, risks, and environmental educational project. The truth here is that we work with a quality management system, and it requires that we be trained in everything, so every eight days we are in a specific training].*

Interview Teacher A

The aforementioned ideas give particulars that the trainings are focus on students' achievement, and teachers did not have a space to reflect about their practices. Postholm (2012) stablishes "schools should have a support system for teacher´s Professional Development, and that teachers should be given the opportunity to plan, implement and evaluate their practices based on reflections" (p. 413). In that order, the institution is thinking about the teachers' progress, although, they still need to require trainings pointing to the English area.

Second, the teachers agreed that those trainings enrich the professional development, and in those moments, they are able to speak about their weaknesses and strengths, which means there is a lot of team workteamwork. Postholm (2012) also draws attention to the advantages of team work "the opportunities to reflect together with colleagues and experts leads to more reflection, and that such reflection may also be a powerful contribution to

teaching learning" (p. 415). Afterwards, the members of the PLC identified some positive and negative aspects of the implementation, which are going to be expressed in the next two subcategories.

5.2.2.1 Teacher´s willingness to participate in a PLC.

In the course of the meetings, we witnessed the teachers' enthusiasm and interest about the topics, their constant participation and their contributions in the discussion moments, little by little they were telling us the reactions of students when they were doing the activities. Not only that, but also in the hands-on stage of the meetings, in which after theoretical points of a specific topic, teachers had to create their own activity, most of the time they came with creative ideas and communicated that they wanted to apply them in the classes. Teachers' voices about teaching with the four skills and using more the target language in the class:

"Las clases deben ser menos cuadriculadas y más lúdicas".

[Classes should be less traditional and more playful]

Meeting How to teach grammar, Teacher B

"Los profesores tienen que aprender para poder enseñarle a los estudiantes".

[Teachers have to learn in order to teach students]

Meeting How to teach grammar, Teacher C

"Se pueden utilizar los comandos en otras clases, no solamente en la de inglés".

[You can use the commands in other classes, not only in English]

Meeting How to design materials, Teacher E

Images that show the teacher's participation and commitment.

Meeting: How to teach vocabulary

Teachers were participating in an activity to practice the translation method to teach vocabulary.

Meeting: How to teach vocabulary

"Teachers were participating in a competence in which they had to take some pieces of clothing that the facilitator mentioned, this dynamic was to practice the Realia strategy to teach vocabulary."

The opportunity of watching the teachers doing those activities was not so frequent, because there was only a final observation, anyways their testimonies from the discussion moments of the meeting helped us to guarantee the success of the exercises. Teacher's citations from the encounters:

"Nosotras hemos tratado de implementar muchas de las ideas que hemos visto en los encuentros".

[We have tried to implement many of the ideas we have seen in the meetings].

Meeting How to teach pronunciation, Teacher D

"Hemos tratado de hacer las actividades, pero poco a poco, porque a veces por el tiempo no se puede"

[We have tried to do the activities, but little by little, because sometimes we cannot do them for time].

Meeting How to teach vocabulary, Teacher A

We assumed that for stating the teacher´s application of the methodologies would have been necessary to have more observations; this was not possible because teachers' schedules are busy, and the school has long hours in which teachers must catch up with their other work duties. Also, after the visits, the facilitators did not provide feedback to the teachers, and it was mentioned before, feedback is significant for them to improve in their future classes.

As well as this, other moment in which their commitment was seen was in the session about materials, because for the teachers using materials is remarkable for students. They are attentive, able to learn, more focused, their expectations are high and that it is away to replace traditional methods. This was expressed not only in the meetings in regards of materials, but also in their questionnaire after the implementation of the PLC. For instance, in the meeting how to design materials, teachers could have the opportunity to learn how to design creative materials to teach vocabulary, such as roulettes, didactic board and dices, also they could reflect about the importance to include creative materials in the classes. Next, we will exhibit the teachers' beliefs

"Yo utilice los tableros con los chicos, yo les decía la palabra en español y ellos la tenían que escribir en inglés"

[I used the boards with students, I told them the word in Spanish, and they had to write it in English.
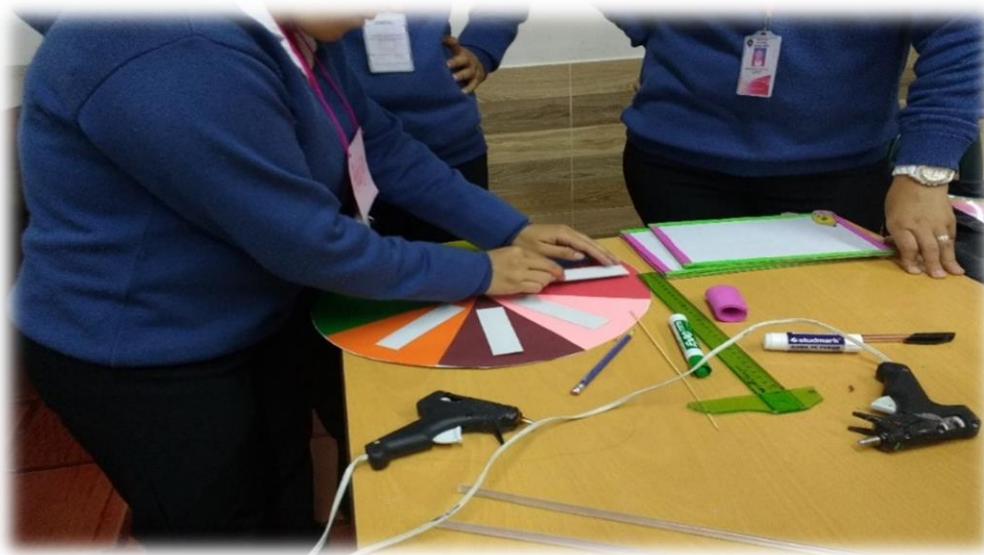
Meeting how to design materials, Teacher A

"En mi caso, utilice la ruleta para enseñarle a los chicos los números en inglés, el número que cayera ellos tenían que decir como era su pronunciación"

[In my case, I used roulette to teach students the numbers in English, the number they got, they had to say what their pronunciation was.

Meeting how to design materials. Teacher C

Likewise, it can be confirmed in the questionnaire in which teachers gave opinions about using teaching materials in the class.
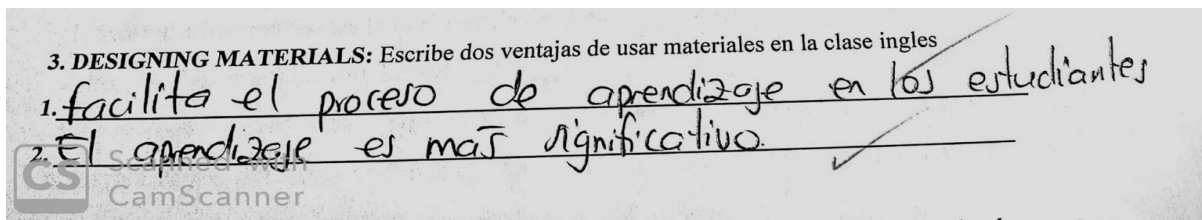
Questionnaire, Teacher A
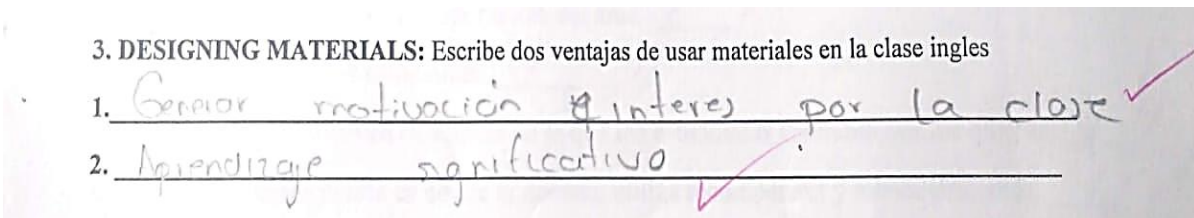
Questionnaire, Teacher B
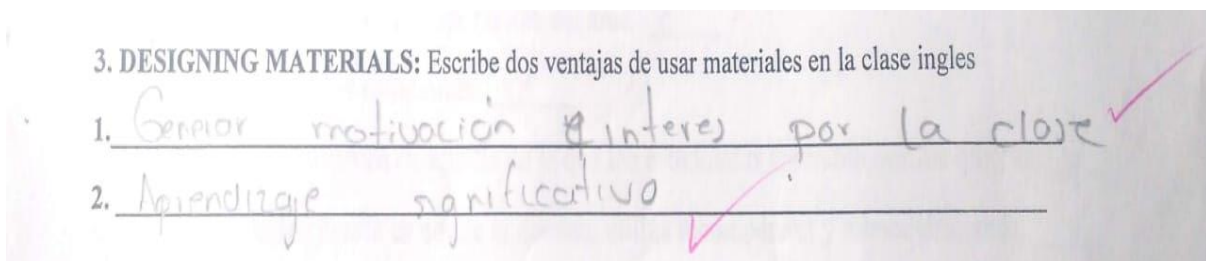
Questionnaire, Teacher E

Then, using those resources can be something positive, as they can be used in several activities and in different subjects, not only English. Then students are going to see the teacher took time to prepare the class, they are going to expect new things in every class, and this is going to maintain them focused. Led by Kumar´s (2017) work "It is important for the teachers to know the correct method, to choose the best material for instructions and they should also know how to make supplementary material for the class, and how to adapt materials" (p.13). However, if teachers do not have the ability to design and create materials, it is always conceivable to look on the internet or use different platforms in which students can interact and make their classes more enjoyable.

In general, the teachers' willingness was seen when they came with interesting activities such as using balloons, balls, hoops and competences, however, they are still afraid of the noise, because the class could get disorganized. Despite this fact, they said they were going to do the activities, but adapting them to the context of the institution.

Another aspect that is worth mentioning, is that thanks to teachers', readiness in the PLC arose the cooperation among teachers; that is something they did not have before. For instance, in the interview at the beginning, the teachers manifested that in the school they did not have many opportunities to share ideas with their partners. Teachers' statements:

"Pues, espacios formales donde podamos hablar con los compañeros no tenemos, nosotros hablamos sobre las clases en los descansos o en los momentos libres, pero en realidad estos espacios son muy pocos."

[Well, we do not have formal spaces where we can talk with our partners, we talk about classes in the breaks or in free moments, but the reality is that those spaces are very few]

Interview, Teacher E

Then, the PLC was the perfect opportunity to strengthen the comradeship among them. A result of this, the teachers worked collaboratively during the activities of the sessions, they were correcting each other's mistakes, and complementing their ideas. This process is very influential, as mentioned by Schlichter (2015) "When teams are at their strongest levels of collegiality and interdependence, they view their practice as a team effort, which leads to collective responsibility for all students' learning" (p. 36). In that sense, the manner in which the teachers were working in the community is the perfect example of teamwork, since the teachers spoke about their weaknesses and strengths, and at the same time they were given advice about ways to get better result in their teaching practices.

Now that we referred to some positive results of this PLC community, it is necessary to see also in what aspect the community had to struggle the most. This context brings us to talk about teacher's own limitations which is the subcategory that is explained in the upcoming paragraphs.

5.2.1.2. Teachers' own limitations

When observing the teachers at the beginning, we could notice that the institutions is giving them the lesson plan, so they only have to apply it. However, it doesn't mean they cannot adapt the lesson plan to their teaching methods. Besides, in the interviews they said they would like to use different strategies in order to change the traditional methodologies that school works, but during the development of the meetings when the facilitators showed the activities, some of them declared that they were afraid to apply those, because they did not have knowledge about this kind of activities.

Under those circumstances, the Out-of-field Teachers usually are being affected and afraid to try with different activities because they do not want to fail; as stated by Coetzer & Coetzee (2015) "The resulting lack of confidence would cause the teacher to avoid presenting the lesson material because, he/she fears that his/her own lack of in-depth knowledge is too apparent and that learners can sense this and then embarrass him/her" (p.6). In this regard, there are many times in which the teachers are conscious of the correct way to teach English, but when they want to do it, they think more about the limitations or difficulties they could have.

