TEACHERS' BELIEFS AND PRACTICES TOWARDS ENGLISH LANGUAGE METHODOLOGY & COMPLEMENTING TEACHING PROFILES AND THE 21ST CENTURY SKILLS

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ABSTRACT

This research study aims at identifying the relation between EFL teachers' practices and their beliefs towards teaching methodology in the first and third levels of English at American School Way institute, taking into account the effect of these beliefs in EFL classes. This study is intended to identify and describe the EFL teachers' practices in the classes and to establish the relation between the participant teachers' beliefs and practices and how those beliefs may affect time management, use of resources, and teaching strategies in EFL classes according to the assigned level. The researcher draws on relevant literature to develop a theoretical framework which includes English as a Foreign Language, English teaching methodology and beliefs. It also draws on data gathered through an adapted questionnaire, a semi-structured interview, and some classroom observations to the six participant teachers. Findings showed that the students' level did not play a relevant role on the teachers' practice. Each participant teacher was a completely interesting teaching world with some beliefs that matched their practices and others that differed from it. This research study made the researcher conscious about other interesting aspects related to the teaching beliefs and how relevant the teachers' academic background and the impact it had on their beliefs and their practice was

KEYWORDS: Beliefs, teacher's practices, EFL teaching

INTRODUCTION

This research presents a description and comparison between the teachers' beliefs and their practices at a language institute and proposes some teaching profiles that are connected to some of the 21st century skills. The idea to carry out this research study came from the researcher's personal experience when observing the class development of some teachers, the training and re-training of the teachers at the language institute where he worked, also from his own practice as an English teacher, and finally, for the need of developing a research study that complements the existing literature related to EFL beliefs. All these elements combined lead the researcher to think there can be connections established between what teachers believe, their learning background, their professional training, their teaching experience, and the methodologies sometimes established by institutions. This idea is deeply developed on the statement of the problem and the explanation of the process that was followed and that allow the researcher to establish a set of objectives and a research question.

The data were obtained through the use and implementation of three different instruments that allowed the researcher to triangulate, verify and complement the information obtained from each of the instruments. Using an adapted questionnaire, a first approach to the teachers' beliefs was obtained, this was complemented with a semi-structured interview done to the participant teachers. These interviews allowed the researcher to have a closer and more complete perspective about the teachers' beliefs regarding the L2 teaching methodology. Finally, a set of class observations was done in order to get a closer view about the teachers' practices. Postliminary, the information gathered was organized and analyzed using some categories established by the researcher. With the aim of presenting the whole process done in this research study, the five chapters that compose this study are introduced.

In the first chapter, the statement of the problem is presented from two perspectives, the specialized literature and the real context. The problematic situation revolves around the similarities and differences between the teachers' beliefs and their practice and the way they are connected or not, to an established methodology. The previous aspects lead the researcher to define the research question and the objectives that aimed at identifying and describing the EFL teachers' practices related to their beliefs towards teaching methodology in the first and third levels of English at American School Way institute, taking into account how these beliefs affect EFL classes. In terms of the specialized literature, the researcher presents the perspective and topics of study when talking about L2 teachers' beliefs and the historical evolution on this field of study. Among the different studies, it was possible to find the following ones: Brown (1969) and McDonald (1976); Johnson (1992) and Wilson, Konopak and Readence (1992); Richardson and Lloyd (1991) and Ng and Farrell (2003); Farrell & Lim (2005), Borg (2011), Gao (2014) and Diaz Larenas, Alarcón Hernandez, and Ortiz Navarrete (2015). These background studies present an international, national and local perspective through different periods of time about the study of beliefs.

In the second chapter, the theoretical framework is presented together with the main concepts related to English as a foreign language, EFL teaching methodology, teachers' practices and beliefs, this last concept is first presented from a general perspective and then it is connected to the field of languages. These four concepts are the axis of this research study. Related to English as a Foreign Language, the authors that defined this concept are Campbell (1996); León Manjarres (2006); Gunderson, D'Silva, and Murphy (2009) and Wright (2010). In terms of EFL teaching methodology a general review of the language teaching methodologies is presented where Rivers (1981); Richards and Rodgers (1999); Larsen-Freeman (2000); Harmer (2001) and

Marsh (2002), are the key authors for this second concept. Thirdly, regarding the concept of Teachers' practices Wang, Haertel, and Herbert (1993); Scheerens and Bosker (1999) Cohen, Manion, Morrison, and Wyse, (2010) provide useful insights about this concept.

Finally, regarding the key concept of Beliefs, Goodenough (1963), Green (1971), Eisenhart, Shrum, Harding, and Cuthbert (1988), Johnson (1994) and Borg (2011), are the key authors who conceptualized this one. In addition, on this last concept different international and national studies are presented.

In the third chapter, the methodological framework is presented. First, this study follows a qualitative approach to research with some strategies taken from the quantitative approach to analyze the data. In addition, the research paradigm that guided the study is the interpretivism with some aspects taken from the pragmatic paradigm, which are explained in more detail in this chapter. Second, this study was carried out at 'North Branch' of a well-known English academy, American School Way, where six language teachers were chosen following the criteria of two features as follows: A1 and B1 groups assigned and time with the company. These six cases were analyzed deeply in order to accomplish the objectives established for this study. Finally, a complete description of the data gathering tools, the procedures followed in order to obtain the information from the participants, and the categories assigned to each of the instruments are presented. The description and definition of the triangulation process is also included in this chapter.

In the fourth chapter, the corresponding results and analysis of the data gathered taken from the different instruments are presented following two specific lines of analysis. The first one comes from a quantitative perspective from the results obtained on the questionnaire and the observations. The aim of using this perspective was to present a general and holistic approach to

the data obtained on the above-mentioned instruments. The second line of analysis follows a qualitative approach that aimed at providing a deep and detailed analysis for each of the participant teachers combining all the information obtained from the different instruments. This analytical process led to the presentation of three teaching profiles that could complement the teaching profiles presented by Harden and Crosby (2000), and connect them with the 21st century skills, which is one of the new tendencies presented on teaching. Lastly, in the fifth chapter, the conclusions from the study are developed. The aim of these conclusions is to answer the objectives established in the first chapter. Finally, the researcher presents also the limitations that appear along the study and the paths available for future research studies.

STATEMENT OF THE PROBLEM

The field of teachers' beliefs has been studied for decades. Different perspectives and approaches have been taken along the way. It can be said that there have been three important moments on this field of research as stated by Gao (2014) on his historical review of language teachers' beliefs and practices. The first moment corresponds to the studies done between the 1960s and 1980s, the second moment was between the 1990s and the 2000s, and finally, the third moment which corresponds to the studies carried after the 2000s.

During the first moment on this field, it can be said that the researchers agreed on the fact that there was a unidirectional relationship between teachers' behaviors and students' achievements, studies such as Brown (1969) and McDonald (1976) are examples of this first moment of teachers' beliefs research. Between the 1990s and 2000s, there were two new perspectives towards the research related to teachers' beliefs. On the one hand, there were studies such as Johnson (1992) and Wilson, Konopak, and Readence (1992) where it is stated that there is a consistent relationship between teachers' beliefs and practices. On the other hand, it can be found a perspective where the connection between teachers' beliefs and instruction is inconsistent, studies such as Richardson and Lloyd (1991) and Ng and Farrell (2003) are researches that followed this line of thought. Finally, there is a third moment where researchers centered their studies on exploring language teachers' beliefs and practices from a sociocultural perspective. This means to regard the relationship between teachers' beliefs and actual teaching, as an interactive and complex one. Two research studies with this perspective are Farrell and Lim (2005) and Borg (2011).

Even though the research on the topic of teachers' beliefs has been studied for decades, there is still more room for more research in this field. As it was stated by Gao (2014) most

studies on teachers' beliefs have been carried out with a limited number of research methods. Therefore, more various and in-depth approaches are highly suggested. Instead of using an inventory of beliefs and case studies, more reflection and interpretative approaches should be taken to address the issues in the field of teachers' beliefs and practices to get a deeper understanding of these aspects that impact English language learning and teaching.

After having presented a general overview on how language teachers' beliefs have been studied, it is important to introduce a setting where language teachers' beliefs could be deeply described and discussed. This study took place at a language institute called American School Way. It was founded in 2002 in Bogota. The institute aims at training students, so they can be proficient and competent in a foreign language. Therefore, students can integrate and actively participate in the economic and cultural fields of the context they are part of. According to the institute's mission, a flexible and innovative educative project is implemented to develop equity, productivity, and competence in our society.

The focus of the study was the teachers of American School Way, particularly the ones who work in the North and Downtown branches. By August 2018, there were around 130 teachers; more than 50% are EFL teachers according to the information provided by the human resources department. According to the company's document D048-25 'Perfil Docente', the profile required for new teachers is stated and divided into three components: professional background, experience, and language proficiency. Teachers ought to have a degree on foreign language teaching; it is expected that they have more than two-year experience on language teaching; and an official language proficiency test certifying B2 or C1 is either required or asked to be done before the expiration of the contract.

According to the data base used by the Human Resource office of the franchise at least 80 to 90 percent of teachers who were currently working there fulfill the profile requested by the company. This meant that they were licensed teachers and in addition, they have an international exam that certifies at least a B2 on English or French.

It is important to present some methodological and special features that characterize this setting. First of all, the English classes can only have a maximum of six students per class, these students should be on the same level (book), but they do not need to be on the same class (pages, video, skills assessment, speaking test). According to the institute's philosophy each class should be divided into three important sections: review or reinforcement, presentation of new information, and advancement.

Secondly, the English course is divided into six levels that correspond to A1-C1, according to the MCER language levels. Each level is split into seventy to eighty classes, which include different types of activities. Most of the classes are regular ones in which the students work on a particular topic depending on their planner: 'Video' classes in which the students will watch a video and will respond to a set of questions; 'Skills assessment' & 'Speaking Test' classes in which students will be tested on their ability to perform role play activities by using the contents of the corresponding unit; and 'Immersion' classes where the students will improve their different language skills. Besides, there are other types of classes in which students work pages from the book, these pages can be about a grammar topic, or about reading and vocabulary related to the general topic for the unit. It is important to clarify that even though there is a fixed methodology established to consider real contexts in the development of the classes, it will also depend on each teacher's own planning and performance.

In the position that I had in this company at the time of the research, some of my duties were to be in charge of observing classes, training new teachers, re-training the ones who have been in the company for a while, and I should always be aware about changes in procedures. For example, the 'speaking test' and 'skills assessment' formats, and the place where the students need to take these exams was one of those changes in procedures. Thanks to the responsibilities, I was able to identify different aspects related to language teaching that are interesting, such as how a specific institutional methodology employed for the development of a class can impact the teacher's performance, or how teachers' beliefs can be influenced by the teacher's profile the company aims to establish or its methodology itself.

One of the aspects that called the author's attention the most was teachers' beliefs and their practices in the classroom. This was identified thanks to a set of questions asked in a re-training carried out in December 2017 and along different trainings in 2018, and systematic observations that were carried out in different months by the end of 2017, and in June and July in 2018. To begin with, during the trainings and re-trainings that teachers have received it was possible to identify some aspects related to their beliefs, image and role as teachers. The researcher designed a set of four questions that was asked to almost 120 teachers, the questions were designed with the aim of approaching to their beliefs about language teaching, English learners, classroom management, among others. The questions that were asked were the following: 1) why did you become a teacher? 2) Think about the best teacher you had. Why was (s)he the best teacher? 3) Which student do you remember the most? Why? 4) How are you making a difference on your students right now?

Each of these questions focused on a topic. The first question was related to the motivations and interests of teachers about their profession. The second question was addressed

to the features of what a great or excellent teacher has. The third question allowed the reseacher to know a little about the teachers' vision related to the students, and the features they consider the most important (learning styles, students' knowledge, students' process, among others). Finally, the fourth question was more into getting to know the didactics and their way of teaching.

As a first step, the answers given by teachers to the first question *'why did you become a teacher?'* were grouped into some categories based on the teachers' role proposed by Harden and Crosby (2000) which presented some teachers' roles and their corresponding features. The roles can be grouped into six areas: the teacher as assessor; the teacher as planner; the teacher as resource developer; the teacher as information provider; the teacher as role model and the teacher as facilitator.

Harden and Crosby (2000) characterized each of the roles as follows: the teacher as *assessor* is someone who has the role of passing judgement on the student by ensuring that assessment of students is valid, open, fair, and congruent with the course objectives. The teacher as *planner* is someone who tackles issues such as the needs that the curriculum should meet, the expected learning outcomes, the content to be included in the curriculum, the organization of the content, among others. Finally, the teacher as *resource developer* is someone who could be considered an activity designer, a creator of new learning environments. Even though these roles are features of teachers in any field of knowledge, none of the answers provided by the teachers on the questionnaire can be organized under these roles as they were not explicitly mentioned or addressed. Each of the answers provided by teachers were classified into the main features or ideas they highlighted and then grouped according to the six roles, however, none of the answers matched the characteristics of the first three roles.

Regarding the other three roles previously mentioned, most of the answers obtained could be grouped under those. Firstly, in the *information provider* role we can find two sub-roles, the lecturer and the practical teacher. 18% of the teachers' answers could be grouped under the sub-role as lecturer, since one of the reasons for becoming a teacher was to share their knowledge with others. Besides, 29% of the teachers said they like the language and they feel passion when teaching. However, none of the answers could be grouped under the practical teacher label since according to the authors on this role the teacher selects, organizes and delivers information, but none of the asked teachers answered in this sense.

Secondly, in the role of teacher as *role model*, 21% of the teachers' answers could be grouped under this label since they explicitly stated that they wanted to be role models for their students, or/and they wanted to be guides for new generations by helping the students and doing something for the people. In addition, it was found that around 8% of the teachers stated that they dreamt about becoming teachers or that they were motivated by either a relative or a teacher they got to know during their learning process, and therefore decided to pursue this career. As stated by Harden & Crosby (2000) students learn not just from what their teachers say but from what they do in their practice and the knowledge, skills and attitudes they exhibit.

Last but not least, under the role of teacher as *facilitator*, 18% of the teachers stated their reasons for becoming teachers were to change students' lives and therefore the country, impact students' lives, and construct knowledge with them, so they could find better job opportunities. Finally, 6% of the answers could not be grouped under any of these roles because teachers stated that they became teachers since they did not have any other option, or it was an easy job opportunity, or that circumstances brought them there.

Regarding the second question *'Think about the best teacher you had. Why was (s)he the best teacher?'* the answers were classified into two big groups, attitudes, and pedagogy. In addition, attitudes towards the class, the student, and the society were considered in this first group. To begin with about 24% of the teachers characterized the best teacher they had had as someone who was very passionate about teaching and who turned the class into a meaningful one. Related to attitudes towards the students, 36% of the teachers highlighted features as patience, love, kindness, strictness, and politeness as key characteristics of the teachers they remembered the most. Furthermore, 12% of the answers showed the best teacher they had had was more a friend than a teacher, and someone who cared about their learning process and got the best out of them thanks to the motivation. In addition, 28% of the teachers focused their answers on the methodology and development of the class, by highlighting aspects like dynamic classes, going beyond the topics, connecting the topic to their realities, connecting different subjects, and relating their likes to the topic of the class, as key features of the best teacher they had.

It is also important to present which responses teachers gave to the third question *'Which student do you remember the most? Why?'*. The answers given by the teachers were classified into two categories, one centered on the positive aspects of the student or the experience, and the other centered on the negative aspects. Most of the responses that teachers provided were closer to a positive feeling towards the student and the class with about 91% of the answers highlighting these aspects. Features such as curiosity, willingness and eagerness to learn, improvement throughout the classes, feeling challenged by a student, hard-working students, the best student in the class, and students that got great results at the end of the process, were the most common answers given by the teachers on this question. However, from over a hundred

answers collected from teachers, only around 9% of these were centered on negative aspects. Features as rudeness, hatred, misbehavior, lack of interest, or learning difficulties could be grouped under the negative label.

Finally, related to the answers obtained in the fourth question *'How are you making a difference on your students right now?'* the answers were grouped into three main categories: students' needs, didactics & methodology, and classroom vision. 60% of the teachers answered that the way to make a difference in their classes is by caring about their students' needs and relating the class topics to their reality, so at the end they are closer to achieve their dreams and goals. 27% of the teachers answered that the way they make a difference is by having dynamic classes with creative activities that connect and engage the students with the class, and that encourages them to learn more every day. Finally, 13% of the teachers answered they are making a difference on their students by creating a safe, nice, and comfortable environment where students can enjoy learning.

As it was possible to accomplish by checking these answers, the reseaecher was able to have a first approach to teachers' beliefs. Beliefs about their role in the classroom, beliefs about their students, beliefs about the learning process and about the classroom were identified. These beliefs where then contrasted with the class observations. These observations were carried as a company procedure and the relevant aspects of the observations were written as field notes on a grid, we are asked to follow[1]. The grid used to assess the teachers' classes can be grouped into aspects related purely to methodology, others to language proficiency, and some even to

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[1] The company has established a format that needs to be used by coordinators and trainers to observe the classes. See Appendix 1. This format evaluates aspects related to the institute's methodology.

customer service. However, it was possible to identify that there was no room on this evaluation format to see or identify teachers' beliefs.

During these observations some aspects caught the researcher's attention, such as the students' participation during the class. It was interesting to see how students' participation and interaction were impacted by the teacher talk-time and the type of activities teachers use in the classroom to engage them (some of the activities came from the material used in class and other from the teachers' own planning). This first aspect can be connected to one of the roles mentioned before, the *information provider*, since the classes showed a teacher-centered development of the class. In addition, this "students' participation" aspect is also connected to the fourth question of the questionnaire, *'How are you making a difference on your students right now?'* because the answers provided by teachers showed how they are willing to have meaningful activities, dynamic classes, and caring about the students' needs. In that way, by contrasting both the questionnaire and the observations, it can be said that in some cases their practice differed from what was said on the questionnaire. Having an established methodology might impact aspects mentioned by the teachers such as having meaningful activities and focusing on students' needs.

It was also possible to notice the different students' learning strategies, some were more into taking notes, others into listening to the teachers' explanation, other ones related to visual aids to learn new vocabulary, among others. This aspect could be contrasted with two of the preliminary questionnaire questions, *think about the best teacher you had. Why was (s)he the best teacher? and which student do you remember the most? Why?* By observing their classes, it was possible to contrast the features teachers have and the ones they mentioned about the best teacher they remembered, to see if their practice is influenced by those recalls. In addition, the

learning strategies of students can be contrasted with the other question in the sense that it lets us see if the reason for remembering a student is because the way they learn a foreign language, the way the students behaved in their classes or even the commitment they showed during the classes.

Finally, the fixed and specific methodology used in the classes allowed the researcher to notice teachers were sometimes out of time and opportunities to work all the skills during the class. As language teachers, we are aware that learning a foreign language implies several aspects that include not only the grammatical features but also the sociocultural characteristics. This implies a complementary work where reading, writing, speaking, listening, and grammatical aspects are all as important and should be worked as a whole. Therefore, with this aspect we can contrast the teachers' practice and their beliefs about teaching methodology towards language learning mediated by different factors such as an established methodology by the company, the level and number of students, the time they must develop a class, among others. As stated by Diaz, Alarcón, and Ortiz (2015) teachers' beliefs have been a fascinating topic for researchers for the amount of input they can provide for reflection and the improvement of the teaching and learning of English. Hence, there is an opportunity to deeply describe and analyze how teachers' practices are related to their beliefs about the teaching methodology towards the first and third level of English at the institute, and how these beliefs might impact the development of their classes and in which way.

FOCUS OF THE STUDY

By taking all the issues mentioned before, it was important to think about a deep description related to the way teachers develop the classes and how their practice is affected by their beliefs. That is the reason why a conscious, informative and complete identification and description of the relation between the teachers' beliefs and the EFL teachers' methodology is done. In addition, it is important to state the objectives and research questions that guided this research study.

GENERAL OBJECTIVE

To identify the relation between EFL teachers' practices and their beliefs towards teaching methodology in the first and third levels of English at American School Way institute, taking into account the way these beliefs might affect the EFL classes.

Specific objectives

*To identify and describe the EFL teachers' practices in the classes of A1 and B1 at American School Way.

* To identify and describe the EFL teachers' beliefs who are in charge of A1 and B1 levels at the institute towards the institutionally established teaching methodology.

*To establish the relation between the participant teachers' beliefs and practices and how those beliefs may affect time management, use of resources, and teaching strategies in EFL classes according to the assigned level.

RESEARCH QUESTION

The research question that guided this study was: How are the EFL teachers' practices related to their beliefs towards teaching methodology in the first and third levels of English at American School Way institute, taking into account how these beliefs affect the EFL classes?

THEORETICAL FRAMEWORK

This section introduces the main concepts that allowed the researcher to develop and accomplish the objective of the research study that aims at identifying the relation between EFL teachers' practices and their beliefs towards teaching methodology in the first and third levels of English at American School Way institute, considering the effect of these beliefs in EFL classes. There are four main concepts that weave the most important information of this research study. The first concept is English as a Foreign Language (EFL); the second concept is EFL teaching methodology, the third concept is teacher's practices, and the fourth concept is beliefs in English Language Teaching, a concept which is the core of this research study.

Regarding the concept of EFL, it was chosen because in Colombia this is the vision of the language learning that applies to our context. In Colombia, English plays a role of foreign language since it is not the official or main language of the country. In the same line of thought, it is important to talk about the different methodologies that have been used to teach English as a foreign language along time. This concept is relevant because of the importance that it has as one of the variables for the analysis of this proposal, and it is one of the elements of description and deep interpretation. It is also necessary to keep in mind that when the concept methodology is presented, aspects such as: resources, time management, teaching strategies, assessment, among others are included here. By having these concepts clear, it allows the researcher to establish possible relations between the teachers' practices and their beliefs. Finally, 'beliefs in English Language Teaching' is the key concept of this study because there is a direct relation between this concept and the objectives established by this study, since it aims at identifying and describing the EFL teachers' beliefs towards the teaching methodology. In addition, there have been several studies around the world which have studied them in relation with different aspects

of the language (language skills, assessment, learning, among others), but there is a need to carry out more studies in the Colombian context regarding beliefs and language teaching methodology in general.

English as a Foreign Language

To begin with, this study presents the difference from a theoretical perspective about two of the visions regarding English learning. English as a second language (ESL) and English as a foreign language (EFL). It is important to define and develop the concept of English as a Foreign Language and contrast it with the national policies that are implemented in the country, since there is a big difference in terms of both concepts. According to the Cambridge Online Dictionary (n.d.), English as a foreign language is "English as taught to people whose main language is not English and who live in a country where English is not the official or main language". In addition, according to the Collins Online Dictionary (n.d.), it is defined as "the practice and theory of learning and teaching English for use in countries where it is not an official medium". Taking these definitions into account, we can say this is the English learning perspective that applies for the Colombian context, the place where this study was carried out.

However, most of the national policies about English education in Colombia point to a view of English as a Second Language and to Bilingualism[2]. Therefore, it is necessary to present the main feature that makes ESL and EFL differ from one another. According to Gunderson, D'Silva, and Murphy (2009), ESL is based on the premise that students have access to English

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[2] In Colombia, the current policy for English teaching, the 'Programa Nacional de Bilingüismo 2004-2019' (PNB), was published by the MEN in 2004. It aims at working three lines: 1) Etnoeducation, this means to offer bilingual education in indigenous communities, where their mother tongue is indigenous, and their second one is Spanish. 2) Flexible teaching models that aim at regulating language teaching in language institutes, and 3) English that is taught at monolingual and bilingual schools to improve the current communicative competence. (Ministerio de Educación Nacional, 2006)

models and English is the language of the community, while EFL is usually learned in environments where English is not the language of the community. On the EFL field, language teachers have the difficult task of finding access to and providing their students with English models.

In addition, even though some of the methods and approaches used for teaching ESL and EFL are the same, they do differ greatly because of the context where they are applied, the quality of input that students receive, and even the type of materials teachers have access to teach. It can be said that the above-mentioned aspects might have an impact on the students' learning process. Methods of learning English are highly variable depending on the students' level of English proficiency and the manner and setting in which they are taught, which can range from formal classes at schools, private classes to self-directed study at home. According to Wright (2010) regarding the classroom materials, in some cases, they are provided in a mixture of English and the students' native language. In other cases, they are always in English, but the vocabulary, grammar, and context clues may be modified to be easily comprehended by students with varying levels of comprehension. Furthermore, Wright (2010) also considers that adapting comprehension, insight-oriented repetitions and recasts are some of the methods used in teachers' training. However, the author states that the associated language habits and reference points of the host country are not completely transferred through these programs without proper cultural immersion.

The major engines that influence the language are the United States and the United Kingdom and they both have assimilated the language differently (Campbell, 1996). They differ in expressions and usage, but there are more accents and types of English that nowadays have become more important for learners. The English language has great reach and influence, and

English is taught all over the world. In countries where English is not usually a native language, there are different purposes for learning English. One is educational programs for students who want to move to English-speaking countries, other programs are for students who do not intend to move but who want to understand English content for the purposes of education or entertainment, and others related to specific requirements at work or for conducting international business (León Manjarres, 2006). This study is carried out in a context where the population is variable and has different goals in mind, this means that the English program works for diverse students. The population starts with people who are 12 and ranges in different backgrounds, school students, university students, professional in different areas, unemployed, among other people (American School Way, 2017)

As it was stated before, the methodologies for English differ based on the vision of the language. Therefore, the one that is used on this study is English as Foreign Language (EFL), even though the country is applying policies that talk about bilingualism this context leads us to think about an EFL context. Taking this into account, it is important to present the different and most famous methodologies that have been used for teaching English. The following concept is presented from the view of different authors and their approaches and perspectives.

EFL Teaching Methodology

After having introduced the first concept and clarified its main features, it is necessary to move on with a key aspect of EFL, and this is the EFL teaching methodology. Along history, different methodologies towards teaching a foreign language have been developed and applied in the English classroom all over the world. Different authors have presented these methodologies and have grouped them in different ways. Therefore, it is important to highlight from different authors some of these methodologies and which their key features are.

To begin with, one key aspect about the EFL teaching methodology is the approach towards the language. An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn (British Council, 2008).

Some authors developed and characterized these approaches. One of them, Rivers (1981) gathers and summarizes the information regarding EFL methodology by presenting two approaches, that in general terms lead the path of EFL teaching up to the year 1980. These approaches were the formalist and the activist, each of these approaches considered some aspects of the language in a different way. On the one hand, the formalist approach relates to the deductive approach while the activist approach relies on the inductive approach. On the other hand, in the formalist approach the grammatical aspects of the language are worked from a detail-centered perspective, while on the activist side it is worked from a functional perspective. Last but not least, while the formalist centers their attention on the writing and reading skills, the activists focuses on the speaking skill. Finally, on the formalist approach the classroom has a passive attitude and it is focused on language teaching, whereas the activist approach has an active attitude in the classroom and centers its attention on language learning.

After checking these two approaches, it is also important to mention other approaches such as the natural approach, the communicative approach, and the intercultural approach. Each of these approaches has its own key aspects. The natural approach emphasizes on exposure, or input, rather than practice where the language is viewed as a vehicle for communicating meanings and messages. This approach is based on five hypotheses: the acquisition/learning

hypothesis; the monitor hypothesis; the natural order hypothesis; the input hypothesis; and the affective filter hypothesis (Richards & Rodgers, 1999).

Regarding the communicative approach, it can be said that it aims at improving interaction and communication by developing what Hymes (1972) referred to as 'communicative competence'. On this approach language is seen as communication rather than just grammatical and structural features (Richards & Rodgers, 1999). Finally, in terms of the intercultural approach, it can be said that its goal is to train learners to be 'diplomats', this means they should be able to view different cultures from a perspective of informed understanding (Corbett, 2003). After visiting the website of different language institutions in Bogota[3], and checking the methodological aspects each one of them offers in their classes, it can be said these three approaches are the ones considered on this study, since they are the most commonly used by language institutions to develop their classes. Even though these are some of the approaches seen in the EFL classroom since the 80's and still evidenced and applied, it is possible to see some of these traits of the above-mentioned approaches in the EFL classes almost forty years later (Assalahi, 2013; Liao, 2006; Furuhata, 1999).

After having introduced the main aspects of the approaches that influence and guide the way up to a point in the foreign language teaching field, and which became, as it is stated by the British Council, an approach is the starting point for developing a methodology (British Council, 2008). Before starting to develop and presenting some of the most well-known teaching methodologies and their most important traits presented by different authors, it is necessary to define the concept of 'methodology' since it is a key concept for the analysis on this research as

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[3] For more information about the language institutions, you can visit the following websites: https://www.britishcouncil.co/ingles; https://www.berlitz.com.co/; https://www.canadiancollege.edu.co/; https://www.colombobogota.edu.co/; https://wse.edu.co/; https://www.ihbogota.com/castellano/ingles_adultos.html

it was mentioned before. A methodology is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt, in other words the 'approach' (British Council, 2015). It can also be defined as stated by Westwood (2008):

> a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students. These principles and procedures are determined partly by the nature of the subject matter to be taught, and partly by our beliefs or theories about how students learn (Westwood, 2008, p. V)

To continue with the development of this concept, it is necessary to see the main features of the most well-known methodologies referenced by authors such as: Larsen-Freeman (2000), Richards & Rodgers (1999), Harmer (2001), and Marsh (2002). These authors present the following EFL teaching methodologies: grammar-translation method, direct method, audio-lingual method, the silent way method, suggestopedia method, community language learning, total physical response, task-based learning, communicative language teaching, and Content and Language Integrated Learning. Each of these methodologies has its own set of features for developing a class, and some of them are presented as follows.

To begin with, the *grammar-translation method* has been used for many years all over the world, and its main goal is to help students read and appreciate foreign language literature by working mainly on vocabulary and grammar of the corresponding target language. It views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. (Larsen-Freeman, 2000; Richards & Rodgers, 1999). This method goes in the opposite direction of the *direct method,* since on this one translation is not allowed. Meaning has to be transmitted directly

in the target language through the use of tools such as demonstrations and visual aids. Teachers help learners to think and communicate in the target language and here the students' role is less passive than in the Grammar-Translation Method, since both teachers and the students are more like partners in the teaching/learning process. Another methodology that can be a little teacher-centered is the *audio-lingual method,* which according to Richards and Rodgers (1999) (see also Larsen-Freeman, 2000; Harmer,2001) aims at preparing students to be able to use the target language communicatively by forming new habits and overlearning the target language, so they can use it automatically without stopping to think. The teacher's role is the one of role model, teachers provide their students with a good model for imitation while students follow their directions and respond fast and accurately. However, language is de-contextualized and carries little communicative function, but still habit-formation drills have remained popular among teachers and students.

In addition, it is also possible to find two methodologies that took elements from psychology and applied them to the language learning process. The *suggestopedia method* according to Richards and Rodgers (1999) (see also Larsen-Freeman, 2000; Harmer,2001) it aims at removing the psychological barriers learners bring to the classroom by using techniques to activate the 'paraconscious' part of the mind, all this in order to obtain better learning results. On this methodology the teachers' role is to be the authority in the classroom and students must trust and respect the teacher considering that students will retain information better from someone in whom they have confidence, and who suggests how easy it will be for them to succeed. The other one is the *total physical response (TPR)*, according to Richards and Rodgers (1999) (see also Larsen-Freeman, 2000; Harmer,2001) this methodology is built around the coordination of speech and action. It is linked to the trace theory of memory in psychology

which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. On *TPR* the teachers' role is more like of a director, since they direct all students' behavior, and students are imitators of their nonverbal modelling.

Even though, the abovementioned methodologies tend to be teacher-centered, some methodologies are more student-centered and move towards a more communicative approach to learning. To begin with, moving from a role model teacher, it is possible to find another teacher's role in the *silent way method.* According to Richards and Rodgers (1999) (see also Larsen-Freeman, 2000; Harmer,2001) its main goal is making students use the language to express their own thoughts, perceptions, and feelings. The teacher only provides the students with what they need to learn, s/he relies on what students already know and gives them what is missing. This methodology sees learning as a problem-solving, creative, discovering activity, in which the learner is a principal actor rather than a bench-bound listener.

Another methodology that has a student-centered perspective is the *community language teaching.* According to Richards and Rodgers (1999) (see also Larsen-Freeman, 2000; Harmer,2001) on this methodology, students learn how to use the target language communicatively, they learn about their own learning, and also how to learn from one another. The teacher understands and supports students in their struggles to master the target language. It advocates a holistic approach to language learning, since human learning is both cognitive and affective. On the same line of thought, regarding the communicative approach, there is the *communicative language Teaching* where the goal is to enable students to communicate in the target language. In order to do this, students need to be able to manage the process of negotiating meaning with their interlocutors. On this methodology, the teacher is a facilitator, this means

s/he is in charge of establishing situations likely to promote communication by using authentic materials and the activities are often carried out by students in small groups (Larsen-Freeman ,2000; Harmer, 2001).

Finally, there are two methodologies that take English beyond the regular class and use it to achieve tasks or learn other subjects, in which English is considered a mean rather than an end. The first one is the *task-based learning,* according to Harmer (2001) in this method students are presented with a task they have to perform or a problem they have to solve. Students are presented the language that is used and are corrected about their performance only when the task has been completed. Task-based learning implies a shift away from some traditional teacher roles. Tasks are used in language teaching, in some cases as the basis of language and in other cases as one of its components. The other methodology is the *Content and language integrated learning (CLIL)* that is defined by Marsh (2002) as a dual-focused educational context where an additional language, not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content. It is dual-focused because whereas attention may be predominantly on either subject-specific content or language, both are always accommodated. It is also known as 'Content Based Instruction'. All the methodologies mentioned above can still be found in some of the language institutions and schools in Colombia as it was mentioned before.

As presented by Usma (2009) his study explored the connection that exists between economic, political, and cultural globalization processes and recent education and language reforms in Colombia. The author attempted to demonstrate that the educational policies in our country do not necessarily represent a real benefit for the majority of the population, but, instead, may render privileges for a few. The author analyzed and insisted on the need for an equitable

plan for the improvement of language teaching and learning in Colombia in a way that considers local priorities of economic development, respects local knowledge and culture, and accounts for a systemic and fundamental improvement of the public system based on the dissimilar conditions that affect schools, teachers, and students in both the private and the public sectors in the country. Even though, this study focused mainly on the educational aspects of public and private it allowed the researcher to once again identify the need to expand language reseach studies in other context where English is also taught.

After having presented some of the most well-known methodologies (to know other relevant aspects of these methodologies see appendix 3) and one study that presented a general view of how English is managed in Colombia, it is important to define and present the most relevant aspects related to teachers' practices.

Teachers' Practices

'Teachers' practices' is a concept that is directly connected to the previous ones since this concept is the way in which the theoretical aspects are applied in the real learning context. Before presenting the definition that is used on this study it is necessary to clarify there are different ways of understanding this concept. To begin with, some literature and sources understand the concept of teachers' practice as the part of an education degree in which students perform supervised teaching at a school (Finlay, 2018) or as the instruction of a subject that takes place in a real classroom environment (Incikabi & Kacar, 2017), but the definition that is consider for this study is the one present by Hunter and Thurber (2018), which one of the keywords of their study was teachers' practice, and it is defined as the ways in which faculty understand and implement instruction. In addition, teaching practices generally reflect beliefs and ethics about the teaching and learning process.

Moreover, as Wang, Haertel, & Herbert (1993) stated teachers' practices are related to effective classroom learning and student outcomes, and as presented by Cohen, Manion, Morrison, & Wyse (2010) these practice will differ on each teacher based not only on the type of learning of the students but also on the instructional strategies teachers use. By taking all these ideas into account it can be said that teachers' pratices may differ not only among countries but also among teachers within a country, which in order words is connected and help accomplish the goal of identifying the relation between EFL teachers' practices and their beliefs towards teaching methodology in the first and third levels of English at American School Way institute, taking into account the effect of these beliefs in EFL classes.

Beliefs in the English Language Learning Process

After having presented the introductory concepts of this research, it is important to present the core concept of this study that is 'beliefs. It is a core concept that is defined by different authors and is also an aspect of EFL that has been studied in different ways. That is the reason why it is important to identify and describe the beliefs of language teachers about EFL teaching methodology. 'Beliefs' is the main theoretical category that embraces the main concept for this research study. Therefore, different authors are mentioned in order to clarify concepts and consequently establish a theoretical support that is used throughout this research work.

 Along history several authors have defined the concept and presented it as follows. Goodenough (1963) defines beliefs "as propositions that are held to be true and are accepted as guides for evaluating the future, are cited in support of decisions, or are referred to in passing judgment on the behavior of others" (Goodenough, 1963, p. 151). In addition, Green (1971) considers a belief as a proposition that is accepted as true by the individual holding the belief in a particular society. As it is possible to notice both authors mention key features of what a belief

is, both argue that these are statements which are right about a particular subject and in some way affect the decision-making process of the people involved.

Moreover, Eisenhart, Shrum, Harding, and Cuthbert (1988) define beliefs as a way to describe a relationship between a chore, an action, an occurrence, or another person, and an attitude of a person toward it. These authors introduced an aspect that was not mentioned on the previous definitions and is related to how beliefs also affect the way people are and act towards a particular subject. Even though these previous conceptions have some bases in common, the definition that guides the study is the one provided by Borg (2011) who presents 'beliefs' as "propositions that people contemplate to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and are resistant to change" (p.370). This last definition provides a more complete approach to beliefs, in some way it gathers all the features presented by different authors, and it adds aspects that were not mentioned before such as how tacit and resistant to change a belief can be. Besides Borg's definition is quite recent and has been used as a reference in other research studies related to beliefs.

Through the pass of time beliefs are seen to be a key element in teaching and learning English and have become an important focus of research. According to Johnson (1994) educational research on teachers' beliefs share three basic assumptions: Teachers' beliefs influence perception and judgment, teachers' beliefs play a role in how information on teaching is translated into classroom practices and understanding teachers' beliefs is essential to improve teaching practices and teacher education programs. These assumptions support the relevance of carrying out studies related to beliefs and other to aspects of the language such as language skills (Anders & Tidwell, 1991; Richardson, Farrell & Lim, 2005; Graham, Santos & Francis-Brophy, 2014;), teaching courses (Ormeño & Rosas, 2015; Diaz Larenas, Alarcón Hernandez, & Ortiz

Navarrete, 2015), use of technology in the class (García Chamorro & Rey, 2013), among others. That is why throughout the years, the research about beliefs and their influence in the foreign language teaching and learning processes in different contexts has increased (Ormeño & Rosas, 2015).

