PRACTICAL PEDAGOGICAL PIECES OF ADVICE TO BECOME A GOOD ENGLISH TEACHER ACCORDING TO TEACHER’S EXPERIENCES.

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DEPARTAMENTO DE LenguAS MODERNAS
TRABAJO DE GRADO
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Requerido para optar al título de
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Ingles y Frances

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2007
Approval Note

Panel of adjudicators president

Adjudicator

Adjudicator

In memory of our families and teachers thanks to their unconditional support during our academic process.
SPECIAL THANKS

To my advisor teacher Aurora Cardona, for her guidance and support during this research Project.
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INTRODUCTION

Since years ago teaching has been conceived as a “vocation” like to become a priest. The chosen one has the gift to become a teacher in his blood, it is part of him.

Many Teachers start at the young age of 20 years old or even younger, in the beginning many teachers didn’t have university degree, but nowadays teaching is considered as a profession at the same level as law, medicine or engineering. Therefore, education plays an utterly role in today’s modern world.

Also is important to assess and analyze the school environment because it is quite complex and the teaching duty is linked to psychology, social work and coaching. During the rush hours the teacher arrives at school one hour before of the class beginning, and teaches during all the morning, taking part in many school activities, that’s a demanding labor that implies compromise and management.
1. PROBLEM

Due to the changing world of English teaching, it is necessary that teachers start to question about their profession, because many times the theoretical knowledge is out of the context in our current educational system, and make us to make mistakes and to waste valuable time that instead could be invested in teaching.

It is important to take into consideration the practical experiences of English teachers, in order to guide successfully the future generations of teachers?
2. JUSTIFICATION

It is the purpose of this research to have a closer contact with the teachers in their labor; using and describing their experiences in a clear and easy way, according to the real context of the practical teacher without relating everything to the theory, but to the real practical world of experienced English teachers.

The collected data used to create the teaching guide and all the experiences and relevant information is written in English, taking into consideration the great importance and learning of this language in our country and the entire world. In addition, this project is in agreement with the educative framework from the Colombian Education Board that states a bilingual Bogotá by the year 2015.

For some relevant aspects of this work is intended to interview and inquire different members of the educational environment, among the principals, counselors, and teachers form private and public schools, in order to collect and a considerable quantity of testimonies about teaching experiences on how to be successful as an English teacher.

In addition, as result of this work, it will be possible to use and relate different points of view, experiences and theory to the reflection and practical world of teaching English, without need to already established formats and old-fashioned conceptions.
3. OBJECTIVES

3.1. GENERAL OBJECTIVE

- Create a teaching practical and pedagogical guide from pieces of advice to become a good English teacher according to teacher’s experiences.

3.2. SPECIFIC OBJECTIVES

- Search about the teaching labor from different teaching levels and agents perspectives.

- Analyze the pedagogical experiences from different teachers related to their labor and practice as teachers.

- Determine the teaching experiences as important research tools in the classroom.
4. THEORETICAL FRAMEWORK

4.1. TEACHING CONCEPT.

In the traditional way to see teaching it is often used as a way to impart skills or knowledge, however, nowadays this should be reevaluated. Teaching means more than a simple way to instruct knowledge and skills the teacher in either way can be considered as a facilitator to present the content, interact, motivate and assess students.

Also there are important aspects that a teacher must keep in mind such as: what method to use, students' background knowledge, environment, and learning goals as well as standardized curriculum. The teacher should also be able to deal with mixed ability classes and with learning disabilities.

4.1.1. Questions about teaching.

During the 1970s, educational researchers have conducted observations, interviews and analyzed lesson plans, reflections, journals and diaries to determine, how to be successful in teaching, and what do the expert teachers do.

4.1.2. Learning concept.

According to its sense learning, as the noun, is the body of knowledge and wisdom; as the verb, it is the process of gaining understanding that leads to the modification of attitudes and behaviors through the acquisition of knowledge, skills and values, through study and experience. Learning induces a persistent, measurable, and specified behavioral change in the learner to formulate a new

1 VILLANOVA UNIVERSITY. TEACHING AND "LEARNING TO TEACH" http://www83.homepage.villanova.edu/richard.jacobs/EDU%204291/learning/Index.htm 02/23/2007

mental construct or revise a prior mental construct.

The learning process leads to long-term changes in behavior potential. Behavior potential describes an individual’s possible behavior in a given situation to achieve a goal. But potential is not enough; if individual learning is not periodically reinforced, it becomes shallower and shallower, and eventually will be lost in that individual.³

4.1.3. Learning Theories.

Analyzed and classified according to the source⁴:

<table>
<thead>
<tr>
<th>Behaviorism</th>
<th>Cognitivism</th>
<th>Constructivism</th>
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<tr>
<td>Behaviorism is an approach to Psychology which states that learning is the result of Operant conditioning. Operant conditioning is a process both named and investigated by B. F. Skinner.</td>
<td>Cognitivism refers that mental states are appropriate to analyze and subject to examination. This was due to the increasing criticism towards the end of the 1950s of behaviorist models.</td>
<td>Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge. In other words, &quot;learning involves constructing one’s own knowledge from one's own experiences.&quot;</td>
</tr>
</tbody>
</table>

In which a behavior may result either in reinforcement, which increases the likelihood of that behavior occurring again. 

Noam Chomsky argued that language could not be acquired purely through conditioning, and must be at least partly explained by the existence of internal mental states, and that these states can be described and analyzed.

Constructivist learning, is a very personal endeavor, whereby internalized concepts, rules, and general principles may consequently be applied in a practical real-world context.

4.1.4. Literature about Teaching.

Summarizing the literature related to "learning to teach", Carter states that: learning to teach is based on a knowledge conception of teaching that is directly related to classroom performance. This knowledge should be considered as know-how, the way to achieve goals not in the subject, but by reflecting in real context.\(^5\)

Teaching as an art, demands skill and experience in several aspects such as: group management, content development, motivation and reflection which are important aspects that are acquired only through years of labor. Then, new teachers must learn to acquire and know previous experiences from the classroom environment to enhance and reinforce plans, make decisions, and assess alternative courses of action.

But the question still remains unsolved, how to become successful in teaching?

There is important knowledge and experience a new teacher must understand and

manage in order to be successful in dealing with different situations at school and with students, Kagan believes that: “the learning to teach literature provides evidence that, during the course of the first five years of professional practice, novice teachers who develop into neophyte teachers achieve this status by critically examining their interactions with students and not allowing their personal beliefs and images about teaching and learning to prejudice their reflections.”6

<table>
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<tr>
<th>Criteria of Teaching Experience And Performance. 7</th>
<th>Years of experience</th>
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<tr>
<td>First time teachers</td>
<td>1st month</td>
</tr>
<tr>
<td>Novice teachers</td>
<td>1st year</td>
</tr>
<tr>
<td>Neophyte teachers</td>
<td>2 - 4 years</td>
</tr>
<tr>
<td>Expert teachers</td>
<td>More than 5 years</td>
</tr>
</tbody>
</table>

That’s logical no teacher could be considered as an expert just for the good grades and pre-service teaching at university, according to Festinger novice teachers should learn where and when their beliefs and images are incorrect and change consequently. Also, the teacher knowledge, as their beliefs and problem-solving skills interact to help student’s learning, although it is only possible if novice teachers undergo reflection upon what is happening within their classrooms.8

The learning to teach literature identifies what appears to be a five-year pattern in the development of expert teachers. Many first time teachers during the first year

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7 Ibid. 129 -169.

come to the labor with good intentions, but the classroom represents the ultimate
challenge, that’s the place where skills and experience meet in order to be
successful. Therefore, first time teacher must pay special attention to aspects,
such as: to exercise control over the classroom environment, controlling students
behavior, then content of instruction, developing lesson plans, assessment criteria
and measure students learning. Amusingly, during the first year, the novice’s
attention is focused upon oneself and one’s activities not upon the students and
what they are learning.

4.2. PEDAGOGICAL REVIEW

4.2.1. Pedagogy Concept

As concept pedagogy could be defined as the art or science of being 3 teacher, it
refers to strategies of instruction, or a style of instruction. The word comes from the
Ancient Greek Trafôaywyéw (paidagôgeô; from rraîç {child} and ôyw (lead):
literally, "to lead the child"-Pedagogy = teaching for learning.¹³

-Teaching = scaffolding learning activities + mediation of learning experiences
Learning = (activities) experiences + programmed knowledge + questioning insight

These come together in the pedagogy as process model according to the various
contributions of the teacher and the learner to each 'step' in the process. It is too
simplistic to treat the mode! As if the teacher did some steps and the Learner did
others. Indeed to a greater or lesser extent both teacher and learner contribute to
each task. These contributions may or may not be conscious, agreed and/or
intended
4.2.2. Teaching experience.

This is an excellent instrument in order to measure and reflect about our teaching practice. Class management, class content, gestures, class development, students' attitudes and motivation during the tasks, are among the things that could be identified through the use of this valuable tool.

4.2.3. Reflection

It starts with the teacher's previous knowledge and experience, and it should be in accordance with the students, as a strategy it's useful to ask the students about their goals or interest for the course content, and with that information it is possible to design a suitable plan and syllabus for the class.

It's not enough to have a lesson plan and a class syllabus in order to be organized, what's really important is to reflect and plan different each time taking into account the observations and the collected data from previous classes. Thus, it is easy to design new exercises without having the previous difficulties,

Lessons are dynamic and in that order of ideas teachers must adapt their decisions to follow the class' stream, but without letting everything loose, each aspect and designed content should have a purpose and a goal, in order to assess if they are achieved once the task is complete.

The most important way to measure and assess, in could be carried out using different tools, but its gist is to describe and collect relevant information that may be useful to design and improve the tasks and class development. Reflection is a cyclical process, because once you have identified failures you implement solution and different ways to solve them, but as soon as it's finished another problem appears and the process should be repeated.
4.3. GROUP MANAGEMENT

Dealing with groups is not an easy task and more with many students that require attention and commitment, therefore a good teacher needs some dues to take into consideration when designing a class and those aspects could be related to the following:

4.3.1. Classroom environment

As the environment is an important issue in our daily lives, also is the classroom environment, the physical! Location and the mood inside it thus when dealing with the classroom design is useful to pay special attention to aspects such as: light, temperature, animation, saturation, contrast, order, cleanliness among others that can seriously make the difference in students’ performance.

4.3.2. Leadership

An authority is needed in the classroom, but at the same time students need someone capable of understand their goals and interest. So the teacher must reflect and Internet with students to check how the feel and how they perform. It could be summarized as to be an advisor every time students need counseling.

4.3.3. Team work

To carry out with classroom tasks and development of process, it is necessary to be in contact with other school agents to enhance and expand teachers’ influence and advice at school.
In addition, it is important that parents are well informed and have a close relation of work according to the principles and guidelines of school. In that way, it will be easier to accomplish with students goals and fulfill educational purposes.

4.3.4. Classroom discipline

Behavior is a serious issue when dealing with students, many of them could be disruptive for many reasons, but it is teachers’ duty to properly manage and deal with misbehavior, there are some tips, about how to address respectfully but at the same time with authority with the students and experience give us many details and ways to manage and succeed when dealing with large disruptive groups. Among them is possible to state that: teacher must be aware of students interest and motivation, identify disruptive students and deal with them accordingly without losing authority, follow and assess properly students progress and development.