"Es que a veces uno quiere hacer actividades diferentes, pero en realidad hay cosas que son muy difíciles de desarrollar por el conocimiento en el tema".

[Sometimes you want to do different activities, but the reality is that there are things that are very difficult to develop because of the knowledge on the subject].

Meeting, Teaching English skills, Teacher B

For example, they would like to teach the pronunciation, but they are scared of making mistakes because they do not know the correct pronunciation of the words, also they wish to do dynamic activities, but they think that this will promote indiscipline in the classroom. Next, teachers said that another barrier to use useful resources in some activities is the ability needed to create them.

"Es que cuando uno les dice a los estudiantes una palabra, ellos ya quieren saber todas y muchas veces uno no se las sabe"

[When you tell the students a word, they already want to know more words, and most of the time you do not know these.]

Meeting How to teach pronunciation Teacher A

"Yo al final tomé la decisión que hacen la mayoría de los profesores del colegio, que es decirles la palabra como se escribe solamente"

[At the end, I took the decision that most of the teachers of the school take, which is to say only the word as it is written.]

Meeting How to teach pronunciation Teacher B

Then, despite in the final observation some of the teachers did it very well, two of them did the same dynamics we had observed at the beginning, for this, we can see that even when the facilitators provide different activities and the institution agreed to do them in the classes, they did not do any if these exercise in class, which shows that there is still a lack of commitment from some of the teachers.

At it has been discussed in this paper, Out-of-field Teachers struggle because they do not have much training in the subject. In the same manner, the teachers have expressed

that they do not do many activities because they lack methodologies and approaches in English, also they speak mostly in Spanish, as their studies in the English language were few. And that is why it is important to give them support and accompaniment in their teaching process.

5.2.1.3. Limitations for applying the topics of the PLC

Despite the fact that teachers would like to introduce in the classes all the topics we worked on, we realized that there are several obstacles for doing it. What teachers announced the most was that the institution´s methodology was a concern, since for the administrators, the teachers must have complete control of the class. This means that students cannot be seen misbehaving or too active, because then the administrators will think the teachers do not have classroom management. In spite of this, the school said that it was conceivable to do those activities, but teachers should give clear instructions and have constant supervision of those exercises.

Taking into account both testimonies, it is safe to say that there is a miscommunication between the administrative staff and the teachers in terms of what type of activities they can carry out and what is understood as discipline. In the meeting How to teach Grammar we had some time to talk about the activities that were feasible to do and the ones that were not.

"Uno no se puede salir de los parámetros que da la institución"
[We cannot evade the parameters that the institution stablishes]

Teacher B

"La disciplina tiene que ser muy estricta"
[The discipline has to be very strict]

Teacher A

"Muchas veces por más conducción que tengas, los chicos se desorganizan y a ellos (los administrativos) no les gusta".

[Many times, for more classroom management that you have, the students get disorganized and they (the administrative) do not like it.]

Teacher E

"En la institución si se pueden hacer diferentes actividades, solo que los docentes deben tener conducción de las mismas y estás deben tener un propósito"

[In the institution it is possible to do different activities,but the teachers must have control of those activities and they must have a purpose]

Director

Likewise, another significant point is that according to the institution's methodology of English, students just should know vocabulary, and from that vocabulary, students have to learn written form, not the spoken one. The two previous statements were also evidenced in the initial observations, where students were quiet and passive all class, even, when in some cases they were already familiar with those words. Students' voices:

"Profe nosotros vimos el vocabulario de la familia el año pasado"
[Teacher last year the saw the vocabulary of family members]

Teacher B

In other meeting; Teaching the English skills, we were talking about how much participation students have in the classes:

"Somos muy cuadriculados en ese aspecto de que todo se lo doy, no dejamos a los estudiantes participar tanto en las clases".

[We are very traditional in the sense that we give students everything, we don't permit student to participate in the class]

Teacher A

Because of this, we could perceive that grammar, pronunciation, listening, reading, writing, and speaking are not integrated in the lesson plans. Moreover, we could corroborate this information considering the questionnaires, in here, teachers wrote about the limitations we faced, first of all, the time:

"Los tiempos de clase por semana son cortos para aplicar actividades lúdicas".

[The time class per week is very short to apply dynamic activities]

Questionnaire, Teacher A

"Los espacios para elaborar materiales didácticos para la clase son muy cortos".

[The spaces to elaborate didactic materials for the class are very short].

Questionnaire, Teacher E

In fact, the chances of using other resources are low, because the multimedia lab is often being used for the staff. This issue is not evidenced only in this Institution, since one study about Challenge in Education showed that in Colombia students' exposure to English is limited and they have little opportunities to use the target language, because they have one or two sessions per week of maximum 55 minutes (Copland, Garton & Burns, 2014). We confirmed the previous statement, as the intensity of the English class in the school is of one hour twice a week, and it seems that for doing all the things they would like to, they are going to need more time.

On the other hand, the teachers suggested some strategies that the institution could implement to be successful in the English subject and improve the teachers' professional development; to increase the hours of the English subject, to have time for elaborating teaching materials, but have also the time to fulfill their duties, to participate frequently in

PLCs in which teachers can learn more about the English subject and special dates in which English is going to be highlighted such as the English Day.

 "Que se realicen más reuniones para adquirir más conocimiento y sea más fácil al momento de trabajarlo en el aula de clase".

[We would like to participate in more meetings to acquire knowledge and make easier the development of the classes.]

Questionnaire, Teacher C

Taking into consideration the earlier information, schools have the main role for the achievement of the PLCs. Based on Jammal (2015) "the principal should provide PLC member with physical or structural support and should develop the knowledge, attitude, and skills of the staff in order to have a successful and productive PLC" (p. 04). For instance, in the PLC it was missing the attendance of the English subject´s coordinators and the institution´s principals, consequently, we are not sure if the PLC is going to continue, and this is going to stop teachers' Professional Development.

Lastly, we want to comment the positive results of the implementation, that teachers wrote in the questionnaire. Teachers were satisfied with the PLC for several reasons. First, they learned how to teach through different didactics, strategies of vocabulary, pronunciation, and grammar, they improved their abilities as teachers and got new vocabulary of the English subject. Second, in the PLC they shared different and meaningful contributions from all the teachers to improve the skills and components of English, something important was that it was their first time in a PLC, so they expressed that it generates the necessity to learn and train more in the English subject. Questionnaires:

PERCEPCIONES SOBRE LA COMUNIDAD DE APRENDIZAJE

Responda las preguntas de acuerdo a su experiencia en esta comunidad de aprendizaje:

1. ¿Qué cambios ha observado en sus clases después de la participación en la comunidad de aprendizaje?

   Afianzar más los conocimientos ya adquiridos

2. ¿Qué obstáculos encontró a la hora de aplicar en sus clases las actividades vistas en la comunidad de aprendizaje? ¿Por qué?

   Los tiempos de clase por semana son cortos para aplicar actividades lúdicas

3. ¿Qué estrategias cree que la institución podría implementar para evitar que el tiempo sea un factor limitante a la hora de participar en una comunidad de aprendizaje?

   Aumentar la carga del area

4. ¿Cuéntenos brevemente como se sintió y como su experiencia a la comunidad de aprendizaje?

   Cómoda ya que hubo aportes significativos de los docentes para mejorar la pronunciación y escritura en el inglés

Questionnaire, Teacher C

Questionnaire, Teacher D

6. Conclusions

In the following chapter we will discuss the results of this qualitative study, in that way, we will be given an answer to the research question, by looking at the main findings, limitations and what could be improved during the process of implementation. What is more, at the end of the chapter, we will explore ideas for further research, because as we could investigate, the out-of-field teaching phenomenon has not been studied much in our country.

The intention of our study started when we saw how much Out-of-field Teacher struggle in their classes because of their little preparation in the content and pedagogical foundations of English. In view of that fact, the decision of equipping them with methodologies, strategies and bases about the English subject, by means of using a PLC in which those procedures could be done and expecting to get concrete results after this implementation.

If in eight encounters of the PLC we could identify many changes such as use of the target language in the classes, a variety of activities, use of teaching materials and introduction to patterns of pronunciation, as a demonstration of the contribution in the teaching practices of out-of-field teachers. If those results were perceived in that time, let's imagine how a PLC with more encounters will undoubtedly give teachers, students and administrators a growth in their knowledge and improvement in their performances. In the same line of thought, we said at the beginning of this paper, that somehow students will be benefit thanks to those better practices and we prove that effectively this is what happened when gathering the information from the observation and the meetings.

In addition, the disposition of the teachers and their passion for learning were a key feature in the PLC, however, our time with them was short, and the feasibility to meet with

them was uncertain. Notwithstanding, the data shows that they were more consciousness about strategies and methodologies, the teachers could not totally loose that fear of teaching wrongly, and they still need the support of the institution to complete successfully the practices.

In general, the use of traditional methods is not only reflected in the participant institution, but also in many schools in Bogotá. In that sense, schools should be flexible in promoting these kinds of strategies, and do not limit the teachers giving more importance to discipline, as having our students quiet and passive does not mean they are learning, so our vision of education needs to change according to the new era.

As a general evaluation of the sessions, all the members in the community gave some pieces of advice which are the following; to have in mind the use of the resources needed for the appropriate elaboration of the sessions and to always have a plan b. For example, in the first sessions, we were missing a board to develop well some of the activities, and all of us thought that in the place of the encounters we would have one for that. Second, the roles need to be better stablished, for instance, the time-keeper did not have clear the specific time for each activity. Then, we recommend, teachers should have cleared the function of the roles and be informed in advanced if they had to do something for the encounter.

We would like to stand out the main inference in this research and it is that in Colombia, the teachers teaching the English subject need to have studied a Bachelor's Degree or if they are out-of-field as Normalistas Superiores, at least they must be given a training in the subject as part of their professional growth. To present more about this, an article about teaching English as Foreign Language in Colombia, affirms that regular teachers are teaching the English subject with no or little training in English (Cadavid, McNulty & Quinchía, 2004)

Correspondingly, it is necessary to have those qualifications as teaching and learning a language is a complex procedure and needs to be taken seriously.

7. Further Research

After having finished this investigation, the results reflected that the PLC was a great tool to help Out-of-field Teachers acquiring content and pedagogical knowledge, but we are still interested on knowing how a longer PLC can have significant influences in the teaching practices of those teachers. In contrast, the reasons why the time and the disposal are a problem in the implementation of a PLC in the institutions.

In same way, we observed that the beliefs and misconceptions of teachers and schools about using new methodologies can retain the development of education. In that sense, studying about how those own limitations can persuade the suitable application of new knowledge would be something compelling.

Lastly, other studies have been interested in how this out-of-field teaching phenomenon affects students, but not how the training of those teachers can impact students in a positive way, it would be interesting to see with the pass of the time the better performances of students thanks to those trainings.