After having presented the different definitions of beliefs, the one used on this study is the one provided by Borg (2011). It is important to present the way how beliefs have been studied, which instruments have been used, which types of beliefs have been studied, among other aspects that are important to highlight and that provide useful information for the development of the theoretical framework that guide this study about the beliefs teachers have towards the teaching methodology of L2. It is important to present relevant studies highlighting the type of study, main findings, limitations, and how these studies contribute to develop this current study.

To begin with, Assalahi (2013) aimed at exploring the interplay between EFL teachers' beliefs about grammar teaching and their reported practices in public schools in Saudi Arabia, and the extent of influence of teacher education programmes in informing such beliefs. The participants were four male Saudi EFL teachers in public schools. They all had a major in English language teaching and their teaching experiences ranged from 3 to 10 years. Semi-structured interviews were undertaken with the informants to understand how they approached grammar teaching, and what sources of Language Teaching Education informed their teaching practices.

Findings showed teachers' beliefs about grammar teaching and their teaching practices were both aligned and paradoxical. On one hand, they were aligned in the sense that all four teachers' reported grammar instruction was forms-focused, they used the L1, they used similar

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terminologies, and they corrected errors. On the other hand, the practices were paradoxical because teachers' beliefs included meaning-focused and communication oriented practices. In addition, the participants' belief system was dominated by a mechanical forms-focused approach to grammar teaching. Explicit grammar teaching appeared in the data as the core teaching strategy for grammar instruction among all the participants. The use of L1 was reported to be used in giving instructions to students as well as in transferring the meaning of grammar rules from L1 to L2. Finally, grammar instruction was dominated by a teacher-centered interaction, and there was a forms-focused approach where the target was the comprehension of discrete rules and production of correct forms, rather than communication or meaningful language.

In the field of language skills and beliefs it is possible to find the study carried out by Graham, Santos, and Francis-Brophy (2014). Using a questionnaire, this study investigated the stated beliefs and stated practices of 115 foreign language teachers in England regarding listening pedagogy. Their objective was to explore the nature and extent of the understanding of foreign language listening pedagogy held by teachers in England. A mixed method approach was employed, with a questionnaire at the start of the study, followed by lesson observations of a smaller sample of teachers and post-lesson teacher interviews, alongside a textbook analysis. The research questions that guided the study were what teachers stated listening instructional practices are, what teachers' stated beliefs about how listening should be taught are, and how teachers' stated beliefs are related to their stated practice.

The main findings suggest teachers shared the view of the research literature that effective listening is teachable, and they also saw the development of effective listening as the main reason for carrying out listening activities. However, 'Listen effectively' also seemed to be conceptualized by respondents as 'effective task completion' seen as the identification of discrete

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items or pieces of information. Teachers infrequently reported that using approaches and activities that the literature suggests will lead to effective listening skill development. This study addressed an important gap in the international literature on language teacher cognition and adds to the understanding of the complex relationship between beliefs, stated practices, and contextual factors. It provides evidence of the existence of an approach to the teaching of listening that focuses on comprehension.

In the same line of thought, Richardson, Anders, and Tidwell (1991), presented the findings of a study designed to determine the relation between teachers' beliefs about the teaching of reading comprehension and their classroom practices. The study looks quantitatively at the overall relation between beliefs and practices, and qualitatively at the case data to develop an understanding of situations in which beliefs and practices do not match. The data used for this analysis were taken from a larger 3-year study that included an action research component. The participants of the study were teachers from 4th, 5th, and 6th grades.

Despite prior work on the relation between classroom practices and beliefs in the area of reading has produced contradictory results, this study demonstrated that the teachers' beliefs show there is actually a relation between their classroom practices and beliefs about reading comprehension. The interviews were quite revealing for the researchers to find the abovementioned findings and allowed the current study to identify that the presence of a gap is not as clear as it was on the study carried out by Graham, Santos, and Francis-Brophy (2014). Therefore, it is possible to think that not only the context, population, data gathering tools, are factors that need to be considered but also the type of language skill that is worked might affect the way in which beliefs and practices are related.

In terms of the grammar skill, one of the research studies is Farrell and Lim's (2005) which presented a qualitative case study that investigated and compared the beliefs and actual classroom practices of two experienced English language teachers with regards to grammar teaching in a primary school in Singapore. This study adopted a qualitative case study approach to investigate the relationship between beliefs and actual classroom practices with regards to grammar teaching. Sources of data included one scheduled pre-study interview with each of the two teachers, two non-participatory observations of the teachers' classes with pre-lesson and post-lesson interviews, as well as a collection of random samples of their students' written work.

Farrell and Lim's (2005) main findings were stated as follows, there are a number of possible reasons for some of the divergences between stated beliefs and actual classroom practices. Some of these include time factors, and teachers' preference for traditional grammar instruction. Both teachers suggested that many of their classroom instructional decisions, such as what approach to adopt for a grammar item or structure, were influenced not only by their beliefs but also by the time they perceived they would have to complete an activity as outlined in the syllabus. In addition, the school and the parents also influence the teachers' classroom practices. The two teachers reported on this case study were not consciously aware of their beliefs about teaching and learning English grammar until directly asked by the interviewer. The findings suggest that teachers do indeed have a set of complex belief systems that are sometimes not reflected in their classroom practices for various complicated reasons, some directly related to context of teaching

All of the studies mentioned above stated that there is a complex relationship between practices and beliefs. These studies provide meaningful insights about how beliefs teachers have about a skill is reflected on their practices, some of them might be the opposite of what they

stated they believe, and others are exactly what they stated about their practices. These lead us to think and reflect about the role beliefs plays on the English teaching methodology and if the reason there are gaps between beliefs and practices is because a particular language skill or not. Even though the number of participants was different in each of the studies, the data gathering tools were quite similar and can provide useful insights about teachers' beliefs and let the information be contrasted and triangulated. In addition, it allows us to identify the way beliefs have been researched from a skills perspective.

Other studies about beliefs were more focused on L2 teaching and learning rather than on the language skills. Ormeño and Rosas (2015) developed a mixed research study that aimed at identifying and characterizing the beliefs of university students and teachers about foreign language learning and teaching. Furthermore, it aimed at identifying and comparing the differences between the students and teachers' beliefs on how a foreign language is learned and which the necessary means and conditions are in order to have an ideal learning. The study was carried out in a university in Chile, 88 students and 10 teachers from the English Pedagogy program were used for the research. The data were gathered using Horwtiz's BALLI inventory (1988), in order to gather information about how the participants perceive the foreign language. In addition, with the aim of contrasting and deeply analyzing the attitudes, feelings, and beliefs towards EFL teaching and learning, a focus group was organized.

Findings showed that the differences were about specific beliefs and not about the previously established dimensions on Horwitz's inventory. Findings also confirmed that future language teachers bring a number of beliefs about L2 learning and teaching that not always match with the approaches and principles to teach English. Most of these beliefs come from the teachers' own L2 learning process, and others from geographical sphere where there are specific

trends about teaching-learning. Taking all this information into account, the authors stated that an L2 teaching training program should have as a main objective to establish ties between the contents of the program and the personal theories of the students, so the beginning of the professional development process comes from the students' conceptions, perceptions and knowledge. Ormeño and Rosas's (2015) study introduced the voice and perspective about beliefs that not only in-service teachers, but also pre-service teachers have. Even though, class observations were not used in this study, the reflections taken from a focused group are also important, since they provide insights that are useful to obtain detailed information about personal and group feelings, perceptions and opinions.

Likewise, Diaz Larenas, Alarcón Hernandez, and Ortiz Navarrete's (2015), carried out a study that aimed at identifying the beliefs held by a group of sixteen Chilean EFL teachers who work in public secondary education. Its main objective was to analyze the beliefs of sixteen English teachers from some Chilean public schools about some key components of language teaching and learning at the secondary school level. An eight-question-semi-structured interview and a twenty-two-statement survey were administered to the participants. Both instruments covered teachers' views on their role as teachers, their students' roles in the teaching and learning processes, language contents' selection and teaching, materials and resources, and assessment.

The results of this study showed that beliefs were rooted in teachers' semantic memory as cognitive and affective constructs that hold different degrees of fixation, depending on the professional, academic or personal experiences that shaped them. According to the authors, it was feasible to claim that for these participants beliefs have internal levels of organization that are constantly affected by their school context and their learners' academic and social

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backgrounds. Moreover, it is important to keep in mind that change in English teaching necessarily implies uncovering the teachers' belief system before any other innovative action is pursued to track down those rooted and strongly fixed beliefs that could be in the way of successful innovation. Qualitative research techniques such as interviews, journals, or narratives are tools that can contribute to belief elicitation on the first place to then design professional development activities to target those aspects of teaching that teachers really need to improve.

Both abovementioned studies highlight the fact that there are other factors that need to be taken into account when analyzing and studying teachers' beliefs. Aspects related to the educational context such as the methodology or rules established by the institutions, class development factors such as time management, and experience factors related to what teachers have lived through their training process, are aspects that teachers bring to their classes and definitely play an important role when teaching English. That is the reason why, it is important to not only identify and describe the beliefs teachers have about the English teaching methodology, but also how the aforementioned factors are related to their classroom practices when teaching A1 and B1 classes.

In addition to these studies, it was also possible to find studies related to beliefs of teaching and the use of tools to accomplish the learning goals. García Chamorro and Rey's (2013) study was addressed to examine what teachers believe about the effectiveness of using technology in an English program at university level, and how these beliefs affect the use of these types of tools in their classes. Three instruments were used. First, surveys in which the perceptions of teachers about the use of technology in teaching were analyzed. Second, interviews that allow the researchers to know more about the teachers' points of view after the surveys and finally, class observations where technology was used. The behaviors seen, the

beliefs collected from the survey, and the interviews were contrasted. The authors concluded that teachers believe ICT is fundamental in the teaching-learning arena. They consider using technology is an important skill in order to succeed both professionally and personally, furthermore, technology comprises part of this generation, besides, young learners are born with it.

Results also show that teachers believe technology-based activities can help students in achieving the expected learning outcomes of the course, and technology mediated tasks contribute to the development of the four skills. However, the majority of teachers use technology only to reinforce grammar structures and receptive skills. Teachers focused their attention on structures or vocabulary during classes. Teachers' ideas and opinions were contrasted with what they do in the class as a way of trying to establish coherence between what they say and what they do. García Chamorro & Rey's (2013) stated teachers know they have to use technologies in their classes, and they are making an effort to do so. However, this integration is not achieving the expected outcomes as it requires more teacher training, a change in their beliefs, not only about technology itself but also about how to implement it in language teaching and learning in a more meaningful way.

As mentioned before, it is important for the current study since it deals with technology as a tool that is becoming more used every day in the EFL classroom. This study gives the opportunity to contrast the results with what can be observed on a regular class at American School Way, since teachers have access to computers and internet in each classroom. Therefore, a reflection about the beliefs that teachers have about the teaching methodology and the resources they have access to is very important.

Other studies about beliefs centered their attention on the assessment field, two studies as such are Diaz Larenas, Alarcón Hernández, and Ortiz Navarrete (2012) and Muñoz, Palacio, and Escobar (2012). The first study aimed at identifying beliefs about English language assessment where the learning and teaching evaluation at primary, secondary, and tertiary levels is based on the traditional process of assessing students by final tests and written tests. The second study aimed at gaining teachers' perceptions about assessment and about their beliefs and practices regarding the oral and writing assessment systems at a private university in Medellín.

On the one hand, according to Diaz Larenas, Alarcón Hernández, and Ortiz Navarrete (2012), there is a speech characterized by the "teaching ideals". This means the teacher reflects on the 'must be' of the assessment process through their speech; however, the researchers found that the teachers' statements reflect an absence of an authentic assessment. Nevertheless, the authors stated that when querying teachers about their beliefs, it is possible to find that they tend to move away from their performance in the classroom. Therefore, there are tensions between their discourse and their classroom performance in many cases.

On the other hand, Muñoz, Palacio, and Escobar (2012) found out that there were three basic reasons for teachers to have changed their assessment practices: professional development, self-discovery, and institutional policy. Related to the first reason teachers agreed that in-service workshops, seminars, conferences, and scoring calibration sessions lead to a change in practices and beliefs, because these activities gave them new ideas and help them to improve different aspects of their pedagogical skills. Related to the second reason teachers stated that student feedback was a reason for changing, which can be regarded from two sides, receiving feedback from and giving feedback to students. Finally, institutional policies constitute another reason for

changing because in many cases teachers must adapt their practices and beliefs to the context in which they work.

These last two studies about beliefs presented insights to another key aspect of the classroom learning development which is assessment. The results of both studies show us there are also factors such as training programs, the context, and institution policies, that affect the beliefs teachers have. Therefore, it can be said that teachers' beliefs about skills, tools, assessment, among other aspects, might create a tension between practices and beliefs. All of the aforementioned studies also provide useful information in terms of authors and concepts, data gathering tools and instruments, settings, participants, and findings. All of these help the researcher to accomplish the main objective of the study which is identifying the relation between EFL teachers' practices and their beliefs towards teaching methodology in the first and third levels of English at American School Way institute, taking into account the way these beliefs might affect the EFL classes.

METHODOLOGICAL FRAMEWORK
Scientific Research Paradigm

According to Mackenzie and Knipe (2006) a '*paradigm*' is the researcher's standpoint, or thinking, or school of thought, or set of shared beliefs, that enlightens the interpretation of research data. In the field of educational research there are four main approaches: *positivism, critical theory*, *pragmatic*, and *interpretivism*, which play an important role on any research study since they allow the readers to better understand the importance and relevance of the study. From the *positivism* paradigm, the search for cause and effect relationships is the main goal. According to Cohen, Manion, and Morrison (2000) this research paradigm "relies on deductive logic, formulation of hypotheses, testing those hypotheses, offering operational definitions and mathematical equations, calculations, extrapolations and expressions, to derive conclusions. It aims to provide explanations and to make predictions based on measurable outcomes" (Kivunja & Kuyini, 2017, p.30).

Regarding the *critical theory* paradigm, Kivunja and Kuyini (2017) clarify that this paradigm addresses social justice, political, social, and economic issues that usually lead to different social problems such as social oppression, conflict, and struggle. This paradigm always looks for a change to improve and ameliorate the social justice aspects in a particular society. The *pragmatic* paradigm emerges from the researchers' need to have:

> …more practical and pluralistic approaches that could allow a combination of methods that in conjunction could shed light on the actual behaviour of participants, the beliefs that stand behind those behaviours and the consequences that are likely to follow from different behaviours (Kivunja & Kuyini, 2017, p. 35).

Finally, Guba and Lincoln (1989) state that the main goal of the *interpretivism* paradigm is to comprehend the particular and subjective world of human experiences, this means to show an interpretation and undestanding of what the subjects are thinking or the meaning they are making of the context. In terms of the data, it is gathered and analyzed in a consistent way with grounded theory. Taking this into account, the current research study follows an *interpretivism* paradigm with some aspects taken from the *pragmatic* paradigm. This means to shed light on the relations between EFL teachers' practices and their beliefs towards teaching methodology in the first and third levels of English at the institute after a deep and conscious identification, description, and interpretation of the data.

Type of Study: Qualitative Study

This study mainly follows a qualitative approach to research since it provides a deeper understanding of the situation to be analyzed and studied, that in this case is to identify and describe the teachers' beliefs and practices. In addition, some quantitative strategies are used for registering the frequency of certain events during the observations and for summarizing the answers obtained from teachers on the questionnaire; this is explained in detail on the procedure section of this chapter. As stated by Burns (2003) a qualitative study encompasses the socially subjective and relative interpretations of the phenomena that take place on a 'particular' context. Two of the aims of qualitative research are interpreting human behavior from different perspectives and exploring the settings that are natural and where no variables are controlled. This type of research collects data and interprets them through a deep and concise description and analysis. Another important characteristic that needs to be highlighted is the fact that qualitative research does not try to generalize beyond the boundaries of the context researched

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and corresponding results but focuses its attention more on the processes and outcomes (Burns, 2003).

Based on the previous characterization, it is important to state that a qualitative research approach is the best option for this study, since it comes from an identification and description of a problematic situation that is unique. It occurs in a setting and with a particular group of people, in this case, teachers who work at American School Way and who teach the A1 and B1 levels. In addition, this study does not aim at generalizing the results or the outcomes, but at identifying and describing the relation between EFL teachers' practices and their beliefs towards teaching methodology in the first and third levels of English at American School Way institute, taking into account the way these beliefs might affect the EFL classes.

Setting

This research study was carried out at 'North Branch' of a well-known English academy, American School Way, in Bogota. This language institution specializes itself on developing language programs and understanding education as the key aspect for the country's development. American School Way language programs seek for a social approach that allows the students to develop a clear leadership vision and community service, not only in a national but also an international context. For the institution, one of the main challenges is to train students to be competent in a foreign language, so they can integrate themselves in a global economy context and develop their cultural awareness from their actions and way of being. The language institution wants to develop entrepreneurial aptitudes and attitudes through the growth of linguistic competence, consequence of the academic training (American School Way, 2017).

At this point, it is important to explain in detail the most important features of the methodology from the institute. The classes are first divided into six levels that go from A1 to C1 (A1, A2, B1, B2.1, B2.2, C1). In order to teach higher levels, teachers need to have a language certificate that proves they have C1 in English, or at least B2. Each regular classroom class has a minimum of 1 student to a maximum of 6, all the students must be in the same level (for instance they work with the same book which is Top Notch and Summit from Pearson publishing house). The group of students is not fixed, this means teachers will have different students and different levels along the day in most of the cases. The students will have classes that usually belong to the same level, so teachers can make better transitions between topics. Each class should have presentation, practice, and production stages and it lasts between eighty to eighty-five minutes. Depending on the number of the students, teachers will have an estimate time to work on the class of each student, but they should always aim to involve all the students and create opportunities for them to interact as well. The following chart shows how time management is suggested to be by the Institution, in terms of the number of students each teacher has:

Table 1. Time distribution and number of students

Number of Students	Time for each student in a class
1	80 mins
2	40 mins
3	26 mins
4	20 mins
5	16 mins
6	13 mins

The table 1 shows how the time distribution should be for an English class at the institute. For example, if a teacher has three students, this means the teacher should spend around 26 minutes on each student's class. In those 26 minutes the teacher should develop the class making

sure there are *presentation, practice*, and *production* stages, and creating opportunities for students to interact between them.

Participants

It is important to clarify that in qualitative research data is collected through direct encounters with the participants, either using questionnaires, semi-structured interviews, or observations. Therefore, as stated by Hancock (2002) data collection is time consuming and from this nature, research necessitates the use of small samples. In addition, there are different sampling techniques presented by Cohen, Manion, and Morrison (2007) that can be used in quantitative enquiries in order to gather the most useful, rightful and suitable data. Based on the setting where this research is carried out, a non-probability sample was the most suitable one since the selection of participants derives from the researcher targeting a particular group, knowing that it does not represent the wider population, and it just represents itself (Cohen, Manion, & Morrison, Research Methods in Education, 2007). This is a sampling frequently used in small-scale enquiries.

From the different types of non-probability samples, the one chosen for this study was convenience sampling. As stated by Cohen, Manion, and Morrison (2007) this type of sampling involves researchers choosing the nearest individuals who happen to be accessible, available at the time, and to whom they have easy access. One of the key aspects of this type of sampling is that as it does not characterize any group apart from itself, it does not pursue to make a sweeping statement about the broader population.

The participants of this study were six English language teachers who were working at 'North Branch' of American School Way. From the six teachers, three of them were women and

the other three were men. Their ages were around 25 to 50 years old. From the six participants three of them were still pre-service teachers missing one or two semesters in order to graduate as licensed English teachers, one of the them was an English licensed teacher, another was licensed in Spanish and Classic Philosophy, and the last one presented three modules of the Teaching Knowledge Test (TKT) in order to certify her teaching knowledge. One of the teachers has been with the company for almost three years, two other teachers have been with the company for almost two years, and the last three teachers have been with the company for less than a year. Table 2 summarizes the main features of the participants:

Table 2. Summary of participants

Name*	Gender	Academic Background	Time with the company
Claire	Female	Professional in other area, with TKT	More than 2 years
Anthony	Male	Licensed English teacher	More than 2 years
Lorelei	Female	9th Semester student	More than a year
Jürgen	Male	Licensed teacher in Spanish and Classic Philosophy	Less than a year
Oliver	Male	8th Semester student	Less than a year
Taylor	Female	8th Semester student	Less than a year

*It is important to mention that these names were assigned to the participant teachers in order to protect the teachers' identity.

The reasons why these teachers were chosen among the others were two, as follows: first, they had the opportunity to teach in both levels that were determined for this study (A1 & B1). These two levels in particular were chosen to analyze if there were different practices from teachers when teaching A1 students and when teaching B1 students; the other reason was mainly to create a contrast between teachers who have been at the institute for less than a year (*New Teachers*), and teachers who had been there for more than a year (*Former Teachers*), in order to

analyze if the results were related to the time they had been working with the institution, and to analyze if the institution methodology affected their beliefs in any way.

It should also be pointed out that on this research, the ethical bold lines were taken into consideration. The participants were reassured that they were under no obligation to participate, and this would not affect their assessment as employees or their current contract with the company. Thus, they were strictly made aware of their rights in terms of consent, privacy, and confidentiality prior to conducting the study.

Researcher's Role

The researcher's role changed along the study. It went from being a non-participant observer and interviewer to an interpreter. The researcher was an observer and an interviewer when recollecting the data for further analysis, and also, and he was also an interpreter when contrasting all the information gathered from the instruments to be mentioned. In other words, the researcher was a non-participant analytical agent in the way he developed all the study. He was a non-participant agent since he just gathered the information from a non-participant approach and did not do any changes on the setting where the study was carried out; the researcher was an analytical agent because he went an extra mile on the interpretation of the data gathered, it was not just a descriptive process but a contrastive analysis between the different sources of information.

Data gathering tools and procedures

For this research, multiple data collection techniques were used in order to check the authenticity, validity and reliability of the results. Three important techniques were used throughout this study: a questionnaire, semi-structured interviews with their corresponding audio

recordings, and non-participant observations with their corresponding field notes. These techniques are used altogether to permit the researcher to paint a richly descriptive picture of participants' beliefs about English teaching methodology.

Furthermore, one key aspect of why using different data gathering tools in a research study is to carry out a triangulation process. In the social sciences studies triangulation means including multiples sources of information or points of view on the phenomenon or question you are investigating (Freeman, 1998), and in terms of the triangulation process, it "attempts to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data" (Cohen, Manion, & Morrison, 2007, p.141).

It is also important to mention there was a piloting stage with each of the instruments used, in order to check if the data obtained were useful and do the corresponding modifications and improvements to obtain the best possible from each gathering tool. Furthermore, the piloting stages of the instruments were done with teachers from another branch to avoid affecting directly or indirectly the future participants, and to keep the data as unbiased as possible.

Questionnaire

General Description

To begin with, questionnaires are defined by Johnson and Christensen (2004) "as a self-report data collection instrument that each participant fills out as a part of a research study" (p.164). The organization of a questionnaire depends on the objectives of the research study. By using questionnaires information related to teachers' beliefs can be obtained, as well as thoughts, feelings, attitudes, values, perceptions, personality, and behavioral intentions of research participants.

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Questionnaires include multiple questions and statements. In order to design a questionnaire, a set of principles should be considered. The most important principles include the coherence between research objectives and questions; the use of language that is not only familiar and natural but also clear and precise; the easiness for the participants to answer; and the corresponding piloting of the questionnaire. According to Marshall and Rossman (1999) the questions of a questionnaire should be examined for bias, sequence, clarity, and face validity. In the same line of thought Johnson and Christensen (2004) state that another aspect needs to be well thought-out when designing a questionnaire; leading, loaded, and double-barreled questions need to be avoided, what is also the use of double negatives.

In the development of this research it was important to use instruments that allow the identification and description of the teachers' beliefs about EFL teaching methodology. Regarding the theoretical research about questionnaires, it was found that the most relevant one was about language learning beliefs (Horwitz, 1988), others that followed the same line of thought about language learning beliefs (Sakui & Gaies, 1999; Peacock, 2001; Amuzie & Winke, 2009), and others focused their attention on the language skills, (Farrell & Lim, 2005; White & Bruning, 2005; Quik, Unrau, Ragusa, Rueda, & Lim, 2010; Dinçer & Yeşilyurt, 2013; Graham, Santos, & Francis-Brophy, 2014); and it was found one related to teachers' beliefs (Gass & Selinker, 2001). That is why a decision about adapting a questionnaire was made, with the aim of adjusting it to the target participants of this study. On this section, the adjustment, validation, and development processes are described and presented.

Validation Process and first draft

Firstly, as part of the procedure the questionnaire was adapted and adjusted from BALLI (Beliefs about Language Learning Inventory) from Horwitz (Horwitz, 1988) and Gass and

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Selinker teacher version (Gass & Selinker, 2001). The Beliefs about Language Learning Inventory (BALLI) has a total of 34 items and are answered on a Likert scale that includes: A-Strongly agree, B-Agree, C-Neither agree nor disagree, D-Disagree and E-Strongly disagree. The BALLI "was developed to assess student opinions on a variety of issues and controversies related to language learning" (Horwitz, 1988, p. 284). These items are assessed on five areas: difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies, and motivations and expectations. The teacher version has a total of 46 items that are answered on the same scale, and two other items that are answered on a number scale. The sum of both questionnaires was of about eighty items which were analyzed, and some items were discarded because they were repeated, or they were addressed to a different context of study. Finally, the researcher ended up with a first draft that took and adapted the statements for the context and objectives of this research study.

After having established a first questionnaire draft with 45 items, where 43 of the items were on a Likert and two other items were assessed on an opinion scale. This first draft assessed four areas: language learning difficulty, language learning aptitude, language teaching methodology and motivation. The questionnaire was taken on a piloting stage where it was initially answered anonymously by 30 teachers with the aim of identifying confusing questions, unclear statements, or other aspects that might affect the main purpose of the questionnaire. The 30 teachers who answered the questionnaire worked at the 'Downtown' branch of the institute, and it was answered during the academic meeting teachers had on Fridays. After having all the data organized, it was later analyzed after using the SSPS software[4] in order to check the

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[4] SPSS Statistics is a software package used for interactive or batched, statistical analysis. According to the official website, it offers advanced statistical analysis, a vast library of machine-learning algorithms, text analysis, open-source extensibility, integration with big data and seamless deployment into applications. (IBM, 2018)

reliability of the statements and the questionnaire. Table 3 summarizes the categories established for the first draft of the questionnaire, the number of items corresponding to each category and the results of the Cronbach Alpha[5]:

Table 3. Cronbach's Alpha Piloting Session

Category	Items Included	Cronbach's Alpha
Language Learning Difficulty	4, 8, 13, 17, 28, 37, 39	0,277
Language Learning Aptitude	1, 2, 3, 6, 7, 9, 14, 15, 16, 27, 35, 38	0, 430
Language Teaching Methodology	5, 11, 12, 18, 19, 20, 21, 22, 23, 24, 25, 26, 29, 30, 31, 32, 34, 41, 42, 43	0,665
Motivation	5, 19, 20, 21, 22, 23, 24, 25, 26, 29, 30, 31, 32, 34, 41, 42, 43	0,200

Final version

From the first four categories established the one of *motivation* was discarded because it does not address the core element of the study that is teachers' methodology and its Cronbach Alpha is unacceptable to be considered a reliable and relevant category for the study (0,200). Following the analysis provided by the software some items were removed since they were not clear for the participants. In addition, some items were not related to the category in which they were included, therefore they were not considered, this was established through the examination of the correlations between the item and the category, that the Cronbach Alpha offers through the Pearson Coefficient[6]. The final version of the questionnaire ended up with a total of 40 items with the aim of identifying and describing the EFL teachers' beliefs towards the teaching methodology. This modified proposal of questionnaire was applied at the 'North' branch and 40 language teachers answered the questionnaire. These teachers were available to answer the

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[5] Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. (UCLA, 2017)

[6] The Pearson coefficient is a type of correlation coefficient that represents the relationship between two variables that are measured on the same interval or ratio scale. The Pearson coefficient is a measure of the strength of association between two continuous variables. (Investopedia, 2018)

questionnaire during one of the academic meeting that tended to have place on Fridays (See appendix 4).

A Cronbach's Alpha analysis was established in order to evaluate the reliability of the instrument. Table 4 summarizes the categories established for the questionnaire, the number of items corresponding to each category, the items that were discarded, and finally the results of the Cronbach Alpha that allows the researcher to present the reliability of the adapted instrument:

Table 4. Questionnaire Final Version

Category	Items Included	Items Discarded	α
Language Learning Aptitude	1, 3, 6, 7, 9, 13, 14, 34, 35	2, 15, 26, 32	0,638
Language Learning Difficulty	4, 8, 10, 16, 33, 39, 40	N/A	0,432
Language Teaching Methodology	5, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 36, 37, 38	N/A	0,711

In this study the final version used for the results analysis was composed of 34 questions, 32 of them were questions on a Likert scale that went from strongly disagree to strongly agree, where strongly disagree was 1 and strongly agree was 6; the other two questions were related to how difficult learning English is and the time it would take to learn the language. Furthermore, there were three categories established to organize the statements asked in the questionnaire. Two were presented by Horwitz (1988), *language learning aptitude* and *language learning difficulty*, and the remaining one was established by the researcher, *language teaching methodology*. On the one hand, the results obtained from the Cronbach's Alpha showed that the reliability of the category of *language learning difficulty* was unacceptable because of the score it received (0,432), but on the other hand the results for the *language learning aptitude* were almost acceptable and the results for the core of this study, *language teaching methodology,*

showed an Alpha of 0,711 which is acceptable and reliable according to the scores used to measure these aspects.

It was also necessary to define what the categories established meant according to different authors. In terms of *language learning difficulty,* according to Stansfield (1989) it is the prediction of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions. Regarding *language learning aptitude*, refers to the potential that a person has for learning languages. This potential is often evaluated using formal aptitude tests, which predict the degree of success the candidate will have with a new language (British Council, 2015). In other words, it is a category that considers aspects such as a person's language learning ability, motivation, learning environment, intensity of instruction, similarity between the target language and the student's mother tongue, and prior experience in learning foreign languages; and *language learning methodology* is a system of practices and procedures that a teacher uses to teach, and it is based on beliefs about the nature of language and how it is learnt (British Council, 2015) With this category the researcher aims at identifying the different practices teachers used to develop their classes. This is the central element of this study that is analyzed later with the aim of identifying and describing the relation between teachers' beliefs and their classroom practices. Table 5 shows the results obtained from the 40 teachers according to each of the categories established. It is important to highlight that the general average of the 32 statements showed that in general teachers slightly disagree with the statements that were presented.

Table 5. Questionnaire General Results

Category	Total of items	Average	Range	Deviation	α
Language Learning Aptitude	9	3,2	1,0 - 5,4	1,2	0,638
Language Learning Difficulty	5	3,2	1,2 - 5,6	1,2	0,432
Language Teaching Methodology	18	3,4	1,6 - 5,4	1,0	0,711

After having presented the process that was taken with the first instrument, it is relevant to state this questionnaire is the first product obtained from this research study. The steps of going through a drafting, piloting and validating process permit the researcher to present this questionnaire as a first result of the study that can be used and adapted for future research studies related to teachers' beliefs about methodology or can be adapted to dive deeper into any other type of beliefs.

Observations

Another data gathering tool is observations**.** As presented by Burns (2003) 'observations' is composed by different data sources such as: field notes, proformas, charting classroom organization, audio recordings, transcriptions of video recordings, and even photographs. For this research the data sources that were used were field notes and an observation grid. Burns (2003) defines field notes as descriptions and accounts of events in the research context which are written in a relatively factual way and objective style. Field notes include reports of non-verbal information, physical settings, group structures, and records of conversations and interactions between participants. Thus, field notes are focused on answering who, what, where, when, how, and why from a descriptive approach to the context and the situations that are observed.

On the one hand, field notes provide an excellent way of chronicling both ordinary and extraordinary events when taken regularly. On the other hand, field notes are sometimes limited

when providing full information about the setting, because the field notes depend on the observer's perspective and the data gathered might be subjective since it comes from only the point of view of an observer (Burns, 2003). However, the observations of this study were done on a regular basis and with a perspective of describing everything that happens during the class development and bearing in mind the main objective of this research study that is to identify and describe the EFL teachers' practices in the classes of A1 and B1 at American School Way.

It is important to clarify that the role of the observer on this research study was the one of 'observer as non-participant', as defined by Johnson and Christensen (2004) the researcher takes the role of observer much more than the role of participant. One key aspect about this role is that the participants are fully aware that they are part of a research study and have limited and brief interactions with the researcher. This role of observer allows the researcher to keep an objective and neutral positition towards the participants and the study.

Grid design and procedure

In addition, a grid was designed and adapted in order to observe and identify different features related to the methodological aspects of a class. This grid was thought in a way of checklist that highlighted different moments that could be observed in the English class. The results obtained could be contrasted later with the teachers' interviews and questionnaires. Furthermore, the observation grid also went through an adaptation process where the first element was the class observation format used in American School Way to keep track of the way teachers develop the classes (See Appendix 1). Some items were kept while others were added based on the researcher's experience, the class moments established by the institute methodology, and other items which came from what was detected. There were two categories

established through the process: *class development* and *language teaching methodology* (See Appendix 5).

Related to the first category, the subcategories presented are the stages of the methodology established by the institute's PEI and that are usually the most common ones in an English class development. These subcategories are *presentation, practice*, and *production.* On the *presentation* stage, the elements that are observed encompass aspects such as if the teachers introduce themselves and take the time to get to know the students, if the objectives of the class are presented, and the way teachers develop the presentation of the class topic (using the board, using the book, or other techniques). On the *practice* stage the moments that are observed revolve around the way teachers developed the class after the presentation -this means if teachers use the book to practice or they look for other exercises different from the ones of the book- and the skills worked during this stage (listening, speaking, reading, writing, or use of English). Finally, on the *production* stage, the elements that are observed cover if there are production exercises during the classes and which skill they tend to improve. On this part, it is important to clarify that a speaking practice exercise is different from one of production, the production exercise goes beyond the practice, it requires students 'producing' something else with the information they have received and the knowledge they acquired. In addition, on the observation grid there is a difference between the book exercises to practice grammar and the exercises that are related to other topics different from the grammar explained.

The other category for the grid organization and further analysis is *language teaching methodology.* The subcategories that are taken into account are related to the way teachers clarify students' doubts, the way they assess students' process along the class, and other aspects such as the use of positive language to encourage and motivate students, the use of additional

resources, or the useful information or tips they provide students related to the topics that are being worked. Table 6 summarizes the categories and subcategories (for a full description of the observation grid see Appendix 6):

Table 6. Observation grid categories

Category	Subcategory	Moments
Class Development	Presentation	Introductions, use of the board, use of the book, etc.
	Practice	Use of the book, speaking practice, listening practice, etc.
	Production	Production exercises, speaking production exercises
Language Teaching Methodology	Clarifying doubts	Uses Spanish, uses gestures, uses definitions, etc.
	Assessment	Asks questions to students, checks previous knowledge, etc.
	Other aspects	Uses additional resources to develop the class, uses positive language to motivate students, etc.

Related to the observations, it was possible to carry out a set of 50 observations that were planned and done during a time frame of three weeks, and each observation was about one hour and twenty minutes. Each participant was observed around four to five times teaching both levels A1 and B1. In order to establish and identify different patterns through the observations, field notes were taken. The field notes were analyzed and contrasted with the grid previously mentioned in order to identify how often some events were reflected during the class development. The information obtained from this contrast was later organized so relevant and frequent events could be easily identified, described and analyzed.

Semi-structured interviews

Merriam (1998) states that semi-structured interviews are a common instrument for collecting qualitative data that are necessary when we cannot observe beliefs, behavior, feelings, or how people interpret the world around them. Semi-structured interviews are also necessary when we are interested in past events that are impossible to replicate. As a data collection device, semi-structured interviews are used, and each interview should be addressed to a specific

participant. They can be conducted individually or in groups. Semi-structured interviews can yield rich material and can often support previous data collected through the questionnaires with more details. In addition, semi-structured interviews allow the researcher to freely use prompts that will help him/her to obtain response or additional information that was not gathered through the other instruments.

Even though the transcription and the making of the interviews can be really time-consuming, the analysis of the responses can present problems, and wording the questions is demanding, the use of semi-structured interviews is very important for this study since it provides the point of view of the participants and allows them to talk about their beliefs, experiences, attitudes, behaviors, etc. The teachers participating on this study were interviewed through a set of eleven questions that revolve around their class development and provide useful insights related to their beliefs about the language and EFL methodology.

Regarding the semi-structured interviews, it is important to mention the piloting process allowed the researcher to identify and foresee the above-mentioned difficulties when making interviews, like the information that can be obtained from the questions, how much time it takes to carry out a single interview, how much time a transcription takes, among other aspects. The interview had a total of eleven questions that revolved around three categories in which the questions were grouped: *class development*, *EFL methodology*, and *language skills*. The first interview, which was the one of the piloting, was done with an English teacher from the 'Downtown' branch; it took around eleven minutes for her to answer all the questions.

After this piloting process, it was possible to arrange some meetings with four of the six teachers participating on this study. The four teachers were interviewed separately in a different classroom, away from loud noises in order to guarantee a clear communication between

interviewer and interviewee. Each teacher was asked the set of eleven questions and in some cases their answers lead the interviewer to ask something else connected to their answer. By the time when the interviews were carried out, the fifth teacher was no longer working with the institute, reason why he was sent the interview so it could be answered whenever he had the time. Due to work schedules and academic load, the remaining teacher could not meet the interviewer, reason why she was also sent an email with the questions so the interview could be answered online. However, there was no reply from her, reason why her analysis counts only with the contrast between the beliefs reflected on the questionnaire and the practices observed in her classes.