4.3.5. Tutoring

A tutor provides experience, knowledge and counseling, not answers. That’s the rule to become a good tutor to counsel! Reflect and help students learning helping them to achieve their goals and expectations.

Also one of the most important abilities of a tutor is listening to students’ inquiries and doubts, but remembering of course, that being a tutor doesn't mean the teacher is wisdom or know about everything, there are limits, however tutors experience and knowledge could be guide and advice to students in need.
5. DESCRIPTION OF THE STUDY

This is a monographic research according to updated aspects in teaching and learning using different techniques of documental analysis through an interpretative research conducted following the qualitative method; its purpose was to collect data related to the real educational context, based in different data collection instruments, such as: observations, interviews and theoretical analysis of teaching and learning theories. Therefore, integrating educational aspects in the supported data allowing to present a resourceful teaching guide in a clearly, specific and integral way.

This process was based and supported in non-numerical data collection techniques, such as: analysis of theoretical facts in education, observations and conducted research in classrooms, interviews and reflection, in order to fulfil and present and extensive and valuable work for English and foreign language teachers.

The main idea with this process was to present a comprehensive and useful teaching guide that shows and overview of what means teaching, learning and how to do it according to the teacher’s experience and theories about it.

5.1. RESEARCHED POPULATION

This project was carried out during the 2005 – 2006 school year in Bogotá with the help of some English teachers from Public and Private schools. The information was collected via interviewing and also through observation at the pedagogical practice at Alianza Social Educativa and Colegio Simon Bolivar.
The following is the chart of the interviewed teachers:

<table>
<thead>
<tr>
<th>Teacher's name</th>
<th>Years of experience</th>
<th>Profession</th>
<th>Location / level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Pinto Mantilla</td>
<td>8</td>
<td>English Teacher</td>
<td>Private School / Middle School</td>
</tr>
<tr>
<td>Hector Gutierrez</td>
<td>5</td>
<td>English Teacher</td>
<td>Private School / High School</td>
</tr>
<tr>
<td>Ligia Bohorquez</td>
<td>30</td>
<td>Coordinator</td>
<td>Public School / Elementary</td>
</tr>
<tr>
<td>Beatriz Rodriguez</td>
<td>12</td>
<td>Principal</td>
<td>Public School</td>
</tr>
<tr>
<td>Alexander Cita</td>
<td>7</td>
<td>English Teacher</td>
<td>Private School / Elementary</td>
</tr>
<tr>
<td>Marcela Rodriguez</td>
<td>3</td>
<td>English Teacher</td>
<td>Private School / Middle School</td>
</tr>
<tr>
<td>Gerardo Mendez</td>
<td>5</td>
<td>English Teacher</td>
<td>Public School / High School</td>
</tr>
</tbody>
</table>
5.2. STUDY DESIGN

For this guide the qualitative method was used in order to gather the data, the experience and important aspects during the observation process are analyzed through the theoretical framework and teaching theories.\(^9\) Qualitative research is a concept for research methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research.

The data analysis is conceived through reflection and detailed examination, there is no relevancy in numeral data, that just could be used to reinforce the analysis and description of facts.

Detailed data is gathered through open ended questions that provide direct quotations. The interviewer is an integral part of the investigation and also the data is related to the specific terms and conditions of the research.

This differs from quantitative research which attempts to gather data by objective methods to provide information about relations, comparisons, and predictions and attempts to remove the investigator from the investigation.\(^{10}\) For this research process it was helpful, because the guide comprises all relevant aspects according to school and social contexts and needs.

- First, the theoretical framework about teaching and learning aspects were researched.

- Then, a linked was done between the theory and the conducted observations during the teaching practice.

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\(^{10}\) JAMES P. Key. Oklahoma State University. Qualitative research available at: http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage21.htm 03/15/2007.
- Afterwards, the process continued with the interview process.

- Subsequently, the analysis and description of the information was conducted taking into account the collected data during the theoretical framework, teaching practice and interview development.

Following this steps, it is possible to conceive and link the aspects to create a teaching guide for newcomers in education that it is a really helpful tool thanks to the analysis of those aspects.

Methodology in teaching represents the way to interact daily, how to address and solve problems, it is based in teachers experience and the conducted observation at school. Also it is sustained in research and studies performed during years of detailed observation and analysis.

Teaching is a multifaceted process that involves practice and understanding of experiences, for that reason, teachers should consider how to develop and enhance new techniques and methods to encourage students to learn. Although, many times the lack of experience and teachers immaturity lead to lack of confidence and support, therefore the importance of this guide which represents and explains different teacher experiences related to several common daily issues in order to solve problems at school.

There are different ways to explain the knowledge and the experiences, among these, there are also several methods, techniques, approaches and procedures that explain and describe a topic or a way of thinking. However, sometimes there is a confusion when using these terms. Thus, it is important to depict the differences among them.
5.3. RESEARCH STEPS

5.3.1. Descriptive period:

During this first step, it was possible to collect the theory on the subject, read, organize and synthesize all the information related to the research. Also, it was possible to state the problem and justify the theoretical framework. The steps during this period can be summarized in:

- Check theory about the subject and identify the topic boundaries.

- Address, state and clarify the study.

- Explain and justify how to create the guide.

5.3.2. Design Period:

During this step several instruments were created, in order to collect and analyze information from students and teachers. Afterwards, the strategies to start the manual were design. The steps during this period can be summarized in:

- Using the charts and tables of collected data.

- Creating materials

- Gathering of information.

5.3.3. Practical Period:

During this period all the collected information was gathered and organized in order to be analyzed. The steps during this period can be summarized in:

- Analyzing theory and practice on the subject.
- Analyzing collected information.

- Creating the guide.

**5.3.4. Final product:** Taking into account the theory and practised conducted during the research, all the organized materials were used to create and organize the teaching guide.

**5.4. INFORMATION SOURCES**

In attendance to this research the formal and direct ways to collect data were taken into account, among those:

- Teaching theory, different author and overviews about teaching and learning.

- Teaching guides and exercises.

- Observation processes carried out during the teaching practice.

- Interview design and analysis.

**5.5. PRE TEACHING ACTIVITIES**

In this research project, there were several ways to gather the sufficient data to develop and enhance the guide. All the aspects gathered during the pedagogical training were analyzed and related to the actual theory in order to create and develop the teaching guide for newcomer teachers.

Among the steps there were the following:

**Data gathering:** This was done through direct observation, interviews and own
experience facts, teaching theory related to teaching procedures, teaching methods, management, motivation and assessment.

**Data analysis:** Analysis of collecting instruments and teaching theory on the subject.

**Organization and utterance of information:** Selecting the important and most suitable facts to be part of the teaching guide.

### 5.5.1. BIBLIOGRAPHICAL ANALYSIS

The analysis was carried out through the collection and analysis of theory on important teaching topics such as:

- Observation.
- Suggestions.
- Interviews.
- Triangulation.
- Chart design.
- Guide creation.
- Presentation of results
- Correction and feedback.

### 5.5.2. DATA COLLECTION

There were different ways to collect the data, but it was important to consider all relevant aspects related to teaching, learning, observations, interviews and reflection. Thus, the final product, the teaching guide comprises all those aspects
according to the observed and studied environment.\textsuperscript{11} (see annexes for charts and tables)

- Teacher’s diary
- Field Notes triangulation and reflection
- Peer Observation
- Interviews
- Teaching theory about methods and classroom management

For this guide, observation in the pedagogical practice was taken into account to analyze information. Many of the situations, problems and reflections were seen on practice. Thus, it was important to gather the observation facts in an easy and complete chart, in order to identify problems and teaching situations.

After the completion of the data gathering, it was doable to create and develop the guide following the steps and rules of writing, explaining the relevant recorded teaching situations and problems seen at class. All this process enhanced and provided resources to create the guide, because it should have had a support from which it was possible to refer from theory to practice.

At this point different tools are used in order to describe and analyze the used instruments, approaches, charts, conclusions and summaries that show proof and continuity during the research process, in order to clarify and state in a good way the goals, questions, hypothesis and obtained results. From the analysis the teaching guide and content is established and explained.

5.6. WHILE TEACHING ACTIVITIES

While collecting the data there were different instruments used to organize and use the information to build the guide. These instruments were used according to the theory and state of the art studies on the subject; in addition everything was related and explained according to the pedagogical practice.

5.6.1. Observation

Classroom observations are an important tool to collect data. Thus, the procedures of observation need to be clear and concise.

There are some guidelines and aspects that measure what the teacher does in the classroom, and the interaction and achievements with the students. But the most important, is to take into consideration what is being observed, to identify and describe the relevant aspects.

In addition, it could be described as the process in which several sources of information could be linked to a general aspect. It is a process in which all the data could be described and explained according to the comparisons and differences seen among the research sources. In other words, it helps to see the same aspect form different perspectives and check which of them convey and differ. 12

In this research, the interviews, the observation process and the collected data form the instruments were used to convey and described key points presented in each of the data collection processes.

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5.6.2. Teacher’s diary

This tool is used with the goal of enhancing the teaching methods, students involvement and motivation in class. This aid relates to the teaching guide in which this data collection instrument allows to describe teaching aspects and content. There were different ways to collect the data, but it was important to consider all relevant aspects related to teaching, learning, observations, interviews and reflection. Thus, “the final product, the teaching guide comprises all those aspects according to the observed and studied environment.”

Through the use of this tool during the pedagogical training, it was possible to determine that there were problems motivating students, and managing large groups. Therefore, these were aspects to deal with in the development of the teaching guide, how to get to motivate students to do classroom tasks and managing classroom issues such as: behaviour and participation. In addition, his tool provides specific information about the identified classroom problems, this way it is possible to state the problem and reflect upon it.

Thanks to the use of the teacher’s diaries it was possible to analyze and include topics such as: motivation, behaviour and participation and classroom management in the teaching guide. Thus, it provides valuable information and narrows the attention to specific aspects related to real context and daily life situations in teaching.

---

5.7. AFTER TEACHING ACTIVITIES

These activities were conducted after the process of data collection, and were used in order to reflect and analyzed the collected information from the previous researched stages.

5.7.1. Peer observation

In this process a teacher colleague goes to have a look to the classrooms, and then they check and according to some guidelines, give feedback to the teacher in order to reflect upon the class content, materials used, management, and students’ motivation. This was also a technique used to reflect during the pedagogical practice, but also all the instruments could be valuable in order check the methodology used, activities that give support for class improvement.

This char is an example used during the teaching practice, using this format it was possible to identify and study specific aspects related to the content and classroom development.

5.7.2. Teacher’s interviews

A research interview is a structured social interaction in order to gather information, it could be conducted following different strategies and techniques, but its gist is to look into the questions and present accurate data for a research process.

During the interviewing procedure designed to gather the data, there were different questions. This usually took the form of "what," "why," "where," and "when" types of questions. Focus on what the teachers is like and what has him or her accomplished, his, her academic and work background, and or goals. One of the
interviewer goals is to see that qualifications match the declared work interests. But, in this research project these questions were designed in order to develop the topics in the teaching guide, relating an linking the use of experience, teachers responses to teaching theory and the pedagogical observation during the student teaching training in the career.