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9. Annexes

9.l Project timeline

YEAR	2018									
MONTHS / ACTIVITIES	FEB	MAR	APR	MAY	JUN	AUG	SEP	OCT	NOV	D
Statement of the problem	■									
Presentation design	■									
Emerged questions	■									
Question organization	■									
General and specific objectives		■								
Justification		■								
Constructs			■							
Founded literature about the problem			■							
Application first questionnaire in the context				■						
Methodological design: Type of investigation					■					
First proposal interview						■				
Design consents						■				
Verification objectives and question						■				
Re- design type of investigation						■				
Presentation consents in the school							■			
Transcript interviews							■			
Initial observations							■			
Description of participants							■			
Organization context							■			
Meetings design # 1							■			

Task										
Organizations instruments							▓ (orange)			
Selection type of data analysis							▓ (orange)			
Codification interviews								▓ (pink)		
Meeting design #2								▓ (pink)		
Set up roles in the PLC								▓ (pink)		
Contrast interviews with observations								▓ (pink)		
Meetings design #3-4-5									▓ (green)	
Organization doc									▓ (green)	
Legal framework									▓ (green)	
Inferences interviews and observations									▓ (green)	
Meetings design # 6-7-8										▓ (yellow)
Implementation # 1-2-3 meetings										
Codification meetings										
Implementation # 4-5-6-7-8 meetings										
Codification meetings										
Design final questionnaire										
Application final questionnaire										
Final observation										
Codification questionnaire and observation										
Data triangulation										
Data analysis										▓ (light green)
Final report										

9.2 Intervention Proposal

9.2.1 Roles in a professional learning community:

According to Maggioli (2004) "when teachers are provided with the means and the time to reflect collectively on their teaching methods, and when they are able to share their teaching styles with each other, results improve and the act of teaching is transformed" (p.25), considering what was mentioned, it means that the feedback given by the teachers in the PLC is necessary, for that judgement, in the PLC it was decided to state the following roles; facilitator, coordinator, advisor, evaluator, timekeeper, and reporter, to be used in the development of the sessions. Along with, it is valuable to mention that those roles were conferred to a different teacher every session, having in mind that this is a collaborative process and all teachers should have the opportunity to be leaders at some point.

- Facilitator: Normally, we are going to have this role, because we are proposing the topics of the sessions and the activities within it. However, for example in the practical moment of the session the teachers will somehow be the facilitators, as they are coming up with different strategies and methodologies to teach.

- Timekeeper: At the school the administrators give us some specific time to do the sessions. That is the reason why the timekeeper is very important, that person was given a specific amount of time for each activity, and she needed to make sure that we did not exceed the time and finished all the pedagogical activities.

- Reporter: This was especially useful, since this teacher described and recalled the activities done in the previous session. Anyways, this does not mean that the other teachers could not help her to remember the theoretical and the practical aspects treated in the PLC.

- Coordinator: It required a lot responsibility, since this teacher was sent the power point presentation and the idea is that she has to send it to the rest and if in case we need something form the teachers, she is going to inform them.

- Advisor: As the aim is to give them a lot of opportunities to help each other, the person who is advisor, will be paying attention to the others in the practical moment in which they normally have to create one activity, and she will give comments about those activities.

- Evaluator: In the interest of analyzing the weaknesses and strengths of the session, this teacher will give her opinion about the development of the activities, the time, the hands-on moments and so on, and in that sense, we will notice how to improve for the next encounters.

Meeting: How to teach vocabulary. Teacher´s roles

9.2.2 How to plan a lesson

Session No. 1
Topic: How to plan a lesson
Date: 31/01/2019

Objectives:
    1. Share ideas about how to plan an English lesson and how to create guidelines for planning each part of the lesson.
    2. Talk about difficulties we have faced when we plan an English lesson.
    3. Provide teachers an English lesson plan model that they can adapt to the institution's approach.
 	
Mission: Design an English lesson plan with the institution's approach

Pedagogical activities

We started the lesson with a warm-up activity, with the purpose of practicing a grammar topic, in this case "verb to be".

The activity goes like this: Teachers had to work in pairs, one teacher was looking at the TV and the other was giving the back to the TV, in the slides there were some pictures of famous people and the teachers giving the back had to ask yes/no questions in order to discover the person and the ones looking at the presentation had to answer those questions.

Finally, we made a short explanation of the verb to be, and the teachers had to introduce themselves based on the explanation. (but first we modeled a kind of interview to show them what we were expecting)

Then, we started a discussion to introduce the topic (See slides) and have more information about the teacher's knowledge and understanding of the subject matter.

What aspects do we have to take into account to plan a lesson?

¿Cuales aspectos debemos tener en cuenta cuando se planea una clase?

what are the stages that the institution's approach work ? how are these stages develop in the English class?

¿Cuáles son las etapas que la institución maneja en el modelo pedagógico? ¿Cómo son estas etapas trabajadas en la clase de inglés?

what problems have you had when you plan a English class ?

¿Qué problemas han tenido al momento de planear una clase de ingles ?

In here, there were some theoretical points to take into account related to the lesson, such as the importance of going to the classroom with a lesson plan, the concerns we need to answer before we start planning our class and finally the step by step that is recommended to follow in the three moments of the class.

REASON FOR PLANNING

- It is valuable for students, since they notice that the teacher devoted time to think about the class.

- It suggests a high level of professionalism and commitment.

- It provides an idea of what teachers want their students to reach.

- Es valioso para los estudiantes, ya que se dan cuenta que el docente se tomo el tiempo de pensar en la clase.

- Sugiere un alto nivel de profesionalismo y de compromiso.

- Da una idea de lo que los docentes esperan de los estudiantes al final de la lección.

IMPORTANT QUESTIONS WHEN PLANNING A LESSON

1. Who are my students?
2. What do they already know?
3. Why should they learn about this?
4. What activities do we want to do and why?
5. How long will those activities take?
6. What will be needed?

Guidelines for making a lesson plan

At the start, I plan to:

1. Review prior learning and student/ teacher expectations.

2. Make the learning outcomes clear.

3. Capture students' interest and engage them in learning.

1. Revisar el conocimiento previo y las expectativas de los estudiantes y profesores.

2. Dejar en claro los resultados que se esperan de los estudiantes.

3. Capturar la atención de los estudiantes y envolverlos en el aprendizaje.

Halfway, I plan to:

1. Apply strategies to involve students in the learning process

2. Utilize a variety of media to illustrate concepts and process

3. Make sure that the lesson flows easily and logically

4. Confirm that students are learning material that is meaningful and new

5. Facilitate opportunities for practice and feedback

1. Aplicar estrategias para involucrar a los estudiantes en el proceso de aprendizaje.

2. Utilizar herramientas tecnológicas para presentar conceptos y procesos.

3. Asegurarse que la planeación sea coherente y comprensible.

4. Confirmar que los estudiantes están aprendiendo con materiales innovadores y significativos.

5. Facilitar oportunidades para practicar y dar retroalimentación.

As we were told in the interviews, the institution has a specific approach which is "pedagogia conceptual" and the teachers wanted to know different ways to adapt the approach and create more meaningful learning. Because of that and having in mind what we knew about the approach, we decided to create a sample lesson plan, based on the way we would probably teach a lesson.

Steps:

1. Motivación: (Warm-up) In here, students need to see the importance of learning that and it is supposed to have also and engaging activity.

2.Enunciación: (Presentation). For this part, what the teacher is supposed to do is to introduce the topic within a context.

3. Modelación: (Guided- practice). Students are going to be receptive and the teacher is going to introduce the topic and model the process.

4. Simulación: (Guided-practice). The difference between this one and the previous is that in here students are participating by doing some exercises and the teacher will be a guide if they ask for any support.

5. Ejercitación: (Free practice) In this step, students are going to do the activities on their own, to check the understanding of the topic.
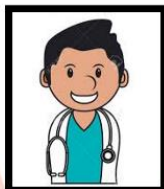
6.Demostración: (Assessment). For the final part of the process, it is necessary to make sure the vocabulary is clear.

Mission: Apart from having the theoretical moments in the session, there is one practical moment in which the teachers will have the opportunity to put into practice what has been discussed.

The facilitators created some papers with the stages of the approach and other papers with different topics, each teacher had to take two papers (one topic and one stage) and create an activity in some minutes. Finally, each teacher presented the activity.

To finish with the session, we exchanged some information related to the aspects that were more useful and applicable for the classes, and the ones who will probably be more challenging and difficult to implement.
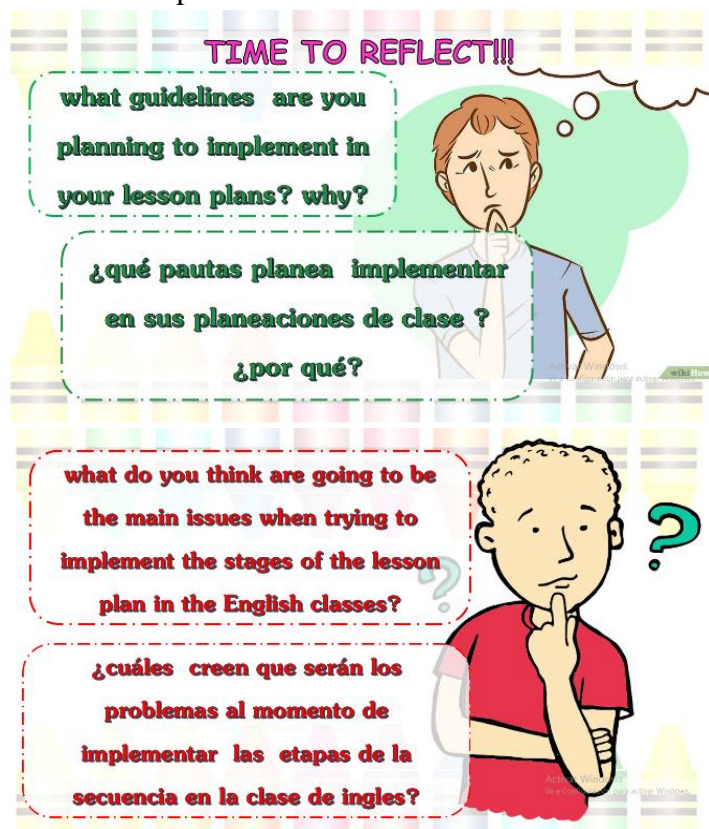
9.2.3 How to teach vocabulary

Session No. 2
Topic: How to teach vocabulary
Date: 11/02/2019
Objectives:

Objectives:
1. Share information about the different strategies that teachers use to teach vocabulary
2. Think about other strategies we can use to teach vocabulary
3. Suggest techniques to make sure students will learn vocabulary in a meaningful way.

Mission: Design a vocabulary activity.

Pedagogical activities

We started the lesson with a warm-up activity, with the aim of getting familiar with a grammar topic, in this case "present simple". Also, at the same time teachers had the opportunity to practice the alphabet.

The activity was developed in this way: Before we started, we wanted to know to what extend teachers remembered the alphabet, so what we did was to bring the letters in foamy, each teacher took five and had to say the correct pronunciation of the letter, if the person did not know, the other teachers and the facilitators could help.