The interviews that were carried out were transcribed and then they were analyzed question by question, so upcoming and relevant elements can be highlighted easily. It is important to mention the semi-structured interviews allowed the researcher to establish the relationship between the other two instruments, the questionnaire and the observations, since it follows the same line of though with both in terms of the language teaching methodology, the use of English and the language skills. Table 7 presents the abovementioned categories established on the interviews and the corresponding questions for each category:

Table 7. Interviews categories

Category	Questions
Class Development	1, 4, 5, 11
EFL Methodology	2, 3, 8, 9, 10
Language Skills	6, 7

Data Analysis Organization

On this section the data analysis techniques used for this study are presented. It is important to mention that Data analysis as Patton (2002) stated "lies in making sense of massive

amounts of data" (p.432). In other words, this means to reduce the volume of "raw" information, in order to identify significant patterns, and construct a framework for communicating the key aspects of what the data reveals. The data collected is analyzed from a grounded theory approach. As it is stated by Corbin and Strauss (1990) "the procedures of grounded theory are designed to develop a well-integrated set of concepts that provide a thorough theoretical explanation of social phenomena under study. A grounded theory should explain as well as describe" (p.134). This approach aligns perfectly with the main objectives of the study that are to identify and describe the EFL teachers' practices in the classes of A1 and B1 at American School Way and their beliefs towards the teaching methodology, and finally, to establish the relation between the participant teachers' beliefs and practices and how those beliefs affect different aspects of the EFL classes according to the assigned level.

One of the key aspects of developing a grounded approach is to have a coding exercise development. As defined by Corbin and Strauss (1990) there are three types of coding understood as follows: *open coding, axial coding* and *selective coding*. To begin with, *open coding* is the interpretive process by which data are broken down analytically. Its purpose is to give the analyst new insights by breaking through standard ways of thinking about or interpreting phenomena reflected in the data. Secondly, in *axial coding*, categories are related to their subcategories, and the relationships tested against data. Also, further development of categories takes place through the "coding paradigm" of conditions, context, strategies, consequences, and subcategories are related to a category. Finally, in *selective coding* all categories are unified around a "core" category, and categories that need further explication are filled-in with descriptive detail. The process of selective coding implies selecting a core category and

systematically relate it to other categories, in order to validate relationships and fill in categories that need further refinement and development.

Based on the definitions provided by Corbin and Strauss (1990), it can be established that the type of coding that was used on this study was *open coding.* On this one, events, actions, interactions are compared with others for similarities and differences. They are also given conceptual labels. In this way, conceptually similar events, actions, interactions are grouped together to form categories and subcategories. The use of *open coding* enables the researcher to break through subjectivity and bias using questioning and constant comparisons, and by examining preconceived notions and ideas against the data themselves.

As it was abovementioned, in order to analyze and understand what each element means, some charts were used to explain the data and the core categories that were established for each data gathering tool and from these categories some subcategories were also identified (See Appendix. 5 & 6). What is presented on the next chapter is the results and the analysis of the data collected. Last but not least, it is necessary to include a critical perspective reflection in order to apply the core approach that was worked along the masters.

Triangulation Process

After having introduced the data gathering tools, the procedures taken and the way the analysis was established, the results are presented by following a triangulation process. A triangulation process involves the use of multiple independent sources of data to establish the truth accuracy of a claim (Sagor, 2000) allowing the researcher to have a coherent justification for themes (Creswell, 2003). It is important to follow a triangulation process in order to have a deeper analysis of the situations that surround the research study. Following this process is a relevant way to avoid bias and not to generalize or provide conclusions just based on a single

source of data. Figure 1 presents the way in which the triangulation process was carried out between the observations, the semi-structured interviews, and the questionnaire.

Figure 1. Triangulation process
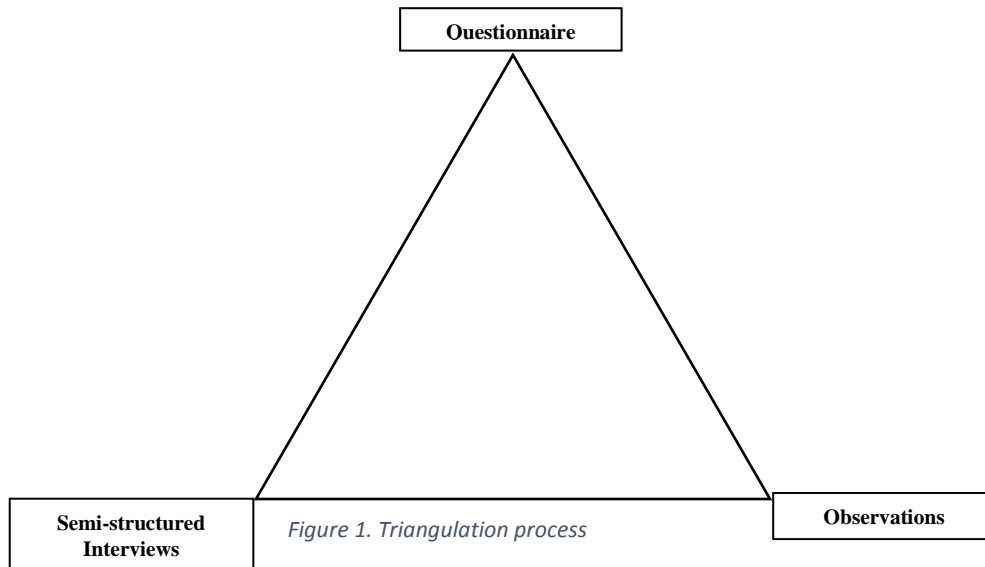
First of all, the results obtained from the questionnaire and observations are presented from a general perspective to then move to a deeper analysis carried out with the six participant teachers in order to identify and describe their beliefs and main practices. Secondly, the answers obtained from the interviews are also presented and deeply analyzed in order to identify and describe the teachers' beliefs as well. The data results are following a triangulation process which allows the establishment of the relation between the participant teachers' beliefs and practices and how those beliefs affect time management, use of resources, and teaching strategies in EFL classes according to the assigned level. Finally, a set of teachers' profiles are presented by having established these relations.

RESULTS & ANALYSIS

This section presents the results and the analysis of this research study. The results obtained from the first two instruments (questionnaire and observations) are presented first from a general perspective. After this, an individual and deep analysis for each teacher is developed where the triangulation process is applied, where questionnaire, interviews, and observations are contrasted. The presentation of the results showed what was obtained from the instruments regarding experienced and new teachers at the institute. The first results that are presented came from the questionnaire.

Questionnaire

The questionnaire statements are grouped into three categories: *Language Learning Aptitude*, *Language Learning Difficulty*, and *Language Teaching Methodology* as mentioned before. To begin with, the first category established on the questionnaire was *Language Learning Aptitude*, the questions of this category aimed at identifying beliefs about general aptitudes learners should have according to the teachers. Table 8 shows the results obtained on this category for the six teachers (3 experienced and 3 new):

Table 8. Language Learning Aptitude Results

Category	Category Average	Total of Items	Participants	Average	Range	SD
Language Learning Aptitude	2,9	9	Experienced	3,1	2,2-4,2	0,9
			New	2,6	1,3-3,8	1,1

The average for this category was 2,9 meaning that teachers slightly disagree with the statements from this category. This means both experienced and new teachers slightly disagree

with the fact that learning any language will follow a similar process for the person if s/he is a child without any learning difficulty. Moreover, they also disagree on two facts: first, most children can acquire native level proficiency in a second language within 1-2 years (m=2,67), and second, children are born with innate grammatical knowledge that can be transferred when learning a foreign language later in life (m=2,67). This means, it is considered by the participant teachers that learning a foreign language when you are a child does not mean that you can achieve native-like proficiency no matter the age, or that you follow the same learning process as other children.

Even though, teachers believe it is difficult to achieve a native-like proficiency level, they slightly agree with the idea that the innate capacity to acquire a language is lifelong, and for children the process of learning a language comes first from an instinctive behavior rather than from a conscious and formal instruction (Krashen, 1976). In other words, for them there is no age limit to learn another language. Furthermore, teachers disagree with the following statement: 'native speakers of other languages are better at learning English as a foreign language than native speakers of Spanish' (m=2,83). Taking these two ideas into account, it can be said that the essential aspect is not the mother tongue or the age of the learner, but rather the individual and differentiated features of each learner, these could be the learning style of each student or the learning style each one of them has (Oxford, 2006).

It is also important to state the participant teachers generally acknowledge students can learn English, even if they are good at other academic subjects such as math or science (m=2,00); teachers do not center their attention if the students already know another language besides their mother tongue and English. Based on the answers provided by teachers, it can be said they consider aspects like age or learning background are not as relevant as the language aptitude,

intelligence and the human predisposition for learning a foreign language (Sasaki, 1993; Wen, Biedroń, & Skehan, 2017). For teachers, being proficient and achieve native-like proficiency can also be relevant aspects on the development of their classes and the students' learning process.

The second category established on the questionnaire was *Language Learning Difficulty;* the statements of this category revolve around language learning time, and language learning and teaching difficulty. Table 9 shows the results obtained on this category:

Table 9. Language Learning Difficulty Results

Category	Category Average	Total of Items	Participants	Average	Range	SD
Language Learning Difficulty	3,1	9	Experienced	3,3	1,8-4,6	1,2
			New	2,9	2,4-3,8	0,7

The general average for *Language Learning Difficulty* was 3,1 meaning that teachers slightly disagree with the statements presented on this category. By checking the results of each particular item it can be said that all participant teachers agreed that there are some languages that are easier to learn than others (m=4,6) but regarding English there are some divided opinions, two of the teachers consider that English is an easy language, other two teachers consider is a language of medium difficulty, and one considers that English is a difficult language to learn (the remaining teacher did not answer the question). Moreover, the experienced teachers and one of the new ones also agreed on the difficulty of predicting how much time it would take a student to learn English if they only practice one hour a day, since they considered it cannot be predicted. The remaining two teachers considered it might take less than 2 years to learn English very well.

Furthermore, there was no agreement between the participants on the possibility of students learning a foreign language accent free (m=3,00), Claire, Oliver and Taylor disagreed with this statement while on the other hand Lorelei, Anthony and Jürgen agreed. Also, there was no agreement with the idea that learning a second language takes the same or a similar amount of time when learning the first language (m=3,00), Claire, Lorelei and Oliver showed their disagreement while Anthony, Taylor and Jürgen agreed with the statement. However, there was an interesting statement where all the teachers thought in the same way related to their work. The participant teachers strongly disagree with the idea that teaching English is the same as teaching other academic subjects (m=1,5). It can be said that teachers believed their role is relevant in the learning process of students. Also, they valued and considered that the English learning process follows a totally different step-by-step way compared to other subjects, which cannot be reduced to a fixed process that can be accomplished between a particular time frame or that can be learnt in the same way or with the same results. On this category there are no significant differences between what experienced and new teachers believed.

The last category established on the questionnaire was *Language Teaching Methodology,* the statements of this category revolve around elements that provided information about general teachers' beliefs regarding how to teach, what to teach, use of English and language skills (these beliefs were grouped as well into three subcategories as shown below). Table 10 shows the results obtained from this category:

Table 10. Language Teaching Methodology Results

Category	Subcategories	Total of Items	Participants	Average	Range	SD
Language Teaching Methodology	How to teach	6	Experienced	3,2	2,3-4,0	0,7
			New	2,9	2,0-3,8	0,8
	What to Teach	6	Experienced	3,6	2,5-4,5	0,9

		New	3,7	3,2-4,3	0,5
Language Skills and Use of English	6	Experienced	3,8	3,0-4,7	0,7
		New	3,2	2,7-3,7	0,5

Regarding the subcategory *how to teach*, teachers completely disagree with the idea that students should not say anything in English until they can say it correctly (m=1,16), this means the participant-teachers believe students do not have to wait until they have reached a level of correctness in order to be able to have an oral production in English. Furthermore, four of the teachers agreed that errors are part of the learning process and the fact of not correcting them immediately does not mean it will not be possible to correct them later or that students will not speak correctly in the future (m=4,00). This idea allowed the researcher to see what beliefs the participant teachers have about errors and error correction. It is important to correct students and for that reason it is necessary for students to be active participants of the class.

In terms of the techniques that can be used to teach English, two of the teachers (one experienced, one new) agreed on the use of memorizing as the best way to teach, while the other four teachers disagree with this technique being the best (m=2,66). In addition, there is no an evident difference related to the idea of using drilling as the best technique for teaching English since three of the teachers (two experienced and one new) agreed on this while the other three disagreed (m=3,50). On the one hand, four of the teachers (two experienced and two new) believe that one of the best mechanisms to teach English is imitation (m=4,00), this means that in some way teachers see themselves more as role models whose performance will help students to understand and learn better the language. On the other hand, almost all the participant teachers do not believe that translation is a useful mechanism to teach the language (m=2,80), this means they do not consider that using Spanish will allow students to learn easier English. Table 11

summarizes the beliefs reflected on the questionnaire that teachers have about the best way to teach, the checkmarks show the agreement teachers have with the technique while the 'X' shows their disagreement with the technique:

Table 11. English Teaching Techniques

Teacher	Memorization	Drilling	Imitation	Translation
Claire	✓	✓	✓	✗
Lorelei	✗	✗	✓	**Didn't Answer**
Anthony	✗	✓	✗	✗
Oliver	✗	✓	✗	✗
Jürgen	✓	✗	✓	✗
Taylor	✗	✗	✓	✓

In the *What to teach* subcategory, it was found that the participants completely agree with the idea that language instruction is not a waste of time (m=4,67). It can be said that teachers are aware about the importance of having a formal instruction regarding English, this formality is supported theoretically on the different approaches, techniques, and methodologies proposed by several authors (see Appendix 2). There is a whole theoretical and academical spectrum that surrounds the English learning process. In addition, their role as teachers is important and there is a need for formality regarding English teaching, because through the language instruction it is possible to help students to get in touch and learn more about English, so they accomplish their learning objectives.

In addition to this, teachers agreed with the statement that the most important part of teaching English is social language (m=4,50). Moreover, teachers consider one of the core elements is to help students learn and understand English, not only focusing on the linguistical

aspects of the language but also cultural aspects of the different English-speaking cultures (m=5,00). Another idea in which all the teachers agreed on was the one regarding grammar as a relevant element to teach during the development of the class. All the six teachers agreed that teaching grammar to students is not a waste of time (m=1,66), this means teachers believe that seeing the language from a grammatical perspective is not wrong, but it needs to be taught with another key element according to the teachers (social language). Lastly, teachers do not consider that eliminating the students' foreign accent is the core element of language teaching (m=4,66). According to what was asked on the questionnaire and what teachers answered, it can be said that for the participant-teachers a proper development of a class should have a correct balance between social language, cultural aspects, and grammar.

Regarding the subcategory of *language skills and use of English* which groups statements revolving around the four language skills plus two other aspects of the language -pronunciation and idioms- teachers were asked about which aspect of the language was the most difficult to teach. Table 12 summarizes the beliefs teachers have about the language skills and other aspects of the language, the checkmark shows their agreement with that skill being the most difficult to teach and the 'X' shows their disagreement with that skill being the most difficult one to teach. Also, there are two important ideas that can be identified. First, for which teachers the English learning process is surrounded by difficult parts to teach, and second which skills tend to be in the teachers' mind as the most difficult one:

Table 12. Use of English and Language Skills Difficulty

Teacher	Pronunciation	Grammar	Idioms	Writing	Reading	Listening
Claire	✓	✗	✓	✓	✗	✓
Lorelei	✓	✓	✓	✓	✓	✗

Anthony	✓	✗	✓	✗	✗	✗
Oliver	✗	✗	✓	✗	✓	✓
Jürgen	✗	✗	✓	✗	✗	✗
Taylor	✗	✗	✓	✓	✗	✗

According to the results, regarding writing there is a divided opinion, Claire, Taylor and Lorelei considered writing is one of the most difficult skills to teach, while Oliver, Anthony and Jürgen do not think like that (m=3,66). There is a chance that this belief regarding writing was influenced by the fact of having a special room for writing at the institute where the students go to develop some exercises focused on this skill, or maybe this idea comes directly from the teachers' beliefs about the role of writing on the learning process (White & Bruning, 2005). Regarding reading and listening, only two teachers considered these skills to be the most difficult ones to work with the students, while the other teachers disagreed with this idea (m=3,16). In terms of reading, this belief might come from the idea that reading in English might follow the same process as the mother tongue rather than being mediated by the opportunities for reading practice in the classroom (Graden, 1996) which were not observed on their practices. Regarding listening, this skill is usually one the most worked during the classes due to the classroom material therefore teachers might consider listening as one skill easy to develop in English thanks to the practice and task completion but not so focused on teaching how to listen (Graham, Santos, & Francis-Brophy, 2014).

Moving to the aspects of the language related to use of English, there is a divided opinion about pronunciation being the most difficult aspect of language to teach the students (m=3,83), three of the teachers agreed and the remaining three disagreed. These statements from the questionnaire can be connected to the statements related to learn English accent free and

eliminating students' foreign accent. Regarding 'grammar' almost all the participant-teachers agreed this aspect is not the most difficult one to teach the students; so, in some way it is possible to see for teachers, this language aspect is not difficult and it can be a consequence also from the classroom material since in all the books there are grammar topics, at least two per unit. However, they all agreed that the most difficult part of the language to teach is the one of idioms, since it is an element directly connected to the cultural aspect of the language.

The questionnaire allowed the researcher to approach and familiarize himself with what the teachers' beliefs are about different aspects of the English learning process, such as class development, language skills and use of English, and methodology. In addition, there were no significant differences between what experienced and new teachers believe. The following section presents the general results obtained from the observations and important aspects or differences to be highlighted between experienced and new teachers.

Observations

As it was mentioned before, the observations had two big categories (*class development* and *language teaching methodology)* and their corresponding subcategories (see table 6 on page 54). Each category presents the general results obtained from observing the different classes of each participant teacher. It is important to mention that during the data organization process it was divided first into the data obtained on the A1 and B1 classes, but after doing this, it was possible to notice that there were no big differences to be taken into account when analyzing the data, therefore the information presented next does not include a particular division in terms of the levels.

Class development – Presentation

To begin with, on the category of *class development,* and the subcategory of *presentation* it was found that not all the teachers took the time to introduce themselves to the students, only Anthony and Oliver did this in some of the classes. Also, Oliver and Lorelei were the only teachers that took some time of the class to get to know the students by asking them in each class to introduce themselves, so the other classmates could know about their likes and dislikes. It was observed as well that Oliver and Lorelei liked to start some of their classes with games (or as Oliver calls them 'brain teasers'), they developed these activities with the aim of connecting the students with the class and to let them know the class was already on.

In general, it can be said that there are two ways teachers tended to reflect during the warming up stage in a class: one that is more student-centered which tries to connect the student to the class with personal questions or games, in order to help them make feel more comfortable; and another more teacher-centered in which the teacher introduces himself only. For these three teachers, to begin the class creating a nice environment for developing the class is very important. Last but not least, Jürgen usually started his classes asking the students if they had doubts about previous topics, meaning that from the beginning his classes were more knowledge centered. The remaining teachers did not center their attention on the presentation of themselves or the students', but rather on the class development.

Regarding the way teachers liked to present the class topics, it was observed that Anthony, Jürgen, and Oliver followed the step proposed by the institute methodology which asks the teacher to present the goal/objective for each class. On the other hand, Claire, Lorelei, and Taylor do not follow this step, since it was rarely observed during their classes. It was also observed that teachers tended to develop the presentation stage in three ways, using the board to present and explain the topic, using the grammar charts that appear on the book to present the

topic, or using another resource like videos, readings, or games to present and develop the topic. Figure 2 shows the percentages on average related to the teachers' tools used to develop the presentation stage in their classes. As it can be seen, teachers tended to rely their presentation on the board and the book, being Anthony and Claire (former teachers) the only ones who tried to use other tools in their classes more often that the others.
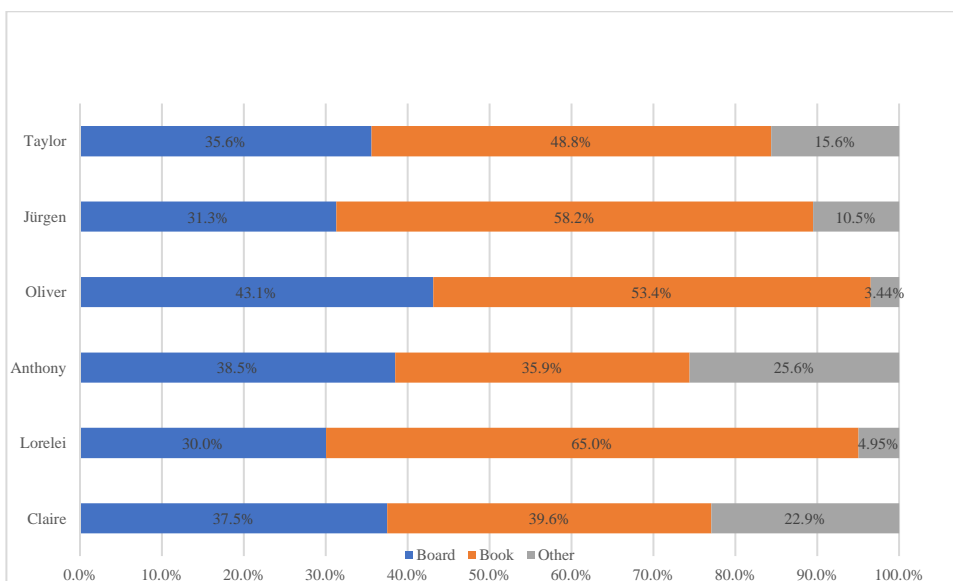
Figure 2. Presentation Tools Percentage of use

Class development – Practice

Following the presentation stage, the practice stage comes up. During the observations the aim was to observe how teachers developed this stage (this means which skills they worked with the students), and to observe if they used the book or other types of exercises to practice. Figure 3 shows how many times per class on average teachers tended to work on a particular skill, to use the book, or to introduce another kind of exercise. It is important to mention that the label of 'Classroom material' refers to the practice done on the book exercises that was not related to a grammar topic. and the 'Teacher's own resources' label refers to the exercises

proposed by the teacher that are not taken from the book but from their own bank of activities, that includes in most of the cases exercises taken from different websites, copies with extra exercises, videos, etc.
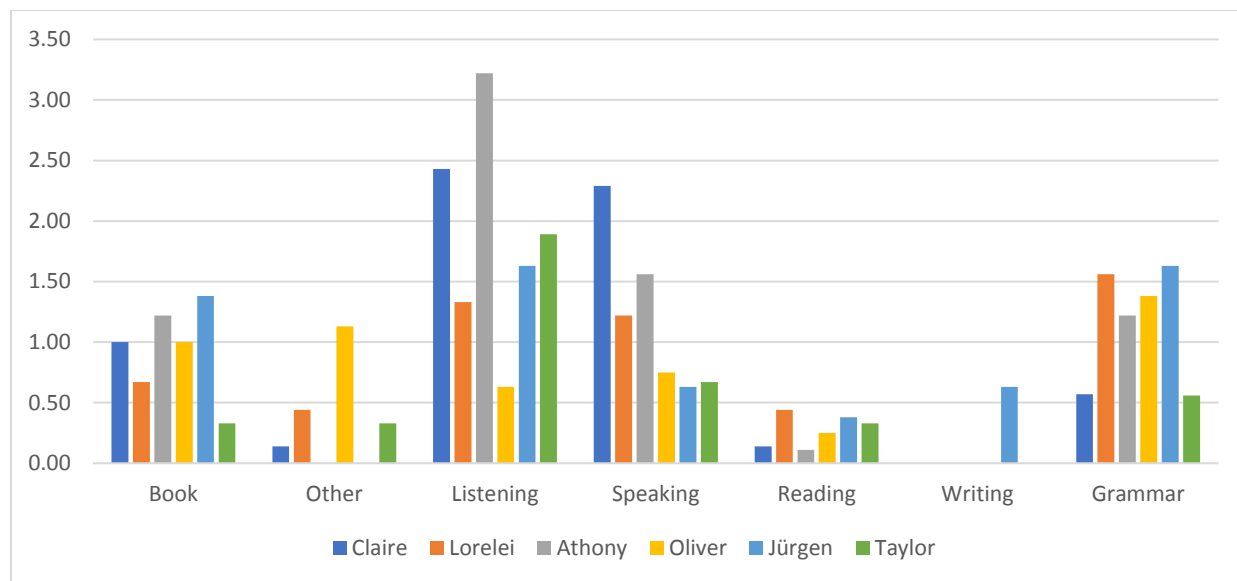
Figure 3. Practice Stage Exercises

As it can be observed, there is one skill that is worked at least once per class by five of the six teachers, which is the listening skill. In a close second, there is the grammar practice used at least once per class by four of the six teachers. The participant teachers tended to work more the listening and grammar, due to the material that is used for each level (each book has many listening and grammar exercises). In addition, most of the teachers do not use other types of exercises different from the ones that the book brings, since there are also different exercises to practice on the virtual platform, so sometimes teachers used this instead of using other exercises. Regarding the speaking practice teachers developed during the classes, it was done through short role plays or open questions related to the topic. However, this skill is commonly limited because of the time and the number of students. Finally, regarding the skills with the lowest frequency of

appearance per class -reading and writing-, it is possible that the reason for the low score was mainly the number of students per class teachers had, and the time availability (as well as seen with the speaking activities). The institute established a writing room at the beginning of the year, where there was a teacher assigned to assist the students with those kinds of exercises; the low score obtained on the writing skill might have been a consequence of the existence of this extra room and teacher. Finally, it is also important to mention that the books that are used at the institute have several grammar topics, at least two per unit, reason why the grammar frequency on the graph was quite relevant.

After having shown how the presentation and practice stages were carried out, it is necessary to talk about the production stage. It revolves around the exercises where students put into practice and produce something with the knowledge and information, they received on the previous two stages, whether oral or written. It was observed that most of the teachers did not have a production stage during their classes, and only Oliver and Lorelei had at least one production moment per class, but the teachers Taylor, Jürgen, Claire, and Anthony's average of production stage was less than one moment per class. During the observations it was possible to notice that these production exercises were related to the oral production of students rather than writing. Figure 4 shows the production events on average for each of the participant teachers.
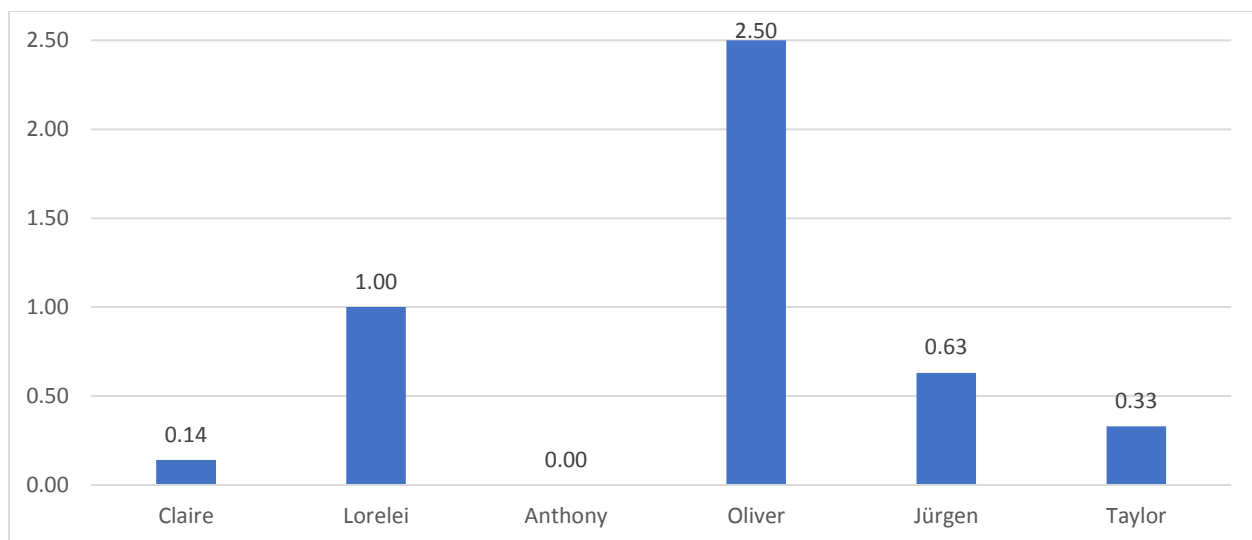
Figure 4. Production Exercises Average per Class

Language Teaching Methodology

After the presentation of the main aspects identified from the observation regarding *class development*, it is time to talk about the aspects observed from the *language teaching methodology*. The first aspect presented is the one related to the way in which teachers clarify students' doubts. Teachers tended to use different techniques in each class, some of them used gestures, others used definitions, others used images and drawings, others used examples, and even some used Spanish. In general teachers tended to have a particular technique to make themselves clear, to solve the students' doubts, and to help them with the exercise solving. Figure 5 shows the percentage for each of the techniques used by teacher in their classes:
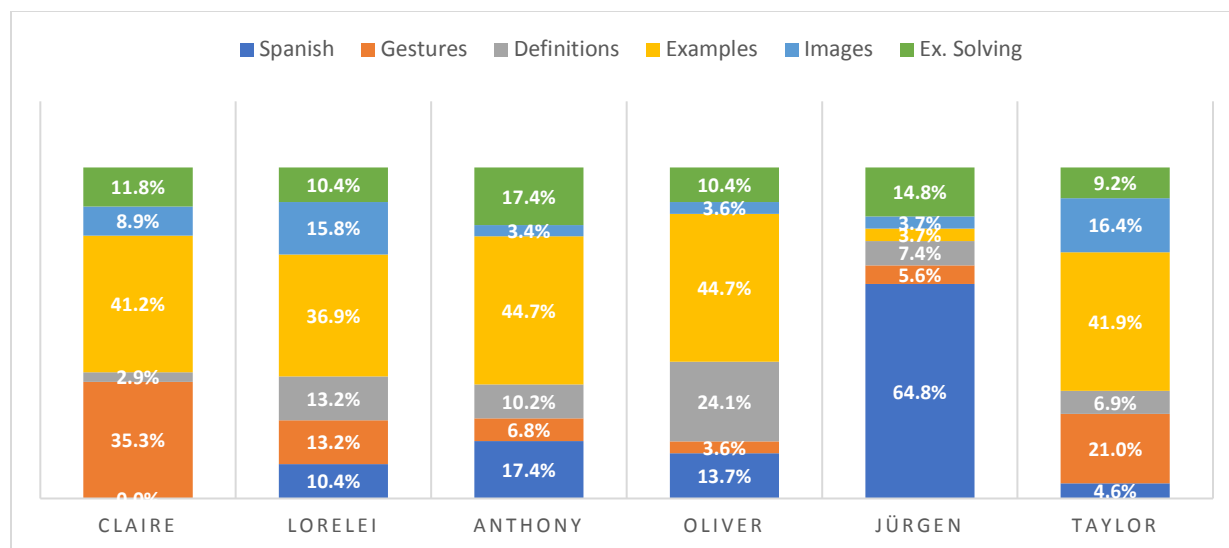
Figure 5. Techniques used for clarifying doubts

As it can be seen, most of the teachers tended to use more examples to make themselves clear and they all tried to help students on the exercise solving. Other important differences to highlight are the use of gestures by Claire and Taylor, the use of Spanish by Jürgen, and the use of definitions by Oliver, so these teachers use those techniques more than the other teachers. Jürgen relied heavily in the use of Spanish for clarifying doubts (64,8%), no matter if the students were in an A1 or B1 level contrary to Claire who did not use Spanish at all, but she rather used movements and gestures to make herself clear (35,3%). Secondly, most of the teachers preferred using examples to clarify the students' doubts (on average 35,5%). It is also important to highlight that all the teachers try to facilitate exercise solving, they preferred taking some seconds to explain the students how to solve the exercise (on average 12,3 %), this action is done with the aim of saving time since teachers considered it was better to explain the exercise and solve students' doubts instead of repeating and clarifying the exercise more times throughout the class.

Related to the assessment process in the classes it is important to mention it was not a formal assessment, since at the institute this is carried out in a different classroom and there are some exams that are done online on a virtual platform. Therefore, the assessment presented in the class was more informal and teachers carried it out through a monitoring process, by asking the students questions, checking their previous knowledge, and acknowledging their learning pace, this means by understanding that each student has a different timing for learning new information. Figure 6 shows the presence of events per class when teachers used the abovementioned assessment techniques.
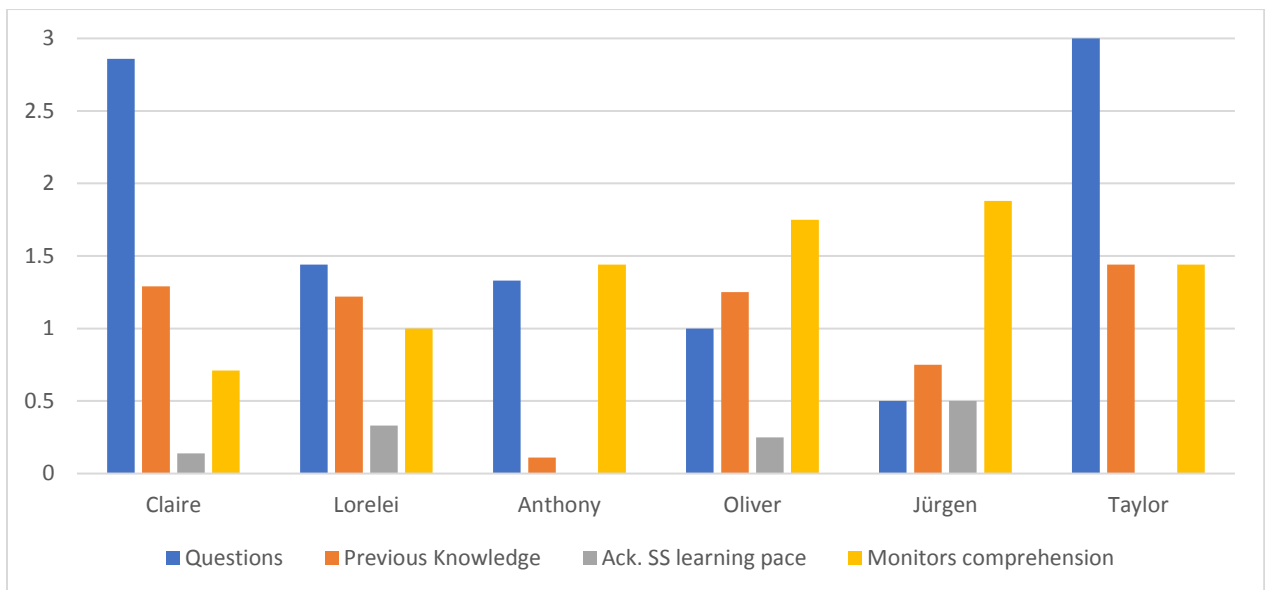
Figure 6. Informal Assessment procedures

As it can be observed teachers tended to ask questions to the students at least once per class, but Claire and Taylor did this more times per class. Also, it was observed that teachers monitored students' comprehension along the class, meaning teachers verified students comprehended the topic that was presented. The fact that Anthony rarely checked the students' previous knowledge and preferred explaining the topic all over again was one interesting observation. It is also interesting to notice that teachers rarely acknowledged the students'

learning pace. In some cases, teachers were able to acknowledge it only if the student had problems with the topic that was being explained, so teachers decided to assign these students other exercises to reinforce and practice more, and the teacher continued with the other lessons to then come back to the student to check the exercise and give them feedback.

Another aspect that called the researcher's attention during the observations was the moments of *error correction*. Teachers tended to correct students several times during the class and most of the times when students were speaking. That is why these moments of error correction were classified into the most relevant focus of corrections teachers did (grammar and pronunciation). It is also interesting to highlight that during these moments of correction it was observed there were no negative reactions from the teachers whenever a student made a mistake. Figure 7 shows the percentage related to the focus of error correction, this means if the corrections were related to grammar or to pronunciation, and it allows the researcher to see which aspect of the language teachers prioritize more when correcting the students.
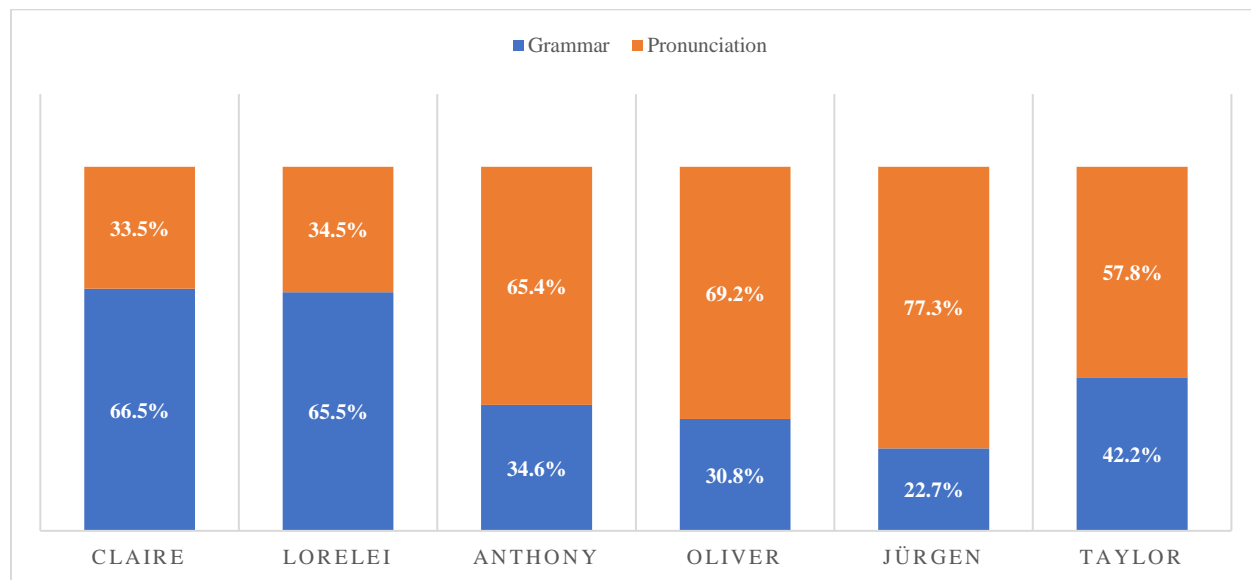
Figure 7. Error Correction Focus

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As it can be observed on figure 7, for teachers there is an aspect of the language that they correct more than the other. Teachers Claire and Lorelei focused their corrections more on the grammatical aspects of the language while Anthony, Oliver, and Jürgen focused more on the students' correct pronunciation. Teacher Taylor presented the most balanced relation between the two types of correction. These results in some way lead the researcher to state that for some teachers the use of the appropriate structure is more important, and for the others the use of an appropriate communicative feature, such as pronunciation, is more relevant.