Among the analysis and steps taken into account to perform the interview were the following.

a) **Thematizing** In a qualitative evaluation study the first thing to do is clarify the purpose of the study and the research topic in order to do so, ask the what, why and finally how.

b) **Designing** The analyzing and reporting using an structured format should be taken into account before starting the interviewing, by doing this, the decodification will turn easier later.

c) **Interviewing** – It is also a face-to-face observation that can also identify strengths because the skilled interviewer can use flexibility and insight to ensure an in-depth, detailed understanding of the participant's experience.

d) **Transcribing** - This important step prepares the material from the interview for analysis taking into account differences between non-verbal and verbal speech.

e) **Analyzing** - Data analysis is an issue that must be condensed, categorized or otherwise interpreted and made meaningful and describe teaching processes and valuable experiences.

f) **Verifying** – it is to confirm that the information is accurately according to real context.
g) Reporting – Communication and report of result according to the stated goals.\textsuperscript{14}

Examples of the questions asked to the teachers, through the teaching written interview format (annex), were the following:
- What a good teacher is?
- Which are our rights and are student’s rights limited?
- At the same time that we have rights, do we have duties, if so which ones?
- How can we avoid conflicts between teachers?
- What can we expect from teachers cooperation?
- Are there some advantages for a teacher who changes to a different level?
- What do we have to keep in mind when facing students with different levels?
- Which are the tools that we have to count with in order to help us renovate?
- Despite the multiple tasks and the risks of burnout, can we expect any satisfaction at teaching?
- Teaching can lead to professional distress, how can we avoid it?
- When assuming teaching responsibilities what can we encounter?
- How can we achieve a close contact with students without trespassing the limits?
- Do we have to designate seats to our students?
- Which are the elements that create a suitable learning environment?

If a student tells us some personal information about him/her, do we have to talk about it?
- How should we react when a student tell us a secret? There are some behaviour to avoid?
- How can we establish a good authority relationship, without becoming dictators?
- Are there some Medias to motivate students?
- How can we start a scholar year with the right foot?
- What has to be done during the first term?
- How to manage disruptive students?

\textsuperscript{14} \textsc{Sewell}, Meg. The use of qualitative interviews in evaluation. Available at: http://ag.arizona.edu/fcs/cyfemet/cyfar/intervu5.htm. 03/27/2007
- What importance have class leaders?
- When a deceiving or unexpected situations comes, what can we do to rest in
calm and manage it?
- How to plan a lesson?
- Are there some tips to create our lesson plan?
- When we plan a class do we have to take into account the exact moment to the
tasks?
- If we planned a lesson, and it didn’t work out, what can we do about it?
- How can we prepare students to an assessment, and make sure they are settled?
- How can we avoid getting to the limit because of corrections?
- How can we change teaching methods?
- Is it important to keep the mood in class?

Answers to this questions could be find in the development of the teaching guide,
here it is possible to find teachers opinions and experiences about a variety of
topics classroom management issues, teacher - student relation, teacher's
performance, assessment, and feedback. The main goal in the teaching guide and
in the previous stated questions is to determine how to deal with teaching issues,
and have a glance to the expertise of teachers.

The teacher’s opinions, conception and experiences are valuables tools that are
taken into account in the development of the guide, many of interviewed teachers
were willing to be part of this research project, however they mentioned that they
would prefer that none of their names appear on the final guide, therefore the guide
explains in details the answers and conceptions of all those teachers that have
participated in this project, but omitting the name references.

In addition, a format was used In order to facilitate the process of collecting and
analyzing the interviews, it got easier and clearer to check the interviews content
and relevance.
5.7.3. Data analysis for the teachers’ interview

At this point different tools are used in order to describe and analyze the used instruments, approaches, charts, conclusions and summaries that show proof and continuity during the research process, in order to clarify and state in a good way the goals, questions, hypothesis and obtained results. (See annex about guidelines to explain the teachings interviews) From the analysis the teaching guide and content is established and explained.

An interview is an important tool to gather data, thus, in this guide it is taken as points of view to describe and explain teacher's experiences and achievements.

The following are the some important and valuable answers to the written interview that after analyzed were taken into consideration to be part of the guide, because of its profound and great importance to teaching.

According to the first question, what a good teacher is?
A teacher answered: that is the person who loves and cares about his/her student's formation, giving them tools to face and do their lives as individuals.

The second question stated: which are our rights and are student’s rights limited?
Our rights and student’s rights go as far as the beggning of the rights of the others, it’s our duty to respect the right of others, and that our right should be respected by others.

For the third question: at the same time that we have rights, do we have duties, if so which ones?

A teacher answered: Duties are loads and responsibilities that as well as rights should be given in order to be responsible and committed to our labour. Our main
duty is our students do succeed as person.

For the fourth question: How can we avoid conflicts between teachers?
A teacher answered: Being respectful and respecting the right and duties of others.

- What can we expect from teachers cooperation?
A teacher answered: to work as partners, with the same ideal, considering and valuing colleagues’ experience.

- Are there some advantages for a teacher who changes to a different level?
A teacher answered: Each level has challenges and advantages; it is according teacher’s preference.

- What do we have to keep in mind when facing students with different levels?
A teacher answered: That no child must be left apart. Everybody can, and has the right to learn.

- Which are the tools that we have to count with in order to help us renovate?
A teacher answered: Reflective tools such as: peer observation, field notes, lesson recording and self-assessment.

- Despite the multiple tasks and the risks of burnout, can we expect any satisfaction at teaching?
A teacher answered: The major satisfaction should be student’s motivation and commitment during the activities.

- Teaching can lead to professional distress, how can we avoid it?
A teacher answered: changing and innovating with materials and classroom tasks.

- When assuming teaching responsibilities what can we encounter?
A teacher answered: duties and tasks that should be done consciously in order to be get good results.

- How can we achieve a close contact with students without trespassing the limits? A teacher answered: keeping the authority in classroom, keeping in mind that students need to be motivated and take into account.

- Do we have to designate seats to our students? A teacher answered: Only if there is the need, and capacity to do it. Also it could be a good strategy to avoid possible tension in the class, but in the same way it should be use wisely and with caution.

- Which are the elements that create a suitable learning environment? A teacher answered: motivation, work, feedback and involvement in both directions.

- If a student tells us some personal information about him/her, do we have to talk about it? A teacher answered: it depends on the information, but what is important is to counsel and direct the student to professional assistance.

- How should we react when a student tell us a secret? There is some behaviour to avoid? A teacher answered: to be a confident, but respecting student’s rights.

- How can we establish a good authority relationship, without becoming dictators? A teacher answered: having the authority needed to develop class, motivating students to learn and being also an ideal icon to refer on.

- Are there some Medias to motivate students?
A teacher answered: Brand new technologies and students’ involvement are important tools to use during class.

- How can we start a scholar year with the right foot?
A teacher answered: Being determined to do so, have a well designed plan, study about the class materials to use, tasks, evaluation, and good relationships with students and colleagues.

- What has to be done during the first term?
A teacher answered: motivate and introduce the topic of study, describe the importance and use of the topics and subjects.

- How to manage disruptive students?
A teacher answered: Motivating them, giving them tools and proper attention.

- What importance have class leaders?
A teacher answered: Are good allies, if well handed, like media’s opinion.

- When a deceiving or unexpected situations comes, what can we do to rest in calm and manage it?
A teacher answered: Keeping in focus the objective of the class, and the rules at school.

- How to plan a lesson?
A teacher answered: With a motivating warm up activity, a pre-task, development tasks and a final and tasks to practice, also considering extensions and adaptations for students with different learning levels.

- Are there some tips to create our lesson plan?
A teacher answered: a well, clear and easy to use structure and task content that
include, class work and feedback.

- When we plan a class do we have to take into account the exact moment to the tasks?
  A teacher answered: it is not necessary because unexpected things may happen, but anyhow a lesson must be well structured and the time controlled.

- If we planned a lesson, and it didn’t work out, what can we do about it?
  A teacher answered: Reflect upon them, modified and adjusted according to students’ needs.

- How can we prepare students to an assessment, and make sure they are settled?
  A teacher answered: Motivating them to learn from their mistakes, and encourage them to be better each day.

- How can we avoid getting to the limit because of corrections?
  A teacher answered: Realizing that everything is a process, nothing can be achieved from a day to another.

- How can we change teaching methods?
  A teacher answered: Certainly, according to student’s interest and needs of learning.

- Is it important to keep the mood in class?
  A teacher answered: Be yourself and make the others as if they were served at home, keeping in mind that there are some rules and conditions to be followed.
6. MAKING THE GUIDE

In order to be clear and specific, all the relevant aspects related to teaching were taken into account in order to be a comprehensive and interesting work. The following were the steps followed to create the guide.

6.1. PROCEDURES

After the selection of the topic and the performance of pedagogical practice it was considered important to create a guide that explains the most important aspects about teaching, from this moment appeared the idea to complete a teaching guide. For this guide there were several procedures to be achieved, among them were the following:

**Research Project presentation:** Formal requirement of presenting the general methodological overview, objectives and plan of work.

**Theoretical Framework:** Theory about teaching, explanation of topics and terms related to teaching. In addition, this step comprises the use and explanation about theory on methodological and research methods and instruments.

**Methodological design:** This part comprises all the methods. The instruments and analysis carried out between theory and practice. All the elements were related to the use and importance of the guide.

**Guide overview:** This was the guide design and justification of the guide as reference element and newcomer teachers.

**Content selection:** Selection of the important topics to be explained and exemplified in the guide.
**Organization:** Skimming and scanning about the important facts to be explained in the guide.

**Draft:** Version of the guide with all the important topics according to the studied theory and data gathering methods.

**Final Version:** Complete teaching guide with all the important aspects. This guide comprises all the aspects and content about important teaching methods and techniques. The provided information is supported in the data collection techniques, the conducted interviews and teaching theory.

6.2. FINAL PRODUCT

The tips and advices that are mentioned in the guide where kindly given by teachers who had in general 20 years of experience in teaching, nevertheless that identities are presented under the names of nouns and adjectives in order to make easier to understand better ideological and pedagogical points of view, you will also find anecdotes, quotations, pieces of advices and teaching experiences are stated to enlight teachers, amaze and make them reflect upon this wonderful profession of English teaching. Along the guide, you will find some designs that will serve you to understand it, elements such as: route signs that will allow you to connect different sections through the guide.

The first one in form of a pencil, this will transport you immediately to an anecdote lived by an English teacher, the candle represents some of the teachers wishes, and the sentence “bear in mind” are a piece of advice from a teacher that has to be taken into account and not forgotten.
7. THE GUIDE

PRACTICAL PEDAGOGICAL PIECES OF ADVICE TO BECOME A GOOD ENGLISH TEACHER

By Norma Constanza Liliana Celis Salas
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7.9.6. How to prepare students to take an exam, and make sure they are ready?
INTRODUCTION

The guide that you are holding between your hands, was not built by taking into account a huge amount of didactic text or pedagogical methods, but it ideals with real context seen from a simple and practical point of view, it gathers the gist of several interviews with teachers, thus it counts with different tips, pieces of advice and support. Furthermore, is necessary to give credit to the ones that made this guide possible by sharing their pedagogical experiences in the English teaching profession with newcomers.

Logically, all related to English teaching is not listed here, on the other hand what you are about to encounter here, will be soon so exciting and utterly useful for beginners or at least for brand new teachers.

The tips and pieces of advice that are going to be mentioned up were kindly given by English teachers from public and private schools.

In order to gather a broader perspective about English teaching profession, certain members of the pedagogical environment, such as: directors and supervisors who were also interviewed with the purpose of collecting much experiences as possible.