Once we had already practiced, we started with the activity, the instructions were that one teacher was looking at the TV and the other was giving the back to the TV, in the slides there was the name of some routines and the teachers giving the back needed to have a piece of paper and a pencil and the ones looking at the presentation had spell the routines for the others. Finally, we did a little review of the basic rules in order to use the present simple.
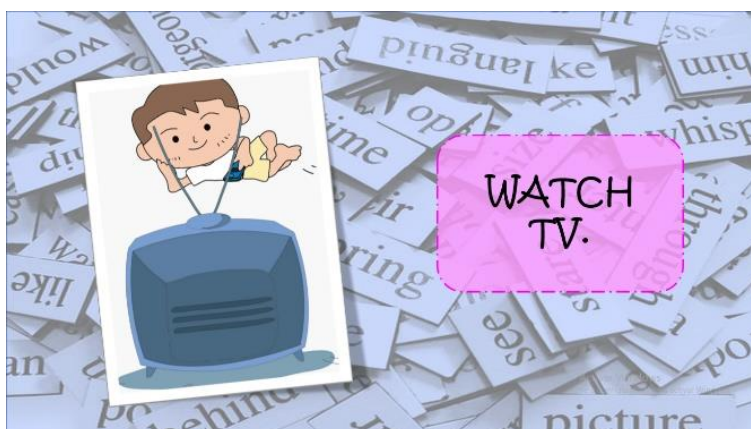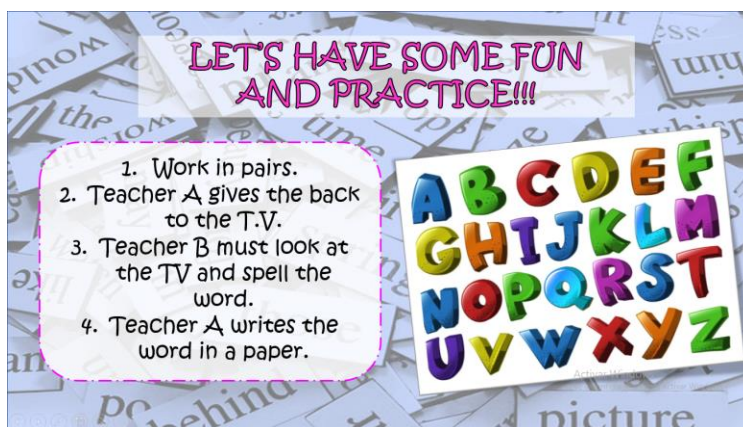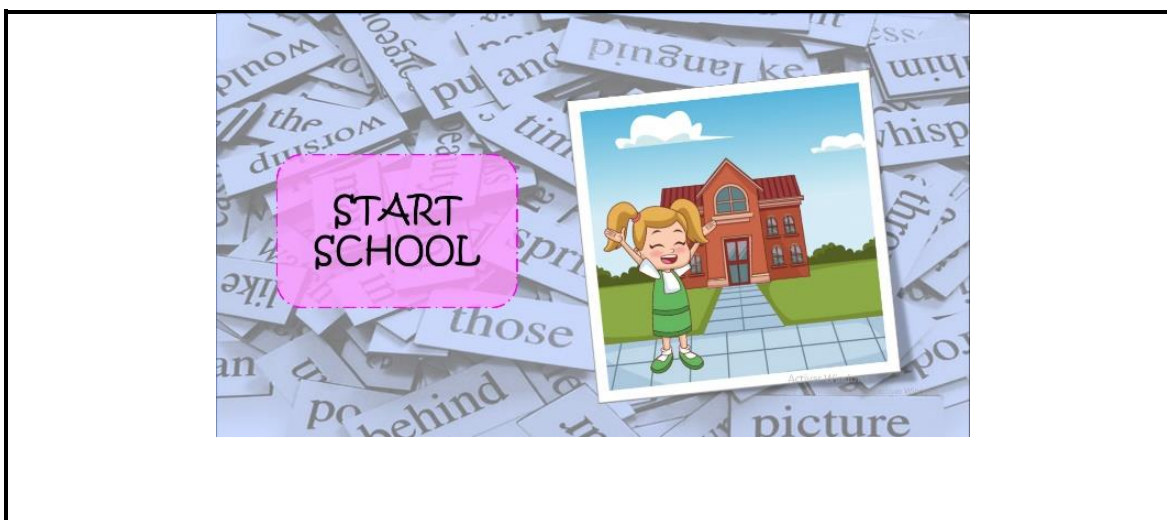
Then, in here, we asked some question to the teachers for getting information about their strategies and experiences when teaching vocabulary to their students.

In this part, is where the theoretical points take place, first of all, we presented some important points when we are teaching vocabulary, such as the pronunciation of the word, the word into a context that is familiar for students, the active participation of students in the process and the relevance of variety in the activities.

In fact, this part was not only theoretical, but also practical. The purpose here was to present different ways to teach vocabulary. So, at the beginning there was a little explanation of the technique and then some exercises to understand better how to implement them.

1. Translation: (Grammar Translation Method): This method is just to look for the translation of the word in Spanish, and it is criticized because students do not need to work hard to access the meaning and the word is less memorable.

Activity: The facilitators brought a long strip of paper with the name of some animals in English and they pasted it on the wall. Teachers had to make two groups, one group was making a line at the beginning of the strip and the others at the end of the strip, the two first teachers had to touch the paper and say the translation of the animal that was written there, once the teachers were facing each other they had to play "rock, paper, scissors", the winner had the possibility to continue, and the other had to go back to the line, and the next teacher in the line had to start from the beginning. The idea was to be the first group that could go to the other side.
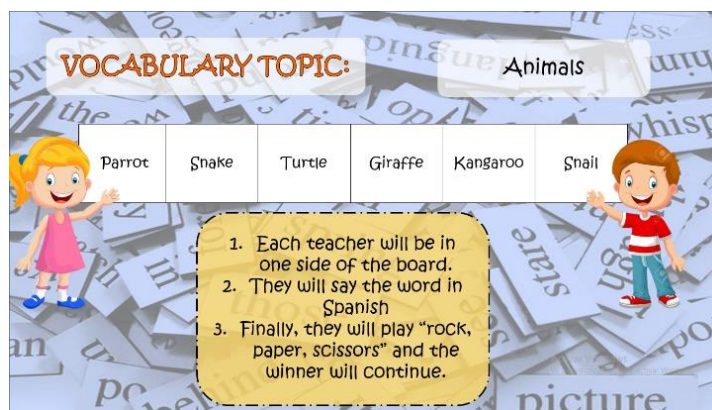
2. Realia: Using realia means to bring the real objects to the class to teach the vocabulary in a more real context.

Activity: For this activity we made two groups and two lines. In front of the classroom there were two chairs and those chairs had some pieces of clothing like cap, socks, pants, skirt, shirt, belt, dress and so on. For the exercise, one of the facilitators mentioned one of the pieces of clothing and the two teachers at the beginning of the line had to compete in order to take it and put it on.
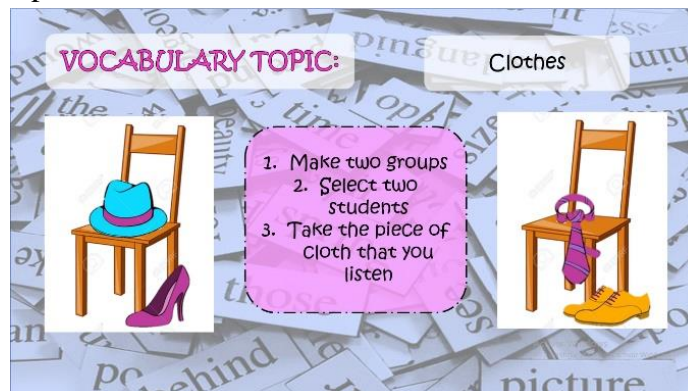
3. TPR (Total Physical Response): This approach involves that students are in constant movement, it is especially good for kids, as it motivates them.

Activity: For this one, the intention is to practice vocabulary related to occupations. The steps are that one teacher will go to the front and take a piece of paper. In the paper she will find the name of one occupation. (chef, carpenter, painter, photographer, singer…) and she is expected to do the mimic and the other teachers to guess the occupation.
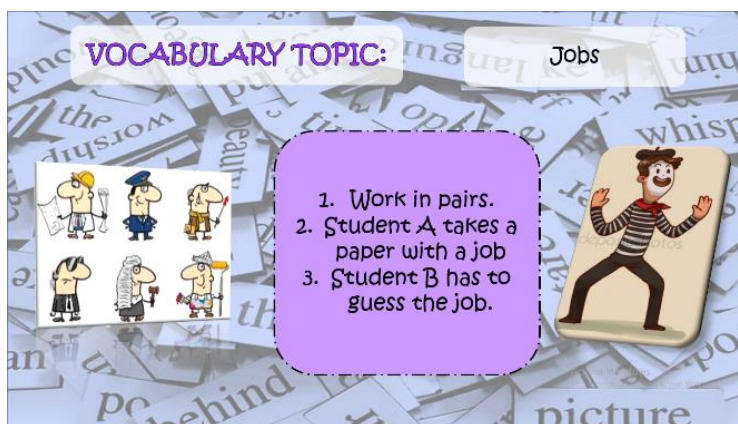
4. Repetition (Audiolingual method): This method is based on the use of drills, because the idea is to have students memorizing the vocabulary.

Activity: Teachers were given a conversation model and they were asked to repeat the conversation, so half of the group was A and the other half was B. Then as the vocabulary was associated to family members, we ask the teacher to find a picture of their family in their cellphones and practice with the conversation model that had blank spaces to complete.
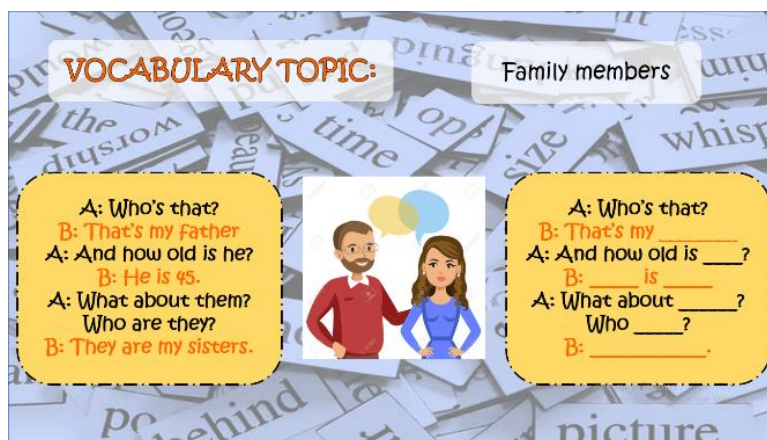
5. Using pictures or illustrations: This is one of the most common ways to present vocabulary, but this does not mean that we cannot find creative and various way to do it.

Activity: For this exercise we decided to play Pictionary that is a famous game for people to draw. In here, we wanted to practice the parts of the body; the instructions were that one

teacher had to go in front of the class and take a piece of paper, in which she was going to find one part of the body, so she had to draw it and the rest of the group had to discover it.

Mission: For the hands-on part of the session and to revise the understanding of the activities done, this was the practice:

Teachers had to select one of the ways to present vocabulary and create an activity; they were given 15 minutes. Finally, each teacher presented the activity.

Lastly, to end up with the session, we exchanged some information related to the aspects that were more useful and applicable for the classes, and on the contrary which aspects would be a challenge.

9.2.4 Designing materials to teach vocabulary

Session No. 3
Topic: Designing materials to teach vocabulary
Date: 25/02/2019
Objectives: 1. Discuss the importance of using teaching materials in our classes. 2. Be ready to create some teaching materials to use in our classes. 3. Recognize the different activities we can do with those teaching materials **Mission:** Create an activity with the material.
Pedagogical activities
For this encounter, the facilitators decided that it would be interesting to practice the past form of the verbs. Also, for this warm – up, it was used one material created by one of the facilitators some time ago, since the idea was to see from the beginning of the session how useful can be to use teaching materials. Then, this were the instructions: first, each teacher had to select two cards (one number and one letter. The numbers corrsepond to the normal

form verbs and the letter to the past form verbs. In that sense, the finality was to match the verbs with its past form.

After that, as it is usual, the facilitator did a little explanation about the difference between regular and irregular verbs. Not only that, but also we talked about the pronunciation of the sounds when having regular verbs.

We startde by asking teachers if they considered creating materials something important also whether or not they use teaching materials in the classes, and some possible issues when making materials.

After discussing those question, the facilitaros showed the teacher some reason why it is highly recommended to use different materials in our classes.

as this session was mainly practical, what the teachers did was to create two different teaching materials and when finishing them, the facilitators proposed one actvity with each one. First material:
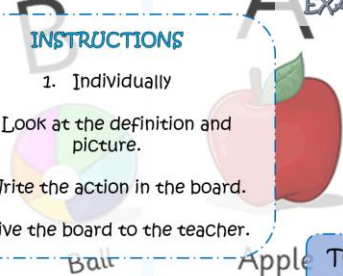
For the activity with the boards, teachers had to work individually, they had to use one the bpatds that they created, and the facilitators gave each teacher one marker. Next, they will be shown the definition and the image of a verb and their aim was to be the fisrt teacher in writing the correct verb on the board.