Moreover, according to what was observed there were also some relevant aspects for the class development that reflect more features of the teachers' teaching methodology. These other aspects revolve around the connection between topics, the connection between the topic and the students' reality, the use of additional resources to develop the class, the use of positive language to motivate students, and the useful tips or information provided by teachers. It is important to mention that the connection between topics is known by the institute methodology as 'transitions' and according to the training teachers received this should be present in all their classes, that is why this is presented as an individual subcategory. These aspects are presented with the number with which these events appeared on average in each of the teachers' classes in figure 8 that follows:
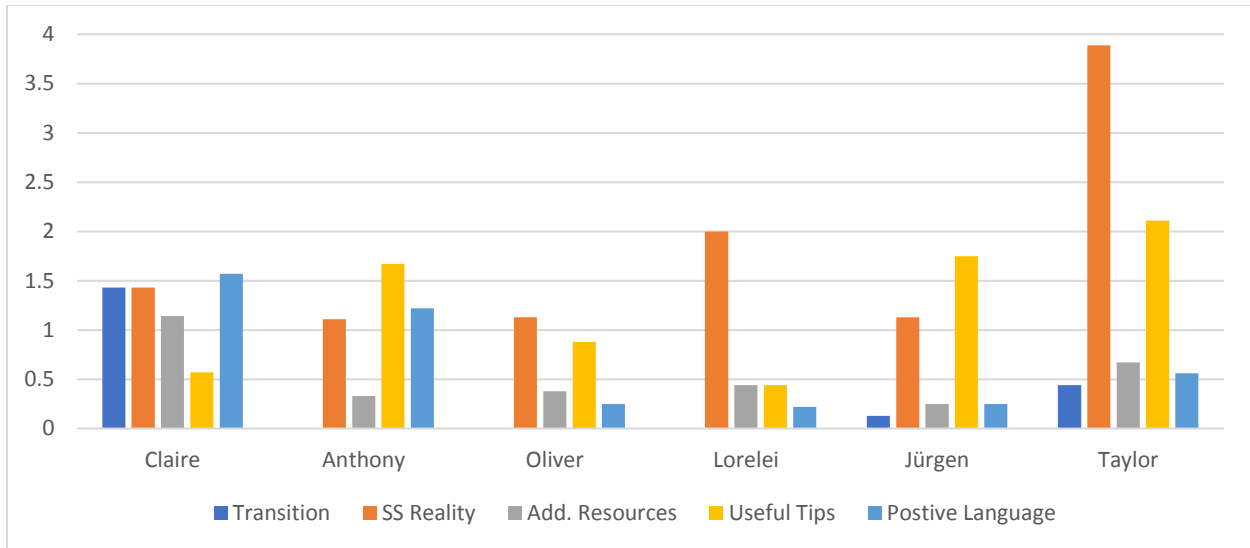
Figure 8. Average per Class of Other Class Development Aspects

As it can be seen here, having transitions between classes or connection between topics is a quiet difficult labor for most of the teachers, where Claire was the only teacher able to do that at least once per class. It is very important to see that teachers connect the topic with the students' reality at least once per class, which was something that help not only to involve students with the class but also to generate memory through experiential and situated learning. As stated by McLellan (1996) among some of the key components for situtated learning to happen there should be reflection, use of technology, articulation of language skills, among others. However, because of the number of students or maybe because of the time, it was not that easy for the participant-teachers to use additional resources for the development of the class. On the previous figure, it is also possible to see that teachers tended to give useful tips to their students during the development of their classes; these were related to pronunciation, cultural aspects, and communicative aspects of the language. On the other hand, teachers tended not to use positive language with their students, this means to praise them with nice words or good comments. This does not mean that teachers were mean with their students or that they did not

care about them, it just shows that for some teachers this was not a relevant aspect for the development of their class. However, for Claire and Anthony, it was relevant indeed because they tried to use positive language with their students at least once per class.

Finally, there was a relevant aspect for the observer that surrounded all the aspects of the class and categories abovementioned. This aspect was the teacher talk time and the student talk time. Figure 9 shows the average per class of how many moments were teacher talk time or student talk time. It is important to highlight that in some cases even though the number of students talking moments is high, the interventions they had were not that extent, they were about one sentence or two sentences long.
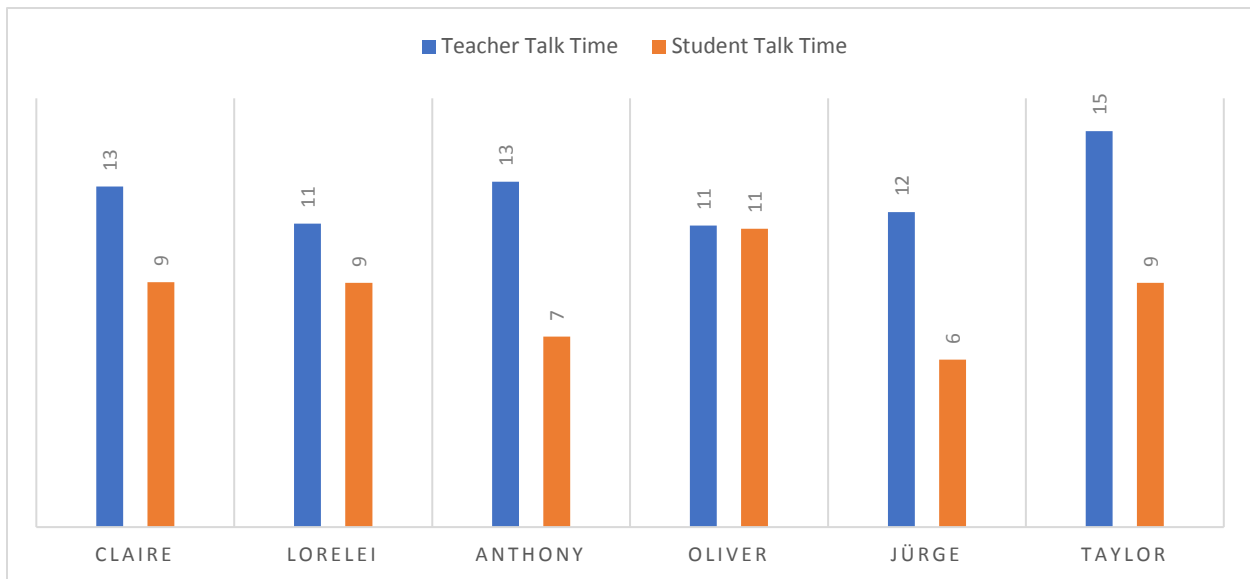
Figure 9. Class Talk Time Events

As it can be observed, Oliver is the teacher with the best balance, in the rest of the cases the teachers tended to speak more than the students. It is important to mention that the students' intervention in Oliver's class came always from an interactive exercise between teacher-student or student-student. Moreover, Claire and Lorelei tended to speak a little bit more than the students as it is described later with each particular case. On the other hand, Anthony, Jürgen,

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and Taylor tended to speak almost twice as much as their students, meaning that the interaction that happened in the classroom was more teacher-student like and teacher-centered.

Regarding Individual Cases

After having a first approach to the teachers' practices and beliefs, it is necessary to have a deeper analysis teacher by teacher, in order to have a complete description of their contrast between the aforementioned elements plus the presentation and analyses of the interviews carried out with them. These analyses are presented first from aspects related to their class development, language skills, and use of English, and then from a Language Teaching Methodology perspective.

Claire (Former Teacher)

Claire was a former teacher at the institute, she had worked there for more than two years. She is a professional in an area different from teaching but with a Teaching Knowledge Test (TKT). Regarding Claire, it can be said there are some beliefs which are reflected on her practice but there are others that were not seen during it. To begin with, Claire believes that young people can learn faster than older people but not necessarily all the learners will achieve a native-like accent, and only children are able to reach a native-like proficiency level, these beliefs were obtained from the questionnaire. The fact that she agrees with these ideas can be connected to why during her classes her corrections were centered more on the grammatical aspects of the language rather than on the pronunciation (figure 7). In terms of her class development, Claire stated on her interview what she does at the beginning of the classes is to create a mind map of how she is going to develop the class "*Ok, so is basically be prepared not prepare classes because we don't do that, but what I do is to have like a map in my head…mind about how I will*

manage the class. That could change obviously (...) ok, basically I mean I continue with the same idea. The thing is to know what the class is going to be. I mean, if that is clear in my mind I can be as creative as I want because that depends on the kind of group that you have" (See Appendix 15)

It can be said this is the reason why she was the only teacher able to carry out transitions between the different class topics, she always tried to organize her class development while the students arrived. In addition, she clarified she always has a plan B in case something from her mind planning does not work. *"I know my group so I could determinate what I want or what could help them, but in other occasions that change that's when plan B exists and starts working; so in general the main thing is know how or have in your mind what your class and you can start getting the students interested in the subject, I mean, that is basically the way"* (See Appendix 15)

It can be said that Claire is the kind of teacher who is prepared for unexpected outcomes in the classroom thanks to her mind planning. This is an interesting feature from her, since she is not a licensed teacher but someone who has a TKT. However, this answer came from a question which addressed the way she warmed up her classes, and her answers were centered on her planning rather than on activities for her students, so based on her answers and the class observation there is not a specific type of activity she likes to use for warming up her class.

The questionnaire showed that Claire strongly agreed with language instruction being a waste of time, but she considers that is very important to teach students grammar and social language, and that formal instruction is necessary even if students can carry on a conversation fluently. Her answers on the interview showed her beliefs about the instruction as well and the key aspects about English teaching: *"Cultural knowledge, I mean we got teach grammar and as*

a matter of fact ... I´m a maniac of grammar and I know that could be necessary yes! Definitely!

But the main idea is to teach them socially. I mean culturally what are the differences, why you

can say this and not that, but not as a grammatical thing but cultural thing. you know. And that

for me is the key. So cultural knowledge is basic, basic, basic when you are teaching English"

(See Appendix 15)

However, during the class observations there were no moments where she worked the cultural aspects of the language as it was also reflected on the figure 9 (page 82), where her score for providing useful or extra information to the students was not high. It can be said that her biggest limitation for including these topics into her class were the number of students she had in each class and the time available for developing it, because as she stated on the interview and the questionnaire, she is aware of the important role cultural knowledge plays in the English class. From the observer's point of view this divergence between beliefs and practice show that there might be limitations that cannot be controlled by the teacher in charge of the class. This could lead to another interesting aspect to check and ask the teacher, and it is to wonder about how these development of events during the class may affect teachers' beliefs.

Regarding the way she likes to introduce and present the corresponding classroom topics, it was observed that she presented a balance between the use of the board, the book, and other resources she used in her classes, as it was presented on figure 2 (page 73). The fact of using other resources for her presentation shows how well she knows the topic and the classroom material, because she used these resources as a great complement to develop the class and to have transitions between topics. During her presentations on the board she used different colors to highlight different elements of the topics being explained. "The teacher uses the board to develop the explanation of the topic and uses an energetic tone of voice that helps her to keep the

students connected to the class" (Field Notes Claire' Class, March 18, 2019), also this field note extract supports the aforementioned idea *"The teacher starts the class with one question to express the idea that 70% of the language is non-verbal. She clarifies this idea with one example that is to shake the hand of one of her students, and the teacher shows them a video to expand the topic about gestures around the world. After the video, the class checks the reading from pages 8-9."* (Field Notes Claire's Class, March 19, 2019)

It can be stated that Claire is more of an audio-visual teacher (Çakir, 2006), even though it was not established explicitly on the interview. The fact of presenting the information on the board, using different colors, and using videos as one of the resources she used the most to complement her presentations shows how confident she feels using audiovisual materials.

Following the structure of the class, after the presentation stage there is the practice stage. According to what was observed and obtained from the questionnaire and interview, there are differences between her beliefs and her practice in the way she develops the practice stage. As the questionnaire showed, Claire believes listening, pronunciation, writing, and idioms are the most difficult part of teaching English. However, on the interview she stated speaking was the skill students needed the most: *"Speaking. speaking is my priority, because probably is what they need the most (...) I try to complement everything but the main one is speaking second probably will be reading, vocabulary, expression, idioms I mean, things like that"* (See Appendix 15)

These lead the researcher to think her class would revolve around some of these skills, and according to what was observed during the classes in some way it happened like that. Claire primarily worked listening, speaking, and grammar. The following extracts support the previous statement: *"She plays the audio of the reading and stops it to ask comprehension questions to the*

students. The teacher doesn't choose any particular student to answer, so students answer freely" (Field Notes Claire's Class, March 11, 2019); *"Then she asks questions about the people and their physical features, but these questions are yes/no questions therefore the answers provided by students are just one or two words"* (Field Notes Claire's Class, March 18, 2019); and this last extract *"T: What is hiking? T: Walking on the mountains (Teacher does this explanation using gestures)"* (Field Notes Claire's Class, March 21, 2019)

However, it is important to mention the listening practice came from the exercises that appear on the book, and the speaking practice she was having, it was students mainly answering yes or no questions or the students asking her questions. During the observations there was no evidence of 'idioms' being worked during the classes. but all the questions related to vocabulary were answered either through gestures or examples. It can be said that her beliefs in some way are not reflected on her practice since her priority to work speaking is limited by the type of questions, she asked the students; and there was no evidence of cultural knowledge being presented or worked during the classes. These can be a result of the methodology proposed by the institute who asks the teacher to involve all the students in the class, and for teachers the easiest way to involve them is usually through questions but on this case these questions were mainly yes/no questions.

According to institute methodology, after the practice stage there should be a production stage. From what was observed, Claire only had one production activity in all her observations, and it was a writing exercise where students were asked to write about their dreams for the future. Factors like time and number of students could have limited Claire on the developing of this stage, or maybe it is not part of her planning at the beginning of each class. As this extract

shows *"The teacher asks the students to write on a piece of paper 5 dreams that they want to accomplish using 'would like'"* (Field Notes Claire's Class, March 19, 2019).

Moving to the way she dealt with errors and error correction, there could be a relation between the following questionnaire statement and her practice. Claire slightly agreed that developing native like grammatical forms depended on receiving immediate correction and in some way; it was reflected on her practice. Moreover, she strongly disagreed with the belief that anybody can learn English accent free, meaning that for her pronunciation is important but it is difficult to get to a point of speaking like a native. Probably this belief is the reason why she did not focus herself that much into correcting pronunciation mistakes, but rather grammar and structure ones. As the figure 7 shows most of the students' errors she corrected where grammar related, her percentage was twice the percentage obtained from the pronunciation errors. The following extracts from the field notes show the way in which she dealt with both types of errors. *"Ss: 'I would like to live in Cali' The teacher corrects the pronunciation of the student by modelling and she guides them so they can find the answer… Ss: So, I get confused. Claire: Got confused Ss: Yes, I got confused (Correction is done through repetition)"* (Field Notes Claire's Class, March 19, 2019); and *"The teacher tells the students to remember that 'children' is the plural of child and not children-s, and she also helps them with the pronunciation"* (Barragán, Field Notes Claire's Class March 29, 2019)

It can be said that there were some beliefs from Claire about the EFL methodology which were similar to her practice in some specific scenarios, for example about the best way to teach English. Claire disagreed with translation being the best mechanism for teaching and it was reflected on the observations, during her classes she does not use Spanish at all to explain or solve the students' doubts. It can be said that she does not believe that the use of the L1 during

the class will help students learn English easily, she prefers relying on gestures, definitions, images, and examples (figure 5).

Last but not least, she stated that she does not have a favorite methodology to develop her classes, she considers she uses elements from different methodologies, including the one established by the institution, in each class, but either way she would like to include more the students that are behind compared to the process of the other students, she believes this is an advantage from the private classes. *"I mean I think that I have learnt so many methodologies and forms to do things that I probably use all of them in one point, or I try to stablish one in me and based on that I use the one that approach more to what I want ... and that's how it works (...) because they are not private classes so I just don't have just one student; probably something that I would like to change is the possibility of involve more the ones that are behind more than the ones that are advance but more the ones that are behind"* (See Appendix 15)

It was possible to observe that even though these were not private classes she was able to acknowledge when a student was behind the group, so she assigned different exercises to that particular student. *"Teacher gives some time to the student so she can review and asks more questions about the picture. While the student works on this exercise the class continues to the next page"* (Field Notes Claire's Class March 15, 2019). These previous statements show an interesting idea about the students' process, Claire considers that one limitation of not having a one on one classes does not let her involve or work better with those students that might be a little bit behind the rest of the class. But even though, she was able to identify one student and work differently with him. It can be said she was able to bring this belief to class and did not let the methodology be a barrier for her.

Finally, she stated on the interview that she likes to finish her classes thanking and praising the students, something that was possible to observe during her classes: *"Thanking my students for being there and telling them that they did a really good work, probably if they are not the best students what I'll say 'omg' your effort was amazing, don't worry, we can continue or something like that, you know? Thanking them for being there for me and be part of the class, be involve in the class. And if they didn't do a very good work, I say hey your effort was amazing so keep doing it (…) I feel it is important I mean, I consider that important to make them feel like 'omg' I did something, you know? And I obtained something from them, you know?"* (See Appendix 15).

The fact of finishing the classes praising the students shows how important the motivational part of the student is for her, because in addition to this she also got a high score on the positive language with students according to the observations. This information shows that for Claire having motivated students is also a key aspect on her class development. The motivation of students encourages them to feel part of the class and do not feel rejected. If students feel in some way they have progressed, probably they would feel more encouraged to continue learning English. As presented by Rouhani (2008) citing Gardner (1993) and Ellis (1994) language learning cannot be reduced to only grammar, syntax, semantics, and phonology, but it is also influenced by intelligence-based factors and affective factors such as anxiety and empathy among other variables.

This is the most important feature to highlight about her beliefs and her practice, Claire develops a way of teaching that is closer to the students, that cares about them feeling confident and motivated in her classes. Establishing these confidence bonds with students makes a difference on the institute methodology where, in every class, teachers are changing levels and

students, and therefore the chances of creating those connections with the students do not happen that often. Moreover, based on the information gathered from the three different sources it can be said that the biggest differences between beliefs and practices for Claire are on the language skills field. Claire strongly believes speaking connected with the cultural aspects of the language are the key aspects to work in the classroom, but it was observed that on her practice she tends to rely more on the methodology established by the institute, since she works more on her classes the listening skill. There is also some speaking practice, but this tends to be limited to short utterances consequences of the type of questions and exercises she asks her students. However, in terms of her beliefs and practice -when talking about her class planning at the beginning of each class, the positive language, the praising of students during and at the end of the class- they go hand on hand with what she believes. Therefore, it can be said that her experience as English learner, her background studies, and the time with the company could have been the reasons why there were some differences and connections between her beliefs and the practice.

Anthony (Former Teacher)

Anthony was a former teacher who had worked with the company for more than two years. He is an English licensed teacher with a huge love for music and who tries to use music as a tool in his classes. According to his questionnaire, Anthony believes that anyone can achieve a native-like level of proficiency in English with accent free at any age, since he considers there are people with a special talent for learning languages. It can be said, that for Anthony age is not a limitation for learning English and this could be a reason why he tries to pay attention to other aspects that are relevant for him regarding English language learning, such as the classroom environment and the teacher's behaviors as he mentioned on his interview.

The following are extracts from the interview with him: *"I would say that I ask my students about their… I don't know their likes, their hobbies. I don't know what else. I usually try to make people feel good or try to make people… happy. Ok? I usually say something funny about me, ok? To make people feel comfortable with my class"* and *"I would say that obviously as all the teachers, we need to have a lot of patience, right? We need to have a lot of patience because there are some students who have different English learning processes in comparison with other ones, ok? So, you need to pay attention to that, ok? Another key aspect would be… I don't know… it's important to be humble,"* (See Appendix 15)

These two statements allowed the researcher to identify his beliefs about the classroom environment and the teacher behavior. Anthony considers the respect towards the student important, as well as always being patient acknowledging students' learning process. The fact of creating a safe environment and establishing a good relationship with the student shows that for Anthony having students who feel calm and confident around him is what would allow them to have a nice English learning experience. These aspects were reflected on his classes as the following extracts from the field notes show: *"The teacher introduces himself and tells the students they can call him 'Tony' and they can ask any question they have"* (Field Notes Anthony's Class, March 11,2019); and *"The teacher introduces himself as he did on the previous classes and reminds the students that they can ask any question they want.* (Field Notes Anthony's Class, March 18, 2019)

Also, from the questionnaire it was possible to identify that Anthony disagreed with the idea that language instruction or grammar instruction were a waste of time, and that teaching English was the same as teaching other academic subjects. These beliefs showed how valuable for Anthony his profession is. It can be said that for him, the action of teaching goes beyond just

sharing knowledge with the students, but it is about helping the students to accomplish their learning goals. In addition, Anthony shared with the researcher which methodology he likes the most and why: *"To be honest with you I´m fascinated by the CLIL, Content language integrated learning. I don´t know why but I really like that English methodology because… for example if you are focused on CLIL… so you teach science classes, mathematic classes, social studies in English, so that's the Content language integrated learning that you teach any subject but in English, so in that way you learn about social studies, mathematics, and also English vocabulary and you improve you listening skill, speaking skill … I really like that."* (See Appendix 15)

Even though he showed his fascination for this type of methodology, it was not possible to observe features from CLIL on his classes due to the strict methodology that is used at the institute, which in some cases limits the teachers to work keeping in mind the time, the level, and the number of students. To begin with, his introduction and presentation of the corresponding classroom topics followed completely what is established by the institute. It was observed that he presented the class topic or goal at the beginning of each session as it is asked by the methodology. In addition, he presented a balance between the use of the board, the book and other resources, as it was presented in Figure 2.

It can be said that having such a strict methodology did not let Anthony apply the methodology he enjoyed the most, and probably he was used to the way the institute methodology works that he preferred going along with it. The use of the board also shows how important it was for Anthony to have a visual support for developing his classes. As it has been mentioned before, the methodology suggests that after the presentation stage it comes the practice stage, where each teacher had his/her own way to develop it. Regarding Anthony, as stated on his interview, he is aware of the connection that exists between all the language skills,

but as Figure 3 shows, in the classroom this connectivity was not possible to be completely fulfilled. *"…all the language skills are joint, and they match each other because if you don't know how to pronounce or you don't know how to speak a sentence or how to say something, so you can listen to the pronunciation practice, practice and in that way improve your speaking, your speaking skill"* (See Appendix 15)

During his classes, it was observed how important improving the listening skill was, probably this was related to him being a music fan. On the other side, there was no writing or reading practice during his classes since he worked the listening and grammar exercises from the book, and from time to time there was a little bit of speaking practice, but there was no evidence about writing or reading. However, it was possible to see that the teacher promoted activities outside of the classroom, as stated on his interview and as seen in Figure 8 on the score of additional tips or information for students. *". In the case of …reading, of reading comprehension, reading comprehension skill, I usually suggest the students to read small text in English, for example I realized that there are some teenagers who are big fans of comic books, so I always suggest them to read the comic books in English: Superman, Spiderman, Batman, I don't know, ok? Or at the same time to read newspapers in English, ok? Most of us like to read newspaper of social political issues. So why don't you try to read newspapers in English, ok? And in the case of reading skill, listening skill… I´m missing writing. I would say that I sometimes recommend students to try to use the social networks in English, ok? Because I realized that you can switch the language on you Facebook account, Twitter account, Instagram account, you can so actually in the cellphone, so I sometimes recommend the students ok let´s switch the language and try to write or chat with you friends or calls in English. That's right. What else? The reading, the writing … In the case of the speaking. I sometimes recommend the*

students to participate in conversation clubs, ok? So, there are some, there are some places in Bogota where a group of people get together and they start speaking English according to some topics that they schedule, so I usually recommend those places, ok." (See Appendix 15)

The previous statements showed another idea that Anthony has about language learning, this idea or belief revolves around autonomous work. As it can be seen on his statement, he trusts that if students want to achieve a good level of English on the different skills, they should do some activities that are more individual and personal. It can be said that his role in the classroom is more about giving the most knowledge he can, expecting his students will work outside the classroom in an autonomous way using some of the activities he mentioned in the interview. This way of developing the class allows the teacher to feel more responsible for the methodological aspects of language learning, and for the students' motivation to take the lead role on their own learning process, rather than feeling responsible for the students' engagement in outside class activities and their progress out of class (Chan, 2003)

Regarding teaching techniques, on the questionnaire Anthony only agreed with one of these as the best way to teach English, this technique was drilling. As it was possible to observe, Anthony used this technique to reinforce vocabulary learning, as the following extracts show: *"The teacher introduces the topic of the class by showing them the vocabulary of the pages, and they listen to the track and repeat after each word"* (Field Notes Anthony's Class, March 11, 2019); and *"There is some vocabulary on the pages, so the teacher plays the audio and then the students repeat the words"* (Field Notes Anthony's Class, March 12, 2019)

It can be said that by working this way, Anthony shows how important vocabulary, pronunciation, and listening are for him, which are part of the receptive skills. Nevertheless, there was an action from the teacher that called the researcher's attention and it was the way in

which Anthony talked on behalf of the student, in some cases it might look as something funny but going deeper it is a way from Anthony to limit the students' opportunity to work on the productive skills without looking for it explicitly, reason why on figure 9 it is possible to see he talked almost twice as much as his students. The following extract shows an example of how Anthony spoke on the students' behalf: *"Anthony: ¿Tú cómo haces para contar lo incontable? (The teacher says this student's behalf and they check the vocabulary of containers that appears on the book)"* (Field Notes Anthony's Class, March 29, 2019)

Another relevant aspect to be mentioned is the one of feedback, Anthony mentioned he tries to finish his classes giving feedback to students, but during the classes there were no moments of explicit feedback but rather moments of praising the students and using positive language with them. On Anthony's case it cannot be said that the reason he was not able to provide feedback to student was because of the time or the number of students, but rather the activities he used to finish the classes; in some, he decided to finish by using a famous website which he enjoys using during the classes, the website is called 'Lyrics training'. In addition, as shown in Figure 9, he tended to speak more than the students and therefore the chances of providing feedback is reduced when the production from the students is not that high or even absent. Last but not least, the fact of using this website for practicing a little bit more during the class shows how important for him is to work and strengthen the listening skill.

The following extracts from the interview and field notes support the previous idea: *"Ok. It's a good question. Most of the time I usually like to give some feedback or some recommendation s"* (See Appendix 15); *"The teacher replies to the students with nice words, and good comments 'Good students, terrific! You did it well!'"* (Field Notes Anthony's Class, March 11, 2019); and "*After this, he says "That means we can have fun and learn English at the*

same time", he says this before looking for the lyrics training website" (Field Notes Anthony's Class, March 18, 2019)

Having these ideas in mind, it is possible to say that Anthony reflects his beliefs on his practice when talking about the classroom environment, his attitude towards the students and one of the techniques he used for teaching (drilling), but his beliefs differ from his practice when talking about some of the language skills, since he focused his attention mainly on developing the listening skill, rather than having a joint balance as he mentioned on the interview. As it was mentioned before, there is a chance that Anthony is so into the listening skill due to his love for music, which he considers is the best way to involve his students in his class. *"Ok…I would say music, ok? So, as you know I am a heavy metal maniac, but it doesn't matter that it doesn't matter that I can´t talk about other kinds of music, actual music… I would say that most of the time I use music to call my students´ attention, I would say music"* (See Appendix 15)

Based on the data obtained and the analysis done, it is possible to say that Anthony's way of teaching is more student-centered on the role he assigns the students on the language learning process but not on the way he develops the classes. That is why it is possible to notice he spoke almost twice as much as his students and he considered repetition was a good technique for teaching, since he assumes the main role in the classroom providing the students with lots of input and modeling the use of English. He provided his students with outside classroom tips so they could improve their English level. Gathering all into one statement, it can be said that similar to Claire, the time with the company makes the methodology stands out over some of his beliefs, but the idea of developing an autonomous work in his students is clear.

Lorelei (Former Teacher)

The last former teacher from this study is Lorelei, she is an English teacher who had worked with the company for more than a year. She was an undergraduate student from a major in Modern Languages, at the time of the research she was on her 9th semester at the University. According to her questionnaire, Lorelei believes that not everybody can achieve a native-like level of proficiency in English at any age, but she believes it is possible to do so when the person is 1-2 years old. In addition to this, she considers that learning a language is not necessarily a matter of talent but more a matter of how easy a language to be learnt is. Besides, she faithfully believes that us being Spanish native speakers is not a limitation for learning English neither having knowledge in other fields of learning.

For Lorelei, there are two key aspects when talking about English learning. According to her interview, English learning is a process where even the teacher is learning, and the other aspect is communication. However, she explicitly stated that she likes to implement some of her learning experiences into her class, something that was reflected on her classroom observations indeed. The following extracts from both the interview and the field notes show examples of how Lorelei implemented her beliefs into her practice: *"I would have to say that ... is very important for us the teachers understand that during the process we are going to learn, too, as the students. So, it is ok we don´t know everything because learning is a life process. The other thing that is important is that you can ... like communicate efficiently with your students, identify their weaknesses and strengths, in order for you to prepare or have in mind what kind of activities are useful for your students"* (See Appendix 15); *"I try to do different activities. Erm somehow, I have to confess that ... I take my own way of learning somehow an example, so I am very visual, so I try to work with them with videos or pictures. But I also know that writing and reading is*

one of the most difficult skills for a person to develop in another language, so I also try to do that, but I try to do it with games. And do it ... in a way that they can interact to each other, and also to reflect about what they are doing or learning. So English is more like a tool for them to learn another topic" (See Appendix 15). And from the observation field notes: *"The teacher uses images to explain the vocabulary questions from the students. Eg.: Hazy clouds"* (Field Notes Lorelei's Class, March 15, 2019) and *"Interaction: They play spin the bottle, one of the students is in charge of asking the question and the other is in charge of answering"* (Field Notes Lorelei's Class, April 02, 2019)

Having this in mind, two ideas can be highlighted. First, Lorelei believes her own learning process and the way she learnt the language can have positive results if applied in her classes with her students; second, it can be said that Lorelei believes that having an effective communication with students and using visual techniques for teaching are elements that will help students accomplish their learning goals and achieve a good proficiency level in the language. Moreover, the idea of having effective communication in the classroom is also supported by her strong disagreement on the questionnaire with the statement that says 'students shouldn't say anything in English until they can say it correctly' meaning that she is aware of the role that speaking and interaction play in her classes and in the English learning process. Besides, she is also aware that errors are part of the process and should not be the key aspect of the class, because she believes in some way these errors can be corrected later on along the coming lessons. In the same line of thought, Figure 4 (page 76) supports the previous ideas about interaction and goes hand in hand with her belief that one of the key aspects of the English class is Speaking, where Figure 4 shows that she had at least one production exercise per class, promoting the students' improvement of their oral skills in this way.

This is an extract from her interview where she shared some of this ideas: *"Speaking because I have noticed that is very hard for the students, because maybe they have had bad experiences speaking in English due to pronunciation mistakes or not knowing the specific word; and also bullying because in our culture that´s part of life (...) So, I try to make them speak as much as they can, also because I´m aware that inside the classroom that's the only place where they have the chance to do it, because English for us is a foreign language not a second language, so there is not another place that they will be able to do it."* (See Appendix 15).

Therefore, it can be said that Lorelei encourages students to participate and interact in her class, because she believes that those were the only chances students would have to participate and practice the language. It was interesting to see that she guaranteed at least one interaction moment per class besides the regular speaking practice (reflected on Figure 3, page 74), and it was also possible to notice there was a balanced relationship in terms of the moments of 'teacher talk' and 'student talk', clarifying that the student talk one was reflected on the practice and production stage, as the following extracts show: *"By couples the teacher asks them to think about someone famous and describe that person to the other, so the other can guess. (Good activity for interaction)"* (Field Notes Lorelei's Class March 20, 2019); and *"After the explanation the teacher asks one of the students to describe another by using adjectives. She does the same exercise with other students"* (Field Notes Lorelei's Class, March 20, 2019)

On her questionnaire she agreed that almost all the aspects of the language were difficult except from listening; but on her interview, she only mentioned writing to be the most difficult one, and even though she said she tries to work writing at least once per class it was not reflected on her practice, since in some cases time was not enough or there was more grammar and speaking practice, as Figure 3 (page 74) shows. *"Maybe listening, reading and writing. Writing*

for me it's the most difficult one. So, if I get the chance, I try to do like at least one writing activity every class. If I get the chance, I guess those" (See Appendix 15)

Based on this, it can be stated that Lorelei was able to reflect her beliefs about speaking on her practice. In terms of listening, it was possible to observe some practice of it, but it was connected more to the material used in the classes. In terms of her beliefs regarding the other language skills (reading and writing), it was not possible to observe any example of this. The only difference found revolved around the writing skill, because there was no evidence of activities related to this activity. There could be two perspectives related to this difference; first, factors such as time, the number of students, and even the idea of letting this work just for the 'writing room' could have been factors that lead Lorelei to develop the class as she did; second this could have been a reflection from her belief about this skill, since she considers it is a difficult one to work, so it is better to avoid working with it during the classes.

Another aspect that is important to highlight about Lorelei is her beliefs about her methodology and the changes she would like to implement. On her interview she stated that her favorite methodology involves a presentation and a practice stages that sometimes can be worked through the book, besides asking questions to students. Taking these ideas and contrasting them with the established methodology of the institute, it can be said that Lorelei in fact believes this methodology is the most appropriate for teaching English. In addition, she also considers it is important for her not to use the same type of activities, something that was also observed in her classes with the different games and activities she used with her students. *"I don´t know…Well, I guess that the most important thing is to do an activity at the beginning of the class, so they can feel that the class is already on, let´s say and… Sometimes following a book is ok well, because you know what your class is going to be about. But I try to look for extra activities or*

information related with the same topic, but I don´t have, I don't know, maybe like presenting,

practice, yes like presenting, explaining, and practice (...) I guess sometimes, I don't know, like

to be more imaginative about the activities, maybe because I guess that a certain point you have

tried different activities and you have seen that those activities worked. So, you like you just like

marry to those activities and you don't try to new things (...) I guess that looking for new

resources or using technology, but like the TV or internet but also their cellphones" (See

Appendix 15)

Taking all into account, it was possible to notice that Lorelei enjoyed working with the

methodology established by the institute, and she was able to reflect some of her beliefs

regarding speaking, effective communication to her classes, and even writing if the second

perspective abovementioned was the reason why she did not work the writing skill. It is relevant

to add that even though she considered her creativity was something that needed to be improved

during the observations of her classes, it was possible to see a variety of activities (spin the

bottle, alphabet practice, among others) to involve the students, meaning that for her, games and

dynamic activities are not only for kids or children as the popular belief might be, but something

that can be used with older people. These activities could be used to work on grammar, speaking,

as in Lorelei's case, or could be adapted to work any other language skill.

Oliver (New Teacher)

Oliver is the first new teacher from this study. He is a teacher who had worked with the

company for less than a year. At the moment of the research, he was an undergraduate student

from a major in Modern Languages; he was on his 8th semester at the University. Oliver strongly

believes that not everybody can achieve a native-like level of proficiency in English at any age,

and he does not believe it is possible to achieve this level when you are 1-2 years old, because he

considers that English is a difficult language to learn indeed. In addition, he does not believe that the capacity for learning another language is lifelong. Taking these beliefs into account, it can be said that for Oliver learning English is a complex process which allows young students to learn at a faster rate, but this does not mean that at the end s/he will have achieved a native-like proficiency level. (See Appendix 11)

Oliver stated on his interview that he likes to start his classes asking the student some questions, because sometimes according to him there is not enough time to do other kinds of activities. However, during the observations it was possible to notice that he indeed spent time on the first part of the class establishing a relationship with the students, he started all the class introducing himself and asking the students to introduce themselves, and in some cases, he complemented this with another activity. This warming up shows how important it was for Oliver to know his students, keeping in mind the fact that due to the methodology the students were always changing, so it was difficult to have the same students in all the classes. As the following extracts show: *"I usually warm up my classes with some questions because we don't have really time to do a warmup, right? So, what I do is that I try to do some questions quickly trying to get some information about the topic, and if I see that I have more time I'll try to do a game but at the end ... I try to do some questions (...) In other context I prefer to use some games. Specially I call them brain teasers that are more like funny way to interact with the students trying to make them think in other thing different from English but using English, right?"* (See Appendix 15); and from the observations *"After this, the teacher does an activity in which each one introduces him/herself, so they get to know their classmates. They have to say their names, their age, their hobbies, and their occupations"* (Field Notes Oliver's Class, March 14, 2019)

Regarding the way he presented the topics, it was observed that he relied a lot on the book and the board, but not so much on other resources for the presentation, as seen in Figure 2 (page 73). It can be said that Oliver considers that the book is a good tool which guides his teaching. In addition, he strongly believes his role as teacher is important and cannot be compared to teachers of other subjects. He strongly believes language instruction is necessary to have a successful English learning process, this instruction should rely on three aspects: grammar, social language, and culture, as stated on his questionnaire. Also, Oliver is aware that each student has a different learning process as he stated on his interview, he considers this is the key aspect on English language learning and teaching, but according to him it is a limitation the institute methodology has: "as teachers we cannot follow the process of the students, right? Because we don't have always the same students, so we don't -in quotation mark- "we don't care" about them or about their process because we don't follow them in each class, right? So, I think in EFL classes or in any class the most important thing is trying to follow a process with the students, because you will know where the student is and what are the difficulties of this student" (See Appendix 15).