You will also find anecdotes, quotations, and pieces of advice and teaching experiences that are stated to enlighten, amaze and make you reflect and love this wonderful profession of English teaching.

Certainly, you will see that this work is full of surprises and new things waiting to be discovered, in order to make you easier to comprehend this well, there are some instructions to lead you inside the matter.
Here are some designs that will guide you through the text, such as: road signs that will link to different sections.

- You will notice that there is a statement that says: “Anecdote”, (this will transport you immediately to an anecdote given by an English teacher);

- When you see the sentence: I would like … it represents the teacher’s wishes;

- And the statement “wise advice” must be taken into account and not forgotten.

7.1.1 VALUES OF A GOOD TEACHER:
7.1.2. WHAT A GOOD TEACHER IS?

Teacher Ligia said:

Before everything, the most important qualities of a teacher are and must be, to well know the subject, in this case English. It is necessary to avoid being vain when teaching to students. Who would like to see a mechanic to fix a car knowing that he has not a clue of how to do it. ? In some cases, maybe it can happen that we don’t know the answer to a question, however there is no reason to freak out or to panic for not having the answer, this shows that we are not perfect but that we are human beings.

In this kind of situation, the best is to look for the answer, do some research and give it to the student the next class.
**Teacher Sara Pinto said:**

There is no importance of what could be improvise while teaching or how much contents are going to be transmitted, what makes the big difference is the way of transmitting them, this will make the students remember what we have taught them. It’s necessary to take into account that the student’s aim is to learn and therefore the teacher’s goal can not be to get rid of contents quickly. It is our duty as teachers to transmit the thirsty of knowledge and curiosity. The teacher should know how to get the student’s attention according to the circumstances, always keeping in mind being humble and unassuming persons, it is an effective way of achieving this act with dynamism and creativity, being aware of what we can do in order become better teachers each day.

**Teacher Hector Gutierrez said:**

A good teacher is made up of a group of personal qualities that make him/her become from an ordinary teacher to an excellent one. First, the love for students, you can know well English grammar, vocabulary, semantic orthography, and have the aim to transmit it, but if teenagers give you a hard time, and you desperate because they talk at the same time, you’d better quit.

Second, it is mandatory to love them and care about them, if not they will feel it and we wouldn’t be able to create the bond of complicity required to have a great year together. Thus team work, it is the key to success in English teaching, either if teaching English is defined as a individual profession, it is necessary to be generous, very generous of the time and patient enough to be capable of tutoring a student once the class has come to an end. Moreover, teachers should concern not just about their group class but also the school environment in order to create a calm and peaceful workplace.
Finally, it is necessary to be organized and act with discipline, because the schedule is very demanding and long, teachers should also keep in mind not to be afraid of changes (activities that don’t work as expected or changes of schedule) teachers must be open-minded to new ideas, tolerant and respectful with students and colleagues. Do not forget that the one responsible for transmitting the heritage of one generation and make the students profit of it, is the teacher.

7.2. RIGHTS AND DUTIES

“YOU DON’T HAVE THE RIGHT TO DO SO”
YOU HAVE BEEN PAID FOR MY LEARNING.

Concerning teacher’s rights and duties, these have been well described in multiple laws and collective amendments. Each teacher should be conscious of the following purposes that could be also being included in a future bill or school district rules.

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<td>That we teachers to be proud of our professional title the same way doctors and lawyers do, it is not need of convention group that represent us, but a professional company. Colombian teachers cia! That could be possible if coming teachers are aware of the importance of their role in the society and want to change it for good.</td>
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7.2.1. Which are then our named rights and what about certain students, is there a limit?

Teacher Beatriz Rodriguez said:

It is a fact that our rights are the same of all human beings, as simple as that, for
that reason both teachers and students should no forget it, teachers deserve respect while they respect to the others and use the media to do so. During a lesson, it will mean that if a student does not respect his teacher, the teacher should use the right tools which will stop inappropriate student’s behavior.

We have the right of not accepting violence, mistreated, prejudgment in our classrooms.

**Teacher Alexander Cita said:**

Our first right, the one we have to protect the most is the power of “having possession” of our class, teacher shall not be just a technician who executes the syllabus commands, thus he must add his own charm and magical touch. To be appreciated and needed, the teacher has the right of imposing to his students his ways of do and be, even though he is seen as an autocrat, his aim should always be direct to create an effective learning environment. We have the right of being as we are and keep being this way, if we are aware of our role in the class, not as clowns which have to make students laugh no matter what, but the right and the duty of demanding silence and proper manners into a pacific environment. If a teacher believes that there are some limits in the student – teacher relationship, certainly there are, he will need of this frontier in order to strength the rapport with his students.

Finally, in order to assure the respect of his right, the teacher can contact further assistance to protect teachers’ rights, nevertheless he has also the right of having the proper support of the school’s principal and staff. The principal must act as a referee in a quarrel between a student and a teacher, however if it is necessary to punish students, the teacher must ask for the support and counseling of the direction.
7.2.2. At the same time that we have rights, do we have duties?

Teacher Marcela Rodriguez said:

First of all, during the development of your career, you do not have to forget the reason for which you are here right now, teaching in a classroom. Teacher is responsible of student’s formation and not just scholar formation. Your class should become an experimental field for your students, you are there for enhancing their curiosity and autonomous learning. It would be nice if you refer to their daily life, with the purpose of making them conscious about the role that the school and learning plays in life.

Furthermore, you shall not lose perspective of the importance of your responsibilities of broadcasting knowledge to students and not to impose their behaving attitude. These last are the ones that should select their values, remembering of course that it is not of our business to tell them what to think. Our duty is more to give them tools, so afterwards they will choose freely by themselves their own way of living.

You should understand that they are part of a whole society where everyone has a common goal: to learn. You have then the duty of making respect, the order has been established, in order to maintain a suitable environment towards learning and creativity.

Teacher Gerardo Mendez said:

The most important teacher’s responsibility, is their student’s success and to use all the tools and medias available to place them there. In order to achieve this, several steps must be accomplished first:
A teacher ought to prepare his lesson, a teacher must never arrive to the class if the lesson has not been prepared, and that is the first rule to be followed. The same thing happens if goals don’t come out as planned? In this case there is not need to worry, we can get set again, adjust and the carry on the next day.

The second attitude to adopt is hiding from reality, don’t run away from it but go towards it. The teacher is capable of observing and testing himself. From the students’ reactions, teacher ought to realize which are the student’s concerns, problems and holes, so he can take the elements and tools to correct them.

Finally, we have the obligation of enlisted immediately our problems in relation with the students, with the direction or school staff, as same as in the didactic plan there is no need of letting go, because it is the work environment which matters. If you have misunderstandings with one of your students, call him/her separately and ask him/her to write down what he or she thinks about the situation, then you can talk about it, do not let situations and relationships to deteriorate, a small problem can be solved in just some few minutes, but if it doesn’t it can endanger the class enhancement.

**Teacher Ligia Bohorquez Said:**

For Being a fundamental part in the teaching community, you have the responsibility of facing the educational system and do no hide behind an executive role, while you are the owner of an intellectual or cultural baggage you have the duty of social involvement, one way or another, on the transmitting your know – how, your experience and acquisitions. Inside the school it is your duty to be an active member during the pre-school activities, outside it you could sign in with the community or teachers committee. Remember that thanks to your formation you have the capability of joining teaching politics and society, your knowledge and competence should be used as much as possible.
Finally it is necessary that each teacher be clear had a clean language, especially when teaching ESL (English as a second language). Try to find the right expression to explain yourself! The teacher has a social role in game; it is thanks to him/her that our culture is transmitted forward the word, especially in tourism or ESL abroad. The language stuff must be present at time of work correction.

It is just not due to the writing in a foreign language (English) that students can commit 30 orthographical mistakes in a single page or in Spanish he / she would mistake fewer times. The teacher should take advantage of this and correct students mistakes and avoid that they do it them again, at any time, at any place.

Do you believe that you duties are many more than your rights? Here you will find a short list that will make you feel a lot much better, and you will change your mind.

<table>
<thead>
<tr>
<th>List of duties for female teachers in the beginning of the XXth century.</th>
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<tr>
<td>1. Do not get marry.</td>
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<td>2. Avoid men’s company.</td>
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<td>3. Be at home between 8 and 10 pm, unless for school activities.</td>
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<td>4. Do not quit the school without permission of the school president.</td>
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<td>5. Do not smoke</td>
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<tr>
<td>6. Do no drink beer, scotch or wine.</td>
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<tr>
<td>7. Cannot wear the skirt up to inches above the knee.</td>
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<td>8. Do not use make up.</td>
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7.3. WORK RELATIONSHIPS

7.3.1. It is necessary to have a good relationship with all school staff.
Teacher Sara Pinto said:

Teachers should have good relationships with their students because they are with them most of the time, besides they trust you and need you, for instance if you find and interesting book lend it to them, the information has to be spread among students. The way for other to give us is by giving as well. The relationships go from continuous communication between people, and teachers should love to share ideas. Please do not be afraid of asking questions, we are not supposed to know everything about everything. A good teaching environment is accomplished by the entrance and joy in teaching and living along with it. The most important thing for an English teacher should be having pleasure and fun at school at the same time avoiding inconveniences and misunderstandings. Remember that this job isn’t as easy as it seems, so it demands an open mind, nerves of iron and willing power to strive and solve difficult situations.

Teacher Hector Gutierrez Said:

After all, it is not mandatory to get along with everybody, there are some people that may have more affinity with us than others. School is a small society, God knows that we don’t share ideas with everybody, in this society then, it is wise not carry with heavier duties. You will encounter two types of teachers: those who don’t do the assigned job and those who work hard and care about their colleagues. These last, are the most respected by their comrades, even sometimes they become friends of each other. Nevertheless, as an advice don’t discuss about work while it is not required, it is better to get things clear divided and separated as much as possible avoiding interference.
7.3.2. How to avoid ordeals between teachers?

Teacher Beatriz Rodriguez said:

The trick is to be capable of identifying disruptive teachers, create strategies towards the increasing number of conflicts to be suspended, thus focus on the ones that you think might be easier to solve for you.

Within a team group there are certain people that are impossible to work with because the points of view are hugely different, in this case, in order to avoid conflicts with colleagues some behaviors are forbidden:

First of all do not talk bad about a teacher, even if you are aware of his/her negligence and some students also have told you so, instead try to find positive qualities of him/her. It’s more than necessary not judging other teachers, attacking somebody else by professional skills is furthermore hard and dangerous. No one likes that his/her skills are put over the edge. Thus it will be more appropriated to find out what teachers are good for. For instance, if you meet with a colleague all by yourself, you will probably better rest at class when you are the single one on charge.

WISE ADVICE:

Keep being friendly even with people who haven’t been nice to you.
7.3.3. Dealing with teacher’s office.

Here are some pieces of advice that may come in handy, it is well known, that this place is considered to be an encounter location, were interpersonal relationships are developed. It is not just enough to sit down with the other teachers, talk to them and the attachments are immediately created. However, in order to really know and get alone with someone you’d better sit down listen to the things revealed inside, remember to be careful, sometimes teachers get frustrated and start to hyperventilate, then they take retaliations against students and the cycle continues.

Don’t let others to convince you about a student, get your own idea. If you start hesitating about yourself, wondering why you don’t arrive at seeing your mistakes, then the other mistakes are even bigger, you’d better get away from this environment.