Second material:
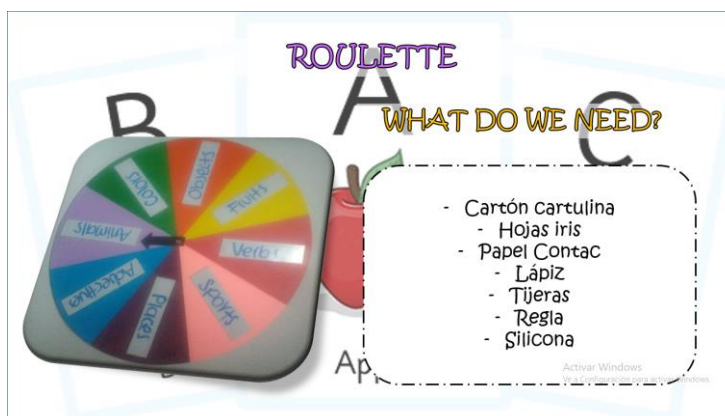
The exercise here was thoght to be a kind of assessment, what the facilitators did was to write different cathegories in each part of the roulette, the teachers had to turn the arrow and they had to say one word realted to the category given by the arrow.
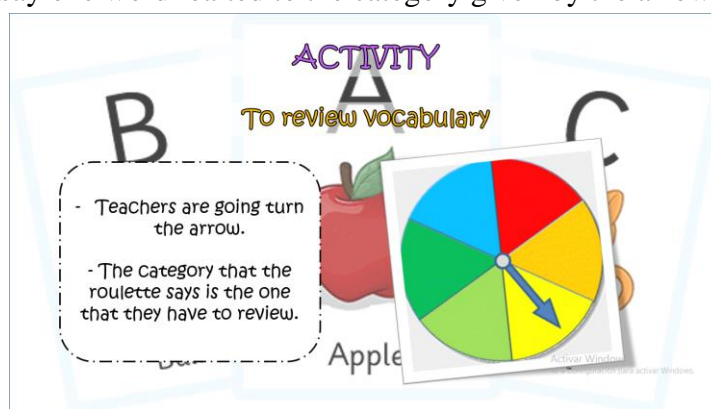
Now, this is the moment for the mission. In groups of two the teachers had to select one of the two teaching materials done in the session and come up with their own activity to teach vocabulary. At the end they had to present it in front.

Finally, some questions were made to see the usefulness and effctiveness of the acititives done in the session and to what extend it is possible to use those materials in the class.

9.2.5 Introducing English in our classes.

Session No. 4
Topic: Introducing English in our classes.
Date: 15/03/2019
Objectives: 1. Share information about the use of English in our classes.   2. Talk about difficulties we have faced when we try to use English in class.   3. Provide teachers some tips that they can implement in class to start using English.   Mission: Make the explanation of an activity.
Pedagogical activities
For this meeting number four the facilitators decided that it would be good to practice the use of "present continuous" which is another topic that is basic when learning English. Teachers worked individually, they were given a sentence, the facilitators brought negative, affirmative and interrogative sentences, but each word in the sentence was written in a different paper and those papers were mixed, the idea was to organize the sentence in the correct way.   After, teachers had organized the sentences, the facilitators did a short explanation about the use of present continuous, and the teachers gave some examples based on their understanding of the grammar.

As it is usual, the session started with a discussion about some points that will be treated later, this time teachers were asked about the importance of using English in class, the amount of English that they used, the concerns when we want to speak in English, and the meaning of "commands".

To exemplify the meaning of commands, we did an activity, the teachers saw some images and they had to come up with the command that they thought the images represented.

ACTIVITY

2. Look at the picture and write the class expressions that you think it corresponds to.
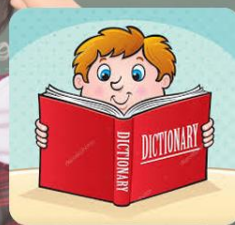
Then, as a way to make the teachers see that little by little it is possible to start using English in the class, the facilitators showed them some expressions that they could teach students to promote less use of Spanish, also, some expressions that they as teachers could use, too.

USEFUL EXPRESSIONS THAT STUDENTS CAN USE IN THE CLASS!

- How do you say _____ in English?
- How do you spell the word _____?
- Can you repeat that, please?
- I don't understand!
- Can I borrow your _____?
- May I go to the bathroom, please?

- ¿Cómo se dice _____ en Inglés?
- ¿Cómo se deletrea la palabra_____?
- ¿Puedes repetir eso, por favor?
- No entiendo
- ¿Me prestas tu _____?
- ¿Puedo ir al baño?

NOT ONLY THE STUDENTS BUT ALSO THE TEACHER!

- Listen, please!
- Stand up!
- Don't eat in class
- Sit down, please!
- Answer the questions
- Raise your hand
- Be quiet
- Close/open the door

- Escuchen, por favor!
- Pónganse de pie
- No coman en clase
- Siéntense, por favor!
- Respondan las preguntas
- Levanten la mano
- Hagan silencio
- Cierren/Abran la Puerta

Next, to help the teachers in this process of fostering English, the activity was to select the expressions that they liked from the presentation and create a poster to be pasted on the walls of the classroom.
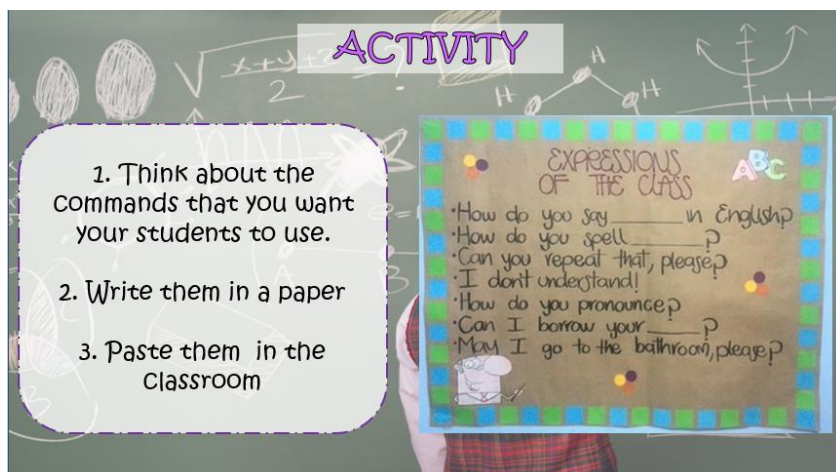
Finally, to finish with the part of the conceptualization of the aspects discussed from the begging, the teachers were shown some tips to give instructions in English and be understood by students.
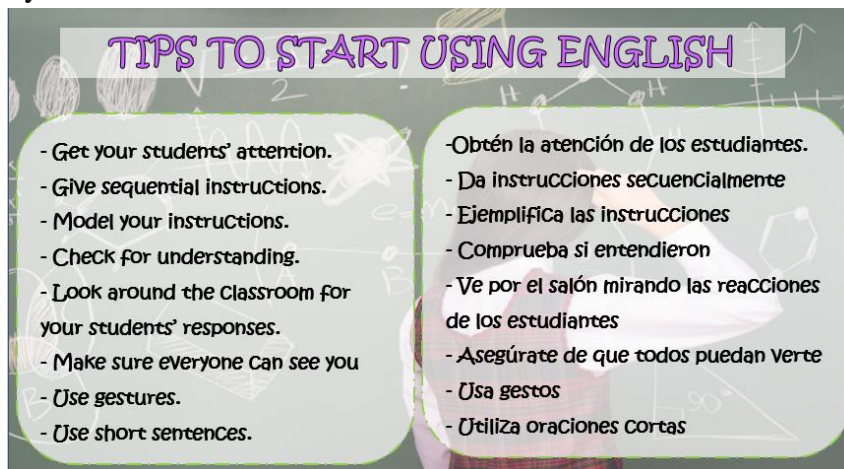
It was the moment to challenge the teachers, by means of that, they had to think of any activity that they wanted, a simple one and they had to create the step by step of activity in English, and once they had it, they had presented in front and see if the teachers could understand the explanation.

To conclude the meeting, the whole group talked about the tips they wanted to implement, how to promote commands, the possible problems they would have and what they would avoid in their classes.

9.2.6 How to teach grammar.

Session No. 5
Topic: How to teach grammar.
Date: 21/ 03/ 2019
Objectives:
1. Talk about the meaning and importance of teaching grammar.
2. Share ideas about the way in which the teachers teach grammar.
3. Suggest strategies to teach grammar more effectively.
Mission: Plan a grammar activity.
Pedagogical activities
For starting the fifth meeting, we thought about making a review of present simple, since it was better to practice the topics that we had already checked to reinforce them and not to confuse the teachers with introducing more topics. We presented the vocabulary, topic and grammar to contextualize the teachers, having in mind that they probably did not remember the vocabulary of fruits, there were devote some minutes for practicing it, and for revising the structure of present simple.

TOPIC: Talk about the food you like and dislike

VOCABULARY: Food

GRAMMAR: Simple present

HOW TO EXPRESS THAT WE LIKE OR DON'T LIKE SOMETHING?

- I like pasta. SHE
- I love oranges. HE
- I enjoy pizza. THEY – QUESTION

- I don't like milk. SHE
- I dislike broccoli. HE
- I hate fish. THEY – QUESTION

FOOD

Banana   Orange   Fish
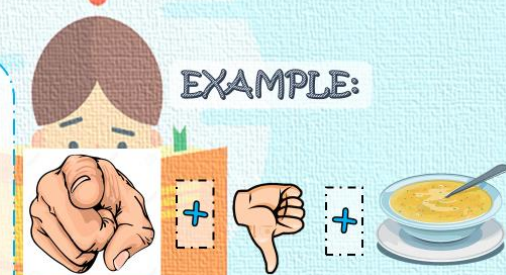
Cookies   Pizza   Rice

What went next, was an activity to observe their understanding of the structure, the plan was that they were going to work individually, they were shown some images to help them construct the sentences, they were going to see the image of the subject (he, she, we, they…) a picture that represented if it was negative, interrogative or affirmative, and the complement (fruit) of the sentences.so they received a piece of paper for writing their answer.
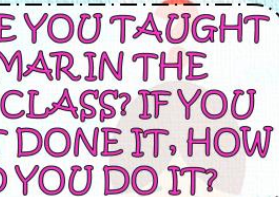
Later, the members of the community started to address some questions of the topic, such as meaning of grammar, how teacher often taught it, it is importance, what techniques they used to teach it and difficulties.

To answer the questions done previously, we gave teachers tips about teaching vocabulary, showed the teachers the two methods for teaching grammar (indictive and deductive) and subsequently, the steps for planning a grammar activity.

DEDUCTIVE METHOD

The explanation and the grammar rules are presented at the beginning and then the examples.

This is information is provided by the teacher.

La explicación y las reglas gramaticales son presentadas al inicio y luego los ejemplos.

Esta información es dada por el profesor únicamente.

INDUCTIVE METHOD

The teacher starts giving examples and students are supposed to infer the grammar rules.

The teacher can give a little bit of help.

El profesor empieza dando ejemplos y los estudiantes deben inferior las reglas gramaticales.

El profesor puede brindar un poco de ayuda.

ADVANTAGES

- It is believed that the rules that students discover by themselves are more likely to be remembered.

- Students are active and involved in their own learning process.

- It is a collaborative process that gives students to have extra practice of the second language.

- It Promotes learner autonomy and self - reliance.

- Se cree que las reglas que los chicos descubren por si mismos, son más memorables para ellos.

- Los estudiantes están activos y envueltos en su proceso de aprendizaje.

- Es un proceso colaborativo que le da a los estudiantes más oportunidades de practicar la segunda lengua.

- Promueve la autonomía de los estudiantes y confianza en si mismos.

PLANNING A GRAMMAR ACTIVITY

Input

Present the grammar in context.

Analyze the grammar.

Provide examples.

Presentar la gramática en contexto.

Analizar la gramática.

Dar ejemplos

PLANNING A GRAMMAR ACTIVITY

Controlled practice

Reinforce the grammar

The teacher controls what students have to do.

Reforzar la gramática.

El profesor controla lo que los estudiantes deben hacer.

PLANNING A GRAMMAR ACTIVITY

Free practice

Personalize and interact using the grammar.

Students will be free to create their own ideas.

Personalizar e interactuar usando la gramática.

Los estudiantes serán libres de crear sus propios ejemplos.