Taking these ideas into account, this could be a reason why he always wanted to introduce himself and the students in each class, as a possible way to follow the student's process at least for the time they were in his classroom. Following the presentation stage, it is also important to highlight the key aspects of Oliver's beliefs regarding the language skills and the practice stage. According to his questionnaire, Oliver believes listening is the most difficult part of teaching English, followed by reading and idioms. On the other hand, he does not believe grammar, pronunciation and writing are the most difficult skills to work. Nevertheless, he stated on his interview that due to the institute class development established times, it was difficult to

work writing in some classes with the students, but when it was possible he tried to work this skill together with speaking, since he considered speaking is the one that would give students more confidence in English. *"I think I take into account like always trying to work on the four aspects of the language (speaking, listening, reading, and writing) but I think that the first three are the only ones that you work in American School Way, because the writing part is very difficult to work on only one hour and fifteen minutes especially when you have only six students, right? But I always try to make them write, make them speak because I think if they speak more, they are going to be more confident when they go out (…) I think the speaking part, I think is the most important part here because I have noticed in American School Way that they have some students really have really good bases in English right? But the lack is they don't practice enough so they need to practice more and more and more, and I don't really care a lot about the grammar, right? I explain the grammar because I think it's really important to explain the grammar, but after that I prefer that they do some questions, they answer questions, and they can create some kind of interaction between them, even if it is only one or three minutes of that interaction"* (See Appendix 15).

It can be said Oliver cares about the students developing their oral skills in his class, and this was also reflected on his practice. The Figures 3 and 4 (pages 73 and 76) show how he works grammar and listening on the practice stage (exercises taken from the book and from the book digital resources), and how he guaranteed at least two interaction moments per class. This last aspect was the one that called the researcher's attention the most. He was the only teacher capable of managing the time and students in order to have not only the stages proposed by the institute methodology but also staying loyal to his beliefs. *"It's important like the students have some fun, because they have like this stigma that the English class is only grammar and they are*

going to be bored something like that. But I really think that maybe one important fact for me is like try to include a little game at least, in order that they can see they can use English in another in a different way. And I also think that one ideal class is also trying to explain grammar, even if the students don't like a lot of the grammar I really think, because in my major in the university I understood that the grammar part is really important in order to be better in the language -something like that- and I always try to explain some grammar, obviously it is not going to be the principal part of the class but is something useful, and obviously I like to do some exercises if you... you have to put in practice what you learn in the grammar and obviously you are going to have some interaction with them. So, for that reason I always try to make a kind of interview or a kind of role play or something like that, in order to make them use the grammar they learnt or the new vocabulary they learnt" (See Appendix 15).

The following field notes extracts are examples of the way Oliver created interaction among the students and how he connected some of the topics to the students' reality, in order to establish that fun and enjoyment relationship with the English class he stated during his interview. It is interesting to see how Oliver was able to manage time and number of students in order to guarantee the stages required from the institute methodology, also how aware he was about the limitations he has on each class due to the methodology. Having a reflective perspective about his role shows the willingness to change and adapt to the requirements of each group and each class. *"Each student acts like if they have an ailment and another student suggests a remedy"* (Field Notes Oliver's Class, March 28,2019); *"The activity is about planning a trip. One student chooses the destiny and the other chooses the date. One of the students will play the role of the agent and the other of the caller"* (Field Notes Oliver's Class, March 22, 2019); and *"They work in couples. Each student has to describe their favorite dish*

and the least favorite. The teacher drops by each couple checking and solving doubts. At the end, the teacher asks the students to talk about their classmate's dish" (Field Notes, March 21, 2019)

To summarize, Oliver's beliefs are reflected on his practice in most of the cases. Presentations were established through games and students' engagement, grammar and speaking practice was developed through role plays and book use, and production was carried out through the interaction between student-student. Oliver is an example of how an established methodology could be followed and used as a way to reflect the beliefs each teacher has. However, Oliver stated that the biggest issue with the institute methodology is the impossibility to follow the students' process, a key aspect for him when teaching English.

Jürgen (New Teacher)

Jürgen is a licensed teacher in the field of Spanish and Classic Philosophy. By the time of the research he had worked with the institute for less than a year. In the same way the previous teachers have interesting beliefs and practices regarding English teaching and the methodology they use, Jürgen is no exception. According to his questionnaire, Jürgen believes that it is possible for people to achieve native-like proficiency at any age, but he considers that children and young people would be able to reach this level faster than someone older. In addition, he also believes there are languages which are easier to learn than others, for example, English. According to his answers it would take between 1 and 2 years to a person to learn English if s/he practices at least one hour per day. Jürgen additionally believes learning a language is also a matter of having the talent for it and it is easier if the person already knows another language. It can be said that for Jürgen there are relevant aspects when talking about learning a foreign language (age, learning background, talent, and practice time) that would assure students successfully learn English.

After Jürgen's general beliefs about English learning, it is necessary to analyze his beliefs and practices regarding English teaching methodology. To begin with, Jürgen follows the presentation stage established by the institute, which requires teachers to present the goals and objectives of the class. During his classes it was observed that he usually started in two ways, checking previous knowledge -as he said on his interview- and reading the goals/objectives as established by the institute. It can be said, Jürgen centered his warm-up activities more on the knowledge and the goals of the book rather than on the student or himself, as with previous teachers. In Other words, this showed a perspective where the teacher based his class on the knowledge before starting with the presentation and practice stages. As the following extracts show: *"I ask about previous and important knowledge for the specific lesson; if I notice that something is not clear, I begin with a short review. If that is not the case, I verify that the knowledge is, in fact, clear or not, asking a couple of questions"* (See Appendix 15); and from the field notes *"The teacher starts the class asking the student to read the communicative goals of the pages. The teacher explains what the unit will be about"* (Field Notes Jürgen's Class March 26, 2019)*; "Teacher checks the classes students have. They start with pages 28-29. Teacher checks previous knowledge students have about the topic (future)"* (Field Notes Jürgen's Class, March 16, 2019).

Regarding his role, Jürgen considers it is essential to have formal instruction in the classroom, either for teaching grammar, social language, or English cultures, but always keeping in mind that the key aspects for him are students' attitude and students' interests. He considers that if these two elements are not presented in the class, it will be an impossible job to do. *"I believe that the key aspects are the same as whatever subject you teach. First, is important to evaluate relevant personal aspects about the students: age, interest, mood, attitude, previous*

knowledge. Knowing that, we can figure out the better way to approach to the student (…) The most important aspects for me are interest and attitude. The rest of them could help to ease or accelerate the teaching process; but if the students have neither interest nor attitude, it is not possible for me to teach" (See Appendix 15).

Regarding the presentation stage and the class development, an interesting aspect called the researcher's attention and it was the use of Spanish, no matter the level of the students. On the questionnaire, Jürgen slightly disagreed that translation was the best mechanism for teaching English, and slightly agreed that imitation and memorization were the best techniques. However, during his class observations it was possible to notice that he used a lot of Spanish during his class, even after having explained the topics he used Spanish to repeat the information. As Figure 5 (page 77) shows, he used Spanish more than a half times than any other technique to make himself clear, as the following class observations extracts show: *"The teacher works the next grammar topic (comparison with as… as). Teacher uses different colors to highlight some aspects of the topic. (Teacher uses Spanish to clarify what he had just said in English)"* (Field Notes Jürgen's class, March 16, 2019); and *"the tips the teacher gives are given in Spanish. E.g: Recuerda que cuando se pueda suavizar el sonido de la 't' lo hacemos como en 'getting'"* (Field Notes Jürgen's Class, March 26, 2019).

It can be said Jürgen believes that using Spanish is a useful tool that he prefers more to others to reassure his explanations and clarify the information to students, having in mind that he slightly disagreed with the questionnaire statement that considers that using translation was the best mechanism for teaching English. In terms of the practice stage, he also uses the book and the board to develop his explanation, even though he relies heavily on Spanish. As it can be seen in Figure 3 (page 74), Jürgen was the only teacher who worked the writing skill with his students

even when he believed this skill can be sometimes considered not as important as the other skills. In general, his beliefs about the language skills and the way he worked on them along the class matched, this means that the methodology established allows him to work the skills as he wanted to work them. As his interview showed *"I do not have a preference. I explain the topic and use the activity I have prepared for it. That activity could be read some piece of news and talk about new vocabulary, watch an informative video and get the main idea, a set of questions for them to ask each other, and then summarize the information they get. And at the end tell the class, write paragraphs using a specified tense, etc (...) That depends on what is the student looking for. Some of them want to study or work abroad, in that case all skills are necessary. Some others just want to move or visit other countries, in that case is not that important the writing"* (See Appendix 15); and as the following field notes extracts shows: *"Since the student has already worked those pages, the teacher looks for an article related to the topic (hotel services and amenities) The teacher asks the student to read aloud and checks her pronunciation. E.g.: 'cuisine' he also explains the meaning of the word in English and Spanish"* (Field Notes Jürgen's Class March 27, 2019); *"As an extra activity the teacher shows the student a video about hotels around the world. It's a ranking about the most expensive hotels in the world. (...) The teacher explains some of the words, like 'decadent', first he explains in English and then he uses Spanish. E.g.: 'marble es marmol'"* (Field Notes Jürgen's Class, March 20, 2019)

It can be said that in terms of the stages Jürgen follows the methodology established by the institute that in some way matches his beliefs, especially on the way he likes to work writing, grammar and the use of L1. In addition, he showed on the questionnaire his slightly disagreement with using translation during the classes, something that as it was observed, it was always present on his classes. Regarding his beliefs about some of the language skills, his

answers on the questionnaire showed that the only aspect he considers difficult to be taught is idioms, but there was no evidence of any work or mention during his interview or class observations, something that can be a reflection of the belief that if something is difficult it is better to avoid working on it. Moreover, there was no explicit statement about the skills being part of a whole; he just mentioned there are activities for each skill. This statement can mean that for Jürgen it is not necessary to have links between skills, because as shown before the success on English learning according to him relies on aspects such as: age, interest, mood, attitude, and previous knowledge.

Taylor (New Teacher)

Taylor is the last new teacher included for this study; she had worked with the company for less than a year. At the moment of the research, she was an undergraduate student from a major in Modern Languages, she was on her 8th semester at the university. As mentioned on the previous chapter and due to work load and work schedule, Taylor was sent the questions from the interview to her email, but the researcher never received a response from her, therefore the analysis of her beliefs and practices comes mainly from the information obtained on the questionnaire and the class observations.

To begin with, according to her answers on the questionnaire it can be said Taylor believes there are some relevant features students should have in order to achieve a native-like proficiency level. She believes age is important since younger people learn at a faster rate than adults, but this is not a limitation for older people because she considers that this is a lifelong quality each person has. Another aspect that is also relevant for Taylor is the language difficulty and the inner talent some people might have, she considers there are people that are more talented for learning languages than others, and that English is a language of medium difficulty

that would take less than a year to be learnt if the person spends at least an hour a day to study English. In addition, she strongly believes the learning process that English follows is totally different from other subjects, and for that reason it does not matter the learning background of the students related to other fields of knowledge, they would be able to achieve a good proficiency level in English.

Furthermore, according to what Taylor answered on the questionnaire she believes that language instruction is necessary in the language learning process, and on this process grammar and culture are relevant parts of the process but they are not the most essential part of the class. Regarding her beliefs about the methodology and her practice, it can be said that on the presentation stage she relies a little bit more on the book than on other resources, but she still uses the board to develop the explanations as well. As the following extracts show: *"The teacher explains the grammar topic on the board, and she does it in a structural way. E.g: Could you /(please) + verb + complement +?"* (Field Notes Taylor's Class, March 27, 2019); and *"Then she explains on the board what the use of the question 'how often' is and the vocabulary related to expressions of time"* (Field Notes Taylor's, March 28, 2019)

It can be said Taylor follows the methodology established by the institute in terms of the presentation, but missing the aspects related to the introduction of herself and the introduction of the class topics. Regarding the practice stage it was found that the skill she worked the most was listening, followed by speaking and grammar. These findings lead the researcher to think about two possible reasons why this can be connected to her beliefs presented on the questionnaire where she stated that grammar and listening were not the most difficult parts of teaching English. On the one hand, by considering these skills were not difficult, she could have focused her practice on them since she believed students would not struggle with this kind of exercises. On

the other hand, it can be said there is no congruency between her beliefs and her practice, since she could have worked the skills, she considered were the most difficult ones, in order to help students to practice, improve and develop even more these skills. Therefore, her practice focused on these aspects might not only be connected to the classroom material but also to the difficulty assigned to these aspects of the language. But it is difficult to choose one of these two ideas since there was no information obtained from the interview to have a deeper contrast.

In terms of the techniques for teaching English, Taylor believes the best one is imitation followed by translation, and she does not consider drilling or memorizing to be the best mechanism to learn the language. Some of these beliefs were in fact observed during her classes while others were not. Even though she considers translation can be a good technique for teaching, she did not use Spanish that much on her classes to make herself clear, but images and examples to make herself understood; and she even encouraged the students not to use Spanish during the class. In other words, Taylor believes Spanish might influence negatively on the students' learning process, and that is why she told them not to translate and try to understand directly in English. Also, by considering that imitation is a good technique for teaching, she would have to model the language along the class. So, this could be the reason why her talking time was higher than the students' one as shown in Figure 9 (page 82). The following extracts support the previous idea *"One of the students says something in Spanish to check she understood the explanation, but the teacher says 'no Spanish'"* (Field Notes Taylor's Class, March 28, 2019); and *"T: This is the fifth time I've told you 'don't translate'"* (Field Notes Taylor's Class, March 29, 2019).

Another relevant aspect from her teaching was how easy and important was for her to connect the topics worked on the class with the students' reality. By doing this, she guaranteed

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that students felt involved in the class because as stated by Abdallah (2015) and Barab and Duffy (2012) this generates more commitment with the class from students. As Figure 8 (page 81) shows, her difference compared with other teachers regarding this link between students and topic is quite relevant. It can be said that for Taylor it is more important during her class development to connect the topic with the students' reality rather than having production exercises that involve writing or speaking. In some way she might believe that through this connection her students are also producing knowledge at the moment of answering. As the following extracts shows: *"As a wrap-up activity the teacher asks the student to think about a beautiful moment of his childhood and start describing the place and environment using 'was/were', they take turns for developing the activity"* (Field Notes Taylor's Class, March 12, 2019)*; and "Teacher: We are going to talk about food. What is your favorite food? Do you eat a lot? Teacher and students discuss their likes and dislikes about food"* (Field Notes Taylor's Class, March 13, 2019).

Regarding Taylor, it is possible to say that she follows the established methodology by the institute, and that her beliefs match her practice in most of the cases. There is a chance that by having her answers from the interview a deeper analysis and a bigger contrast could have been done, because her believes about the key aspects of the class, the language skills, her favorite methodology, and class development would have been stated in more detail on the interview than just the information obtained from the questionnaire, even though it is also relevant and reliable.

To close this section, it is important to mention that two criteria used for selecting the participant-teachers were the time with the company and the levels (A1-B1) they taught, both variables were projected as possible features that would set similarities and differences in the

emerging findings. On the one hand, the time with the company indeed showed useful and diverse data to be analyzed in terms of teachers' beliefs and practices. On the other hand, despite the level criteria was chosen with the aim of finding and contrasting particular practices or differences regarding the students' English level established by the institute, it was found that neither teachers' practices vary if they taught on the first or third level, nor their beliefs regarding the EFL teaching.

At the moment of setting those criteria, the researcher's beliefs about the level one (A1-B1) played a more relevant role rather than the academic background. However, while developing the study and analyzing the data obtained it is necessary to mention the important role the academic background had on the researcher's analysis. In terms of the academic background, it allowed the researcher to identify differences between pre-service teachers that were doing a major in foreign languages at the time of the study (Oliver, Lorelei, and Taylor), licensed teachers with a major in English and in Spanish-Classic Philosophy (Anthony and Jürgen), and one teacher whose background came from another field of knowledge and whose teaching skills were certified by a TKT (Claire). These unexpected and new elements allowed the researcher to have a deeper perspective towards the analysis of the data and provided more useful insights rather than the level of the class teacher taught.

It can be said based on the information gathered that pre-service teachers might bring new and fresh ideas into the class, since they are receiving this kind of information on their major studies. This could be the reason why they are more in touch with elements like TICs, games, other kinds of engaging activities and try to put those elements into practice. In addition, it can be said they have not been impacted even biased yet by defined methodologies of different working environments. Regarding the licensed teachers, the information gathered showed the

role that autonomy plays in the classroom, since they assign more responsibilities to the student, so they feel and make part of their own learning process. In addition, it was possible to see how relevant their background studies and the role L1 were. Finally, also an empiric academic background was identified, this led the teacher to be aware of some essential language skills according to the EFL learning experience the teacher had. Moreover, this teacher was aware of the need of having a teaching background not only as a job requirement but also as a tool to put into practice what is believed to be a proper language learning process. All in all, the academic background of the participant teachers provided rich and useful insights for this study.

PROFILES DISCUSSION

After having presented each individual analysis from the participant teachers as a development that came from the research, the researcher decided to present a set of profiles that were discovered while doing the analysis and the triangulation process of the data, besides answering the research questions and objectives of the study. These profiles are presented with the aim of complementing previous research studies in which teachers' profiles were stablished, Lickona (1997), Harden and Crosby (2000), and Makovec (2018), and connecting them with some of the 21st Century Skills which came as a result of a consensus among hundreds of stakeholders that aimed at describing the skills, knowledge, and expertise students need to succeed in work and life (Johnson, 2009). With no further due here are the profiles that came from the information obtained from the participant teachers.

The Empathetic Teacher

According to the Merriam-Webster dictionary 'empathy' is defined as: *"the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings,*

thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner" (Merriam-Webster, 2008). From the information gathered it was found that some of the participant teachers tended to establish these empathetic bonds with the students when they showed they cared about their feelings, their previous experiences, and their thoughts, while developing the topics of the class. Teachers were aware that every student came from a different background, followed a different learning process, and had different learning goals.

According to Mendes (2003) by developing empathy in our classes we will be able to establish and develop better teacher-student relationships. Moreover, Sornson (2014) presents some steps that can be followed in order to achieve empathy in our classes. To begin with, teachers need to start by building a classroom culture in which students feel safe and secure, an aspect that was achieved by participant teachers Anthony and Claire during their classes. Secondly, teachers need to be aware that classroom procedures and routines build a sense of predictable security for students, this allows students to practice self-regulation skills since they learn how to wait calmly, and teachers to recognize the behaviors that lead to positive outcomes in the classroom. Thirdly, it is necessary to understand that self-regulation skills are the foundation for developing empathy. If students learn to regulate emotions, to calm themselves, and to stay focused on the right things, students will be able to develop the skills which allow them to look beyond themselves. Finally, in order to develop the ability to understand how someone feels, as language teachers we need to model our reactions and our behaviour in the classroom.

The reason why having teachers that fit into an empathetic profile is important is because it develops and builds a positive classroom culture. It also strengthens the relationship between

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students and their community, and it prepares students to be leaders in their community (Owen, 2015). Moreover, an empathetic teacher would have more chances to develop certain 21st Century Skills[7] such as problem solving and collaboration and cooperation. Problem solving can be understood from an educational perspective in the following way:

> An individual's capacity to engage in cognitive processing to understand and resolve problem situations where a method of solution is not immediately obvious. It includes the willingness to engage with such situations in order to achieve one's potential as a constructive and reflective citizen. (OECD, 2014, p. 30)

Collaboration and cooperation are social skills connected with the interpersonal skills of the student. These two skills plus problem solving are not only relevant for the empathetic teaching profile but also for the EFL learners, since nowadays the language learning process needs to be seen from a global perspective that connects the student with a bigger world than just learning English for classroom use. These features were key aspects reflected on both Anthony and Claire, since they stated one of their goals is to motivate students, encourage them to keep learning, and even more important, develop enough confidence on their students during the classes,so students can give their best on every lesson.

The Musical Teacher

From the analysis and information gathered along the study it was possible to notice that music played an interesting role in some of the teachers' classes. Participant teachers Anthony and Lorelei used it as an additional resource for their classes, as background for developing some activities, or to connect with the students. As a matter of fact, there have been different studies

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[7] According to the Alberta's Framework for Student Learning, the 21st Century Skills outlined competencies that encompass the idea of a 21st century learner who can participate in a knowledge-based and globalized society while also learning traditional subject areas (Goverment Of Alberta, 2011)

which presented and studied the possible relationship that can be established between music and learning a foreign language (Abbott, 2002; Kao & Oxford, 2013; Engh, 2013).

It is important to mention that through the use of music in the classroom different aspects about the language (vocabulary, grammar and pronunciation) and about the personal and unique features of each of the students can be tackled. According to the different 21st Century Skills that are listed by Johnson (2009) there is one that has been always present in the language classroom and that plays an important role in the class, and it is motivation. As stated by Kao & Oxford (2013) motivation is an essential element in order to achieve a successful learning proces, since it helps to balance and deal with anxiety, difficulties, and problems. It can be said that through the use of music in the classroom the students might be able to feel more motivated and engaged with the classes. In addition, by developing activities that revolve around music, as teachers we might also be able to develop our students creativity whenever these activities count with a proper planning and always aiming at helping the student accomplish their learning goals and solving their needs.

Moreover, as presented by Griffee (1992), music and songs "offer insights into the culture and especially the stories and myths of different societies, providing a window into the frames of reference and values of the peoples whose language we are learning" (as cited in Engh, 2013, p. 115). According to what the aforementioned participant teachers stated, culture happens to be one of the key aspects when teaching English (a belief that was actually pointed out by the other four teachers as well on their questionnaires and/or interviews). As it can be seen, music allows not only to integrate cultural aspects from a society, and to promote motivation and engagement for students, but it could also contain a linguistical and grammatical component that enables English teachers to develop their classes. As seen on appendix 14, Anthony used songs

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to complement his class development when using the website 'lyricstraining' as a way to wrap-up his classes.

The Dynamic Teacher

After the analysis done with the participant-teachers, it was also possible to identify another set of features that revolved around movement, gestures, games, in other words being dynamic and developing active activities in the classroom. This profile is for the kind of teacher that is always looking for interesting activities to get the students' attention. It is also addressed to those teachers who consider that there are bigger chances of succeeding in the foreign language learning process if knowledge is transmitted through physical activities, performance, games, and through engaging activities that connect the students with the class.

Along time some studies have shown the importance that games, and different dynamics can have in the English classroom (Gaudart, 1999; Tomlinson and Masuhara, 2009; Hromek and Roffey, 2009). By using dynamic activities, it is possible to promote not only language learning, but also social and emotional learning. As observed during some classes, teachers like Lorelei, Oliver, and Taylor included these kind of activities on the development of their classes believing these might help students; as Oliver stated, "trying to make them think in other thing different from English but using English, right?"(See Appendix 15). By developing social and emotional learning, teachers will be working as well one of the 21st Century Skills that is collaboration and cooperation (Johnson P. , 2009). Collaboration can be understood as a social skill that complements itself with being empathetic, responsible, and assertive (Lamb, Maire, & Doecke, 2017). So, based on the information presented, a dynamic teacher will aim at planning activities that engage students through other kinds of activities different from the ones proposed by the books or the institution (as seen at the institute where this study took place), in order to achieve a

more meaningful learning. As seen on Lorelei's spin the bottle game or the alphabet game, and Oliver's questions games, activities where they used games or physical activities to engage the students with the classes and the topics to be developed. (See Appendix 14).

It is important to mention that these profiles do not aim at limiting the teachers' performance into a set of features, but more into complementing some of the existing profiles as the ones proposed by Harden and Crosby (2000). Always keeping in mind, the key element for the correct and proper development of the English class should be to have student-centered classes (Estes, 2004), but as it was possible to observe along the analysis of this study it is not an easy task. Furthermore, we as teachers should have as an objective helping the students not only achieve their learning goals, but also promoting global citizens of the 21st century that are able to collaborate, be empathetic, have critical thinking, innovate, use technology, and work together towards a more equal and fair society.

CONCLUSIONS

In this section the corresponding conclusions of this research study are presented. This study aimed at identifying the relation between EFL teachers' practices and their beliefs towards teaching methodology in the first and third levels of English at American School Way institute, taking into account the way these beliefs might affect the EFL classes. This means to establish relations between the participant teachers' beliefs and their practices and how all these is reflected on their class time management, use of resources, and teaching strategies in EFL classes according to the assigned level.

First, it was possible to notice that the students' level did not play a relevant role on the teachers' practice since at the moment of analyzing the data, there was no difference or a relevant one that allowed the researcher to consider this element as a key aspect to be analyzed. The observations and interviews showed that teachers did not consider the level as a relevant aspect for changing their practices and for setting their beliefs, even though they were all aware that EFL learning encompasses a process where each student follows his/her own rhythm. In other words, even though the institutional methodology applies a rotation of levels for each teacher, this did not imply nor reflect evident and essential difference on the way teachers manage an A1 class or an B1 class.

Furthermore, beyond the time of teachers being with the institute, it was not possible to say that there was a particular way in which former or new teachers developed their classes. Even though, the methodology defined by the institute has an interesting feature that is to provide a common path, a way to unify the way teachers lead a class in a world of different and unique teaching profiles. As it could be seen along the results and analysis section, each teacher was an interesting teaching world, this means each of them had some beliefs that matched their

practices and others that differed from it. Moreover, it can be said that no generalizations were attempted or can be made about these teachers' practices.

Secondly, regarding time management, most of the participant teachers were aware that this factor played a relevant role on the development of their classes, since it is not possible to develop the class in the same way when you have one or two students, that when you have five or six. However, in some classes it was possible to see how participant teachers tried to adapt their practice to the established methodology. In terms of the resources, as it was seen on Figures 2, 5 and 8 (p. 73, 77 and 81), teachers properly used one of the features that the institute classrooms have, that is technology. Teachers tended to use this tool as a complement for their classes.

This research study made the researcher conscious about other interesting aspects related to the teaching beliefs and how relevant the teachers' academic background and the impact it had on their beliefs and their practice was. This means the researcher understood that a teacher who has a major in languages, an undergraduate teacher, or a professional in a different area from education, have different beliefs and practices. All in all, after analyzing the results, it was possible to acknowledge that the licensed teacher thinks and teaches in a totally different way when his/her major is in foreign languages and teachers and thinks differently when he/she has a major on Education in the L1. It was possible for the researcher to see that the way a pre-service language teacher thinks is different from an undergraduate teacher's one, and also, from a teacher's way of thinking whose academic background comes from a different field of knowledge.

To conclude, the researcher started this study by trying to identify and describe common features among all the teachers in terms of practices and beliefs, but found that it was more

meaningful for the study to establish a set of features related to teaching that in some manner could complement previously established teaching profiles. In addition, the research study allowed me to identify and connect all of this to one of the trends on language teaching that is the 21st Century Skills. After, analyzing the data, it was also possible for me to understand that what the reality of our teaching, our day to day encounters with students will always show us that teaching is more about adapting to new types of students, new context, new methodologies, new materials, new resources, new skills, and new needs.

LIMITATIONS

It is important to present the limitations of this research study in order to suggest possible future research proposals and acknowledge those characteristics of design or methodology that influenced the interpretation of the findings. Firstly, since this study did not aim at generalizing the information and corresponding results obtained, the number of teachers could have been bigger to have more comparison points between former and new teachers at the institute. By stating this, it can be clarified that results are likely to change or vary if the number of participant teachers had been bigger. It is important to acknowledge that this research study provides detailed information and analysis about six participant teachers from the information obtained on the questionnaire, interviews, and the non-participant classroom observations at the institute, and the information gathered was rich enough to carry out this study.

Secondly, there was an analysis limitation with one of the new teachers. The fact of not having received her answers from the interview, and only analyzing information that came from the observations and the questionnaire might have shown a set of deeper contrast between beliefs and practices on her case. In other words, her analysis could have varied if the triangulation process was done with all the three sources of information. It can be said that not having a fixed schedule with teachers and the open risk of them leaving the institute at any point played a role of limitation on this study. The abovementioned limitation happens to be an example of similar ones that could be present on any field of research, which shows one of the possible problems the researchers might face, but also the way they can be used for overcoming a normal and common limitation process.

FURTHER RESEARCH

This research study was an approach to another subject of study in the field of beliefs and practices in language teaching. There are different studies that can be carried out after this research. First, beliefs regarding the language teaching methodology can be studied in other contexts such as schools and universities in order to identify the teachers' beliefs on these particular settings. Secondly, the participants could be selected following other type of criteria such as professional and academic background, years of teaching experience, and even nationality, in order to check how the results are likely to vary. Thirdly, this research study was carried out on a setting where teachers always had different students, so it might be also interesting to have a case study where a single teacher or a small number of teachers are studied when having a fixed group of students to analyze and see if their beliefs change along the year and which factors might have influenced this.

Last but not least, there can be another focus of study where the main objectives could revolve around the implications of having different teachers with different teaching profiles, practices, and beliefs on the students learning process in a language institute. In other words, this means how a plurality of profiles might transgress a methodology and have an impact on the students' learning process. In general, there are many paths to be taken, settings to be analyzed, and beliefs to be identified and described, so it will be up to future researchers to choose one of these paths to enlighten the road for more and more researches.

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APPENDIXES

Appendix 1

	OBSERVACIÓN DE CLASE INGLÉS	Código: CL.P021-1
AMERICAN School Way		Versión: 7
		Fecha de implementación: 05/02/2019

RESPONSABLE:

Condiciones a tener en cuenta:
● La lista de chequeo debe ser diligenciada por evento de acuerdo a lo definido en el IN37
● Califique los criterios definidos en la presente lista de chequeo en una escala de 1 a 5, puede usar decimales en las calificaciones.
● Si alguno de los criterios no aplica, ingrese "NA" en el campo.
●Todos los campos deben ser diligenciados.

1. Información general

Docente:		Fecha:		Libro:	Salón:
Observador:		Hora de inicio:		Hora de finalización	
Tipo de observación (marque con una X)	Inicial ☐	PQRS ☐	Seguimiento ☐	Observación de estudiantes ☐	

2. Evaluación de la clase por parte de los estudiantes

Nº	Nombre de los estudiantes programados	Lección	Calificación docente	Asistió (SI/NO)	Comentarios Estudiantes
1					
2					
3					
4					
5					
6					

MINUTOS: TIEMPOS IDEALES					
1:80	02:40	03:26	04:20	05:16	06:13

	Hora Inicio:		Hora Final:		Minutos	
	Clase #:		Lección:		Tema:	
	CRITERIOS			COMENTARIOS		
Estudiante 1	Presenta y desarrolla el objetivo	SI	NO			
	Se evidencia presentación y práctica	SI	NO			
	Fomenta ejercicios de producción	SI	NO			
	Garantiza las mecánicas	SI	NO			
	Garantiza interacción	SI	NO			
	Verifica el alcance del objetivo	SI	NO			
	MANEJO AUDIOS					

	Hora Inicio:		Hora Final:		Minutos	
	Clase #:		Lección:		Tema:	
	CRITERIOS			COMENTARIOS		
Estudiante2	Presenta el Goal de la lección	SI	NO			
	Se evidencia presentación y práctica	SI	NO			
	Fomenta ejercicios de producción	SI	NO			
	Garantiza las mecánicas	SI	NO			
	Garantiza interacción	SI	NO			
	Verifica el alcance del objetivo	SI	NO			
	MANEJO AUDIOS					

	Hora Inicio:		Hora Final:		Minutos	
	Clase #:		Lección:		Tema:	
	CRITERIOS			COMENTARIOS		
Estudiante 3	Presenta el Goal de la lección	SI	NO			
	Se evidencia presentación y práctica	SI	NO			
	Fomenta ejercicios de producción	SI	NO			
	Garantiza las mecánicas	SI	NO			
	Garantiza interacción	SI	NO			
	Verifica el alcance del objetivo	SI	NO			
	MANEJO AUDIOS					

	Hora Inicio:		Hora Final:		Minutos	
	Clase #:		Lección:		Tema:	
	CRITERIOS			COMENTARIOS		
Estudiante 4	Presenta el Goal de la lección	SI	NO			
	Se evidencia presentación y práctica	SI	NO			
	Fomenta ejercicios de producción	SI	NO			
	Garantiza las mecánicas	SI	NO			
	Garantiza interacción	SI	NO			
	Verifica el alcance del objetivo	SI	NO			
	MANEJO AUDIOS					

Estudiante 5	Hora Inicio:			Hora Final:		Minutos	
	Clase #:			Lección:		Tema:	
	CRITERIOS					**COMENTARIOS**	
	Presenta el Goal de la lección	SI	NO				
	Se evidencia presentación y práctica	SI	NO				
	Fomenta ejercicios de producción	SI	NO				
	Garantiza las mecánicas	SI	NO				
	Garantiza interacción	SI	NO				
	Verifica el alcance del objetivo	SI	NO				
	MANEJO AUDIOS						
Estudiante 6	Hora Inicio:			Hora Final:		Minutos	
	Clase #:			Lección:		Tema:	
	CRITERIOS					**COMENTARIOS**	
	Presenta el Goal de la lección	SI	NO				
	Se evidencia presentación y práctica	SI	NO				
	Fomenta ejercicios de producción	SI	NO				
	Garantiza las mecánicas	SI	NO				
	Garantiza interacción	SI	NO				
	Verifica el alcance del objetivo	SI	NO				
	MANEJO AUDIOS						

3. Evaluación de la Metodología ASW (60%)		
Criterios	**Calificación**	**Comentarios**
Introduce los temas de manera clara, explicando con precisión los objetivos, contextualizándolos con ejemplos o apoyándose en los conceptos previos de los estudiantes, promoviendo un ambiente adecuado para iniciar la clase.		
Demuestra amplio conocimiento de los temas a través de sus explicaciones y actividades.		
Dosifica adecuadamente el tiempo e imparte equitativamente los diferentes temas.		
Se cerciora de que el tema haya sido comprendido, hace preguntas, refuerza conceptos y despeja dudas efectivamente		
Es entusiasta, animado, mantiene la atención de sus estudiantes, es dinámico y está pendiente de sus reacciones.		
Maneja un vocabulario adecuado para el nivel enseñado, demuestra buen dominio del idioma.		
Se expresa todo el tiempo en el idioma extranjero, solo usa el español en casos verdaderamente necesarios.		
Utiliza estrategias para hacerse entender, antes de recurrir a la traducción.		
Evalúa la adquisición de los estudiantes, monitorea la comprensión, estimula su participación, anima a que se expresen y formulen preguntas.		
Reacciona en forma pertinente a los errores de los estudiantes y utiliza técnicas de corrección adecuadas.		
Atiende las respuestas del alumno sin hacer valoraciones, utiliza un lenguaje positivo y motivador con los estudiantes.		
Maneja correctamente su desconocimiento		
Promueve la interacción haciendo buen uso de las dinámicas de avance, retroalimentación y referencia, cumpliendo con la metodología ASW		
Propone ejercicios o actividades que permiten la expresión oral de los estudiantes		
Respeta el ritmo de cada estudiante y apoya su participación.		
Demuestra buen dominio de grupo		
Demuestra una buena actitud de servicio al cliente durante toda la clase.		
En los casos necesarios, utiliza L1 del estudiante como un elemento aclaratorio, no solamente para traducir.		
Demuestra habilidad para sortear casos de matoneo entre estudiantes.	135	
Promedio metodología		

Evaluación alistamiento de la clase y uso de los recursos (35%)		
Criterios	Calificación	Comentarios
Inicia puntualmente la clase		
Verificación de inventario y estado del salón		
Confirma clases asignadas en plataforma Blocks y temas a desarrollar		
Escribe los nombres en el tablero y la clase correspondiente a cada estudiante, identifica las necesidades del grupo y la pertinencia de los		
Organiza su clase, teniendo en cuenta los estudiantes programados en la aplicación.		
Identifica la temática de la unidad y la desarrolla efectivamente con todas sus actividades. (Si aplica)		
El docente procura un ambiente y un espacio de aprendizaje adecuados		
Presenta la información en el tablero de forma clara y organizada.		
Hace uso adecuado del libro, aprovecha los tips para el profesor, se muestra cómodo y seguro con ellos.		
Hace uso adecuado de recursos adicionales para complemento de la clase siendo proporcional con la relación tiempo/estudiante.		
Maneja de forma adecuada el active teach las rutas de audios y videos.		
Utiliza todo el tiempo de la clase (80 min.)		
Porta el uniforme limpio y ordenado.		

Promedio alistamiento de clase y uso de los recursos	

AUTOEVALUACIÓN (5%)		NOTA FINAL	

PORCENTAJE DE STUDENT TALKING TIME

PORCENTAJE DE TEACHER TALKING TIME

ESCALA	
Excelente	4,6 - 5
Sobresaliente	4,1 - 4
Bueno	3,5 - 4
Mejoramiento	2,5 - 3
Deficiente	1,0 - 2

COMENTARIOS Y ANOTACIONES DEL EVALUADOR:

COMENTARIOS DEL DOCENTE:

APRENDIZAJE:

Firma del docente	Firma del observador

Appendix 2

Author	Approach	Main features
Rivers (1981)	Formalist	Relies on the deductive approach. Grammar is worked from a very detail-centered approach. The classroom has a passive attitude and it is focused on language teaching. It places high value on the writing and reading skills.
	Activist	Relies on the inductive approach. Grammar is based on an accuracy and functional approach. The classroom has an active attitude. It is focused on language learning, and places high value on the speaking skill.
Tracy Terrel (1977) and Stephen Krashen (1982) in Richards & Rodgers (1999)	Natural	There is an emphasis on exposure, or input, rather than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce language; and a willingness to use written and other materials as a source of comprehensible input. Language is viewed as a vehicle for communicating meanings and messages, and language learning as mastery of structures by stages. This approach is based on five hypotheses: the acquisition/learning hypothesis; the monitor hypothesis; the natural order hypothesis; the input hypothesis; and the affective filter hypothesis.
Christopher Brumfit (1983), Keith Johnson (1984), Henry Widdoson (1978) and Wilkins (1972) in Richards & Rodgers (1999)	Communicative	Aims at making communicative competence the goal of language teaching and developing procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Starts from a theory of language as communication, and the goal of language teaching is to develop what Hymes (1972) referred to as 'communicative competence'. Language is a system for the expression of meaning, its primary function is improving interaction and communication. The structure of language reflects its functional and communicative uses. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.
Corbett (2003)	Intercultural	Its goal is not so much 'native speaker competence' but rather an 'intercultural communicative competence'. Intercultural communicative competence includes the ability to understand the language and behavior of the target community, and to share it to members of the 'home' community – and vice versa. In other words, it trains learner to be 'diplomats', able to view different cultures from a perspective of informed understanding.