You cannot feel guilty of feeling happy about your job, these kind of teachers are the ones who warn out the most. And their warn out can be contagious and poisoning as well. Teacher’s room shall be the place where these last talk about everything but the students.

**WISE ADVICE**

| Do not ask what your colleagues can do for you, but what you can do for them. |

7.3.4. SUPPORT AMONG TEACHERS.

We will make sure quite quickly during our first years if teaching, this profession can be consider as selfish. Therefore, it is quite useful the team work, support and cooperation, they have many advantages, especially if the members are wisely chosen.
I WOULD LIKE TO…

I will love that the process of acceptance be less heavy; there is no need of standing in their way but to help to achieve goals.

7.3.5. What can we expect about teachers cooperation?

In first place, we must be conscious that no everyone is available to cooperate. Teaching environment, is very much individualism. There is still a lot of “each one by himself”. Here comes the challenge for the coming teachers to try to change this, because it is better to do teamwork to succeed than working alone. Cooperation can be enlightening and meaningful for you, of course that is achieved for all the active members

Teacher Alexander Cita said:

Teaching is not only conceived like a gift of knowledge transmitted to the students by the teacher. In fact we receive it meanwhile we give it., Our materials do not belong to us , they are available for anybody else who wants to use them , especially students, the ones who will profit the most, whereas a teacher will like to cooperate with others participants , it will be necessary for him/her to participate and get involve with the machine , help to feed it , he should not be just like a data absorber, but take into account people to which we ask questions and explain to them which is the content of our class, thus we can learn from each other.

Inside a group, there are certain people who are more creative than other, they are more experienced, whereas the job is well done, there is nothing to fear about and it can become even enlighten. Its always new ideas the ones that matter during a discussion. Teaching cooperation allows knowing what others think, how to act,
and what content use. The idea is not to act like robots, on the contrary students must face different kind of models, learn from them, in order to develop their critical view. For instance during the school year, meanwhile students imagination starts to decline, the cooperation is to create a bowl of ideas, with each teacher help and put it together.

Cooperation resumes into a easy way of constantly renovate, which allows participants discovering new work techniques; It’s as well a simply and lovely way of learning

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<td>Plan the class as interesting as possible. Fix up to teach students something new, even tough if it has anything to do with the class topic. Enlarge their culture in all the domains</td>
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**Teacher Marcela Rodriguez said:**

It is necessary to be a role model to the students and the cooperation among teachers is valuable. Youngsters will see it and appreciate it overall. When teachers do teamwork the presence is taking into account, it reflects everywhere and many students notice it, even without proposing it, they end copying this behavior.

Cooperation among teachers allows as well to gain and take profit of time, it is just a mathematic operation, if we are four people and each one takes to hours for do research, it will be eight hours. However if we are on our own, these eight hours will be a pain in the ass.
Thus the young teachers must have the will to cooperate. First years, they have unforgettable duties; therefore it becomes easier to rejoin and share their duties. It is handy to have access to other materials and ideas, mainly when getting started, we can pick up what is best for us and adapted to our needs.

Sharing talks allows bettering splitting the time between planning, research reflection about learning activities, correction and assessment to evaluate.

For young teachers cooperation gives the experience that is so badly handed and that they do not have, for those who are more experienced, it gives as well brand new ideas that they had never taught about, even if it is because, they are to involve on the problem that they can’t find a way out or they don’t have enough feedback.

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<tr>
<td>In some occasions teaching is seen not just as a give of knowledge broadcasted to students. In fact, we receive whereas we spread it.</td>
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7.3.6. CHARACTERISTICS BETWEEN TEACHING LEVELS

Start teaching, a numerous quantity of young teachers will tell you, it means to be able to change from level to level, move from first grade elementary to junior high or middle school and just in one single year, as well you could be in charge of two, three and even four school levels. Hell itself! This will mean to plan two, three, or four plan lessons, but also to adapt and adapt the teaching to the appropriated level.
7.3.7. Are there some advantages for a teacher when changing level?

**Teacher Ligia Bohorquez said:**

As a teacher, if you want to become efficient, it is necessary to keep on involving into brand new teaching situation, this is the only way to assure learning. Actually deep down, there is no significant difference between one level and another. There are some basic teaching principles. Some teachers always arrange themselves to change of level after 3 or 5 years. It's possible to teach whosoever, whatsoever and whatsoever level, what matters is adapting.

**Teacher Sara Pinto said:**

Meanwhile teacher starts in the profession he is on the await to the phone calls to work, the next day the schedule changes, the advantage of this kind of situation is that empowers teachers against any eventuality that may come.

You receive material for all levels and you get packed out, however do not throw it away, because your material can be still useful for you, it can be used again and again to build a data bank. The disadvantage nonetheless may be that you won't have the time to deep look into the material, but one thing is for sure, it is that this situation develops initiative and organization in teacher's mind.

**Teacher Gerardo Mendez:**

First of all, we have to keep in mid that elementary children just have a scholar life less that six years, quite a few time to comprehend and express in a second language, such as: English. In second place, it is utterly important to establish a
relationship to get effectively to motivate students, because many of them at this age are enthusiastic and serious disruptive students are very rare.

**Teacher Hector Gutierrez said:**

During the first years, Students are still very young and vulnerable; therefore the teacher is a role model like a father or a mother. First of all act like if you were some kind of clown, this is the main strategy to apply if we want to recover their attention and focus them into the subject. Don’t go around the bushes, go straight to the point and establish the barriers and limits even if necessary let them know that the game time is over, and it is time to start working.

Most of the time it can be done using a good sense of humour. When a student breaks a rule, it might work return it to him by laughing , this way he wont be sure what to do , however he will get contagious by the other student’s behaviour , then the situation is replace. Cases of bad behaviour are more frequent at this stage.

Then the high school period, The tough age, here students become indiscipline, besides they are recharged with energy; but if we direct learning in the right track, they will show highly motivated and interested, it is true that deceiving and disruptive students are a lot within this stage, nonetheless if you are in the control over the class, students wont be a matter of concern.

The senior year, it is for a big margin the most pleasant to all the teachers, because the students are more mature and aware that the university is coming and if they want to make it good, they should know another language, like English, if they want to get in, of course.

Besides this kind of students are unbelievable, they are in the last of the teenager
stage, they are needed of a friend hand to guide them, moreover they are now responsible of their own actions and are willing to learn not because they are tell to do so, but because they like it, they enjoy English, want to communicate in English and want to succeed in life.

7.4. LITTLE SATISFACTIONS IN TEACHING

7.4.1. Despite the multiple tasks and risks of burnt out can we obtain any satisfaction of teaching?

Teacher Beatriz Rodriguez said:

Teaching is quite a demanding and challenging work; nonetheless there are many satisfactions and rewards implied: After have corrected a task, be able to say:" This time they got the idea, they understood" For almost everyone of us, the best success, is when student have understood and assimilate the subject, especially when we have taught them something and they have even noticed it.

It is necessary to believe in us and in our job, cause no one will tell us, that we have done a good job. It's encourage to think that we can overcome the barriers of ignorance, and the idea of donating good being to the students is motivating and touching . When we care about students, we want to make all in our power to satisfy their needs, as much as sometimes we will have to say just, hello! And understand that they are not any longer in our lives.

Students are not the monsters of incomprehension that we thought they were, on the contrary, do take them as clever. When you refer to them, be challenging, if you believe your students can give the fight and meet your expectations, they will for certain be up to the task. Do not forget that students love challenge, if we make them regard English learning like a tough challenge, they will like some more, and
therefore they will learn quickly and easier.

Teaching profession is complex and its definitions extends like a rubber each day books teachers new surprises, unforgettable moments and some rather forgotten or vanish of their of their minds. Even so, if we can prevent something like this to happen, by updating, keeping in touch with technology, reading etc, these are good ways to be prepare to live, this life experience that is teaching a language.

7.5. CONTACT BETWEEN TEACHER AND STUDENTS.

Teacher Ligia Bohorquez said:

The third parent is the teacher, unfortunately we hear constantly frightening stories about adults that have undertaken students using their authority, and nonetheless it does deal to be keen on establishing health and often close relationships with students. Our students trust us and see us as a role model, that’s why we have to confront our role seriously and react firmly but kindly with our students.

Anecdote “Long time ago”

A teacher with a kind and caring soul, who liked naming students with gentle nicknames started receiving several love letters form a students called “My bear”. In fact he was a serious student, despite the warning the teacher gave him, his love grew even more and more. However on holidays were seemed to be the final solution to this sad love story, nevertheless this same teacher next term started once again to call up the students list, but to her surprise and shock the name of “my bear” appeared on her list, let’s say that her desk was filled of letters by the end of the first school day.
7.5.1. How to acquire a close contact with students without trespassing the limits?

**Teacher Marcela Rodriguez said:**

Even if you are naturally friendly, put a security perimeter between you and the student, thus you have to be prepare to face a warmth relationship with the students, nevertheless do not allow them to trespass the scholar mark. You don’t have to be a friend of your students. You are the teacher so just have a good relationship with them and no more; Although, it is necessary to tell them that you will teach them how to speaking English, and that they can count on you whenever the need you, of course for academic purposes only. When certain students would like to get closer, explain them what are you there to do.

**Teacher Gerardo Mendez said:**

While we start teaching, some believe that it is useful to treat students as codes, because this procedure allows putting a certain distances. When we are too near to a student, we can get involve and enter in conflict of interest while we evaluate them. The biggest danger is to become partial due to intimacy.

**Teacher Alexander Cita said:**

A good relationship with students is a relation base on trust and reliability; students must have in face of them a well prepared teacher, who knows where he is heading to.
7.5.2. If a student tells us a secret, do we have to talk about it, comment it?

If a student reveal us a secret, a quite serious on, first judge if you ought to comment it to their parents or a specialist, in this case the students counselor at school, according to the seriousness of the situation and the students age from certain age, students have the right to confidentiality.

Before reacting in a certain way, inform the student the places available where we might get some help, as well try to have a good contact with the parents in order to find a better solution to the issue.

Teacher Marcela Rodriguez said:

You would better not get involved into students issues and problems, actually it is not of your business, you don’t have any competence to solve them, besides you are an English teacher and not a psychologist. Whenever a student would like to reveal something to you, suggest him/her to go and find a professional, with this you had helped him/her out already.

7.5.3. How to react whenever a student reveals something to us? Are there any behaviors to avoid?

Teacher Sara Pinto said:

Even if the situation is quite complex and fragile, it is more than necessary to prevent the student that the relationship in class won’t change a bit, and it is more
important not to do the opposite thing and prefer more the student who had revealed us his problems, because it is unfair to those who know the problems and those who had chosen not to talk about them. It is always good to keep a good sense of equity and balance.

**Teacher Hector Gutierrez said:**

We can accept to take the psychologist role with our students whenever they are eager to receive pieces of advice, but it is not piece of cake given advice, it demands a lot of discretion and prudence, because the student will sentimentally engage nonetheless wisely to keep some distance.

**Teacher Alexander Cita said:**

Always bear in mid that id a students comes to us and tell us a secret, it is thanks to the trust he has on us, and consequently we should talk with the truth and listen to them.