Next, it was the moment for teachers to be more active and use the information given to present their own grammar activity, for that, they were given a chart with the explanation of the three grammar topics we had seen (verb to be, present simple, and present continuous), the purpose of that, was to guide them when explaining.

Afterwards, we conversed about their thoughts of the methods to explain grammar, the things they liked, and they would like to do in class.

9.2.7 How to teach pronunciation

Session No. 6
Topic: How to teach pronunciation
Date: 29/03/2019
Objectives: 1. Talk about the characteristics of pronunciation.   2. Share ideas about what to keep in mind when teaching pronunciation.   3. Recommend strategies to teach pronunciation easily.   Mission: Practice the pronunciation of the vocabulary you are teaching.
Pedagogical activities
The session began with an activity to practice the pronunciation of the numbers. We wanted to introduce a little bit the IPA to the teachers, for that, we selected the (i:) and (I) sounds, as these two belong to the final pronunciation of some numbers and to help differentiate them. For instance, the numbers thirteen, fourteen, fifteen and so on, have the sound (i:)

which corresponds to the pronunciation of a long I, and the numbers thirty, forty, fifty, etc. with the sound (I) which corresponds to the pronunciation of a short I.

After doing the explanation of both sounds, we played a "Bingo" with the numbers to see if the explanation was clear enough.

The question we stated were about the relevance of teaching pronunciation, the frequency in which pronunciation is taught, and the strategies for teaching it.

Then, the theoretical points took place. Beginning with the meaning of fossilization in which we wanted to highlight that it is important to teach the correct pronunciation of the words, because in the future it is going to be very difficult for students to correct those current mistakes the did for a long time. Some of the components, recommendations for teachers like strategies and games, and possible activities to put into practice.

FOSSILIZATION

When students learn to pronounce a word in English incorrectly for a long time, then it is very hard to change or improved its pronunciation.

Cuando los estudiantes aprenden una palabra en inglés de manera incorrecta. Luego es más difícil cambiarla o corregir su pronunciación.

ACCURACY

The precision or exactness with which a person talks.

La precisión o exactitud con la cual la persona habla.

Yes, I do.

What is your favorite color?

FLUENCY

How well a person communicates meaning, without paying attention to grammar or pronunciation mistakes.

Que tan bien una persona comunica significados, sin poner atención a errores gramaticales o en pronunciación.
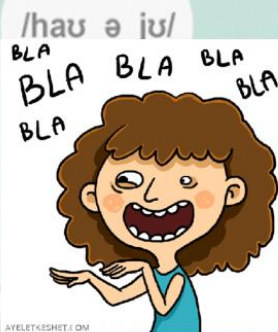
STRESS

The intensity given of a syllable in a word or a sentence.

La intensidad de una silaba dentro de una palabra u oración.

	Primary stressed syllable
a'part	part
de'fine	fine
'pattern	pat
'metal	met
'pamela	pam
'impudent	im
'miserable	mis
pho'netics	net

INTONATION

The tone of the voice of a person when speaks.

El tono de voz de una persona cuando habla.

Are you married?

Are you married?

Are you married?
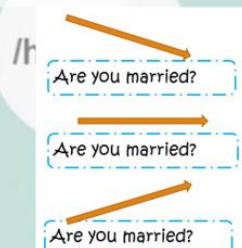
WHAT TEACHERS NEED TO KNOW

- Have students to listen different recording where they can identify the pronunciation.
- Include communicative practice whenever is possible.
- Introduce the IPA to your students.

- Haz que los estudiantes escuchen diferentes audios donde puedan identificar la pronunciación.
- Incluye practicas comunicativas cuando sea posible.
- Presenta el IPA a tus estudiantes.

The mission in this session is especially useful, since teachers said that they feel afraid to teach the pronunciation incorrectly, so we thought that it was good to have teachers doing a list of the vocabulary they were teaching in that moment, and then all together practice the right pronunciation of it.

Lastly, to finish the meeting, we talked about how teachers are going to help students improve their pronunciation (which activities and strategies they would like to use.

9.2.8 How to motivate students

Session No. 7

Topic: How to motivate students
Date: 05/04/2019
Objectives: 1. Talk about aspects to motivate students. 2. Share ideas about what teachers need to do to motivate students. 3. Discuss about the two types of motivation.   Mission: Plan a "warm up"
Pedagogical activities
In agreement with the information stated before, we wanted teachers to reinforce the previous topics and in this one we were practicing the verbs in past. Also, as the session was in regards of motivating, the activity done had the aim of being engaging and fun. The facilitators brought a foam ball, and teachers had to make a circle, pass the ball randomly and meanwhile they were doing that there was a clock alarm sounding, so when time was over, the person with the ball had to say a verb in past. (they had to guess the past of buy, do eat, invite, speak, play, teach and go.
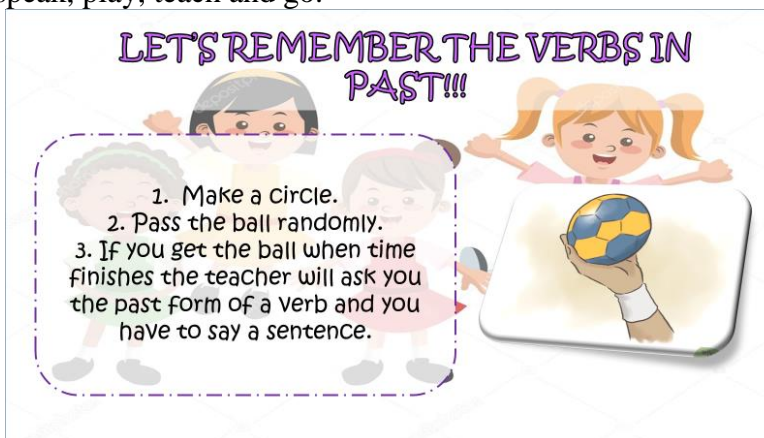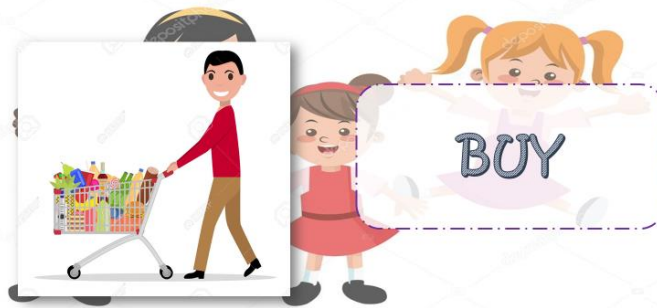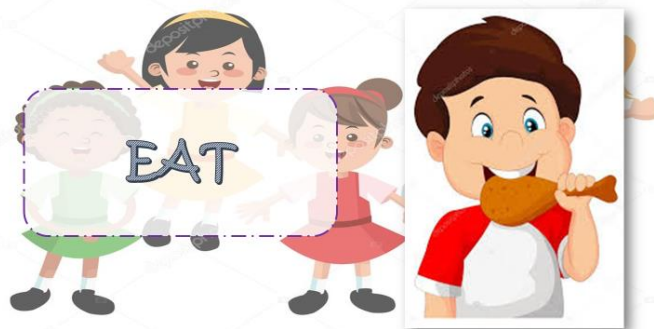
We proposed four questions to see the significance of motivating students, the student's beliefs about the subject and the strategies teacher have to motivate them.

We wished to give teachers the definition of some important elements for motivating such as games or tips, not only that, but also the difference between intrinsic and extrinsic motivation.

EXTRINSIC MOTIVATION

In here, what motivates students are rewards, recognition, good grades, positive points...

Aquí, lo que motiva a los estudiantes son las recompensas, el reconocimiento, las buenas notas, los puntos positivos.

INTRINSIC MOTIVATION

In here, the motivation comes from students, because they want, they like and they enjoy learning.

Aquí, la motivación viene de los estudiantes, porque ellos quieren, les gusta y disfrutan aprender.

HOW TO SUCCESS IN MOTIVATING

- Show students the relevance of the subject.
- Use innovative methods; like games and simulations.
- Use strategies to incentive students.
- Praise and encourage your students.
- Be enthusiast and energetic.

- Mostrar a los estudiantes la importancia del área.
- Usar métodos innovadores; como juegos y simulaciones.
- Usar estrategias para incentivar a los estudiantes.
- Elogiar y animar a los estudiantes.
- Ser entusiasta y enérgico.

MORE TIPS

- Maintain a good relationship with your students
- Promote an enjoyable and supportive classroom atmosphere.
- Foster class participation. (do not underestimate your students)
- Challenge your "smart students"

- Mantener una buena relación con sus estudiantes.
- Promover un ambiente agradable y de apoyo.
- Fomentar la participación en clase. (no subestimen a sus estudiantes)
- Reta a tus "estudiantes pilos"

For checking teachers' responses about the knowledge shared in the session, in the practical part, they had to make a list of the vocabulary they were revising with students at the moment, and then we all together had to come up with the correct pronunciation of those words. In that sense, they will not feel afraid when ss ask for the pronunciation.
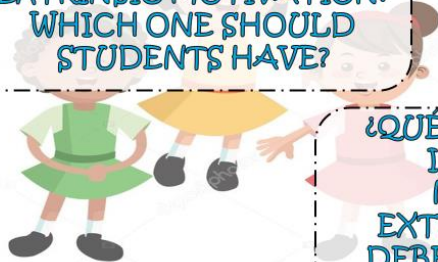
MISSION

1. Individually.

2. Select a topic.

3. Create the warm up.

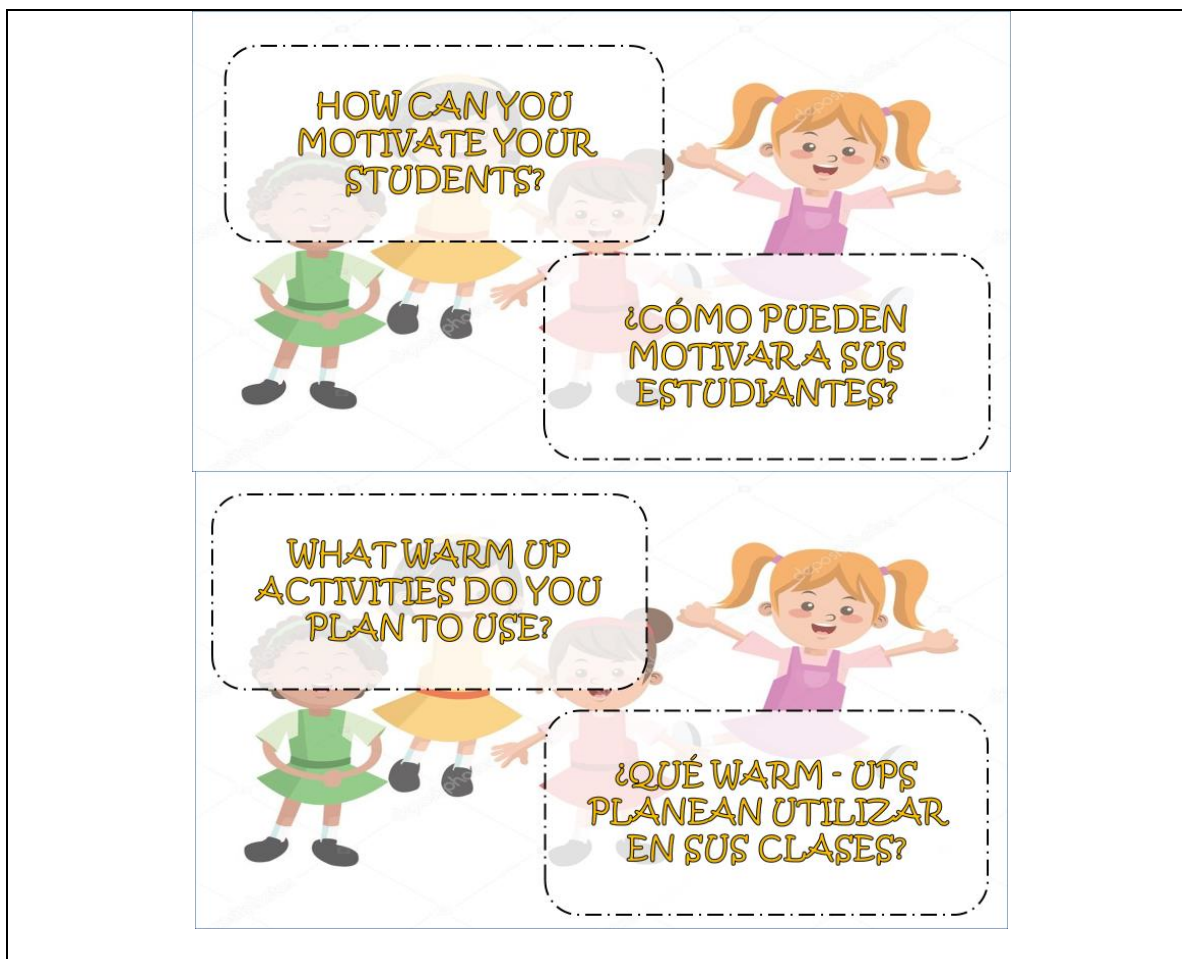4. Present the activity. (use the tips)

To finish our encounter, we talked about the tips and games the teachers would like to implement in their classes.