Appendix 3

Method	Author(s)	Main features
Grammar-translation		According to Larsen-Freeman (2000) and Richards and Rodgers (1999) this method has been used for many years all over the world, and its main goal is to help students read and appreciate foreign language literature. Learners learn mainly about vocabulary and grammar rules of the corresponding target language and teachers are seen as the main figures of the classroom, as the authority, students just follow the instructions they provide. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method Vocabulary and grammar are emphasized in all the classes; reading and writing are considered the main skills of the language, while speaking and listening are left aside. It views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language.
Direct	Berlitz	According to Larsen-Freeman (2000) and Richards and Rodgers (1999) on this method no translation is allowed. Meaning has to be transmitted directly in the target language through the use of tools such as demonstrations and visual aids. Teachers help learners to think and communicate in the target language. Students' role is less passive than in the Grammar-Translation Method, both teachers and the students are more like partners in the teaching/learning process. Teachers use realia, pictures, pantomime, among other strategies to avoid translating and to help students associate meaning in the target language directly. Grammar is taught inductively through examples and they figure out the rule or generalization from those. Speaking is seen as basic. Reading and writing exercises are based on what is done on the speaking, and pronunciation is worked from the beginning of the course.
Audio-lingual	Charles Fries	According to Richards and Rodgers (1999), Larsen-Freeman (2000) and Harmer (2001) Students need to be able to use the target language communicatively and are able to achieve this goal by forming new habits and overlearning the target language, so they can use it automatically without stopping to think. The teacher's role is the one of role model, teachers provide their students with a good model for imitation while students follow their directions and respond fast and accurately. There is an order for working the skills as follows: listening, speaking. reading, and writing. Grammar is worked from a inductive approach and no explicit rules are provided. Pronunciation and the oral skills are worked from the beginning. However, language is de-contextualized and carries little communicative function, but still habit-formation drills have remained popular among teachers and students.
Silent way	Caleb Gattegno	According to Richards and Rodgers (1999), Larsen-Freeman (2000) and Harmer (2001) the main goal is that students use the language for self-expression to express their thoughts, perceptions, and feelings. The teacher only provides the students with what they need to learn, s/he relies on what students already know and gives them what is missing. Language teachers are in charge of forcing students' awareness and focusing the students' perceptions by always respecting the learners' autonomy when facing new challenges. Teachers indicate by gesture or expression what the students should do and whether or not they are correct. Learning is facilitated by problem solving involving the material to be learned. views learning as a problem-solving, creative, discovering activity, in which the learner is a principal actor rather than a bench-bound listener.
Suggestopedia	Georgi Lozanov	According to Richards and Rodgers (1999), Larsen-Freeman (2000) and Harmer (2001) the teachers' role is to accelerate the process by which students learn to use a foreign language for everyday communication. This is accomplished by removing the psychological barriers learners bring to the classroom and by using techniques to

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activate the 'paraconscious' part of the mind. The teachers' role is to be the authority in the classroom and students must trust and respect the teacher. Students will retain information better from someone in whom they have confidence, and who suggests how easy it will be for them to succeed. Students will feel secure and they would be more spontaneous and less inhibited.

Community Language Learning	Charles Curran	According to Richards and Rodgers (1999), Larsen-Freeman (2000) and Harmer (2001) students learn how to use the target language communicatively, learn about their own learning, and learn how to learn from one another. The teacher's initial role is primarily as a counselor, it means that the teacher recognizes how threatening a new learning situation can be for adult learners, so they skillfully understand and support students in their struggles to master the target language. At the beginning, students generate the material since they decide what they want to say in the target language. Teaches might prepare specific materials or work with published textbooks. About the language skills, grammar, pronunciation, and vocabulary are worked based on the language the students have generated on the previous stage. It advocates a holistic approach to language learning, since human learning is both cognitive and affective.
Total Physical Response	James Asher	According to Richards and Rodgers (1999), Larsen-Freeman (2000) and Harmer (2001) It is a language teaching method built around the coordination of speech and action. It is linked to the trace theory of memory in psychology which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally and/or in association with motor activity. The teachers' role is the one of a director, since they direct all students' behavior, and students are imitators of their nonverbal modelling. The main skills are vocabulary and grammar, and after speaking is also possible to be worked. However, writing and reading are sometimes left aside.
Communicative Language Teaching	Dell Hymes	According to Larsen-Freeman (2000) and Harmer (2001), the goal here is to enable students to communicate in the target language. In order to do this, students need knowledge about the linguistic forms, meanings, and functions of the language. Students need to be able to manage the process of negotiating meaning with their interlocutors. The teacher is a facilitator, this means s/he is in charge of establishing situations likely to promote communication, and students are seen as more responsible managers of their own learning. Almost everything that is done is done with a communicative intent. Teachers use authentic materials and the activities are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allowed to each student for communicating.
Task-Based Learning	N Prabhu	According to Harmer (2001) on this method students are presented with a task they have to perform or a problem they have to solve. Students are presented the language that was used and are corrected about their performance only when the task has been completed. There are three basic stages: pre-task, task cycle and language focus. Task-based learning implies a shift away from some traditional teacher roles. Tasks are used in language teaching, in some cases as the basis of language and in other cases as one of its components.
Content and Language Integrated Learning	David Marsh	According to Marsh (2002) he defines Content and language integrated learning (CLIL) as a dual-focused educational context where an additional language, not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content. It is dual-focused because whereas attention may be predominantly on either subject-specific content or language, both are always accommodated. It is also known as 'Content Based Instruction'.

Appendix 4

Name:_____ **Date:** _____

Directions: For each item, indicate whether you (1) strongly disagree (2) disagree (3) slightly disagree (4) slightly agree (5) agree (6) strongly agree. For the last two questions select the number that most closely corresponds to your opinion.

ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
1	A normal child can learn any language with equal ease						
2	Younger people learn a second language at a faster rate than older people						
3	Most children can acquire native level proficiency in a second language within 1-2 years						
4	All students can learn a second language accent free						
5	Language instruction is a waste of time						
6	To the child, language is an instinct						
7	The innate capacity to acquire language is lifelong						
8	Learning a second language takes the same amount of time as learning a first language						
9	Native speakers of other languages are better at learning English as a foreign language than native speakers of Spanish						
10	Some grammatical structures are learned in similar sequence by all learners						
11	Developing nativelike grammatical forms depends on receiving immediate error correction						
12	Teaching a foreign language is very different from teaching a first language because of the existence of the first language and because of the foreign language learner's greater cognitive capacity						
13	Children are born with innate grammatical knowledge, which is also available for learning a foreign language later in life						
14	Anyone can achieve native level proficiency in a foreign language at any age						
15	Some people have a special talent for learning foreign languages						
16	Some languages are easier to learn than others						
17	Pronunciation is the most difficult part of teaching a foreign language						
18	Grammar is the most difficult part of teaching a foreign language						
19	Idioms are the most difficult part of teaching a foreign language						
20	Writing is the most difficult part of teaching a foreign language						
21	Reading is the most difficult part of teaching a foreign language						
22	Listening is the most difficult part of teaching a foreign language						
23	It is very important to help students eliminate their foreign accent						
24	It is necessary to teach English-speaking cultures in order to understand English						
25	Students shouldn't say anything in a foreign language until they can say it correctly						
ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
26	It is easier for someone who already speaks a foreign language to learn another one						
27	The best way to teach a foreign language is by memorizing						
28	The best way to teach a foreign language is by overlearning with drills						
29	The best mechanism for teaching a foreign language is imitation						

		A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
30	The best mechanism for teaching a foreign language is translation						
31	If students are permitted to make errors in English, it will be difficult for them to speak correctly later on						
32	Women are better than men at learning foreign languages						
33	Teaching a foreign language is the same as teaching other academic subjects						
34	People who are good at math and science are not good at learning foreign languages						
35	People who speak more than one language are very intelligent						
36	Teaching grammar to students is a waste of time						
37	The most important part of teaching English is social language						
38	Once students can carry on a conversation fluently, they do not need any special language instruction						
		A very difficult language	**A difficult language**	**A language of medium difficulty**	**An easy language**	**A very easy language**	
39	English is:						
		Less than a year	**1-2 years**	**3-5 years**	**5-10 years**	**You cannot predict the result**	
40	If someone spends one hour a day learning a language, how long would it be for them to learn that language very well						

Appendix 5

CLASS OBSERVATION FORMAT A1-B1				
TEACHER:		**DATE:**	**BOOK:**	**Salón:**
OBSERVER:		**START:**	**FINISH:**	
MOMENTS				
INTRODUCTIONS				
Introduces himself			Yes	No
Gets to know students			Yes	No
CLASS DEVELOPMENT				
PRESENTATION STAGE				
Introduces the objectives or topics of the class			Yes	No
Uses the board to develop the class			Yes	No
Uses the book to develop the class			Yes	No
Uses other techniques to present the topic			Yes	No
Monitors comprehension			Yes	No
PRACTICE STAGE				
Uses the book to practice the topic			Yes	No
Uses other exercises to practice the topic			Yes	No
PRODUCTION STAGE				
There are production exercises different from speaking			Yes	No
Speaking production from the students /There is interaction among students			Yes	No
LANGUAGE SKILLS				
Listening Exercise-Practice			Yes	No
Speaking Exercise-Practice			Yes	No
Reading Exercise-Practice			Yes	No
Writing Exercise-Practice			Yes	No
Grammar Exercise-Practice			Yes	No
CLARIFYING DOUBTS AND INFORMATION				
Uses Spanish			Yes	No
Uses gestures and movements			Yes	No
Uses definitions			Yes	No
Uses examples			Yes	No
Uses images or drawings			Yes	No
Facilitates Exercise Solving			Yes	No
ASSESSMENT				
Asks questions to students			Yes	No
Checks previous knowledge of students			Yes	No
Corrects Grammatical Errors			Yes	No
Corrects Pronunciation Errors			Yes	No
Reacts in an appropriate way to students' mistakes/errors			Yes	No
Acknowledges the students learning pace			Yes	No
OTHER ASPECTS OF THE CLASS				
Provides Useful Tips/Information to Students			Yes	No
Connection Between topics			Yes	No
Uses positive language and motivates students			Yes	No
Connects topics with students' reality and experiences			Yes	No
Uses additional resources to develop the class			Yes	No
SPEAKING MOMENTS				
Teacher Talk Time			Yes	No
Student Talk Time			Yes	No

Appendix 6

CLASS DEVELOPMENT		
MOMENT	**DEFINITION**	**EXAMPLE**
Introduces himself/herself	The teacher introduces himself to the class	The teacher introduces himself and tells the students they can call him 'Tony' and they can ask any question they have.
Gets to know students	The teacher asks questions in order to know a little bit about the students	After this, the teacher does an activity in which each one introduces him/herself
Introduces the objectives or topics of the class	There is a presentation of the class objectives	They start the class by reading the objective of the pages.
Uses the board to develop the class	The teacher uses the board to explain the topic of the class	The teacher uses the board to explain some of the expressions from the pages
Uses the book to develop the class	The teacher uses the book to explain the topic of the class	While the student is doing some exercises, the rest of the class continues with the pages 104-105.
Uses other techniques to present the topic	The teacher explains the topic using something different from the book or board	After having discussed the use of social networks, the teacher asks the students which websites they usually visit and which applications they use the most.
Uses the book to practice the topic	This refers to the book exercises that are not related to a grammatical topic	After this, they answer a survey that appears on the book and then, they share the answers with the group.
Listening Exercise-Practice	This refers to a listening exercise after the presentation of the topic	The class develops the listening exercise in the same way as the teacher is used to by using play-pause.
Speaking Exercise-Practice	This refers to a speaking exercise after the presentation of the topic	To continue practicing the teacher asks the students about other 'moral dilemmas' so they can reflect upon what they would do in those cases.
Reading Exercise-Practice	This refers to a reading exercise after the presentation of the topic	N/A
Writing Exercise-Practice	This refers to a writing exercise after the presentation of the topic	The teacher asks the students to write on a piece of paper 5 activities they do in the morning and 5 activities they do at night.
Grammar Exercise-Practice	This refers to a grammar exercise after the presentation of the topic	After the explanation, they do the grammar exercise and the teacher asks each student for one answer.
Uses other exercises to practice the topic	The teacher uses other tools to practice after the presentation of the topic	Then, the teacher does extra practice with the exercises that the digital book brings.
There are production exercises different from speaking	Writing production exercises	The teacher asks the students to write on a piece of paper 5 dreams that they want to accomplish using the would like.
Speaking production from the students /There is interaction among students		One student chooses the destiny and the other chooses the date. One of the students will play the role of the agent and the other of the customer
Connection Between topics	There is a transition between classes	the teacher connects the uses of cars with the use of technology.
CLARIFYING DOUBTS		
MOMENT	**DEFINITION**	**EXAMPLE**
Uses Spanish	The teacher uses Spanish as a tool to make his/herself clear	The teacher asks questions related to the topic of the class. T: What kind of clothes do you like? Que tipo de ropa te gusta
Uses gestures and movements	The teacher uses gestures and movements as tools to make his/herself clear	T: What is hiking? T: Walking on the mountains (Teacher does this explanation using gestures)
Uses definitions	The teacher uses definitions as a tool to make his/herself clear	Teacher: 'Breath es aliento' → The teacher clarifies vocabulary doubts by paraphrasing and by giving definitions in English.

Uses examples	The teacher uses examples as a tool to make his/herself clear	The teacher writes an example on the board and she talks about her apartment.
Uses images or drawings	The teacher uses images or drawings as tools to make his/herself clear	There are some doubts about vocabulary and the teacher solves this question by looking for images on the internet to explain the words.
Facilitates Exercise Solving	The teacher provides tips to the students so they can answer easily the exercises	The teacher explains the listening exercise and asks the students to pay attention mainly to the last part of the audio where they will find the answers.

ASSESSMENT		
MOMENT	**DEFINITION**	**EXAMPLE**
Asks questions to students	The teacher asks questions related to the topic of the class	The teacher asks the student if they have experienced or lived any of those situations
Checks previous knowledge of students	The teacher wants to know if students have any idea about the topic that is being worked	It's 7:30, the teacher uses the time to review how to tell the time in English.
Corrects Grammatical Errors	The teacher corrects the student's grammatical errors	The teacher uses the board to explain some of the expressions from the pages
Corrects Pronunciation Errors	The teacher corrects the student's pronunciation errors	Teacher asks the students to read aloud and she corrects pronunciation errors. E.g.: 'kind', 'encourage'
Reacts in an appropriate way to students' mistakes/errors	The teacher doesn't react in a negative way when students make an error/ a mistake	Teacher corrects the pronunciation of the word 'someone' → some + one, the student pronounces properly the word after that.
Acknowledges the students learning pace	The teacher identifies the students that need different exercises or a different way to be explained	Teacher gives some time to the student so she can review and asks more questions about the picture.
Provides Useful Tips/Information to Students	The teacher gives the students information that is helpful in terms of pronunciation, culture and other aspects	The teacher explains the difference between café and coffee.

OTHER CLASSROOM ASPECTS		
MOMENT	**DEFINITION**	**EXAMPLE**
Uses positive language and motivates students	The teacher uses words or expressions to congratulate the students	and teachers praises their answers. E.g.: 'Good job' 'Nice'
Connects topics with student's reality and experiences	The teacher asks questions or assigns exercises that connect the topics to the student's reality	As a wrap-up activity the teacher asks the student to think about a beautiful moment of his childhood and start describing the place and environment using 'was/were', they take turns for developing the activity.
Uses additional resources to develop the class	The teacher uses videos, guidelines, websites, resources different from the book to develop the class	In order to make a transition to the next class, the teacher shows the students two videos about two children
Monitors comprehension	The teacher asks questions to students to verify they understood	After working on the last topic, she asks if there were questions and she finishes the class.

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Appendix 7

SEMI-STRUCTURED INTERVIEWS

1. How do you warm up your classes?

2. What are the key aspects related to EFL teaching?

3. What key aspects related to EFL teaching you take into account in your classes?

4. Are there any factors that might limit the development of your class regarding your planning? If so, which are those and how do they affect it?

5. How do you cope with those factors?

6. What language skills do you primarily work in your class? How come?

7. Is there any language skill that you consider less important or not strongly essential? If so, why?

8. Do you have a favorite methodology and steps to develop your classes different from the one the company has established?

9. Which strategies do you use to involve your students in your class?

10. What would you like to change from the way you develop your classes?

11. How do you finish up your classes?

Name: **CLAIRE**   Date: 25/01/19

Directions: For each item, indicate whether you (1) strongly disagree (2) disagree (3) slightly disagree (4) slightly agree (5) agree (6) strongly agree. For the last two questions select the number that most closely corresponds to your opinion.

ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
1	A normal child can learn any language with equal ease						
2	Younger people learn a second language at a faster rate than older people				X		
3	Most children can acquire native level proficiency in a second language within 1-2 years						X
4	All students can learn a second language accent free	X					
5	Language instruction is a waste of time						X
6	To the child, language is an instinct	X			X		
7	The innate capacity to acquire language is lifelong						
8	Learning a second language takes the same amount of time as learning a first language	X					
9	Native speakers of other languages are better at learning English as a foreign language than native speakers of Spanish				X		
10	Some grammatical structures are learned in similar sequence by all learners	/					X
11	Developing nativelike grammatical forms depends on receiving immediate error correction				X		
12	Teaching a foreign language is very different from teaching a first language because of the existence of the first language and because of the foreign language learner's greater cognitive capacity			X			
13	Children are born with innate grammatical knowledge, which is also available for learning a foreign language later in life					X	
14	Anyone can achieve native level proficiency in a foreign language at any age			X			
15	Some people have a special talent for learning foreign languages						X
16	Some languages are easier to learn than others						X
17	Pronunciation is the most difficult part of teaching a foreign language						X
18	Grammar is the most difficult part of teaching a foreign language			X			
19	Idioms are the most difficult part of teaching a foreign language				X		
20	Writing is the most difficult part of teaching a foreign language				X		
21	Reading is the most difficult part of teaching a foreign language			X			
22	Listening is the most difficult part of teaching a foreign language					X	
23	It is very important to help students eliminate their foreign accent			X			
24	It is necessary to teach English-speaking cultures in order to understand English				X		

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ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
25	Students shouldn't say anything in a foreign language until they can say it correctly	X					
26	It is easier for someone who already speaks a foreign language to learn another one						X
27	The best way to teach a foreign language is by memorizing				X		
28	The best way to teach a foreign language is by overlearning with drills					X	
29	The best mechanism for teaching a foreign language is imitation						X
30	The best mechanism for teaching a foreign language is translation		X			✓	
31	If students are permitted to make errors in English, it will be difficult for them to speak correctly later on						
32	Women are better than men at learning foreign languages	X					
33	Teaching a foreign language is the same as teaching other academic subjects	X					✓
34	People who are good at math and science are not good at learning foreign languages				X		
35	People who speak more than one language are very intelligent	X					
36	Teaching grammar to students is a waste of time	X					✖
37	The most important part of teaching English is social language						✖
38	Once students can carry on a conversation fluently, they do not need any special language instruction	X					

ITEM	STATEMENT	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
39	English is:						

ITEM	STATEMENT	Less than a year	1-2 years	3-5 years	5-10 years	You cannot predict the result	
40	If someone spends one hour a day learning a language, how long would it be for them to learn that language very well	✖				X	

Name: **ANTHONY**   Date: 25/01/2019

Directions: For each item, indicate whether you (1) strongly disagree (2) disagree (3) slightly disagree (4) slightly agree (5) agree (6) strongly agree. For the last two questions select the number that most closely corresponds to your opinion.

ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
1	A normal child can learn any language with equal ease				X		
2	Younger people learn a second language at a faster rate than older people				X		
3	Most children can acquire native level proficiency in a second language within 1-2 years				X		
4	All students can learn a second language accent free					X	
5	Language instruction is a waste of time		X				
6	To the child, language is an instinct					X	
7	The innate capacity to acquire language is lifelong					X	
8	Learning a second language takes the same amount of time as learning a first language				X		
9	Native speakers of other languages are better at learning English as a foreign language than native speakers of Spanish		X				
10	Some grammatical structures are learned in similar sequence by all learners				X		
11	Developing nativelike grammatical forms depends on receiving immediate error correction			X			
12	Teaching a foreign language is very different from teaching a first language because of the existence of the first language and because of the foreign language learner's greater cognitive capacity				X		
13	Children are born with innate grammatical knowledge, which is also available for learning a foreign language later in life				X		
14	Anyone can achieve native level proficiency in a foreign language at any age					X	
15	Some people have a special talent for learning foreign languages					X	
16	Some languages are easier to learn than others					X	
17	Pronunciation is the most difficult part of teaching a foreign language						
18	Grammar is the most difficult part of teaching a foreign language			X			
19	Idioms are the most difficult part of teaching a foreign language				X		
20	Writing is the most difficult part of teaching a foreign language			X			
21	Reading is the most difficult part of teaching a foreign language			X			
22	Listening is the most difficult part of teaching a foreign language			X			
23	It is very important to help students eliminate their foreign accent			X			
24	It is necessary to teach English-speaking cultures in order to understand English				X		

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ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
25	Students shouldn't say anything in a foreign language until they can say it correctly	X					
26	It is easier for someone who already speaks a foreign language to learn another one					X	
27	The best way to teach a foreign language is by memorizing		X				
28	The best way to teach a foreign language is by overlearning with drills				X		
29	The best mechanism for teaching a foreign language is imitation		X				
30	The best mechanism for teaching a foreign language is translation			X			
31	If students are permitted to make errors in English, it will be difficult for them to speak correctly later on			X			
32	Women are better than men at learning foreign languages		X				
33	Teaching a foreign language is the same as teaching other academic subjects		X				
34	People who are good at math and science are not good at learning foreign languages		X				
35	People who speak more than one language are very intelligent		X				
36	Teaching grammar to students is a waste of time		X				
37	The most important part of teaching English is social language			X			
38	Once students can carry on a conversation fluently, they do not need any special language instruction			X			

ITEM	STATEMENT	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language
39	English is:				X	

ITEM	STATEMENT	Less than a year	1-2 years	3-5 years	5-10 years	You cannot predict the result
40	If someone spends one hour a day learning a language, how long would it be for them to learn that language very well				X	

Name: LORELEI   Date: 25-01-2019

Directions: For each item, indicate whether you (1) strongly disagree (2) disagree (3) slightly disagree (4) slightly agree (5) agree (6) strongly agree. For the last two questions select the number that most closely corresponds to your opinion.

ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
1	A normal child can learn any language with equal ease					X	
2	Younger people learn a second language at a faster rate than older people					X	
3	Most children can acquire native level proficiency in a second language within 1-2 years				X		
4	All students can learn a second language accent free				X		
5	Language instruction is a waste of time		X				
6	To the child, language is an instinct				X		
7	The innate capacity to acquire language is lifelong				X		
8	Learning a second language takes the same amount of time as learning a first language		X				
9	Native speakers of other languages are better at learning English as a foreign language than native speakers of Spanish	X					
10	Some grammatical structures are learned in similar sequence by all learners		X				
11	Developing nativelike grammatical forms depends on receiving immediate error correction				X		
12	Teaching a foreign language is very different from teaching a first language because of the existence of the first language and because of the foreign language learner's greater cognitive capacity				X		
13	Children are born with innate grammatical knowledge, which is also available for learning a foreign language later in life				X		
14	Anyone can achieve native level proficiency in a foreign language at any age			X			
15	Some people have a special talent for learning foreign languages			X			
16	Some languages are easier to learn than others				X		
17	Pronunciation is the most difficult part of teaching a foreign language					X	
18	Grammar is the most difficult part of teaching a foreign language				X		
19	Idioms are the most difficult part of teaching a foreign language				X		
20	Writing is the most difficult part of teaching a foreign language					X	
21	Reading is the most difficult part of teaching a foreign language				X		
22	Listening is the most difficult part of teaching a foreign language			X			
23	It is very important to help students eliminate their foreign accent			X			
24	It is necessary to teach English-speaking cultures in order to understand English					X	

ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
25	Students shouldn't say anything in a foreign language until they can say it correctly	X					
26	It is easier for someone who already speaks a foreign language to learn another one					X	
27	The best way to teach a foreign language is by memorizing						
28	The best way to teach a foreign language is by overlearning with drills			X			
29	The best mechanism for teaching a foreign language is imitation			X			
30	The best mechanism for teaching a foreign language is translation				X		
31	If students are permitted to make errors in English, it will be difficult for them to speak correctly later on		X				
32	Women are better than men at learning foreign languages			X			
33	Teaching a foreign language is the same as teaching other academic subjects			X			
34	People who are good at math and science are not good at learning foreign languages			X			
35	People who speak more than one language are very intelligent					X	
36	Teaching grammar to students is a waste of time		X				
37	The most important part of teaching English is social language					X	
38	Once students can carry on a conversation fluently, they do not need any special language instruction		X				

ITEM	STATEMENT	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
39	English is:			X			

ITEM	STATEMENT	Less than a year	1-2 years	3-5 years	5-10 years	You cannot predict the result	
40	If someone spends one hour a day learning a language, how long would it be for them to learn that language very well				X		

Name: **OLIVER** (w) Date: 25/01/2019

Directions: For each item, indicate whether you (1) strongly disagree (2) disagree (3) slightly disagree (4) slightly agree (5) agree (6) strongly agree. For the last two questions select the number that most closely corresponds to your opinion.

ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
1	A normal child can learn any language with equal ease				X		
2	Younger people learn a second language at a faster rate than older people					X	
3	Most children can acquire native level proficiency in a second language within 1-2 years		X				
4	All students can learn a second language accent free		X				
5	Language instruction is a waste of time	X					
6	To the child, language is an instinct				X		
7	The innate capacity to acquire language is lifelong	X					
8	Learning a second language takes the same amount of time as learning a first language			X			
9	Native speakers of other languages are better at learning English as a foreign language than native speakers of Spanish			X			
10	Some grammatical structures are learned in similar sequence by all learners		X				
11	Developing nativelike grammatical forms depends on receiving immediate error correction			X			
12	Teaching a foreign language is very different from teaching a first language because of the existence of the first language and because of the foreign language learner's greater cognitive capacity				X		
13	Children are born with innate grammatical knowledge, which is also available for learning a foreign language later in life	X					
14	Anyone can achieve native level proficiency in a foreign language at any age	X					
15	Some people have a special talent for learning foreign languages			X			
16	Some languages are easier to learn than others				X		
17	Pronunciation is the most difficult part of teaching a foreign language			X			
18	Grammar is the most difficult part of teaching a foreign language			X			
19	Idioms are the most difficult part of teaching a foreign language				X		
20	Writing is the most difficult part of teaching a foreign language			X			
21	Reading is the most difficult part of teaching a foreign language				X		
22	Listening is the most difficult part of teaching a foreign language					X	
23	It is very important to help students eliminate their foreign accent		X				
24	It is necessary to teach English-speaking cultures in order to understand English						X

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ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
25	Students shouldn't say anything in a foreign language until they can say it correctly	X					
26	It is easier for someone who already speaks a foreign language to learn another one				X		
27	The best way to teach a foreign language is by memorizing	X					
28	The best way to teach a foreign language is by overlearning with drills				X		
29	The best mechanism for teaching a foreign language is imitation			X			
30	The best mechanism for teaching a foreign language is translation		X				
31	If students are permitted to make errors in English, it will be difficult for them to speak correctly later on				X		
32	Women are better than men at learning foreign languages	X					
33	Teaching a foreign language is the same as teaching other academic subjects	X					
34	People who are good at math and science are not good at learning foreign languages	X					
35	People who speak more than one language are very intelligent					X	
36	Teaching grammar to students is a waste of time	X					
37	The most important part of teaching English is social language						X
38	Once students can carry on a conversation fluently, they do not need any special language instruction			X			

ITEM	STATEMENT	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
39	English is:		X				

ITEM	STATEMENT	Less than a year	1-2 years	3-5 years	5-10 years	You cannot predict the result	
40	If someone spends one hour a day learning a language, how long would it be for them to learn that language very well					X	

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Name **JÜRGEN**   Date: 25/01/19

Directions: For each item, indicate whether you (1) strongly disagree (2) disagree (3) slightly disagree (4) slightly agree (5) agree (6) strongly agree. For the last two questions select the number that most closely corresponds to your opinion.

ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
1	A normal child can learn any language with equal ease		X				
2	Younger people learn a second language at a faster rate than older people					X	
3	Most children can acquire native level proficiency in a second language within 1-2 years					X	
4	All students can learn a second language accent free				X		
5	Language instruction is a waste of time		X				
6	To the child, language is an instinct						X
7	The innate capacity to acquire language is lifelong					X	
8	Learning a second language takes the same amount of time as learning a first language				X		
9	Native speakers of other languages are better at learning English as a foreign language than native speakers of Spanish		X				
10	Some grammatical structures are learned in similar sequence by all learners				X		
11	Developing nativelike grammatical forms depends on receiving immediate error correction					X	
12	Teaching a foreign language is very different from teaching a first language because of the existence of the first language and because of the foreign language learner's greater cognitive capacity					X	
13	Children are born with innate grammatical knowledge, which is also available for learning a foreign language later in life				X		
14	Anyone can achieve native level proficiency in a foreign language at any age				X		
15	Some people have a special talent for learning foreign languages					X	
16	Some languages are easier to learn than others						X
17	Pronunciation is the most difficult part of teaching a foreign language			X			
18	Grammar is the most difficult part of teaching a foreign language			X			
19	Idioms are the most difficult part of teaching a foreign language				X		
20	Writing is the most difficult part of teaching a foreign language			X			
21	Reading is the most difficult part of teaching a foreign language			X			
22	Listening is the most difficult part of teaching a foreign language			X			
23	It is very important to help students eliminate their foreign accent		X				
24	It is necessary to teach English-speaking cultures in order to understand English						X

ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
25	Students shouldn't say anything in a foreign language until they can say it correctly	X					
26	It is easier for someone who already speaks a foreign language to learn another one					X	
27	The best way to teach a foreign language is by memorizing				X		
28	The best way to teach a foreign language is by overlearning with drills			X			
29	The best mechanism for teaching a foreign language is imitation				X		
30	The best mechanism for teaching a foreign language is translation				X		
31	If students are permitted to make errors in English, it will be difficult for them to speak correctly later on			X			
32	Women are better than men at learning foreign languages	X					
33	Teaching a foreign language is the same as teaching other academic subjects		X				
34	People who are good at math and science are not good at learning foreign languages	X					
35	People who speak more than one language are very intelligent	X					
36	Teaching grammar to students is a waste of time	X					
37	The most important part of teaching English is social language				X		
38	Once students can carry on a conversation fluently, they do not need any special language instruction				X		

ITEM	STATEMENT	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
39	English is:				X		

ITEM	STATEMENT	Less than a year	1-2 years	3-5 years	5-10 years	You cannot predict the result	
40	If someone spends one hour a day learning a language, how long would it be for them to learn that language very well		X				

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Name: TAYLOR   **Date:** 25/01/19

Directions: For each item, indicate whether you (1) strongly disagree (2) disagree (3) slightly disagree (4) slightly agree (5) agree (6) strongly agree. For the last two questions select the number that most closely corresponds to your opinion.

ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
1	A normal child can learn any language with equal ease		X				
2	Younger people learn a second language at a faster rate than older people					X	
3	Most children can acquire native level proficiency in a second language within 1-2 years				X		
4	All students can learn a second language accent free		X				
5	Language instruction is a waste of time		X				
6	To the child, language is an instinct					X	
7	The innate capacity to acquire language is lifelong					X	
8	Learning a second language takes the same amount of time as learning a first language				X		
9	Native speakers of other languages are better at learning English as a foreign language than native speakers of Spanish					X	
10	Some grammatical structures are learned in similar sequence by all learners		X				
11	Developing nativelike grammatical forms depends on receiving immediate error correction		X				
12	Teaching a foreign language is very different from teaching a first language because of the existence of the first language and because of the foreign language learner's greater cognitive capacity					X	
13	Children are born with innate grammatical knowledge, which is also available for learning a foreign language later in life	X					
14	Anyone can achieve native level proficiency in a foreign language at any age				X		
15	Some people have a special talent for learning foreign languages					X	
16	Some languages are easier to learn than others				X		
17	Pronunciation is the most difficult part of teaching a foreign language		X				
18	Grammar is the most difficult part of teaching a foreign language		X				
19	Idioms are the most difficult part of teaching a foreign language				X		
20	Writing is the most difficult part of teaching a foreign language				X		
21	Reading is the most difficult part of teaching a foreign language			X			
22	Listening is the most difficult part of teaching a foreign language		X				
23	It is very important to help students eliminate their foreign accent		X				
24	It is necessary to teach English-speaking cultures in order to understand English					X	

ITEM	STATEMENT	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
25	Students shouldn't say anything in a foreign language until they can say it correctly		X				
26	It is easier for someone who already speaks a foreign language to learn another one				X		
27	The best way to teach a foreign language is by memorizing		X				
28	The best way to teach a foreign language is by overlearning with drills		X				
29	The best mechanism for teaching a foreign language is imitation					X	
30	The best mechanism for teaching a foreign language is translation				X		
31	If students are permitted to make errors in English, it will be difficult for them to speak correctly later on			X			
32	Women are better than men at learning foreign languages	X					
33	Teaching a foreign language is the same as teaching other academic subjects	X					
34	People who are good at math and science are not good at learning foreign languages	X					
35	People who speak more than one language are very intelligent				X		
36	Teaching grammar to students is a waste of time			X			
37	The most important part of teaching English is social language				X		
38	Once students can carry on a conversation fluently, they do not need any special language instruction				X		

ITEM		A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
39	English is:			X			

ITEM		Less than a year	1-2 years	3-5 years	5-10 years	You cannot predict the result	
40	If someone spends one hour a day learning a language, how long would it be for them to learn that language very well	X					

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Appendix 14

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 1	Date: 11/03/2019	Time: 6:20 pm to 7:50 pm
Teacher: Claire	Level: B1	
Institution: ASW North	# of students: 5 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective		

- To develop the class following the steps established by the language institute

3. Class Development		

The teacher starts the class greeting the students and confirming which class they have. She starts working on pages 34 and 35 which are about hotels and amenities. She plays the audio of the reading and stops it to ask comprehension questions to the students. The teacher doesn't choose any particular student to answer, so students answer freely. Teacher uses movements and gestures to clarify the vocabulary.

Uses expressions such as 'beautiful!', 'absolutely yes!' to encourage students answers. In one of the comprehension questions she added 'what happens when you don't have internet connection? (Tries to connect the topic to their reality). In general, students answer her questions. Teacher reflects a positive and active attitude along the class. Corrects students' pronunciation mistakes e.g. 'atmosphere' by repeating in the proper way. Students answered her questions but, in some cases, she extended the answer that was given by the student.

The class continues with the next exercise, the teacher reads and explains the instruction using a funny voice tone. The teacher promotes that students justify their answers by saying 'mmm, okay but why?', she encourages students to answer and respects any answer given by them. (There is no evident closure of the class) She does a great transition between classes. Teacher works now pages 44-45. → "After talking about hotels we're gonna travel to Cartagena in car, which car can we use?"

*The teacher asks directly a student, so she justifies her answer. The student says '...have more', teacher corrects the student '...has more..'

The teacher gives them another example with the same mechanic so they can still work the topic of the pages that is about cars. The teacher asks some questions to students and she expands the students' answers. Teacher corrects the pronunciation of 'hiking' and in addition, asks them if they know what hiking means. It is possible to notice that the teacher speaks more than the students and she expands the introductions she does for the exercises or the students' answers.

Teacher also corrects some vocabulary, grammar and pronunciation mistakes. E.g.: student says 'persons', teacher corrects 'people'. The teacher explains the listening exercise and how to solve it, she pauses the audio, so students have more time to solve the exercise. The teachers ask the student which their favorite color for a car is. Students answer and teachers praises their answers. (There is no evident closure to the pages)

In order to make a transition to the next class, the teacher shows the students two videos about two children, and asks them: 'If I asked you to give a characteristic to this girl, what would it be?' → Teacher values and reacts to each one of the students answers with nice words. This activity was done in order to introduce the topic of the next class, pages 58-59. The topic of the class is beauty. Teacher explains the concepts of inner and outer beauty through gestures.

It is possible to notice that the teacher creates a nice environment for teaching so students can participate without fear. Students comment and, in some points,, they laugh, however, students' answers don't go beyond a word or a phrase, just in some cases they give full and complete answers. Teachers works different listening comprehension exercises (Is it because of the type of pages she had, or because she likes to work this skill?) She says 'yeah'. 'aja', 'nice', 'wow', while the audio track is playing.

It is not possible to identify interaction in the class different from the one between teacher and students.
Teachers asks more questions and for more examples about beauty, but the students don't answer that fast to the teacher's questions. Finally, the last transition between classes that the teacher does is related to their families and the order of birth. In order to complement the introduction, the teacher shows the students an image about features depending on the birth order. The teacher likes to comment and expand a little bit on the topics that are worked during the class. After working on the last topic, she asks if there were questions and she finishes the class.

General insights:		

Teacher works listening and speaking, no reading or writing. Why is there more teacher talk than student talk? Why there was no board use? Teachers has a very nice attitude along the class.