**Anecdote “A long time ago”**

A teacher who had a great surprise while the last school years, he comrades gave him a mention of honor; they came into the classroom, one by one and gave him a rose and a letter, one student wrote her a poem, and some others sang her a song. After that, can we hesitate about the love students had for the teacher?
7.6. AUTHORITY RELATIONSHIP

7.6.1. How to create a solid relationship of authority without dropping into dictatorships?

Teacher Beatriz Rodriguez said:

It is well known that students prefer a severe and fair teacher, otherwise they will have too much freedom, to gossip and play, as a result by the end of the year, they will notice that they have not the slightest idea about English, because the wasted the time gossiping and playing around instead of paying attention to the class.

Beside some students are so relaxed and lazy at home that they beg to have a little discipline, at least at school. In the same way teachers are another kind of strange element into student’s life, just like parents are, furthermore teachers represent an “outdoor” adult, this status has more meaning and relevance that parents itself.

Teacher Ligia Bohorquez said:

We win credibility among students by presenting them high quality documents, class materials, free of mistakes and well done, as a result authority comes itself, because students know that they learn English just listening and paying attention.

The secret of this profession is the respect and image among students and colleagues, we can make students to work in a tremendous way, when we love them, because they feel it, they know it is for their own good, and that we respect them. We shall never feel more that them and look at them over the eye. We help them to evolve thanks to our previous knowledge and experience in the world of English. A great reliability has to interfere between us and a lot of respect too, thus
we can wroth them and teach them to trust themselves.

**Teacher Marcela Rodriguez said:**

In order to gain students trust, we have always to be honest, being consequent with our action, students should be aware of what so ever is expected form them.

### 7.6.2. Students motivation

Hey you guys just wake up! When we think about motivation, we imagine consequently a cheerleader in a football camp or a coach when encourages his team to score more points, nevertheless motivation is present and necessary in the classroom with the purpose of increasing the interest and students' attention as well, being the main objective to convince students to put their hearts and enthusiasm in the English class, in improving pronunciation fluently, accuracy, writing, reading, rhythm etc... The teachers which were questioned, explained the importance of motivation and the resources that can be used to motivate students.

**Teacher Sara Pinto said:**

Trust the best resource available to motivate students and bring then to get confident about themselves, their capacities. Let's try to help students acquire confidence, explore their qualities and held on to their dreams.

**Teacher Hector Gutierrez said:**

Before everything, state a structure well formed, hard and secure with serious consequences, it the students do not work at all. For instance, if we had asked students to do homework, they would have had to do it for the next day; otherwise they would get a sanction. Some teachers just freak students who don't' work ,
without even ever sanction them. For this reasons students lose their motivation and stop doing their homeworks. Therefore, is utter to blame responsible students by showing them the consequences if not doing the homework or doing it hardly. Thus, they will be more motivated to accomplish their works. Each student becomes this way the main agent of his own learning, nonetheless we never force students to do tasks or to study, and instead we encourage them to do so, because it is the only way to obtain result. Moreover, we have to make them know that they can count with us for help, but not to get a good grade thanks to a wink or a smile.

It is utter that we teachers motivate our students to work, because of this tendency students are used to get grades without even moving a muscle. Here is why, many students hardly arrive to catch the rhythm of colleges or universities and give up. Many teachers are not very demanding, work begins since elementary school to secondary school. Students ought to deserve their grades and be responsible about their own success, thus we push them to assess their own performance, it follows that students realize they aren’t working hard enough, that they could make more effort.

**Teacher Gerardo Mendez said:**

For many students motivation comes whereas the learn to love English. Hence teachers make a personal challenge to get students to love English and find out its usefulness.

With this in mind, teachers organize hundreds of activities which have been done before and had success, and put them into their subject. In order to cause interest and curiosity they can also bring authentic text, listening and real situations to the ESL class. What is more they believe that enhancing students interest feel that the teacher have control over the class, due to this, they focus on class instead of gossiping.
Teacher Beatriz Rodriguez said:

If you want students have hurry to go to class you better pay attention to the physical part, decorate, be yourself smiling, whilst students arrive, greet them, show them how happy you are for having them in your class, for this purpose teacher has to persuade students, seduce them, thus teacher develops human relationships with students.

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<th>WISE ADVICE</th>
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<tbody>
<tr>
<td>Knowing that students love ever more a strict teacher than a lazy one.</td>
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<tr>
<td>Are there tools to motivate students?</td>
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7.6.3. Are there some ways to motivate students?

Teacher Marcela Rodriguez said:

Greatly appreciate students job, telling how important they are to us, are valuable tools to keep in mind when motivating students. The main idea is to develop a relationship based on trust, sometimes students are just to much worried for not disappointing their teacher, that themselves and then conversely end up working for the teacher, instead to their own satisfaction. Then it’s teacher’s job to use this motivation, besides this value students intervention and answers encourage them to hop in.

Teacher Alexander Cita said:

Students are more motivate whereas they can receive a reward to their well done job, they are not as mature as they should, to be satisfied just with the learning of a brand new language, then we can put a grade to all the jobs they perform.
Certainly we will be correcting a lot, but it is the only way to motivate students. We ask them as well, what does the English class contribute to their lives? the response that they gave us was: “whatever smart and we are, if we don’t speak a foreign language as English, we will be doom forever, we will be missing a lot of scholarships abroad or missing opportunities to get married and live abroad. This kind of response shows how conscious and well aware of the current situation of competence around the globe, students are.

Eventually we can take advantage of some outdoors resources to let students have success in the subject and pass it: presenting videos, museum trips, bringing celebrities to the English class to interchange experiences about the language etc. These kind of activities please students and enhance their motivation, besides they give a whole new dimension to the class preventing it to get boring and monotonous, nonetheless if we get the feeling things are getting a little bit tough and students motivation is decreasing. We would have to plan special lesson to regain their interest one more time. Or we can start a discussion in order to find a solution to the problem. Discussions are always useful.

**Teacher Sara Pinto said:**

Students motivation depends a lot, believe or not from teachers motivation and interest. It is utterly important to perform activities which please students; however they should please as too. The enthusiasm shown by the teacher will be more convincing to students, than any other artificial task. Do not ever forget that we as teachers perform a little show in front of the class, therefore we have to love are job, what we do, thus it becomes easier to convince our public.

Teacher can as well amuse students showing his weaknesses, he is not mighty all powerful neither are students. Nevertheless we can’t forget that we are role models to are students, either in the motivation aspect and the learning one.
WISE ADVICE

Avoid losing your patience and going mad.

7.6.4. The first encounter

Whilst the scholar enter, after a month on vacations, students enter to school quite in restless, eager and happy to met again with their friends and tell them what they have done during vacations, In turn, Teachers fell the anguish and desperate and concerned to the idea of having a disruptive group of students and not being enough prepare to face them. Teachers fell like being out of one's depth. To face this deceiving situation and begin the school year with the right foot, we are there are some tricks which were kindly given by the interviewed teachers and that may come in handy while developing the English class.

WISE ADVICE

Stand up for scapegoat students.

7.6.4.2. How to start a school year with the right foot?

Teacher Hector Gutierrez said:

Since the very first day of class we must let students know that these year there is no place to take a break or rest, instead they will have to work very hard and prepare themselves to the task, this kind of strategy lefts no place to objections later. Consequently once we have set the field we can profit of it and start to give
them in measure doses the task to perform, we don’t have to suffocate them either, for starters we can begin presenting to them the syllabus for the current yea.

**Teacher Ligia Bohorquez said:**

The first months are a period of labor for teachers; they have to be in perfect form physically, emotionally and in terms of knowledge as well, in order to assign the tasks and activities, thus we can establish our credibility and the rhythm of work to students for the rest of the year. It is best to put all the energy at the beginning so we can rest once the finish line is coming.

**Teacher Beatriz Rodriguez said:**

The first months are the right moment to socialize between teachers and students, we as teachers once we enter in the classroom for the first time, can fell what kind of students we are dealing with and how do we have to react. We have to be are selves, be always alert and not missing anything. It is necessary to be confident and even show off, nevertheless we can not gain a bad reputation, because it will be very hard to change teacher’s mind, once they have made up their mind.

Furthermore it is utterly important to introduce ourselves to the rest of the educational community, say what we are keen on, from where we come from, letting the others know how good we are and how happy we are to be with them, also try to learn all your partners names, this shows that we care and appreciate them.
**Teacher Gerardo Mendez said:**

During the first months we may be less friendly as we normally are, this is because we are trying to establish respect and credibility, besides if we behave to friendly, student might think they can play with us and the won't put themselves into the tasks of learning English, It is necessary to tighten up students at the beginning and free them at the last of the year. Furthermore during the development of the school year we get to know students their different personalities and interest in learning the language, thus we can get more close to them and develop a good relationship, what facilities communication, and therefore English acquisition.

**Mister insincere reputation**

Whilst there are many years teaching in the same old school, our reputation pursuit us, however we have to be honest we our students, asking them to forget or not take into account all of what they have heard about us, even it its good or bad, because we haven’t yet establish a relationship with them, and each year is different as is student is unique, nonetheless we will have to let them know there are rules to be followed and respect no matter what.

**Teacher Alexander Cita said:**

Since the first day, we ask the students what they know about as, what they have heard so far, then we retake what they have told us and clarify it with them, explain why we acted this way or another consequently we can take advantage of it and set the class rules.
7.6.4.3. What is important to do whilst the first course?

**Teacher Ligia Bohorquez said:**

For starters what we have to do first is to let the students know that they can trust us, that we have the abilities and knowledge to led them on the right track, as well we should let them know that we believe in them, their capacities to follow and succeed in our course. Nevertheless make sure they to put some effort to achieve their goals. Young students must know exactly, where they are heading to and who they count with. However we can not modify the route every time we want it, once we have traced it, there is not going back.

**Teacher Marcela Rodriguez said:**

Since the first day of classes, it is quite necessary to hold still and start working, and put in gear the regulations that had been previously presented to the students, for instance: remain sited while the bell rings, do not eat in class, explain the penalties, thus students will go at their own the pace.

**Teacher Beatriz Rodriguez said:**

The first classes arouse student’s curiosity, therefore we should presented the class as attractive and interesting as we could, thus students will be thrilled to bits to go to class

You will be wondering, which are their expectations about the class and the English learning. In order to clarify this: invite them to take out a sheet of paper and write down their suggestions and desires, this will allow you to check their English level as well.
7.7. THE CLASS AND DISCIPLINE

The school has changed a lot since our parents were punished, hit and maltreated at school. Nonetheless, despite all the brand new learning approaches and methods, there is a thin line dividing this to extremes. Certainly, each teacher will find the equilibrium point according to his personality and level of patience. Here there are the pieces of advice given by the English teachers.

**WISE ADVICE**

Always Demand students to raise their hands before intervening, No matter how many time you have to repeat

7.7.1. How can we establish a good discipline?

**Teacher Alexander Cita said:**

Whereas the class doesn’t work anymore, everything is matter of attitude towards it, whilst we get serious, students will do it too. As a matter of fact, the teachers’ glance is a serious business. Teachers should never hesitate to use kinesthetic language, like the old proverb states: «one glance values more than thousand words ». These gestures cause more shock than the yelling like a maniac and losing temper. It is not worth to let off steam on students, besides it is not their fault, we are having troubles, they just want to learn.
Teacher Gerardo Mendez said:

Discipline is performed by students, once they realize we are acting like a cat on hot bricks, they will make hush, then it is up to them to manage discipline. Our main job is to uncover the class leaders and let them manage the discipline. This kind of cooperation among students and teachers is a huge advantage to the discipline atmosphere.