WHAT IS INTRINSIC MOTIVATION AND EXTRINSIC MOTIVATION? WHICH ONE SHOULD STUDENTS HAVE?

¿QUÉ ES MOTIVACIÓN INTRÍNSECA Y MOTIVACIÓN EXTRÍNSECA? ¿CUÁL DEBERÍAN TENER LOS ESTUDIANTES?

9.2.9 How to teach the four skills

Session No. 8
Topic: How to teach the four skills
Date: 29/03/2019
Objectives: 1. Talk about the meaning and importance of the four skills.   2. Share ideas about the way in which teachers teach the four skills.   3. Suggest strategies to teach the four English skills.   Mission: Create an activity of one of the four skills.
Pedagogical activities
For the final session we chose to work on the verb to be, for doing it, we initiate by revising some examples of nationalities. What is more, considering that the session was associated with the four skills, it was thought to do a listening in the place of the warm up. As a matter of fact, the listening was done following the PRE – WHILE – POST stages, since we

expected to highlight that for doing an activity with the four skills it is necessary to have those stages.

NATIONALITIES

What is his nationality

What is his nationality

What is their nationality

He is Canadian

He is Argentinian

They are Turkish

NATIONALITIES

What is her nationality

What is their nationality

What is his nationality

She is Japanese

They are Colombian

I am American

CONVERSATION TIME!

A: Do you have a nick name?
B: No, I don't OR Yes, I do. It is _____. What about you?
A: No, I don't OR Yes, I do. It is _____.

To discuss a little bit in the sessions some questions were asked, we expected to know if the teachers knew the four skills, whether o not they could differentiate the skills and components and how recurrently the taught them.

For answering the questions above, we started by showing the components and then the skills, so they could notice the contrast. Then, the usefulness of applying the four skills in the English class and finally one by one we should it is relevance and different kinds of activities associated with those skills.

WHY ARE THE FOUR SKILL IMPORTANT

- Ss have more opportunities to create.

- Contexts in which they use the language for exchanges of real information.

- They develop better their own ability.

- Confidence in develop effective oral communication.

- The integration of 4skills make learners good listeners, speakers, readers and writers so as to be able to communicate successfully .

- Los estudiantes tienen mas oportunidades para Crear.

- Contextos en los cuales ellos puedan usar el lenguaje para intercambiar información real.

- Desarrollan mejor sus propias habilidades.

- Confianza en el desarrollo de la comunicación oral.

- La integración de las 4 habilidades convierte estudiantes en buenos lectores, hablantes, escritores capaces de comunicarse satisfactoriamente.

HOW TO TEACH SPEAKING

ADVANTAGES

It includes all the aspects of language

Esta habilidad incluye todos los aspectos del lenguaje.

Speaking is a priority in any test

Speaking es una prioridad en cualquier examen

Ss develop speaking skills

Los estudiantes desarrollan habilidades para hablar.

Ss who speak well but write bad will benefit

Los estudiantes que hablan bien, pero no escriben muy bien , se pueden ver beneficiados.

PLANNING SPEAKING ACTIVITIES

Describing pictures

Pictures differences.

Information exchange

Reconstructing story-sequences

Improvisation

Solving a problem

Role-playing in debate

Discovering missing information.

HOW TO TEACH READING

ADVANTAGES

Ss have discussion moments

Los estudiantes tienen momentos de discusión.

Ss have exposure to the language.

Los estudiantes tienen exposición al lenguaje.

It provides good models for English writing

Los estudiantes adquieren buenos modelos para la escritura en ingles.

It introduces interesting topics for students.

Reading involucra temas de interés para los estudiantes.

READING STRATEGIES.

Purposeful reading

Scanning

Phrase reading

Skimming, and reading with others.

Analytical reading

Information words

Marking the text

Note, taking.

HOW TO TEACH WRITING

Advantages

It is explicit and concrete

Es explícito y concreto.

It is done individually

Se hace individualmente

Can be edited and revised

Puede ser editado y revisado.

There is a variety of language and can be done at whatever speed

Se puede trabajar gran variedad de lenguaje y puede ser desarrollado a cualquier ritmo.

PLANNING WRITING ACTIVITIES

Book report, book review

Answer a letter.

Job, application, propose change.

News report, describe a process.

Describe people.

Film, music.

Describe someone, view.

Personal story.

HOW TO TEACH LISTENING

Advantages

Use different skills

Usa diferentes habilidades.

Use the gained knowledge.

Usa el conocimiento adquirido anteriormente.

Real life situations

Situaciones de la vida real. .

Promote comments

Promueve la participación de los estudiantes.

PLANNING LISTENING ACTIVITIES

Listening for gist

Get the general topic.

Understand communicative intention.

Listening for details

Get specific idea.

True- false. Agree disagree.

Have several responses during the listening.

Infer, organize events

To make sure teachers understood what was discussed before, the facilitators wrote in some papers two activities per skill, teachers had to pick up a paper and first, say to which skills that activity belonged to and second, they had to create a PRE – WHILE – POST for the skill the got.

After all, we talked about which of the four skills was more useful, easy to use or challenging and once again we wanted to emphasize on the importance of using skills in the English classes.

9.3 Designed Instruments

Appendix A : Observation format

Grade:		Teacher:	
No. of students:		Class length:	
Topic:		Phase:	
Pedagogical activities	**Use of English**	**Strategies / resources**	**Comments**

Appendix B Interviews

PREGUNTAS ENTREVISTA A PROFESORES

Objetivo: Identificar los conocimientos, estrategias y metodologías utilizadas por los docentes en sus clases de inglés

Ellos individualmente ideas sobre desarrollo profesional y reflexión sobre su práctica.

- Para usted, ¿Qué es el desarrollo profesional?
- ¿Usted reflexiona sobre su práctica? Es decir, sobre lo que sucede en el salón, sobre las dificultades y fortalezas en sus clases, sobre las reacciones y comportamientos de sus estudiantes, etc. ¿Cómo lo hace? (Lo piensan, lo hago sólo, hablo con compañeros, diario de campo, etc.)
- ¿Cómo hace para capacitarse o actualizarse sobre la enseñanza de su materia? (En esta pregunta tal vez respondan sobre que leen, que han hecho cursos en inglés para aprender el idioma, entonces, cursos específicos para enseñar, o cursos, talleres, o conferencias, etc. o estudios adicionales)
- ¿Qué cambios ha observado en su práctica, o en sus clases debido a esas reflexiones y capacitaciones?

Desde la institución

- ¿Qué tipo de capacitación le ha brindado la institución? preguntas adicionales:
  - Cuente sobre qué fueron, qué trataron (temáticas si es sobre el libro, sobre cómo enseñar, si es sobre enseñanza de habilidades, son pedagógicas)
  - ¿Cuánto duran? – es solo un día, media jornada, ¿cada cuanto las hacen?
  - ¿Quién les da la capacitación?
  - ¿Esas capacitaciones la asistencia es voluntaria?
  - ¿Qué cambios ha observado en su práctica después de éstas?
- Aparte de estas capacitaciones ¿Qué oportunidades formales ha tenido en la institución de hablar y compartir con sus compañeros docentes de área sobre sus experiencias de enseñanza en el aula?
  - Si la respuesta es afirmativa ¿cómo se desarrollaron estos espacios? ¿De quién fue la iniciativa de desarrollar estos espacios? NOTA: Si responden comités de evaluación, en el almuerzo, etc.
  - ¿Ha recibido consejos por parte de sus compañeros para mejorar dificultades que se le presentan en sus clases?
  - Si la respuesta es no ¿Por qué motivo cree que no se dan estos espacios al equipo docente?
  - ¿Considera posible que los docentes tengan la oportunidad de reflexionar sobre su práctica en este contexto?

- ¿Con quién comparte sus planeaciones de clase, su metodología, sus dificultades y los éxitos que tiene con los estudiantes o en la clase?
  - o Si no lo comparte – ¿le gustaría tener la oportunidad de compartir con sus compañeros? Recibir retroalimentación sobre sus clases, Etc.

Professional Learning Community

- ¿Sabe qué es una comunidad de aprendizaje profesional?

  Es un espacio donde la comunidad educativa se reúne para tratar una problemática que se esté presentando en la institución, o puede ser simplemente por el hecho de querer brindar una educación de mejor calidad. La finalidad de esta comunidad es trabajar de manera conjunta, haciendo reflexiones acerca de las prácticas pedagógicas, compartiendo experiencias y realizando aportes que ayuden a obtener mejores resultados en la institución y a crecer profesionalmente.

- ¿Qué percepciones tiene sobre las comunidades de aprendizaje? ¿son efectivas? ¿son realmente útiles? ¿Qué beneficios traería participar en una?
- ¿Ha sido participe de alguna comunidad de aprendizaje profesional o talleres de desarrollo profesional? Si ¿cómo fue la experiencia? ¿Temáticas trabajadas, ¿iniciativa de quién? no ¿por qué?
- Si la institución le brindara un espacio extracurricular para el desarrollo de una comunidad de aprendizaje profesional ¿Estarías dispuesto a participar? Si/no ¿por qué?
- ¿Cuáles podrían ser las limitantes al implementar una comunidad de aprendizaje?
- ¿Qué cambios o modificaciones serían necesarios para llevar a cabo este tipo de encuentros en la institución?
- Si tuviese la oportunidad de participar en una comunidad de aprendizaje profesional, sobre qué aspectos le gustaría que se trabajaran/enfocaran/etc.
- Qué dificultades tiene al enseñar (metodológicas, pedagógicas, conocimiento del tema, etc.

Appendix C Questionnaire

THE IMPLEMENTATION OF PLC TO SUPPORT OUT FIELD TEACHER

CUESTIONARIO

OBJETIVO: Evaluar el resultado final de los aprendizajes adquiridos en la comunidad, los cuales quizá no se pudieron identificar en la observación final.

Este cuestionario se dividirá en tres partes, primero se evaluará el componente gramatical de los temas vistos, segundo se realizarán preguntas de acuerdo con los conceptos trabajados, y tercero, que percepciones, comentarios o recomendaciones finales de la comunidad de aprendizaje.

COMPONENTE GRAMATICAL

1. Verb To be: Escribe la respuesta completa utilizando el verbo to be

Example: What is your name? My name is Lucia.