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 2	Date: 11/03/2019	Time: 7:50 pm to 9:20 pm
Teacher: Anthony	Level: B1	

Institution: ASW North	# of students: 4 students

- To identify and describe the teacher's practices along the class development

- To develop the class following the steps established by the language institute

The teacher introduces himself and tells the students they can call them 'Tony' and they can ask any question they have. The teacher starts the class by reading the goal of the pages. He starts asking questions to the students about the topic of the pages. The answers students provide are paraphrased by the teacher. When the teacher asks a student a question, he uses their names.

Then, they start a reading exercise, the teacher asks the students to help him with the reading and he provides feedback to their pronunciation. Each of the students read a paragraph from the reading. The teacher asks them if they have any questions about the topic. The students don't ask questions, so the teacher moves on to the next class.

They start working on pages 52-53. The teacher introduces the topic of the class by showing them the vocabulary of the pages. They listened to the track and repeat after each word. The teacher starts asking questions to the students about the topic and tries to relate the questions to the students' reality. 'What personal care products do you usually carry when you travel?'

On these pages, there is a grammar topic 'quantifiers for indefinite quantities and amounts. The teacher uses different colors to explain the grammar topic on the board. After the explanation, the teacher asks the students if they have any questions or doubts, since they don't have doubts the teacher asks the students to solve the exercise and then, checks the answers by asking each of the students to help with one of the answers. The teacher replies to the students with nice words, and good comments 'Good students, terrific! You did it well!'

The continue working with pages 76-77. The teacher starts the class with the explanation of the grammar topic (gerunds and infinitives), he uses the board. The teacher asks the students to help him with reading the information that appears on the grammar chart. The teacher gives extra information about the topic that is not included in the book. The teacher also uses movements and gestures.

Along the class, the teacher shows a good attitude and reflects a nice energy. Besides the teacher gives them tips to learn better the grammar topic → 'practicing & memorizing', comparing it with the way they learned simple past. Students solve the exercises and teacher checks their answers. One of the students doesn't want to answer and the teacher says, 'Don't worry'. The teacher keeps helping the students with their pronunciation.

They continue with the next class that is a video class. The teacher shows the video to the students and asks them to ask him questions about the video. The teacher corrects the questions of the students in terms of order or grammar. On the second video, the roles change and now the teacher is the one in charge of asking the questions. In one of the questions, the student doesn't get it so the teacher paraphrases and the student answers properly. 'Correct Miguel, that's right!' Students highlight the expressions the teacher wanted to pay attention to on the video. If the students gave an answer that was incorrect the teacher said 'well yeah... kinda' (Instead of saying they were wrong). The teacher asks if there were any questions or doubts

There was students' participation but no interaction among them Why there wasn't interaction among students? What happen with the reading and writing skills? What happened with the class transitions?

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 3	Date: 12/03/2019	Time: 6:00 am to 7:30 am
Teacher: Taylor	Level: A1	
Institution: ASW North	# of students: 1 student	

- To identify and describe the teacher's practices along the class development

- To develop the class following the steps established by the language institute

Only one student attended the class. The teacher starts the class greeting the student and asks him how he is doing. Then, she checks if the class that appears on the application is the correct one. The teacher asks him to tell her something about him since it was the first class they have together.

The teacher asks him more questions about his life, the interaction is done totally in English. The only words the student asked for help are

'conocimiento abstracto', the teacher replies immediately 'abstract knowledge'. The student tells the teacher that he has in mind applying for a master but he needs English, so the teacher shares with the student her experience when preparing for an exam.

After the conversation, the teacher starts developing the class, pages 88-89. The teacher asks the student if he knows something about the topic (checks previous knowledge). The teacher checks and corrects the student's pronunciation. E.g.: 1995. The teacher uses the board to explain the topic and replies positively to the student's statements 'very good!'

The teacher asks the student if he remembers the ordinal numbers. The student says 'twenty one' and the teacher makes a face, and the student self-corrects and replies 'twenty-first'. After the explanation, they practice with more dates. Since only one student was in the classroom, it was easier to develop a personalized class. The teacher asks the student if he had any questions by now. The teacher asks the student 'what is the preposition for years?', the student replies 'in'. The teacher paraphrases the questions she asks the student so he can understand better, and gives plenty of examples so he gets the idea of the topic.

It is possible to notice a lot of participation from the student. The teacher asks him for an example using the verb to be. He replies 'I study English', the teacher says 'that's not verb to be, that's simple present', the students gives another example that is now correct. The teacher asks some questions with different wh-questions, the student gets confused with the questions of when and where, the teacher helps the student so he can find the difference. In order to keep practicing the teacher asks the student to ask her more questions about the topic (was/were). The student says 'it was a cruisier', and the teacher replies 'ohh, a cruise'. (One of the techniques used by the teacher is 'recast')

After having worked the pages, the teacher gives extra information about the grammar topic and helps him with the pronunciation. The teacher uses extra exercises that appear on the digital version of the book. Interaction:

*Teacher: Neighbor, can you explain the meaning in English?
Student: Next door?
Teacher: Good, the person who lives next door.

There is a moment in which the teacher chokes a little bit and replies 'it's because I speak too much' The teacher tries to relate the questions to the students reality and as extra practice she asks the student to transform the affirmative sentences into negative ones. It is possible to notice a lot of interaction between teacher and student. The student is confused with the meaning of the word 'alone', the teacher gives more examples based on the real context and the student understand the meaning.

The teacher uses online resources to reinforce the explanation and practice of the grammar topic.
Student: 'my mother was a commercial' Teacher: 'ohh she was a businesswoman'- the teacher uses again the paraphrasing technique to correct the student. The interaction between teacher and student is in some way engaging.

After the practice, they work on the listening exercise from the book. The teacher explains the way to solve it, the student solves the exercise and the teacher asks him some comprehension questions that are not included on the book.

The teacher asks the student 'where were you...?' and the student says 'donde?' The teacher tells the student 'don't translate'. After that, the teacher says 'okay, let's have more difficult exercises'
Student: 'was you tired?', teacher: 'was you tired?!', student: 'yes'; the teacher replies that they will check the errors at the end. They finish the exercises and check the errors they got.

The student looks confused between 'were' and 'where', the teacher looks for other ways to make herself clear. Student still doesn't understand. Teacher uses the board to explain once again. As a wrap-up activity the teacher asks the student to think about a beautiful moment of his childhood and start describing the place and environment using 'was/were', they take turns for developing the activity. The teacher finishes the class saying 'you worked very hard'

General insights:

Why there was no reading or writing practice with only one student? Why to personalize the topic of the class? why no translation is allowed?

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 4	Date: 12/03/2019	Time: 6:20 pm to 7:50 pm
Teacher: Lorelei	Level: A1	
Institution: ASW North	# of students: 5 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking which class the students have. The teacher asks the students 'how are you?', and then she replies, 'Not a lot of energy in the class'.

They start working pages 40-41. The teacher asks the students 'do you consider yourself good drivers?', one of the students says he is, so she replies 'at the end of the exercise we'll say if Kevin is a good driver or not' The interaction is mainly teacher-student, the teacher makes funny comments related to the topic of the class, and the students react in a positive way.

The teacher involves the students in the topic of the class by asking them some questions related to cars and driving. E.g:. 'What do you do if someone cuts you off?' (Even though the teacher tries to involve the students with the questions some of them just reply only with words and gestures' Then, they continue with the reading of the conversation model that appears on the book. The teacher asks the students to read it using the proper intonation. (Humor is used as a way to create a nice environment for learning)
Although, teacher tries to connect the topic to the reality of the students, they take some time to reply.
In some cases, the teacher doesn't correct the grammatical or pronunciation errors on the students' utterances (Is it because she doesn't want to cut the students ideas?)

One of the students shows a picture of a car accident he was involved in, his classmates interact among them however they do this in Spanish. While the students solve one of the exercises, the teacher shares one of her experiences related to the topic of the class (cars and accidents). After this, only one student provides all the answers of the exercise.

They continue with the next group of pages 42-43. The teacher introduces the topic of the class (phrasal verbs related to cars) and asks the students what is 'to pick up'?, one of the students says 'recoger', and the teacher says 'No, but in English'. The student tries to make himself clear. The teacher corrects some pronunciation errors E.g: Charge

The teacher asks more questions about phrasal verbs to see if they have previous knowledge about the topic. While the students solve an exercise, the teacher plays on the computer some soft jazz music (She tells me that she likes to do that during the class) Once again, only one of the students gives all the answers of the exercise. Then, the teacher as an introduction of the grammar part of the pages asks the students to explain the reason why some phrasal verbs can be separated. The teacher explains the grammar without using the board and only relying herself on the digital book. (why she doesn't use the board?)

Students also ask questions about the separability of phrasal verbs, nonetheless, the teacher's answer is not that clear for the student. Finally, teacher asks if there are any more questions. The group continues now with pages 44-45. (There is no transition between classes because the topic of the first classes was the same. There is no reading of the pages goal.)

The teacher keeps making funny and sometimes sarcastic comments that cause the students to laugh. The teacher asks the student to characterize the type of cars that appear on the pages. The teacher gives them examples so they can expand on their answers. After the students answer the teacher sometimes completes the answer. The teacher says to a student to speak louder, then, he says 'comfortable' two times, but the teacher didn't notice his answer.

They solve an exercise from the pages, and the teacher asks one of the students to justify why he chose that answer, and then the teacher suggests another answer but the student stays with his answer.

Student: 'what is road?', Teacher: 'camino!' // Teacher. 'Maria, we haven't listened to your voice' It was possible to notice that there was participation from students but there wasn't interaction among them.
Teacher shows a nice attitude along the class, looks active and funny.

They continue with pages 54-55. The teacher asks the students if they make an appointment to get their hair cut. Students reply only with a word or a gesture. There is a grammar topic, and the teacher explains it on the board. Teacher reads the examples that are on the book and then asks the students to give more examples related to the topic.

Teacher: 'You didn't say much, but it's correct'. (This comment can be taken by some people as something rude) Teacher; 'Ok, questions?' The move to pages 56-57. Teacher introduces the topic by asking the students 'would you get a cosmetic surgery?' and 'when should people get a surgery?' There is a reading exercise on the pages. Teacher starts the reading and then asks the students to continue reading by taking turns. (Once again there's no error correction, why's that?)
Finally, the last class is video 8. The teacher explains the activity where each of the students will ask a question to the person who has this class. (This activity could be considered as an interaction moment)
Teacher finishes the class by saying 'Thank you very much, guys'

General insights:

FIELD NOTES – RESEARCH STUDY			
Field Notes N° 5	Date: 12/03/2019		Time: 7:50 pm to 9:20 pm
Teacher: Anthony		Level: A1	
Institution: ASW North		# of students: 5 students	
1. Objectives			

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

They start with pages 40-41. The teacher starts the class reading the goal of the pages and checking the vocabulary about numbers. He plays the audio, students listen and then they all repeat. Teacher clarifies some aspects that are important in terms of pronunciation. Teacher uses the board to expand on his explanation. After this, they check the vocabulary for the months of the year. The teacher explains them how to tell a birthday and asks the students to use the information to give theirs.

Teacher uses the board to explain the uses of the prepositions of time. After this, they solve an exercise from the book and each student helps with one answer. 'Fantastic!' 'Amazing!' 'Correct!' 'Perfect guys you did it well' → Those are expressions used by the teacher to encourage students' answers.

Transition for the next pages is done with 'if this information is clear, let's continue with pages 54-55'.
Teacher asks the student to read the goal of the class and corrects his pronunciation and uses Spanish to give him a tip for improving her pronunciation.

There is some vocabulary on the pages, so the teacher plays the audio and then the students repeat the words. Teacher gives them time to solve the exercise and then there is a small group practice where one student writes a question related to the topic (leisure activities). The teacher explains the grammar topic (frequency adverbs) in an oral way. Teacher gives examples about the topic using his life 'in my case…'. One of the strategies the teacher uses can be considered modelling because he does a kind of monologue presenting what a student might say or be thinking. E.g.: 'You might think, but teacher what…'

Students work on the exercise and then they share what they wrote on the previous exercises, each student asks a question and then the teacher asks the same questions to all the other students. Teachers explains other time expressions. Teacher asks, 'any questions? any comments?' before moving to the other class, pages 84-85. They read the goal of the pages and then the teacher explains the grammar on the board. After, he finishes the explanation, he gives extra information about the topic (present simple vs. present continuous).

'Don't worry people, you're right' → another expression the teacher uses after the student's answers. They continue working now with pages 112-113. The teacher asks the student to read the goal of the pages, but she doesn't understand, one of her classmates explains her what she has to do.

Once again, the teacher plays the audio for the vocabulary and then they all repeat the vocabulary. The teacher uses the board to explain some of the expressions from the pages and gives examples based on his life 'in my case...' (Examples for the topics are teacher-centered)

They develop the listening exercise after the explanation of the teacher. Teacher starts from a pronunciation error in order to explain the difference between 'life' and 'live'. Each student help with the answer of one question.

Transition for the last class is done like at the beginning 'if this information is clear, let's continue with video 3'. The teacher starts by introducing the topic of the video (directions and how to get places), and states that he is going to ask them questions about the video. The teacher explains the difference between café and coffee.

The teacher plays the video again and asks them to pay attention to the directions that appear there. All the class checks the directions that are given on the video and teacher tries to involve all students on the activity.

(It is possible to notice that there is participation from the students but there's no interaction among them)

Along the class, the teacher shows a positive and good attitude towards everything. It is possible to notice that the learning environment is suitable and nice for students to learn new things. In addition, the teacher sometimes uses jokes and funny comments to contribute to the development of this environment. Students can participate and ask questions without fear.

The teacher asks students 'any questions? any doubts? no?-Okay, have a goodnight' And the class finishes.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 6	Date: 13/03/2019	Time: 7:30 am to 9:00 am
Teacher: Taylor	Level: B1	
Institution: ASW North	# of students: 4 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class by asking the students 'how are you? how did you sleep?' and they discuss how sleeping too much might cause even more sleepiness.

They start working pages 22-23. As an introductory activity the teacher asks the students 'what is your favorite childhood movie? The students share their favorite movies, 'Mathilda', 'Nemo, 'Ratatouille', among others. This question was an introduction to the topic of the pages that was violence on TV programs or movies.

Teacher: 'Children are like sponges, they absorb everything. so, if they absorb this type of movies (superheroes movies) what will happen? student: 'They'll become violent' (It was a good introduction to the topic of the class)

Teacher asks the students to read aloud and she corrects pronunciation errors. E.g.: 'kind', 'encourage'
Students share personal experiences about the topic.

Reading exercise: The teacher assigns each student one paragraph so after they read it, they can either paraphrase it or share the main idea of the paragraph (interesting reading activity) → Teacher states that she wants them to read not like robots, but processing the information

*Uses words such as 'baby', sweetie' when addressing the students.

Each student explains the corresponding paragraph and they check if there are questions about the vocabulary. (Good activity to work the reading and speaking skills.

Teacher explains the questions students have about the vocabulary with examples or by paraphrasing but not using Spanish.

Teacher: Do you know what is advantage? Can you explain it sweetie? After this activity, they continue with the next class, pages 70-71.

Teacher: We are going to talk about food. What is your favorite food? Do you eat a lot? Teacher and students discuss their likes and dislikes about food. Teacher explains doubts about vocabulary using images. (Teacher connects the topics in a funny and joyful way, she shares her experiences with her students).

The topic of the class is quite interesting for the students; therefore they participate (there is participation but not interaction among students) They work on the exercises of the pages, one of the exercises is a listening one, but only one students gives all the answers.

(From the group of students only three of them actively participate. There is one student that doesn't participate that much so the teacher involves her in the class by asking her questions about the topic)

They move to the next class that is video 9. The teacher shows the video to the students and asks one of them to summarize it, and after that she asks more questions about the video.

The teacher asks them questions about how to solve technology issues that are common to happen. There is still visible the participation of only 3 students.

Teacher uses the board to write a new word for the students 'uncomfortable'. They watch the second part of the video, and the teacher asks one of the students to summarize the video (There is no participation from the other students)

After this activity they move to the last class, pages 100-101. The introduction to the class is done by asking the students to do some particular activities related to technology like 'open a tab', 'search any word you want' (uses real activities and real material to introduce the class) Teacher and student check other commands related to technology and computers since the students already knew the information about the grammar topic, the teacher decides to give extra information about the grammar topic (infinitive of purpose.

After the explanation the teacher asks for more examples but based on their life experiences. Finally, to check comprehension she gives them part of the sentence and they complete the statement. E.g: Teacher: 'We use the X bottom' Student: 'To close the window'

Teacher asks if there are questions and finishes the class.

General insights:

FIELD NOTES – RESEARCH STUDY			
Field Notes N° 7	Date: 14/03/2019		Time: 6:20 pm to 7:50 pm
Teacher: Oliver		Level: B1	
Institution: ASW North		# of students: 5 students	
1. Objectives			

- To identify and describe the teacher's practices along the class development

2. Class Objective

3. Class Development

The teacher starts the class checking which class the students have. After this, the teacher does an activity in which each one introduces him/herself so they get to know their classmates. They have to say their names, their age, their hobbies and occupations.

One of the students says 'near to here', the teacher corrects him saying 'near here' After the introductions, they start working on pages 18-19. The class starts checking the vocabulary about movie genres. The teacher corrects the pronunciation of one the students who says 'action'.

For each of the genre that appears there, the teacher asks the students for more examples for each genre.
Teacher: 'You have to see more movies' he tells the students. After this, the teacher explains the grammar topic of the pages (would like and would rather) using the board. Students participate on the explanation by giving more examples for each case. While, the teacher does the explanation and asks for examples one of the student says 'I'd like to drink café', and teacher corrects him immediately saying 'coffee'.

After the explanation, they do the grammar exercise and the teacher asks each student for one answer. Then, the teacher does extra practice with the exercises that the digital book brings. Once again asks the students for one answer each.

The teacher says 'Can you speak up and say it louder?' After the exercises, they look online for a game related to the topic of the pages 'would you rather…', The teacher asks one question to each student.
Teacher: 'Breath es aliento' → The teacher clarifies vocabulary doubts by paraphrasing and by giving definitions in English.

Then they start working with pages 44-45. The topic of the pages is cars. The teacher asks the students to choose the car they like and explain why. After the exercise they move to develop the listening exercise, the teacher explains the instruction and how to solve the exercise, after this they check the answers.

As a wrap-up activity for the class, the teacher proposes an interaction activity so they can practice what they have learnt. Teacher divides the students into two groups and asks them to think about a destination, a date, and the type of car they would need for a trip. Teacher shows them a guide with expressions that appears on the book that will help them develop the activity. The students act the conversation/call while the teacher corrects their pronunciation and grammar.

(Teacher shows a nice attitude and good energy along the class)

After this activity, they continue with video 5. Before playing the video, the teacher checks previous knowledge of students about the topic of the video. (count and noncount nouns). Students give some examples and after this the teacher plays the video.

The teacher asks the students some questions about the video and tells to be careful with the pronunciation to avoid confusion. E.g: Air conditioner vs Hair conditioner. After some more questions they move to the next class, pages 58-59.

The teacher starts the class by asking one of the students 'for you what is beauty?', after this question, the class checks the vocabulary and thinks about examples that complement the definition. Each student reads one definition.

Teacher: Is that the image of what we should consider beautiful? Student: t's not only outer beauty, we need to see also inner beauty.

The teacher explains the listening exercise and asks the students to pay attention mainly to the last part of the audio where they will find the answers. After this, they check the answers of the exercise.
*There are two moments of confusion with the names of the students, Camilo-Camila. When the teacher mentions one of the names, the other student replied.

One of the students doesn't understand the meaning of the word 'rush', the teacher explains the word by giving some examples and in other cases he solved vocabulary doubts by defining the word in English.
As a practice activity, the teacher asks the students to think about someone close to them so they can talk about their inner and outer beauty features. The activity is done orally. (Good activity for practicing speaking, and it connects the topic to the students' reality)

Student: ¿Cómo se dice comprometido?, Teacher: Engaged

Teacher: Questions?... Okay, let's go to pages 100-101. Teacher starts reviewing the vocabulary that appears on the pages. The vocabulary is related to technology and computers.

Teacher explains the grammar on the board (infinitive of purpose). The example the teacher uses is based on one of the student's response.

Teacher: why do you study English? Student: Because I want to meet new people, Teacher: To meet new people.

The teacher asks if there are questions about that part, they practice with more exercises and each student helps with one answer. They keep practicing with extra exercises that appear on the digital version of the book. As a wrap-up activity, the teacher asks one question to a student so they can use the infinitive of purpose, and then the student asks another student (Another interaction activity)

Closure: 'Thank you very much for your time'

General insights:

Interaction vs. participation; skills work

FIELD NOTES – RESEARCH STUDY			
Field Notes N° 8	Date: 15/03/2019		Time: 7:30 am to 9:00 am
Teacher: Lorelei		Level: A1	
Institution: ASW North		# of students: 3 students	
1. Objectives			
To identify and describe the teacher's practices along the class development			
2. Class Objective			
To develop the class following the steps established by the language institute			
3. Class Development			

The teacher starts the class by asking the students their names and which class they have. After this, the teacher asks them about their age, occupation, hobbies, where they live, etc.

Teacher: You live in Suesca? How long…? 1 hour? 2 hours?, Student: I wake up at 4.00, Teacher: You wake up at 4:00? → The teacher paraphrases the question since the student didn't understand.
Teacher: Where do you work?, Student: Donde trabajo? Teacher: Yes… Do you work in the afternoon? Student: mmm… yes
Teacher speaks slowly so students can understand her questions and what she says.

They start working pages 30-31. The teacher asks one of the students 'Here in Bogota who do you live with? Student: No… Sola, Teacher: Alone, remember that we are talking about family. The teacher introduces the topic of the class that is about family and adjectives to describe people. The teacher writes on the board the new vocabulary. (She does a small chart on the board to write the new words)

Teacher checks previous knowledge about adjectives that can be used to describe physical appearance. At the beginning, students didn't understand the instruction. The teacher gives them examples and then they give more adjectives.

Student: Fat, Teacher: That's not polite.. es mal educado decir 'fat'.
Teacher does the explanation on the board. (The explanation is based on structures: Verb to be + adjectives)
Student: very es muy?, Teacher: both, very and so
They solve the listening exercise, the teacher explains the activity and lets them know that they might have to infer some information.

Student: Her short, Teacher: Jeje no, her father is short

The teacher checks the answers and asks the students if the listening was easy or difficult. After this, they continue with the next exercise. The teacher explains how to solve the exercise and checks by asking questions that they have understood. Teacher asks the student to think about three questions using the structure 'be + subject + complement' → one of the students gives an example and the teacher corrects her and gives her an example so they all understand the exercise.

The teacher uses background music while the students think about the examples, the teacher goes one by one checking if they have done the exercises well. Each student asks one of his classmate one question.

Student 1: Are your parents young? Student 2: No, they aren't.
Teacher: Questions Juan Carlos? Easy to describe your family?
They start working video 8. The teacher asks the student for the topic of the unit and the following happens:
Teacher: What's the topic of the unit 8? The name of the unit?
Student: Yes
Teacher: Maria what's the name?
Student: Se trata de una señora…
Teacher: Not the video, the unit. Unit 8 is about?
Student: Home and neighbourhood?
Teacher: What is neighbourhood? → If I say Toberin, what is that?
Student: Yes,..
Teacher: Toberin is a neighbourhood. What is your neighbourhood?
Student: En la casa…? Cerca..? Vecino…?
Teacher: if I say Galerias
Student: Dentro…?
Teacher: If I say Cedritos, if I say San Cristobal.
Student: Cerca..? No te entiendo
Teacher: I make a list, I have Toberin, San Cipriano, etc..
Student: Vecinos..?
*The teacher writes the names on the board and says 'all of them are neighbourhoods'
Student: Cerca a mi casa
Teacher: Barrio! Todos estos son barrios.

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They continue with the class. They check the vocabulary and they start describing their homes. The teacher writes an example on the board and she talks about her apartment. (It was a nice introduction activity) → Students talk about their homes. Student: There are a five bedrooms, teacher: There are five bedrooms

Teacher clarifies the difference between bathroom and bedroom. Then, she asks them to close their books and watch the video, so they can describe what they see on the video.

Student: There is three bedrooms, Teacher: Hay tres habitaciones, Student: Ohh, no
Student: Chicken, Teacher: Chicken? or Kitchen?
(The teacher is very patient with that particular student → learning pace)
The teacher looks on the IKEA website how to say 'sofacama'

*The teacher only asks one student most of the questions, but since she takes some time to answer, one of her classmates answers for her. There is an interaction activity where the teacher asks the students to ask each other questions about the video.

Student: There are is yellow, Teacher: No, no, no solo me puedes poner un verbo.

They continue with the next pages 72-73. They check the vocabulary of the pages (weather), the teacher reads the vocabulary and asks them if we have that type of weather here in Bogota.

The teacher looks online for more cities and they check the weather. The students practice saying how is the weather and what is the temperature of these cities. The teacher uses images to explain the vocabulary questions from the students. Eg.: Hazy clouds

The teacher uses the board to explain the grammar. Teacher explains the grammar based on the structure (present continuous). The teacher uses different colors to be more visual on her explanation.

The work on the exercises of the pages. The teacher gives them rules on how the spelling changes on some verbs in present continuous.

General insights:

Interaction done in the class, skills worked during the class

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 9	Date: 15/03/2019	Time: 6:20 pm to 7:50 pm
Teacher: Claire	Level: A1	
Institution: ASW North	# of students: 5 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking which one they have. After this she asks the student to introduce themselves and tell the others their occupation.

Student: I am assistant manager, Teacher: Can you repeat?, Student: Ohh, I am an assistant manager (Teacher elicit self-correction on the student just by asking her a question)

After this, the teacher asks the students to describe a relative and that they didn't have to worry they can use the vocabulary they already know and have. These two activities were an introduction for the first class that is Video 4. (The topic of the video is family relationships-occupations-adverbs very and so) The teacher plays the video and stops it from time to time to ask the students some questions about the video. The questions aren't addressed to a particular student so any student can answer.
The teacher replies to the answer most of the time with positive words. E.g: 'Very nice!'. 'excellent!' 'perfect!'

After the video is over, the teacher pulls out her phone and shows them one picture of her family, and asks the students to ask her questions about the photo. Teacher uses a slow pace when talking and tries to clarify her pronunciation. (This one is a good activity to connect the topic of the class with real life)
One of the students tries to ask about the age of someone from the photo but she does it with 'what..', the teacher immediately replies 'nah.. nah..', and they review the way to ask questions related to age. The student still looks confused so the teacher tells her 'You're gonna check your book and then we talk'. Teacher gives some time to the student so she can review and asks more questions about the picture. While the student works on this exercise the class continues to the next page.

Transition: The teacher asks the students to give examples about the abilities and skills they have. The teacher responses are always positive

'of course!', 'very nice!', 'super'.

After this, the teacher checks if the students remember how to ask favors in English.

Teacher: 'Correcto!', Student: Could you please give me my book?'
The teacher uses movements and realia to express better her ideas and to make herself clear. The teacher checks the pronunciation errors of the students by repeating correctly what they say. E.g: 'Buy' All of this was an introduction to the second class Video 13. While the students watch the video the teacher checks the exercise of the student from the previous class. Then, the teacher works the video in the same way they did before. Play-Pause-Questions

Teacher solves vocabulary doubts sometimes with the use of movements. E.g: One of the students asks for the meaning of the word 'jog'. The teacher explains the meaning, first walking, second running, and finally jogging.

(Does the knowledge that teacher have about the book allows her to make such nice transitions between topics)

Transition: The teacher asks the student for the plans they have for the night using present continuous.

The teacher asks the question to the student who was working on the photo questions. The student looks confused, so the teacher gives her some examples to clarify the doubts.

Teacher: Here we need creativity, you can invent whatever you want.

This was the introduction to the next class Video 9. The video is worked on the same way that the previous two. the video is about present continuous and plans. Teacher replies after the video is over 'you see girls!? We are complicated.

(It seems that the knowledge that the teacher has about the book allows her to make nice transitions)
The teacher checks previous knowledge about the topic (past simple) → The teacher uses real life examples about her life to introduce the topic.

The teacher uses google images to explain a question about vocabulary. They asked her how to say 'pastel de carne' in English. The teacher looks for an images but it doesn't appear. Then, she looks for the translation on an online dictionary, it appears 'chicken pie' but she tells the student 'Don't believe that translation… Okay, give me some time, I'll investigate'

The teacher involves the students in the questions, but some of them just answer with one or two words.
The teacher uses the board to write the expressions about past simple and other relevant elements. She uses different colors to develop her explanation.

The teacher recommends the students to read children's books because they're usually written in past.
After the explanation, they develop and check an exercise from the book. The teacher pays attention to the students pronunciation related to the past. Then the teacher asks the students to ask some questions to her using the topic of the class.

Student: Where did you last year? Teacher: mmm… I'm missing a part. Speak? Go? I need a verb. Student: Where did you travel last year?
The teacher encourages and motivates a student that looks kind of confused.

(The transitions that she does between classes are really nice!)

They continue working with pages 114-115. The teacher does an introduction and after this they work on the book exercises. The teacher uses the board to explain the grammar (be going to) → She explains grammar in a structured way and uses colors to highlight different parts of the examples. (This can be considered as a visual way to explain grammar)

*The teacher shows an excellent attitude and reflects good energy along the class. As a closing exercise the teacher asks the student some questions and then she asks the student to ask her more questions. The questions they ask each other are related to their realities and contexts.

Teacher: 'You might think, the class is over? That was fast!'

General insights:
There is participation but no interaction, why? Aspects to check during the other classes: listening exercises, transitions.

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 10	Date: 15/03/2019	Time: 7:50 pm to 9:20 pm
Teacher: Oliver	Level: A1	
Institution: ASW North	# of students: 4 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective		

	To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking the corresponding class for each student. After, he introduces himself and asks the students to introduce themselves. They start working with pages 64-65. The teacher reads the goals of the pages and then they check the vocabulary of the pages. The teacher asks one of the student to help him with the vocabulary and he checks the student's pronunciation. The teacher gives some extra words to the students that don't appear on the book but that are related.

After the introduction, the teacher explains the grammar on the board (prepositions of place and questions with where). The teacher checks previous knowledge of the students by asking them questions. His explanation is structured, he shows the parts that make a sentence related to the topic. The teacher gives more examples about prepositions of place so students can understand better.

After the explanation, teacher: Is that clear? Students: yes! T: Prepositions is one of the most difficult topics in English (This can be a belief about grammar)

They start solving the grammar exercises that the book brings, and after this they continue with some extra exercises that the digital version of the book brings.

Teacher: 'It's with the practice that you're going to remember'(Does the teacher believe that the best to work with grammar is first explanation then practice?)

The teacher corrects the pronunciation of some words E.g: Train station, live

Students use Spanish to interact among them and with the teacher. The teacher always replies in English.
Teacher gives some extra words that are related to the topic.

As a closing activity of this class, the teacher asks the students to ask questions to each other using 'where'. After the activity the teacher asks if there are more questions and they continue with video 11.

Before watching the video the teacher does a small review about the topic (past simple), checks previous knowledge of students, uses the board and the students give examples for the affirmative, negative and question form.

The teacher asks the students to pay attention to the video, especially the parts where the simple past is used.

As a speaking practice, they ask each other yes/no questions about the past. The teacher works on this activity nore as a guide, and checks the students errors. To increase the difficulty, the teacher asks the student to make questions using wh- questions.

(The interaction activities involve students no matter where are they on the book)

Teacher: If there are no questions, let's continue with pages 100-101

*The teacher asks the students to read the vocabulary of the pages and he checks their pronunciation.
Student: Teacher, what is ailment? Teacher: Como malestares, dolencias

The teacher continues with the explanation of the grammar (should). It is done in a structural way.
E.g: You (subject) Should (modal verb) lie down (action)

Teacher: Is it clear Maria? Student: No, the teacher gives her another example and this time is clearer for the student.

After the explanation, they solve some exercises related to the grammar topic. (The class is developed in the same order → explanation-practice-interaction)

Wrap-up activity: The teacher establishes a competition between the students so they can practice past simple. By couples the need to write as many verbs in the past as they can. The teacher checks and corrects the verbs that are wrong. For the second round, the teacher asks them to do the same but this time they can use their books, notebooks, phones.

The teacher clarifies the meaning of some of these verbs.

General insights:

Grammar practice always done in the same way,

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 11	Date: 16/03/2019	Time: 8:00 am to 9:30 am
Teacher: Jürgen	Level: A1	
Institution: ASW North	# of students: 4 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

- To develop the class following the steps established by the language institute

The teacher verifies the classes of the students and starts with pages 36-37. The teacher starts the class asking a student, how are you? The student doesn't understand the question, the teacher says 'don't worry' and they start working on the pages.

Teacher uses Spanish to introduce the topic, and asks them: 'Have you seen this class before? 'Han visto este tema antes?'

Teacher clarifies the pronunciation of the words 'talk' and 'walk'. The teacher develops the explanation of the topic on the board. The teacher uses the design of a gift label to explain the prepositions from and to. The teacher asks one of the students to read the examples from the book (hours of the day). After this, the other students help reading the examples.

Teacher checks the students' pronunciation and gives them examples on how to pronounce better.
(The teacher uses Spanish in different moments to explain some aspects of grammar and some commands-why?)

Teachers: 'But now this topic is clear? Tienes preguntas? → Okay, let's continue with pages 38-39
They start the class by reading the objective of the pages. Teacher: 'Tell me is clear the vocabulary? Alguna pregunta de vocabulario?',
Teacher: 'Luis lee la primera, recuerda que la doble l suena como la l en español, no como la palabra 'lluvia'.
Student: 'play dreams', Teacher: 'play drums, dreams es sueños'

Teacher explains the students what the exercise is about, however, he explains how to do it in Spanish. The teacher highlights the answers using the teachers' tool from the digital book

Teacher: Do you need to listen again? Necesitas escuchar de nuevo?' They check the answers but only one person gives all the answers.

Teacher: Qué otra se usa para hablar del medio día? Student: Noon' (Checks previous knowledge)
Continues with the grammar explanation, he used the board and sometimes Spanish to clarify the topic.

The teacher approaches the student and explains how to solve the exercise. He gives the student some time to work and starts working the next pages, 68-69. The teacher helps the student reading the goal of the pages. 'Talk about furniture and appliances' Teacher helps the students with the pronunciation of the words 'furniture' and 'appliances. (If the student doesn't understand the question, the teacher uses Spanish to make himself clear)

Teacher clarifies the difference in pronunciation between English and Spanish of particular sounds E.g.: 'g'

The student who has the class is the one in charge of providing all the answers. The teacher asks the student to write on her notebook a description about her home so she can share the information with the class later. They go back to pages 38-39, so they can solve the exercise. Teacher clarifies the students that English and the days of the week are always with capital letter.

Once again the teacher explains how to solve the exercise but he does it in Spanish. The exercise correction is done with the help of others. Teacher solves the students' doubts . This helps with the oral practice of the topic.

Teacher: Esta claro el tema? The teacher notices that the student has some doubts about the topics, he assigns her some exercises from the book so she can practice. They continue with pages 66-67. Teacher corrects the pronunciation of the word 'someone' → some + one, the student pronounces properly the word after that.

(The grammar explanation is sometimes focused on the structure other times it is not)
E.g: There is a _____ on _____ at

Teacher highlights with other colors the different aspects of the topic. (He clarifies some aspects of the grammar using Spanish)

While the student is doing some exercises, the rest of the class continues with the pages 104-105. The teacher helps the students with the pronunciation through examples and the use of Spanish.

The teacher clarifies doubts about vocabulary E.g.: 'Polite' → Teacher: 'It's like well-mannered, como buenos modales'; 'Ask for', the teacher explains the meaning in Spanish.

Students read the vocabulary and teacher checks the pronunciation. E.g: 'knit'. Teacher checks previous knowledge of students about the topic (can-can't) Teacher relates the topic of abilities to the reality of students. Each student expresses what they can do. Students put into practice what they've learnt.
Student: I can drive well but I sing badly. Teacher clarifies with gestures the difference between 'sew' and 'knit', and after this the meaning of 'at all'.

The teacher checks the exercises previously assigned to the students. The teacher checks the students answers orally and corrects the pronunciation and grammar of students.
The class returns to pages 66-67 so they can solve the listening exercise. Teacher asks them to pay attention to the audio since he is gonna ask them some questions about it.

Teacher asks questions to all students, some of the questions are not included on the book. (It was a good listening practice exercise)

The teacher asks one of the students to write a paragraph about the topic and checks the exercise orally.

General insights:

In general, the teacher shows a good attitude and good energy along the class. Teacher is more like a guide during the class and promotes the participation, but it is not evident the interaction. Good skills work.

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 12	Date: 16/03/2019	Time: 2:30 pm to 4:00 pm
Teacher: Jürgen	Level: B1	
Institution: ASW North	# of students: 3 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

Teacher checks the classes students have. They start with pages 28-29. Teacher checks previous knowledge students have about the topic (future)

Student: It's for future, Teacher: It's future for future, jaja

The teacher uses the board to explain the grammatical topic (future with 'will') Teacher explains the difference entre auxiliary verbs and modal verbs. Teacher uses Spanish to clarify some aspects of the topic. The class checks the extra information provided by the book about the topic. The teacher leaves the student doing some exercises while continuing with the other class.

They continue with pages 40-41. The student reads the goal of the pages, and the teacher asks the class if they know how to drive and if they ever had an accident. The teacher does the explanation of the topic on the board (past continuous), they also check the extra information that the book brings. While the students solve some exercises, the teacher checks the exercises of the first student.

The class works on a listening exercise from the book. The teacher stops the audio and repeats it so student can answer.

Student: My listening is terrible, Teacher: Don't worry this listening is not easy. Relax this is not an easy listening.

The teacher checks the exercise with the students. (Teacher uses Spanish to clarify different aspects during the class, no matter if the level is A1 or B1)

They continue working with pages 44-45. They read the goal of the pages and then they check the vocabulary about cars. Teacher asks the student to choose the type of car they like and justify their choice. Teacher checks and corrects pronunciation of students.

The teacher explains how to solve the listening exercise and they start developing it. After the listening practice, they continue with the next exercise where each student reads a description and choose which is the best option and justifies the why of their choice. Each student helps with an answer.