<table>
<thead>
<tr>
<th>WISE ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>In case of indiscipline, react immediately, await can turn into a double edge weapon, because the situation can become unmanageable</td>
</tr>
</tbody>
</table>

7.7.2. How to react when facing disruptive students?

Teacher Marcela Rodriguez said:

The idea is before doing anything, meet with the disruptive student talk him or her openly and ask what is trouble him or her. Use your instinct to do so. However, what you have to avoid is to stand the student in front of the class, if that happens, it is for certain that he or she will hate you forever. At this age reputation is serious business, and humiliate a student in front the class is the worst of humiliations. Nevertheless if we have had a discussion with the student and his behavior doesn’t improve at all, what is left is to send him or her to the direction. Since we have already done all what was in our power.
Teacher Sara Pinto said:

While one or many students are not paying attention to then lesson, we must warn them about the damage they are causing to their partners, they are interrupting their comprehension and assimilation, and therefore you shouldn’t have any contemplation when the time for evaluation comes. Thus, they would have to put more attention instead of blabbering all the time. To be strict with grades, will help students to wake up once and for all.

Teacher Hector Gutierrez said:

Meanwhile students enjoy making us waste our time; we stand up and make them go mad! For instance when they ask you a question just to pissing you off, give them a brainstorm of ideas, they will get on tenterhooks, consequently they will go easy on you. Avoid negations in front the whole class, you better call up the student and talk to him or her alone.

Teacher Beatriz Rodriguez said:

Disruptive students are the ones who are in advance well aware of the lesson topic and they want to mess with everybody else, so they don’t get bored, then the teacher must take advantage of the situation and name the disruptive student as class monitor, use his energy for good. Afterwards he will start using this energy to his own good and learning.

There aren’t negative leaders, just unexploited helpers and allies. Giving responsibilities to the students worth the trick.
Teacher Alexander Cita said:

There are uncountable ways to get students interest: Asking them questions, using them as examples, letting them answers their partners’ questions. Thus they will fell useful and also they will notice the teacher is not highly gifted but a current guy, what makes from class a fun place to learn.

<table>
<thead>
<tr>
<th>WISE ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Leaders and put them on your side</td>
</tr>
</tbody>
</table>

7.7.3. Which the importance of finding the class leaders and how can we achieve to do so?

Teacher Gerardo Mendez said:

A good teacher must know that, whatsoever the level is, there will always be stand up students .they want to talk all the time, so we have to take advantage and assign them some responsibilities, this way they will influence positively their comrades. The fact of having allies inside the class facilities its management and the relationships.
7.7.4. TEAM WORK

7.7.4.1. Gather in groups

The pronunciation of this sentence brings into students minds the idea of gossiping and relaxing. In order to avoid time wasting while team work we will have to find the way of establish a good oversee using pedagogical strategies for the English learning.

Teacher Marcela Rodriguez said:

When gathering the team works make sure the forces are in balance, so inside the group must be advanced, intermediate and beginner students, thus they will support each other, however be very attentive that each student participate and cooperate inside the group.

Teacher Beatriz Rodriguez said:

In order to have success with team work, Preparation is essential; it has to be precise, clear and well structured so the students won’t ever feel alone or left behind. Students meetings won’t have success if there hasn’t had a previous teacher control. Each student must be in charge of developing a part of the task, which later on will be corrected inside the group and finally presented to the teacher.

\[15\] It is necessary to distinguish between team work and cooperative work. The first one is the fact of make students work in groups to develop different kind of activities, whereas the second one means the creation of well structured project in which each student has a precise role to play so the project succeed.
WISE ADVICE

By the sunset, plan the lesson for the next day so later you won’t have anything to worry about.

7.8. PENALTIES

7.8.1. Cheat or punish?

None English Teacher chose this profession to exert the executioner role or to satisfy themselves with students suffering! Unfortunately, penalties are part of the discipline stated by the teacher. The idea is not just to threat students and punish them, but to avoid indiscipline and use punishment as last resource. Here are the pieces of advice given by the teachers concerning the way to choose the appropriate punishment and the correct manage when dealing with it.

7.8.2. How to choose the appropriate penalty for an incorrect behavior?

Teacher Ligia Bohorquez said:

When dealing with penalties, it is up to students. The serious cases are well known by the teachers because they are used to see always the same students heading to the principal’s office. In certain cases it is necessary to call up parents. We don’t use the suspension alternative, because students simply love not coming to class, so instead of punish them we will be rewarding them. If for example we discover are students cheating, we can apply different kind of penalties, such us bad grades, make up the lesson, etc, however, it is necessary to follow our instinct and, overall, use our judgment. In addition it is necessary to be fair with students, not messing up just with one student and letting the rest to do whatever they want.
Teacher Hector Gutierrez said:

One important aspect regarding penalties is to execute them; it means to keep our word no matter what, for instance if the student didn’t do his homework, we must punish him as he previously had warned it, otherwise students will think the teacher is a softy and wont take him or her seriously, therefore, before treating anyone, make sure you can and will accomplish it. In addition do not ever try to punish anyone if you went off at the deep end, first pull yourself together and afterwards talk.

Teacher Sara Pinto said:

We as teachers should avoid sending students to the principal’s office. It is not the principal’s job to manage the English class discipline. On the contrary this action demonstrates that the teacher is unable to manage class autonomy. Principal’s office is just to deal with serious issues, not common students mistakes, nonetheless, to keep a friendly relationship with the principal doesn’t hurt at all, in fact it will be better that he or she be up to what is going on inside the classrooms, of the methods and approaches we used. The fact of being a whole pedagogical unity is amazing and helps with discipline and disruptive students. Thus, teacher and students might create a relationship, fact, which will never occur if the teacher sends the student to the principal’s office in the first place.

Teacher Beatriz Rodriguez said:

For some teachers becomes quite hard to punish their students, they rather talk to them and explain them if they relapse he will be compelled to impart a sanction. When the teacher is forced to impose a penalty, he explains the cause to the students and invites the student to never do it again, whatever was what he or she did.
Teacher Alexander Cita said:

Certain teachers have different criteria when imposing a penalty, some use to keep disruptive students after class in order to develop tasks, this way students will have their punish, it means remain at school after classes, and also they will have to receive tutoring and supplementary activities. By now students are well aware of they situation, therefore they will behave properly and they will do all of their home works.

**WISE ADVICE**

Never count your chickens until they’re hatched.

### 7.9. TEACHING

#### 7.9.1. What will be left once we are gone, if it is not our treatment towards the students?

We don't just teach what we know, but what we are!

Teacher is the heart of the profession itself, as the verb is the cope of the sentence! I would have loved to have a debate with my colleagues in order to discuss about the pedagogical, didactical, learning relationships etc, however I made my choice and focused around 5 principal topics: planning, technical aspects (daily routines, teaching methods and approaches, etc.), integration, English content, this last point but not less embraces make up lessons, corrections, assessments, evaluations, etc.
WISE ADVICE
Exploit your students’ knowledge thoroughly, worth their answers and congratulate them each time they deserve it

What a job! I am really burning the candle at both ends” may some teachers say when starting a new course. Nevertheless, they know that the class success lay in the lesson planning, and if don’t plan we might have unforeseen events. Fortunately the lesson planning has had an enlightened develop during the last past years so nowadays it comes naturally and easily into the teachers mind.

7.9.2. How to plan a lesson which fulfils all the syllabus requirements and the objectives for the English class?

Teacher Beatriz Rodriguez said:

During the first term of then school year, the teacher should plan the lesson in stages, weekly and then daily. The lesson ought to be perfectly planned, thus when the time comes an unexpected situation doesn’t appear; this way it will easier to the teacher make the guidance of the students into the English learning. When the teacher less expected the planning will arise automatically without making the less effort, there will be no need of writing down each plan lesson, but instead it will be drawn into the teacher mind . BEWARE! Experience helps a lot and, in the very beginning of the teaching profession, we had a lack of it, so we used to plan a lot. Finally remember that planning is suppose to be done weekly, but the details must be planned each instant.

Teacher Gerardo Mendez said:

There is a way very demanding although efficient to plan our lesson. In the first
place before the class starts, we read a lot to be updated with the English topic, everybody says, it is necessary manage the subject! In addition it’s essential to be empathique towards students, and then record everything. When you prepare the lesson, record your speech first, then listen to the tape recorder and analyze it. All are class activities should be based on these audio tapes or videos if you wish, this way we can put into our student s’ shoes and let’s be blunt, once we know if our class is interesting and comprehensible we can readjust it and most of all clarify our information . Some topics may seen obvious to us, but for students not much, therefore they get lost and learning becomes like looking for a needle in a haystack.

Then the success of a English class depends mainly on the students notes , if the teacher beats around the bush , the students will lose the track and give up , because of the teacher.

**Teacher Marcela Rodriguez said:**

Teachers are always complaining about their lack of time to fulfill with the syllabus aims. It is essential to understand the deal is about planning in advance: more we plan, more easier gets the class. Eventually we have enough time to check the lesson plan and enrich it .Conversely, we must make sure students have understood the topic so we can move on the next one. Also if unfortunately the time wasn’t enough and one or two topic weren’t seen, it is not a big deal; instead of feeling sorry for yourself, hold your head apart and be proud of the labor you performed.

**Teacher Hector Gutierrez said:**

It is based on the school curriculum that we plan our classes step by step, beginning with the test and daily activities and homework corrections at least this is what we write down in the sheets direction gave to us, however it is well known in real life the order can vary or even vanish, thus students are unique so are the
English levels, then an activity may take more time in a beginner level than in an advance level, that is why planning is performed daily.

Teacher Sara Pinto said:

Teaching is an exhausting job, normally we are in charge of different groups and levels. Then we remain in an alert state, lucky for us the experience we have gained is quite useful, because we already know the contents of the different levels. If this situation happens to you, it better asking for advice to the elders and experienced teachers, whose advices and materials may help to overcome your ordeal.

7.9.3. Could you give us pieces of advices in order to plan a successful lesson?

Teacher Ligia Bohorquez said:
Let’s suppose that someone call you in to ask you for your teaching services and you agree, suddenly you are on tenterhooks. However you hop in, for instance a teacher begins his first English lesson with a grammar explanation, because it demands few materials and the planning is quick and easy. Then, once you have gained confidence it is easier to spread the photocopies and doing research. Sometimes is awesome because we have the opportunity of retake the same level we had the last year, then we can base on what we already done and enhance our planning.

Teacher Beatriz Rodriguez said:

When we plan for the first time, we are not sure where to begin, or if what we have planned is appropriate or not, so we can borrow our colleges lesson plans an use their methodology and contents to enlighten ours, these also permits to unify knowledge and opinions.
7.9.4. When planning, do we have to take into account the exact moment where the lesson will take place?

**Teacher Marcela Rodriguez said:**

Planning should be done take into account the hour the class will take place, for instance during the morning or Friday after recess, we shouldn’t plan team work activities, so we can take control of the group at the rush hours. Time influence in student’s performance, if they feel lazy there is no way they will perform any kind of task even it is interesting.

**Teacher Alexander Cita said:**

Why taking forever and a day planning a lesson for last hour on Friday, when instead we can play while learn? For instance it is possible to sit and read poems, narrate stories or play games, just for fun.

Finally it doesn’t matter the time of the day, it is necessary to know how to seize the current instant to the interchange with the students, which are in fact the main sources of enlighten and learning not planned.