- ➢   Where are you from**?** _____
- ➢   How old is your sister/ brother**?** _____
- ➢   What are your favorites colors? _____
- ➢   What is your profession? _____
- ➢   What is your nationality? _____

2. Present simple: Llena los espacios en las oraciones utilizando los verbos de la forma correcta del cuadro**.**

> Read – do – sing – drink – don't – doesn't

- ➢   I often _____ books in my free time.
- ➢   My father always _____ songs in the shower.
- ➢   A: Does Julie work on Saturdays? B: No, she _____.
- ➢   Mr. Smith always _____ tea in the afternoon.
- ➢   I'm sorry. I _____ have time to talk to you now.
- ➢   A: _____ you like to study English? B: Yes, I do

3. Regular and irregular verbs (past): Escriba el pasado de los siguientes verbos

Irregulars	
Go	
Eat	
Buy	
Do	

Regulars	
Play	
Invite	
Work	
Study	

Present continuo. Escriba la respuesta a las siguientes preguntas, teniendo en cuenta las imágenes.

Ejemplo:

 What are they doing?   They are doing homework.

What are they doing?	**What is he doing?**	**What is she doing?**

CONCEPTOS TRABAJADOS EN LA COMUNIDAD.

1. HOW TO PLAN A LESSON: De acuerdo con los siguientes lineamientos para planear clase,

marque con una **X** a qué momento corresponde cada uno.

	Inicio	Duran t	Final
Aplicar estrategias que involucren a los estudiantes en el proceso de aprendizaje			
Verificar lo que los estudiantes han aprendido			
Dejar en claro los resultados que se esperan de los estudiantes.			

2. HOW TO TEACH VOCABULARY: Une las estrategias para enseñar vocabulario con la descripción correcta.
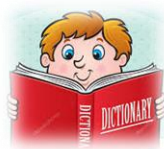
1. Total Physical Response   a. Se traducen todas las palabras a la primera lengua.

2. Realia   b. Involucra que los estudiantes estén en constante movimiento

3. Translation   **c.** Cuando se utilizan imágenes para contextualizar al estudiante.

4. Audiolingual method   **d.** Se basa en la repetición y memorización de las palabras.

5. Illustrations   **e**. Se traen a la clase objetos reales para ilustrar el vocabulario

3. DESIGNING MATERIALS: Escribe dos ventajas de usar materiales en la clase ingles

1._____

2. _____

4. INTRODUCING ENGLISH: Escriba en "inglés" los comandos o expresiones de clase que representan las siguientes imágenes:

5. HOW TO TEACH GRAMMAR: Teniendo en cuenta las siguientes afirmaciones, escriba cuales son Falsas **(F)** y cuales son Verdaderas **(V).**

1. El profesor debe obtener información de parte de los estudiantes mientras explica. _____

2. Utilizar el método inductivo, promueve la autonomía de los estudiantes y confianza en sí mismos. _____

3. No es necesario dedicar tiempo para practicar la gramática en actividades comunicativas. _____

4. En el método deductivo, solamente es el docente quien realiza la explicación de la gramática. _____

6. HOW TO TEACH PRONUNCIATION: Una el componente con la descripción correcta.

Accuracy •	• La intensidad de una silaba dentro de una palabra u oración.
Fluency •	• El tono de voz de una persona cuando habla.
Intonation •	• La precisión o exactitud con la cual la persona habla.
Stress •	• Que tan bien una persona comunica significados, sin poner atención a errores gramaticales o en pronunciación.

7. HOW TO MOTIVATE STUDENTS: Teniendo en cuenta las siguientes afirmaciones, escriba cuales son Falsas (F) y cuales son Verdaderas (V).

1. Mostrar a los estudiantes la importancia del área. _____

2. Elogiar y animar a los estudiantes. _____

3. La motivación extrínseca es aquella en la que los estudiantes aprenden porque quieren. _____

4. La motivación intrínseca es donde el docente utiliza recompensas y reconocimientos. _____

5. La actividad de "free practice" es controlada por el docente. _____

- Finalmente, escribe en "inglés" dos frases para felicitar a los estudiantes por sus éxitos.

8. TEACHING SKILLS: Marca con una **X** las siguientes actividades de acuerdo con las "skills":

Actividades	Reading	Listening	Writing	Speaking
Analytical reading				
Book report, book review				
Describing pictures				
Personal story				
Get the general topic				
Improvisation				
True- false. Agree disagree.				
Marking the text				

PERCEPCIONES SOBRE LA COMUNIDAD DE APRENDIZAJE

Responda las preguntas de acuerdo a su experiencia en esta comunidad de aprendizaje:

1. ¿Qué cambios ha observado en sus clases después de la participación en la comunidad de aprendizaje?
   _____
   _____
   _____
   _____

2. ¿Qué obstáculos encontró a la hora de aplicar en sus clases las actividades vistas en la comunidad de aprendizaje? ¿Por qué?
   _____
   _____
   _____
   _____

3. ¿Qué estrategias cree que la institución podría implementar para evitar que el tiempo sea un factor limitante a la hora de participar en una comunidad de aprendizaje?

_____

_____

_____

_____

4. ¿Cuéntenos brevemente como se sintió y como su experiencia a la comunidad de aprendizaje?

_____

_____

_____

_____

_____.

Appendix D Informed consent and Approval Institution

Bogotá, octubre 10, 2018

Señores
RAFAEL MAYA

ASUNTO: IMPLEMENTACION PROYECTO DE INVESTIGACION Y CRONOGRAMA DE TRABAJO

Cordial saludo,

De antemano agradecemos su interés en participar en el proyecto de investigación, *Professional Learning Community to Support Out Field Teachers* el cual busca implementar una comunidad para contribuir y fortalecer los procesos de enseñanza de los profesores de inglés en su institución educativa.

Para poder iniciar este proceso de diseño e implementación de la comunidad de aprendizaje planteamos las siguientes actividades de investigación en las cuales esperamos contar con su apoyo:

Actividad	Descripción
Observaciones de clase a los docentes de inglés primaria.	Una observación inicial a cada uno de los docentes de inglés para realizar un diagnóstico con el fin de obtener información sobre el contenido y las metodologías utilizadas en la orientación de sus clases. Una observación final a cada uno de los docentes participantes para determinar los aprendizajes después de la implementación de la comunidad de aprendizaje.
Entrevista a los docentes de ingles de primaria.	Una entrevista inicial a cada uno de los docentes con una duración de 30 minutos la cual se dividirá en dos componentes: 1. Formación y experiencia: este aspecto busca brindarnos información sobre sus prácticas pedagógicas durante sus años de trabajo. 2. Componente metodológico: por otra parte, este aspecto tendrá el fin de identificar sus conocimientos metodológicos, fortalezas y debilidades en el área.
Implementación de la comunidad de Aprendizaje.	Ocho reuniones con duración de dos horas con la asistencia de todos los docentes participantes en el proyecto y las orientadoras del mismo, en los cuales se compartirán reflexiones y experiencias sobre las clases, y talleres de metodologías y enfoques en la enseñanza del inglés.
Cuestionario a los docentes de inglés primaria.	Este cuestionario se aplicará al final del proyecto, el cual nos ayudará a precisar el resultado final de los aprendizajes adquiridos en la comunidad, los cuales quizá no se pudieron identificar en la observación final.

www.uniminuto.edu
Personería jurídica: Resolución 10345 del 1 de agosto de 1990 MEN

La información que recojamos será usada exclusivamente para fines de la investigación y los nombres de los docentes participantes serán tratados con total confidencialidad y se contará con un consentimiento informado para cada uno. Cabe resaltar que el objetivo de este proyecto no es juzgar las prácticas que están realizando los profesores sino comprender y acompañar en este proceso a cada uno de los profesores de acuerdo a los resultados encontrados.

Al finalizar la implementación de este proyecto nos comprometemos a compartir los hallazgos y la información para que sean conocidos por los actores que están involucrados en el proceso.

Sabemos que su colaboración y apoyo a estas actividades de investigación serán de mucha ayuda para realizar una propuesta coherente con sus procesos académicos.

Cordialmente,

Estudiantes investigadoras:

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RECIBIDO:

Manuel Alberto Torres
(Vicerector

RECTOR INSTITUCION

COORDINACIÓN
ACADÉMICA

COORDINADORA ACADEMICA

Appendix E Informed consent for teachers and Approval Institution

PROPUESTA DE ACOMPAÑAMIENTO PEDAGÓGICO CONSENTIMIENTO INFORMADO PARA PARTICIPANTES DE INVESTIGACIÓN

Le agradecemos de antemano su interés en participar en el proyecto de investigación THE IMPLENTATION OF A PROFESSIONAL LEARNING COMMUNITY TO SUPPORT OUT OF FIELD TEACHERS. La idea surge considerando una situación que se ha venido presentado en la educación la cual tiene que ver con el hecho de que los profesores encargados de enseñar inglés en primaria y bachillerato, bien sea en colegios privados o públicos, en algunos casos no son docentes que han realizado una licenciatura en inglés.

Por tal motivo, este proyecto tiene como propósito determinar los aprendizajes y prácticas de los docentes a través de la implementación de una comunidad de aprendizaje. En esta los profesores encargados de dictar inglés se podrán reunir y hablar de sus experiencias en el aula, e identificar sus debilidades y fortalezas. Además, se quieren realizar talleres de metodologías, estrategias y otros aspectos que se propongan para mejorar y crecer profesionalmente en la institución Educativa Rafael Maya.

Para llevar a cabo el proceso y desarrollo del proyecto los invitamos a participar en las diferentes actividades de investigación propuestas con el fin de abordar el objetivo planteado y desde las cuales esperamos contar con su valioso apoyo para recolectar la información pertinente que requerimos para iniciar el proyecto.

1. Observaciones: Se realizará una observación inicial a cada uno de los docentes de inglés con el fin de obtener información sobre el contenido y las metodologías utilizadas en la orientación de sus clases. Al finalizar el proceso se realizará una observación a cada uno de los docentes participantes para determinar los aprendizajes después de la implementación de la comunidad de aprendizaje.

2. Entrevistas: Una entrevista inicial a cada uno de los docentes con una duración de 30 min. La cual se dividirá en dos componentes: Formación y experiencia y componente metodológico. Esta entrevista nos brindará aspecto busca brindarnos información sobre su experiencia y sus prácticas.

3. Comunidad de aprendizaje: Ocho reuniones con duración de una hora con la asistencia de todos los docentes participantes en el proyecto y las orientadoras del mismo, en los cuales se compartirán reflexiones y experiencias sobre las clases, y talleres de metodologías y enfoques en la enseñanza del inglés.

4. Cuestionario: Este cuestionario se aplicará al final del proyecto, el cual nos ayudará a precisar el resultado final de los aprendizajes adquiridos en la comunidad, los cuales quizá no se pudieron identificar en la observación final.

La participación es este estudio es voluntaria. Los datos personales suministrados serán utilizados por el grupo de investigación de la licenciatura de UNIMINUTO para fines exclusivos del estudio.

La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los estipulados. Sus respuestas a la encuesta serán tratadas con total confidencialidad y serán anónimas.
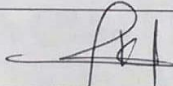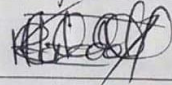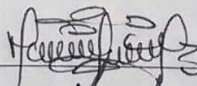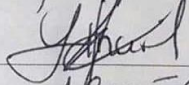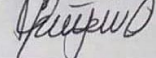
Cabe resaltar que el objetivo de este proyecto no es juzgar las prácticas que están realizando los profesores sino comprender y acompañar en este proceso a cada uno de los profesores de acuerdo a los resultados encontrados.

Al finalizar este proyecto se socializarán los hallazgos y la información para que sean conocidos por los actores que están involucrados en el proceso en la institución.

De tener preguntas sobre su participación en este estudio, puede contactar a Yudy Marcela Jaime, al correo yjaimeherna@uniminuto.edu, o a Claudia Marcela Otálora, al correo cotaloradia@uniminuto.edu.co .

Acepto participar voluntariamente en esta investigación que será liderada por Yudy Marcela Hernández y Claudia Otálora y reitero que he sido informada(o) del objetivo de este estudio, los instrumentos de recolección de información y el tratamiento de la información y de los datos.

Si está de acuerdo con participar puede firmar este formato:

NOMBRES Y APELLIDOS	CÉDULA	FIRMA
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