<table>
<thead>
<tr>
<th>WISE ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid at all costs; let anyone see that you have favorite students</td>
</tr>
</tbody>
</table>
7.9.5. If we had planned an activity and it didn’t work out, what can we do?

Teacher Beatriz Rodriguez said:

If an activity didn’t work out, don’t be at six and sevens, but recognize that you are a human being and can commit mistakes, besides there are many solutions to this kind of ordeal, for instance try to recover as much as we can from what is left or take advantage of the failure and start another topic. In these kind of situations it is not advisable to hold on to the old program, but to catch the occasion to stimulate students and overall to react spontaneously! Besides we all are humans let’s be blunt, students need to remember it sometimes. For example the worst mistake will be to pretend the activity is going just find when deep inside we know is not true and students realize it too, do this it will be like jumping out of the frying pan and into the fire. Consequently, don’t we afraid of talk with the students and consult them: either they want to continue with the current activity or move on and do something else. As we can see, there are the ways of planning are divers as teachers exist, then it ill be better to trust your guts and to be afraid of starting again, year after year, stage after stage and day after day.
Anecdote “Once upon a time”

An English teacher was trying to explain a grammar lesson. Suddenly, she heard a deafening music. She walked towards the desk of a student who was listening to the music. The young student was listening a Shakira’s song with his ipod. But it was so loud that everybody else could hear it too. The teacher ordered him to stop listening to the music so she could continue with her class. Nevertheless the students wanted to hear the music, and the young student said: “Missis Beatriz this music is cool it is hip hop ” Teacher Beatriz said that she was well aware of that music and the singer also because her kids listen it all the time, Then instead or start a quarrel with the class about the music, she decided to start a debate about the lyrics meaning … During almost 10 minutes the teacher talked about shakira, to the please of her students, afterwards they pay attention to the English class that was in develop

7.9.6. How to prepare students to take an exam, and make sure they are ready?

To review, it is good to keep the exams from last years and spread them among students, thus they are better prepare when facing the real exam, by reviewing all the notions they are supposed to know already. Furthermore, it is essential that the teacher opens retake periods so students could keep up the mood doing the assigned tasks.
8. CONCLUSIONS

Thanks to the pedagogical review and theoretical analysis about aspects related to teaching it was possible to create this teaching guide for new teachers. It takes into account all the important aspects seen on the pedagogical practice and studied during the teaching career. This guide is intended not to be a detailed compendium but a reference and a useful book to review other’s experiences and techniques dealing with classroom issues. This guide relates theory and practice in order to provide an updated and state of the art concepts of common educational situations.

In guide is possible to check what problems can be encountered and tips on how to plan decisions and act according to experienced teachers. Thus, this provides a reference of advice and counseling that is helpful once a teacher needs to solve classroom problems. Different data collection instruments were used during the theoretical framework and methodological analysis, instruments such as: interviews, observations, field notes, diaries, and peer observations were helpful to create and design the contents of the guide, providing trustful elements to refer on and detailed information about the real context in which takes place education.

The different views and experiences provide an overview of what means to be a teacher and the challenges that may be encountered once a person decides to become a pedagogue. This gives the opportunity to reflect and think about the social purpose of our career, sharing the knowledge and guiding students to use it properly and according to their interest and needs.

In addition, using this guide, it is possible to reflect upon our career and the way teachers react according to different circumstances, taking into account the
importance of experience and knowledge in several situations. This is real helpful to create consciousness and self assessment methods to question and design ways of improvements of the teaching methods and materials used in classrooms. And that is the very nature of teaching, to teach considering students’ needs and the environment of education, designing tools, materials and methods to left no student apart, and remembering that everyone is capable of learn and improve.

To summarize, many of the important issues and aspects related to teaching are taken into account in this guide, the main purpose was to offer a proper and easy to use material that summarizes relevant aspects about teaching materials, methods and teachers reactions. Not forgetting of course the theoretical framework and methodological aspects to collect, gather and analyzed the data as a research project, and relating it to the real life context of teaching English.

The English teaching profession far from being famous is demanding and also rewarding. During the university years young students learn the basic notions about learning and the different techniques and approaches there are. Once they are working at the school either private or public, the young teacher learn in context to face live and real life situations. This guide was meant to be in the middle point between these to aspects.

In conclusion the learning never ends, we never stop from learning and acquiring new knowledge, not even after university of work, what is marvelous and gratifying about the English teaching profession is precisely this, the fact that teachers get on boat towards a journey of unexpected situations and uncountable satisfactions, the encounter of new friendships and pleasant rewarding as the fact of leading a footprint on students and be proud of had given the best of us to contribute in the process of learning which later on, will help the students open the doors of the world and far beyond. That is what being a good a teacher is all about.
9. BIBLIOGRAPHY


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10. ANNEXES

ANNEX 1: WRITTEN INTERVIEW ABOUT TEACHING EXPERIENCES AND SKILLS

<table>
<thead>
<tr>
<th>City:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Area:</td>
</tr>
<tr>
<td>Teacher’s years of experience</td>
<td>Position</td>
</tr>
</tbody>
</table>

1. What a good teacher is?
__________________________________________________________________

2. Which are our rights and are student’s rights limited?
__________________________________________________________________
__________________________________________________________________

3. At the same time that we have rights, do we have duties, if so which ones?
__________________________________________________________________
__________________________________________________________________

4. How can we avoid conflicts between teachers?
__________________________________________________________________
__________________________________________________________________

5. What can we expect from teachers cooperation?
__________________________________________________________________
__________________________________________________________________

6. Are there some advantages for a teacher who changes to a different level?
__________________________________________________________________
__________________________________________________________________

7. What do we have to keep in mind when facing students with different levels?
__________________________________________________________________
8. Which are the tools that we have to count with in order to help us renovate?

9. Despite the multiple tasks and the risks of burnout, can we expect any satisfaction at teaching?

10. Teaching can lead to professional distress, how can we avoid it?

11. When assuming teaching responsibilities what can we encounter?

12. How can we achieve a close contact with students without trespassing the limits?

13. Do we have to designate seats to our students?

14. Which are the elements that create a suitable learning environment?

15. If a student tells us some personal information about him/her, do we have to talk about it?
16. How should we react when a student tells us a secret? There is some behaviour to avoid?

__________________________________________________________________
__________________________________________________________________

17. How can we establish a good authority relationship, without becoming dictators?

__________________________________________________________________
__________________________________________________________________

18. Are there some Medias to motivate students?

__________________________________________________________________
__________________________________________________________________

19. How can we start a scholar year with the right foot?

__________________________________________________________________
__________________________________________________________________

20. What has to be done during the first term?

__________________________________________________________________
__________________________________________________________________

21. How to manage disruptive students?

__________________________________________________________________
__________________________________________________________________

22. What importance has class leaders?

__________________________________________________________________
__________________________________________________________________

23. When a deceiving or unexpected situations comes, what can we do to rest in calm and manage it?

__________________________________________________________________
__________________________________________________________________

24. How to plan a lesson?

__________________________________________________________________
25. Are there some tips to create our lesson plan?

26. When we plan a class do we have to take into account the exact moment to the tasks?

27. If we planned a lesson, and it didn’t work out, what can we do about it?

28. How can we prepare students to an assessment, and make sure they are settled?

29. How can we avoid to get to the limit because of corrections?

30. How can we change teaching methods?
ANNEX 2: GUIDELINE TO GATHER AND ANALYZE INTERVIEWS.

1. IDENTIFICATION (Teacher’s title)
2. TOPIC (Topics in the interview)
3. IMPORTANT FACTS (Important information extracted from the interview)
   3.1. Overview (General ideas)
   3.1.1. Presented topics (List of topics)
   3.1.2 Facts: (List of anecdotes and experiences)
   3.2 Encounter (Teaching problems encountered)
   3.2.3 Critical overview (Opinion)
4. Theoretical Reference (Theory explanation related to the interview’s topics)
   4.1 Teaching theory (Methods, approaches and techniques)
   4.2 Other teachers opinion on the same matter (Other professional opinions)
4.3 Summary (Review and explanation about the interview)
## Annex 3: Classroom Practice Observation Guide

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Teaching / Learning Process.</strong></td>
<td>- Class Objectives.</td>
</tr>
<tr>
<td></td>
<td>- Warm Up Activity.</td>
</tr>
<tr>
<td></td>
<td>- Topic Presentation:</td>
</tr>
<tr>
<td></td>
<td>- Skill development activities.</td>
</tr>
<tr>
<td></td>
<td>- Whole class work.</td>
</tr>
<tr>
<td></td>
<td>- Group work.</td>
</tr>
<tr>
<td></td>
<td>- Pair work.</td>
</tr>
<tr>
<td></td>
<td>- Individual work.</td>
</tr>
<tr>
<td></td>
<td>- Use of teaching aids.</td>
</tr>
<tr>
<td></td>
<td>- Evaluation.</td>
</tr>
<tr>
<td></td>
<td>- Extra class work.</td>
</tr>
<tr>
<td><strong>2. Teacher's Role.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. Student's Role.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4. Interaction.</strong></td>
<td>- Teacher - Student.</td>
</tr>
<tr>
<td></td>
<td>- Student - Student.</td>
</tr>
<tr>
<td><strong>5. Dealing with Feelings.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Emphasized Language Aspects.</strong></td>
<td></td>
</tr>
<tr>
<td>7. ROLE OF NATIVE LANGUAGE.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>8. ERROR CORRECTION.</td>
<td></td>
</tr>
</tbody>
</table>
| 9. LANGUAGE IN USE.                      | - Were the contents clear and easy to follow?  
|                                          |     - Did the teacher answer students' questions effectively? 
|                                          |     - Accuracy (appropriate language) 
|                                          |     - Fluency.                         |
| 10. GENERAL ASPECTS.                     | - Class management. 
|                                         | - Students involvement. 
|                                         | - Questioning techniques. 
|                                         | - Voice quality.                       
|                                         | - Body language.                       |
### ANNEX 4: TEACHER’S DIARY.

**SCHOOL’S NAME**

<table>
<thead>
<tr>
<th>COURSE:</th>
<th>DATE:</th>
<th>GRADO:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TEACHER:</th>
<th>NUMBER OF STUDENTS:</th>
</tr>
</thead>
</table>

**OBSERVATION**

<table>
<thead>
<tr>
<th>OBSERVATION DESCRIPTION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explanation of facts and circumstances in chronological order.</td>
<td>Title for the fact. Or situation.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

**FIELD NOTES.**

**FIELD NOTES**

<table>
<thead>
<tr>
<th>Triangulation</th>
<th>Reflexive Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT’S ATTENTION (Problem)</td>
<td>Analysis done, according to the problem, why, how, what.</td>
</tr>
<tr>
<td>15. Address the problem. Further explanation</td>
<td>Problem Identification</td>
</tr>
</tbody>
</table>
ANNEX 5: PEER OBSERVATION

Teachers name: __________________________
Observer: __________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Tasks</th>
<th>Purpose</th>
<th>Observation</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>This covers the description of tasks during class time</td>
<td>Stated goals for the tasks Enabling Final results</td>
<td>Description of events perceived during classroom time.</td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s name: __________________________
Observer: __________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Objective</th>
<th>Activity</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Goal of the activity.</td>
<td>Description of facts and collection of observed data.</td>
<td>Which goal was planned to achieve.</td>
</tr>
</tbody>
</table>