(Teacher values each of the students' responses but he also shares his point of view in some cases)
Teacher checks the exercise of the student from the previous class and corrects the pronunciation of the past E.g.: Started → Teacher shares with the students a way to improve the pronunciation

They continue working 102-103. The teacher works the next grammar topic (comparison with as… as) Teacher uses different to colors to highlight some aspects of the topic. (Teacher uses Spanish to clarify what he had just said in English)

They work on the exercises of the pages and each student helps with one of the answers. It doesn't matter if they didn't have the answer the teacher encourages her to try and the students answers correctly.

(This can show a belief about how much knowledge you need in order to participate)

Teacher: Is it clear?, Student: I need to practice, Teacher: Okay, so let's practice

The teacher asks the student to give her some examples where she compares her cellphone and her laptop. The teacher asks a similar exercise to the other students. Teacher asks if there are any questions, and the class finishes.

Important aspect to observe, why does he uses Spanish no matter the level?

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 13	Date: 18/03/2019	Time: 6:20 pm to 7:50 pm
Teacher: Anthony	Level: B1	
Institution: ASW North	# of students: 4 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher introduces himself as he did on the previous classes and reminds the students that they can ask any question they want.
They start working on pages 86-87. The teacher starts with an introduction to the topic (Art exhibition). The teacher asks the students which type of art they like and why. (In order to check the answer given by the student, the teacher paraphrases their answers)

Teacher: Okay guys, thank you very much for your answers. (This statement is done before starting with page 87)

The teacher plays the audio of the pages and asks the students to solve the exercises that are about vocabulary and expressions → Students share one answer each, and the teacher completes these answers by giving more examples using the expressions that appear on the book. E.g: 'I find it interesting that….'

After this activity, since the pages are preview, the teacher shows what will be the topics of the next classes he would have.

Teacher: 'let's go to pages 98-99 (Preview Unit 9)

*The teacher uses the old version of the active teach
As a speaking activity the teacher divides the board into two, in one part he writes 'computer master' and on the other 'computer outcast'. The teacher asks the students to define both of the concepts, master and outcast. At the end, the teacher writes a summary of the ideas that the students have shared.

Teacher uses these expressions: 'ohh okay, another perspective', 'guys actually, you're right-you're not wrong', 'Take it easy guys, calm down- you're right'.

Student: Who don't know, Teacher: doesn't, Student: Who doesn't…

Teacher corrects the pronunciation of students 'basic'. After having developed the two definitions, the teacher asks the students if they are masters or outcasts. Each student shares his-her point of view. Then, the teacher tells the students that he has had the same phone for over 10 years. Teacher speaks as if he was as a student 'but teacher why do you do that?'

After this, they continue the class by reading the conversation-the teacher chooses two students to read it and then they develop the exercise.

Student: what is fooling around? Teacher: That's the activity you need to analyze

The teacher gives them some time to solve the exercise. The teacher checks the exercise and each student helps with one of the answers. After having solved the exercise, the teacher does an introduction of what he will see on the unit. They continue with pages 112-113. The teacher asks the students to read the goal of the pages. The teacher used the board to develop the explanation real and unreal conditional, while he is explaining the topic he gives funny comments "It's the 21st century guys you can do whatever." (students laugh), and after this he changes the order of the sentence that he uses to explain the conditional.
'Franchise', the teacher doesn't know the word, he looks for the meaning but mispronounces the word and one of the students repeats this pronunciation.

After the explanation the teacher gives some time to the students so they can solve the exercises, they start checking the exercises and each student helps with one of the answers. The teacher corrects the student's pronunciation 'snowed', after this the teacher says 'any questions? any comment? If this information is clear let's continue with pages 114-115.
The teacher shows a great attitude, good energy and motivates students by using vocabulary as 'great job!', 'perfect!'

They start the class by reading the objectives and asking one of the students to read the grammar explanation that appears on the chart. Teacher explains this grammar topic without using the board. The teacher explains the difference between whose and which, using his cellphone and one of the student's.

After this, the teacher asks the students to solve the exercise and then he checks the answers by asking each student for one answer. He repeats the methodology with the next exercise.
(This could be a good strategy to involve the students on the class)

The teacher does a listening exercise, he explains how to solve it. He repeats the audio since one of the students was missing one of the answers. After checking the answers, the teacher asks if there are any doubts. It's 7:30, the teacher uses the time to review how to tell the time in English. After this, he says "That means we can have fun and learn English at the same time", he says this before looking for the lyricstraining website.

The teacher explains the student why this website is useful and can be a good learning tool. He considers that this website is good for practicing and improving the listening skill.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 14	Date: 18/03/2019	Time: 7:50 pm to 9:20 pm
Teacher: Claire	Level: A1	
Institution: ASW North	# of students: 6 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher checks which classes the student has. They start working with pages 14-15. The teacher uses the board to develop the explanation of the topic.

The teacher uses an energetic tone of voice that helps her to keep the students connected to the class. The teacher uses examples based on the real life to explain the topic (Titles), For example she uses the Kardashians to explain the differences on titles and also clarifies that the only exception with miss is when we are at kindergarten

The teacher explains how they can develop the listening exercise. She develops the listening exercise as she is used to, play and then pause. (The teacher uses this technique whenever she has a listening exercise).

In order to make a transition between classes the teacher asks the students where the classroom is located. The teacher represents the prepositions of place through movements, this is like an introduction before starting the explanation of the topic. The teacher checks previous knowledge of students through questions and then she provides them with examples so they can practice. The grammar topic (imperatives) is worked from a functional way. The teacher explains how to solve the listening exercise and she develops it in the same way with a play-pause technique.

 In order to make a transition between classes the teacher introduces the topic (adverbs of frequency) through questions so students can start practicing. The teacher gives more examples based on her life.
After this, the teacher shows the students an image to complement the explanation about adverbs of frequency.

The teacher uses the board to develop the explanation, she uses different colors. (Very visual explanation)
The teacher asks the students some questions about their routines and then she says "Now it's your opportunity to ask me questions about my routine" (It is possible to notice students' participation however the teacher is the one who speaks the most).

The next class revolves around the verb to be and the verb have, the teacher explains the topic without using the book. The teacher looks for some images on the internet so students can describe the people and put into practice what they have learned. Then she asks questions about the people and their physical features, but these questions are yes/no questions therefore the answers provided by students are just one or two words. After this, they work the listening exercise as it was done before (play-pause) In order to move to the next pages, the teacher asks questions to the students related to where they were born, where they studied, when they graduated, etc.

One of the students does a mistake, the teacher corrects the error and asks the student to repeat the answer after the feedback.The teacher uses the board to develop the explanation that on these pages is more like a vocabulary explanation, after this, they work on the listening exercise and the teacher does an explanation about the exercise using the board.

The teacher asks some comprehension questions about the exercise, but students only answer with one or two words. The teacher asks a student a question, but she doesn't understand so the teacher uses drawings on the board to explain it again, one of her classmates tells her what the teacher was asking.

Finally, before moving to the video class the teacher does a transition. She starts coughing, and then she acts as if her back was aching, so students can advice her and provide her some remedies. (This is a good technique to check the previous knowledge of students.

Teacher asks the students what is 'should', one of them replies 'deberias', and the teacher says, 'it's a suggestion'.

The teacher plays the video and explains the students what happened and asks them some questions about it. The teacher asks if there are any questions, and she finishes the class.

General insights:

FIELD NOTES – RESEARCH STUDY			
Field Notes N° 15	Date: 19/03/2019		Time: 7:30 am to 9:00 am
Teacher: Claire		Level: A1	
Institution: ASW North		# of students: 4 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher checks which class the student has and she starts working with pages 88-89. The teacher uses the board to develop the grammar explanation (past simple-was-were) The teacher uses real life examples 'How was the weather yesterday?' The teacher checks previous knowledge of the students. E.g. What is the past of 'eat' guys? Ss: Ate

Even though the grammar topic for the class was only was-were, the teacher gave the students tools so they can express themselves using different verbs.

Teacher: Try to make a question to me, I will give you an example here 'How was your breakfast?'

The teacher uses different colors to clarify the components of the phrase, and the teacher checks other time expressions and explains different vocabulary words through gestures. The class develops the listening exercise in the same way as the teacher is used to by using play-pause. The teacher explains the students why some answers are correct. The teacher uses motivating words 'yes!', 'excellent!', 'right!'

Teacher: How do you say 'mil' in English?
Student: Hundred
Teacher:...
Student: Ahh no sorry, thousand

The teacher explains the students how they can say the years in English. They develop the listening exercise in the same way the teacher usually works by playing and pausing. After this in order to practice the teacher asks questions to the students using was and were, and then she asks the students to ask her questions also using was and were. Through examples the teacher shows the student why is not correct to use the verb to be with other verbs in some cases. E.g: 'I am speak', the teacher says this while shaking a student's hand.

In order to introduce the structure of 'would like', the teacher asks the students what they would like to do on the weekend. She writes the exercises on the board. Before moving to the book the teacher introduces and explains the new topic. The teacher asks the students where they would like to live in the future so they can practice the class topic.

Ss: 'I would like to live in Cali' The teacher corrects the pronunciation of the student by modelling and she guides them so they can find the answer.

The topic explanation doesn't come on the book, so the teacher develops the explanation starting from this exercises and examples. They start working pages 116-117, they check the vocabulary of the pages and the teacher solves the vocabulary doubts of the students. The work the listening exercise through the same practice of playing and pausing. Teacher involves the students so they can help with at least two answers each.

(Teacher guides the students, so they give the correct answer)
The teacher asks the students to write on a piece of paper 5 dreams that they want to accomplish using the would like. The teacher goes student by student checking the students answers.

(Is time a factor that affects the way teachers work all the abilities?)

The way to create a transition between classes is the teacher telling the students that dreams are different from plans, so the teacher asks the student what their plans for the weekend are. The teacher checks previous knowledge of students by asking them how we can talk about the future. The teacher uses the board to develop her explanation and besides she explains the uses of the expression 'gonna'

(In the same way as previous classes the teacher does transitions between classes, then she does the explanation and finally students practice

listening or any other skill)

Teacher usually asks short answer questions and then she continues with information questions, however, in both cases students answer with just one word or short answers. Teacher tries to use almost all the time she has available for the class. Teacher uses positive language as a good and positive way to reinforce students. E.g: 'Very nice!', 'beautiful'

Finally, they develop the practice exercises that appear on the book (Be going to) The teacher starts checking the exercises and she solves questions and doubts that students might have, teacher goes student by student giving her support. Finally, the teacher asks the students to think about two questions to ask her using the topic they have just learned. They finish the class with a listening exercise. Teacher finishes the class with positive comments for students: 'Excellent job!' 'Thank you for your participation' 'you were great'

General insights:
There was participation from students but no interaction among them. Does the number of students affect the way to develop the personalized work?

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 16	Date: 19/03/2019	Time: 6:20 pm to 7:50 pm
Teacher: Claire	Level: B1	
Institution: ASW North	# of students: 5 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class with one question to express the idea that 70% of the language is non-verbal. She clarifies this idea with one example that is to shake the hand of one of her students. The teacher shows them a video to expand the topic about gestures around the world. The teacher works the video by playing and pausing it and asking questions to the students. She expands the ideas from the video.

After the video, the class checks the reading from pages 8-9. The teacher plays the audio of the reading, she pauses it and explains with gestures and movements the ideas of the text. The teacher asks the students if here in Colombia we have gestures that are relevant, one of the student says 'in Argentina..', the teacher replies 'no, in Colombia.' (Teacher stops the student from developing the idea)

S: So, I get confused T: Got confused S: Yes, I got confused (Correction is done through repetition)

There is a transition between classes, the teacher writes on the board examples using the past.
E.g: 'It was strange to call my teacher Ms."
The teacher asks the students for what continous means? (Checks previous knowledge from students) The teacher shows them a video between the differences of past simple and past continuous. They continue with pages 40-41.They check the grammar chart that appears on the pages and after they solve some exercises. On this part, the teacher is the one who speaks the most, only one student gives all the answers.

(Even though the teacher is active and shows a good attitude, the students are quiet)

They check the vocabulary about the parts of the car. They work the listening exercise and after this the teacher ask the students to describe each car accident from the exercise. The teacher clarifies the vocabulary about car accidents. There is another transition between classes, the teacher shows the students a Velasquez's painting and ask them what they think about it. She repeats the exercise with one Frida and one Omar Rayo painting.

Students are quite shy and they don't answer to teacher's questions or well just two students do it.
S: It's not really T: It's not real, why? / S: she don't like T: she doesn't like

Then they listen to the conversation audio of the pages. After the audio, they check the vocabulary and expressions that appear on the conversation. The teacher solves the vocabulary questions through examples. There is another transition, the teacher asks them if they consider themselves computer or cellphone addicts. The teacher gives them one example about the use of technology, and she presents three different situations, but students answer just with one or two words. The situations were an introduction for pages 98-99.

The solve the listening exercise as it is used to by playing and pausing it. The teacher solves some questions about vocabulary by using movements and gestures, and the teacher asks the students what they use computers for. Finally, in order to connect with the next class, the teacher asks he students when they started watching violent TV programs. (Teacher does these transitions because she knows the book or because there is a previous class planning?)

They read and listen the reading about violence on movies and how this affects kids. After this the teacher finishes the class with a reflection. The last class work is the video 6. The teacher shows the video to the students and then ask them what they think about the attitude of one of the characters. The teacher asks them what they would do in that situation and if they are good with diets, and that's how she finishes the

class.		

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 17	Date: 19/03/2019	Time: 7:50 pm to 9:20 pm
Teacher: Lorelei	Level: A1	
Institution: ASW North	# of students: 4 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher checks the classes of the students. The teacher starts with pages 8-9. The teacher uses the board to explain the topic (alphabet). They listen to the audio and then they repeat. The teacher asks the student to stand up and she does a movement activity.

She writes the alphabet on the board and below each letter she writes a letter that represents a command. E.g: A (up) B (Down) C (Right) D (Left) E (jump) F (Left) (This activity could be considered a good TPR exercises)

As a practice exercise she does a dictation for the students where she spells different words and students just write them. E.g: G-O-L-D → After the dictation is over each student goes to the board and writes one word.

T: What is a 'zipper'? (The teacher explains the meaning by showing them an object with a zipper)

The teacher explains the difference between proper nouns and common nouns. Since the students already solved the exercise, they do extra practice with other exercises from the book. Before moving to the next class, the teacher checks that the student with those pages understood the topic. Then they continue with pages 54-55. The teacher reads the objective of the pages.

T: what is free time? S: Tiempo libre T: Cómo se dice 'leisure activities' en español?

The teacher reads the vocabulary of the pages and asks them if they remember any other activity.

Interaction exercise: Teacher asks the students to ask each other questions about free time activities.
S1: When do you go to the movies? S2: On Sundays

Teacher uses the digital book and the board to develop the explanation of the topic, she writes some examples on the board about the topic (adverbs of frequency) and asks the student for one example each.
 Oral practice: Students mention one activity they do on Monday and then they ask each other, what do you do on _____? (Good exercise of practice). The teacher explains the vocabulary with gestures and movements.

Then, they continue with video 6. T: What is video 6 about? The teacher plays the video and then pauses it and asks the student to describe what the person is wearing (the student is able to put into practice the topic of the unit).

S1: These shoes is.. T: Jum.. S2: Plural T: These shoes… S1: Are..

The teacher asks the student to pay attention because then they're going to ask questions. In order to ask the questions the teacher uses a 'spin the bottle' methodology. The teacher writes on the board the questions so the students can check if they were right or wrong. (Even though sometimes the grammatical structures of the student's sentences wasn't right they were able to make themselves clear)

Then, they continue with pages 104-105. The class checks the vocabulary of the pages

T: you don't do anything!! (Teacher says this in a funny way when she noticed that from the list of activities the student didn't do anything)

The teacher explains the topic on the board with examples. They way of explaining the grammar is very structural. E.g: Wh + Can + Subj + V base form + complement?

The students solve the exercises and while they do that, the teacher puts some background music.
In order to involve the students in the class, one of the students asks the questions from the exercises and the other answers.

FIELD NOTES – RESEARCH STUDY			
Field Notes N° 18	Date: 20/03/2019		Time: 6:00 am to 7:30 am
Teacher: Jürgen		Level: B1	
Institution: ASW North		# of students: 1 student	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class with pages 32-33. He asks the student to read the goal of the pages. The teacher asks the student if the topic of Present Perfect is clear for her. The student says that she understands the structure but for her is difficult to use it when speaking.

They start discussing about the topic of the pages (hotels and amenities). They check the vocabulary of the pages. The student asks the teacher if 'turn down the bed' is tender or destender, and they both laugh about the situation. They work on the first exercise that is related to the vocabulary and expressions about the topic aforementioned. Then, they continue with the listening exercise and the student is the one in charge of giving all the answers. The teacher solves vocabulary doubts of the student. E.g: 'mess'

T: Do you have questions about this topic? S: No

As an extra activity the teacher shows the student a video about hotels around the world. It's a ranking about the most expensive hotels in the world. The teacher pauses the video on each new hotel, but the student replies: I didn't understand anything. The teacher solves her doubts and asks her more questions.

The teacher explains some of the words 'decadent', first he explains in English and then he uses Spanish. E.g: 'marble es marmol'
The teacher solves the vocabulary doubts of the students however most of the times he uses translation or Spanish to explain the meaning. They repeat the video but this time with subtitles in English and the student states that now she understands way better.

The teacher once again asks her about the video and what she remembers. They repeat the mechanics of the previous part first they check questions about vocabulary and then they repeat the same part of the video but now with subtitles. The teacher takes some minutes to explain the student what the proper way is to say the numbers that finish in 00.

The teacher asks some comprehension questions about the video. E.g: Tell me what did they say about France?

S: The hotel have… T: has.. (The error correction is done immediately and using repetition), S: the city has very cultural T: the city is very cultural..

The teacher explains the meaning of 'head-spinning' T: algo que le hace girar la cabeza, it's very impressive. (The activity is a good exercise that allows the student to practice more the speaking)

S: Also have a private.. T: ajam, also has..

(Teacher solves come vocabulary doubts using Spanish) The teacher uses the board to explain the new vocabulary.

(In some situations the teacher doesn't correct the student, is it done in order not to cut the idea? and correcting immediately the mistakes does it cut the idea?) The students writes the new vocabulary on her notebook.

General insights:

There's a lot of speaking practice. They also practice listening. There's no reading or writing practice.

FIELD NOTES – RESEARCH STUDY			
Field Notes N° 19	Date: 20/03/2019		Time: 7:30 am to 9:00 am
Teacher: Oliver		Level: A1	
Institution: ASW North		# of students: 4 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

In the same he starts his classes, he starts with an introduction of himself and asks the students to introduce themselves. They start with pages 48-49. The teacher asks the students to read the vocabulary that appear on the pages and the teacher helps them with the pronunciation of the words.

After this, the teacher starts with the grammar explanation (Adjective placement) creating a contrast between the way adjectives are placed in Spanish.

E.g: Camisa roja - larga caminata // Red shirt - long walk
T: is that clear? (Students don't answer) T: yes, no? (and he laughs)
E.g: ojos verdes - green eyes

After the explanation they solve the exercises and the teacher asks one of the students for the answers and he guides her since he noticed she was a little bit confused. After this, they do some extra exercises.
The teacher uses the board to explain the regular structure of one sentence. Subject + verb + complement
He uses this explanation to show the student how to organize a sentence. Even though, the student is just starting the level after the explanation is able to give the correct answer.

They do some extra exercises and all the students help with at least one answer. The teacher continues with the grammar explanation on the board. (The explanation focuses more on the structure)

S: I need a new pants T: I need new pants (The teacher explains why he cannot use 'a')
S: What is want in Spanish? T: Querer

He explains each part of the grammar chart, and after this there is immediate practice, each of the students helps with one of the answers. The teacher corrects the grammar and pronunciation mistakes, and guides the students with their doubts. The teacher notices that there is one student that is confused, so he uses the board to explain the structure and after that since the student is still confused the teacher uses Spanish to clarify even more.

Interaction exercise: The teacher asks the students to ask each other questions using the topic of the class (describe clothes and present simple). (It does not matter on which part of the book they are, all students interact and participate)

T: Questions about this part?.. Ok, let's go back to pages 6-7, and now we're going to talk about occupations.

The teacher asks the students to read the vocabulary, each student helps with one of the words and the teacher checks their pronunciation. The teacher develops the grammar explanation on the board (singular-plural, verb to be), the teacher uses different colors. Students help with examples about the topic.

S1: They are actors / S2: I am a student / S3: He is a person / S4: You're not a doctor

Teacher checks previous knowledge of students and then, they solve the book exercises and each student helps with one answer.

T: Questions about this part? Preguntas?

(Teacher takes into account the learning pace of students) They work on extra exercises from the digital book, each student answers of the questions. The teacher explains the difference between 'you' in plural and singular. He uses Spanish so students understand easily.

Interaction exercise: They ask each other sentences using 'Are you..?' and 'Is he..?' (It is a good exercise for practicing what was learnt)

The last class is video 9. The teacher does an introduction asking the students how you can use 'present continuous'. One of the students answers and gives examples for each use. Before playing the video the teacher does a grammar explanation on the board and asks the students to identify on the video moments where the present continuous is used.

T: What was happening on the video? S: Intentan organizar para ir de compras (The student answers in Spanish and the teacher translates the answer)

Interaction exercise: The students ask questions to each other about the plans they have for a day of the week. Teacher checks the grammar and pronunciation of students.

General insights:
The development is always explanation, practice and production. It's not a teacher-centered class

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 20	Date: 21/03/2019	Time: 6:00 am to 7:30 am
Teacher: Lorelei	Level: A1	
Institution: ASW North	# of students: 4 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

- To develop the class following the steps established by the language institute

3. Class Development

The teacher checks which class each student has. The teacher has a vocabulary section on her board. The warm up activity is related to coordination of hands and fingers. (Good activity for breaking the ice)

They start working pages 30-31.The teacher reads the vocabulary and asks the students for more adjectives that help us describe people. The teacher uses the grammar chart of the book to develop the grammar explanation. The teacher reads the examples from the book. After the explanation the teacher asks one of the students to describe another using the adjectives, she does the same exercise with other students.

Interaction activity: By couples the teacher asks them to think about someone famous and describe that person to the other so the other can guess. (Good activity for interaction).

T: No Spanish, no spanish!

Then, they continue with pages 100-101. The class checks the vocabulary and the teacher solves vocabulary doubts through the use of gestures and movements.

The teacher doesn't use the board for the explanation, she uses the grammar chart from the book. After the explanation, the teacher does the listening exercises. The teacher explains how they can solve it and after this, they check the answers, each student gives one of the answers. (Good way to involve the students in the class), finally, they check more vocabulary about medications.

They continue with Video 12. The teacher asks the students to pay attention to the video so they can ask questions to the student who has video class.

The students ask questions to the student, the teacher checks the sentence structure or the tenses of the questions.

T: Hagan preguntas con lo que saben, no se compliquen (This comment is done after in some of the questions they try to use structures that they don't know, yet)

T: No, no no. Don't translate. Quienes ya aprendieron pasado hagan preguntas con lo que ya saben, do-does es para cuando van hacer preguntas en presente.

They continue with pages 108.109. The teacher does the explanation using the digital book and the chart that appears there. They check the vocabulary of the pages and for practicing, each one asks a question to the teacher. Since they already answered the exercises from the pages, the teacher uses extra exercises that come on the digital book. (It's interesting to notice that even though they are on different parts of the book, they help with some of the answers).

Finally, they work the video 13. They work the video in the same way as before by asking questions to the student with that class. The teacher is aware of the grammar and pronunciation of the students, and she helps them with the questions about vocabulary.

The teacher asks if there are questions, and finishes the class

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 21	Date: 21/03/2019	Time: 7:30 am to 9:00 am
Teacher: Jürgen	Level: A1	
Institution: ASW North	# of students: 4 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class with pages 52-53. They read the goal of the pages and the unit. The teacher checks and helps the student with the pronunciation by giving them tips on how to pronounce.

T: Do you know what is 'ask for'? S: Preguntar T: Not exactly, es más como pedir, como cuando uno va al restaurante y pide el menú.

They check the vocabulary of the pages and the teacher checks and corrects the students pronunciation.
They continue with pages 46-47. Teacher uses Spanish to clarify doubts and aspects related to grammar. The teacher uses the board to develop the explanation of the topic (present simple) and he uses different colors for it. The teacher explains what happens with the verb do/does, however all this explanation is done in Spanish.
The teacher asks questions related to the topic of the class. T: What kind of clothes do you like? Que tipo de ropa te gusta

The teacher talks and explains other common errors that usually happen with the yes/no questions, and he does the explanation in Spanish. The teacher notices that the students already have the exercise solved so he checks the exercise and asks each one of the students to help with one of the answers.

T: recuerda que esto no dice /husband/ pero más /hasband/
T: Sabemos que es 'actually'? S: Actualmente
T:Es más 'de hecho' (The teacher explains the meaning of false cognates)

Interaction activity: The teacher asks on of the students to be the salesman and the other two students are the clients. He explains the activity but the whole interaction is done in Spanish, and the interaction between students is also done in Spanish. (It is a good activity to develop group work)

The students first organize the idea in Spanish and then they translate it, the teacher also helps them with the questions about grammar and vocabulary.After the role play, the teacher asks the students to solve the extra exercises that come on the book. The teacher works is close to the students in case they have questions or doubts about the exercise. They check the exercises and the teacher solves the students' doubts.

The teacher connects the topic with the topic of the pages 52-53 (Morning and evening activities) The introduction to the new topic is done in Spanish. The class checks the vocabulary of the pages, and the teacher continues with the grammar explanation but this is done in Spanish. (Why does the teacher use so much Spanish?)

The teacher asks the students to write on a piece of paper 5 activities they do in the morning and 5 activities they do at night. After this, they exchange the writings with their classmates so they can read each other activities (Good activity to practice the third person singular) The teacher corrects students' mistakes either on the writing or speaking.

S1: At 6:30 she does my breakfast / T: Ella hace tu desayuno, viven juntos? / S1: Her, she does her breakfast

The teacher corrects the pronunciation for 'teeths', to avoid misunderstandings. The teacher does the introduction for the video 2, he asks the students to pay attention to the nationalities and occupations that are mentioned. The teacher repeats the video so they can get all the information. However, throughout the activity only one student participates.

The class watches the second video and the teacher asks some comprehension questions. The teacher checks the exercises previously assigned and corrects the students' pronunciation. E.g: visits - goes
The teacher asks if there are any questions, and he finishes the class.

General insights:
Good practice exercises. Language skills are worked along the class. Is the use of Spanish from the teacher related to the level of the students?

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 22	Date: 21/03/2019	Time: 9:00 am to 10:30 am
Teacher: Claire	Level: B1	
Institution: ASW North	# of students: 3 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking which class the student has. The class starts with pages 44-45.
The teacher starts the class stating a situation. She says that they are going to Cartagena by car and they have to think which the best car option will be. Then, they think about two situations more, travelling to the plains and to Villa de Leyva.

After this introduction, they read some people's description and they choose which would be the best car option. Each student solves one of the descriptions.

T: What is hiking? T: Walking on the mountains (Teacher does this explanation using gestures)

After the exercise, they work o the listening exercise of the pages. They work it as usual by playing and pausing it and solving some comprehension questions.

The teacher uses some examples and gestures in order to explain why is not possible to use 'have' to talk about age. There is a transition between classes, the teacher connects the uses of cars with the use of technology. She starts by presenting a comparative situation between samsung vs huaweii vs iPhone, in a second scenario she presents three different breeds of dogs.

This exercise was an introduction for pages 102-103. The teacher develops the explanation of the grammar topic on the board (comparisons with as...as) The teacher uses different colors in order to do this. (Teacher uses different colors to clarify aspects on her presentation)

The teacher expands the explanation with more expressions that the book brings. The teacher asks the students to make comparisons using the structures learnt. After the exercise the teacher shows the students a video that shows more examples that are not included on the book. (Good support for the topic)

The teacher presents two more cases so the students can give more examples using the comparisons. The teacher checks the errors and helps them to complement the answers. There is another transition, the teacher presents an example where a Ferrari is more important than a person. One of the students gives an example using as...as, the teacher includes the student's response even though the teacher was doing a transition between classes.

They continue with pages 114-115. The teacher works most of the information from the pages just in the introduction. They check the pages just to see if something was missing. The teacher uses the board to develop the grammar explanation, as always using different colors. After the explanation the class works on the exercise that the book provides.

The students work on the second exercise, they check the answers, but they all answer at the same time.
After this, they continue with pages 10-11. The teacher uses the board to explain the difference between the adjectives that end in -ed and -ing. The teacher connects the topic with the students' reality through the use of questions.

T: Do you know what is thrilling? S: It's like being scared but in a good way.

(The vocabulary explanation is done through gestures, movement or definitions in English)

They work on the listening exercise by playing and pausing it. The teacher as it is used to does some comprehension questions about the audio.

There is one transition more. The teacher asks the students if they have been to other countries or have interacted with other cultures, so they can express their experiences. This was an introduction to the video class.

The teacher uses the video to explain the difference between past simple and present perfect.

The wrap up activity is to ask the students to ask her questions about the video and what she has done in her life. (There is teacher-student interaction but no student-student interaction)

The teacher praises the students before leaving, showing that she has a good attitude and reflects positive energy along the class.

T: 'you did perfect today', 'congratulations'

General insights:
good transitions, good connection between topics, no interaction between students.

FIELD NOTES – RESEARCH STUDY			
Field Notes N° 23	Date: 21/03/2019		Time: 6:20 pm to 7:50 pm
Teacher: Anthony		Level: B1	
Institution: ASW North		# of students: 4 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking and asking the students to repeat the vocabulary of the pages. The teacher uses the board to explain and reinforce some expressions that are very used when talking about present perfect. The teacher asks the students to give him more examples or ask him questions using the expressions: always, already, yet, ever and never.

(Involves all the students in the class and checks previous knowledge of the students about the topic)

When students make any mistake the teacher repeats the phrase or the statement but in the correct way.

The teacher solves one questions that a student has about the difference of already and yet. The teacher does it by giving some examples and a definition. They work with the listening exercise, each of the student helps with one of the answers. At the end, the teacher praises the students for their effort by saying 'oh thank you guys, you did it well'.

They continue with pages 52-53. One of the students reads the goal of the pages. Then, they listen to the vocabulary of the pages and in the meantime the teacher writes 'countable' and 'nom-count' on the board.

Speaking activity: The teacher starts by giving an example 'when I travel I always carry…', after the teacher's example each student shares his answer with the rest of the class.

The teacher checks and corrects the students' grammar and pronunciation. E.g: 'toothpaste'. The teacher generates interaction among the students after stating the advantages of using a 'nail clipper' and a 'nail file'. After this the teacher says 'If you go to my bathroom, you'll see..' This is a way to connect the topic to the reality of the class.

The teacher explains the use of the expressions 'some', 'any', 'many', 'much', 'lots of'. Then they continue with the exercise and the teacher gives them some time so they can solve it. Then, the teacher checks the exercise and each student helps with one answer. (This is a good way to involve all the students in the class).

They continue with pages 64-65. They red the goal of the pages, and the teacher states that 'every topic related to food is my favorite'. They listen to the audio of the pages and they repeat the vocabulary.
Speaking activity: The teacher starts by giving some examples using the expressions that appear on the pages, and then the students start sharing their answers.

T: 'Remember that is 100% English in this class'

The teacher uses the board to explain the grammar topic (used to), the teacher gives some examples about his life but using the grammar topic.

E.g:I used to consume a lot of sugar / I didn't use to eat lentils.

The students work on the exercise to practice the grammar topic and after this they start checking the answers. They check the answers in the same way, each student gives one answer.

T: Did you finish? S: Yes, I do T: Did you finish? S: Ohh sorry! Yes , I did.
T:'Any questions? any comments? If this information is clear let's move on to pages 110-111'

The teacher asks the students to describe each of the images from the pages, all the students do it correctly but one of the students doesn't do it correctly so the teacher complements the answer.

The teacher asks the student if they have experienced or lived any of those situations (moral dilemmas)
One of the students asks for the meaning of one word, and the teacher solves his doubt by using gestures and movements.

T: Don't speak Spanish (The teacher doesn't like students using Spanish during the class)

The teacher paraphrases the situation that the student presents to see if he understood the student's idea. The teacher completes the answer of the student and checks the grammar and pronunciation of the other students.
After this activity, they work on the exercise about vocabulary and expressions and then they all check the answers.

Finally, the teacher does a small introduction about the other topics that will appear on the unit.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 24	Date: 21/03/2019	Time: 7:50 pm to 9:20 pm
Teacher: Oliver	Level: B1	
Institution: ASW North	# of students: 5 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective		

- To develop the class following the steps established by the language institute

3. Class Development		

The teacher checks which class the students have. As a regular procedure of the teacher, he introduces himself and then asks the students to

introduce themselves. (Good exercise to get to know the group)

S: Psychologist / T: Psychology

They start working pages 40-41. They read the goal of the pages, they check the vocabulary of the pages and the teacher corrects the students pronunciation. E.g: 'engine' 'windshield'

The teacher explains the grammar topic on the board. He writes mainly the structures. He starts the explanation with an introduction of present continuous and its uses and then, he connects it to past continuous.

S: Was you walking..? T: was you!? S: No, were you walking…?

After this, the teacher explains the use of past continuous and past simple. The teacher notices that the student has the exercise solved, so they work with extra exercises that appear on the digital book. The teacher checks the grammar and pronunciation errors and any other doubt from the students.

Interaction: The teacher asks the students to work by couples. They need to talk about a time in which they have seen an accident. The interaction is done in English. The teacher goes couple by couple checking and solving doubts.

(It's a good activity to practice no matter if the students are A1-B1, it's possible to notice that the regular order of his class is presentation-practice-production)
They continue with pages 52-53.They start reading the vocabulary about personal care products which are countable and non-countable.The teacher uses the board to develop the grammar explanation and involves the students by asking them to give and provide different examples. After the explanation, the solve the exercises from the book and extra exercises from the digital book.

Interaction: Teacher asks the students to create a conversation using the vocabulary and expressions that were explained.

The teacher verifies that the students understood the topic by asking the questions. (Teacher tries to have a student-centered class rather than teacher-centered) After this, they work on pages 70-71. The class checks the vocabulary of the pages and each student helps with one part of the reading exercise. The teacher checks the students' pronunciation and corrects the mistakes. After this, they develop the listening exercise.

Interaction: They work in couples. Each student has to describe their favorite dish and the least favorite. The teacher drops by each couple checking and solving doubts. At the end, the teacher asks the students to talk about the dishes of their classmates. (Interaction + practice + meaningful activity)

They continue with Video 8. The teacher does an introduction to the video reviewing the grammar topic of the unit and the previous knowledge of the students. The teacher uses the board to explain the uses and clarify doubts about the passive voice. They watch the video and the teacher asks the students questions about the video.

Practice: The teacher asks the students to describe an object using the passive voice. The teacher checks the students answers for any pronunciation or grammar mistake. (Good exercise to practice and reinforce previous knowledge)

General insights:
Good class development, there is interaction and practice along the class. The teacher shows a good attitude and energy along the class.

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 25	Date: 22/03/2019	Time: 6:00 am to 7:30 am
Teacher: Jürgen	Level: B1	
Institution: ASW North	# of students: 2 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective		

- To develop the class following the steps established by the language institute

3. Class Development		

The teacher starts the class with a small introduction related to the topic and then continues with the reading of pages 92-93.

The teacher checks the pronunciation of the students while the students read. E.g: 'child', 'asked'. The teacher solves questions about vocabulary E.g: oblige, doodling, scribbles. The teacher uses an online dictionary, movements and gestures to explain the meaning of the words. The second student reads and the teacher helps her with the pronunciation. Some explanations done by the teacher are in Spanish.

T: What did you understand from the reading? Do you have talents? (Teacher relates the topic with the students' reality)

They solve some exercises related to passive voice in order to finish the unit, and the teacher writes on the board some sentences. The teacher checks the exercises from the book and helps the students with grammar and pronunciation. The teacher explains the use of tenses in passive voice, however he does it using Spanish.They work with some examples about passive voice. One of the students makes a mistake related to the tenses change but the teacher doesn't correct her.

S: What is jail? T: Cárcel

The teacher asks the students to write five examples using the explanation he did about the way to talk about places and events in passive voice. (This is a good exercise to reinforce the topic and the writing skill)

The teacher checks the exercises and examples of each student, while the other student finishes the teacher decides to continue with the video class. The continue with the video 3. The teacher asks the student about the topics of the unit. The student states that the unit is about hotels and amenities, and related to grammar is about future and real conditional. The teacher asks the student to explain what a conditional is, and the teacher complements the student's response.

The teacher and the students watch the video. The teacher asks the students to pay attention to the issues and problems that the guests on the video have. After the video, one of the students gives the answers correctly, but the teacher corrects her grammar and vocabulary mistakes.

The teacher uses the Spanish to clarify some elements and aspects about the future and the conditional.
They watch the second video and one of the students talks about the problems that the guests of the second video have. The teacher asks if there are questions. One of the students states: 'No tengo muy claro el 'factual conditional'. The teacher explains and helps her with the doubt about conditionals but he does the explanation in Spanish.

S: water freeze… T: Tercera persona S: waters.. T: acuérdate que el verbo es 'freeze'

They solve some exercises to practice and check that the information was clear and the student solved her doubt.

S: What is dry? T:seco, es lo opuesto de 'wet'

General insights:
The use of Spanish is mainly to clarify doubts → This could be a belief about how Spanish could be a better mean to clarify or that if he explains in English students won't understand

FIELD NOTES – RESEARCH STUDY			
Field Notes N° 26	Date: 22/03/2019		Time: 7:30 am to 9:00 am
Teacher: Lorelei		Level: A1	
Institution: ASW North		# of students: 3 students	
1. Objectives			

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking which class the students have. Since the teacher and the students don't know each other, the teacher asks them to introduce themselves. Each student introduces himself and then they continue with pages 92-93. They start checking the vocabulary for outdoor activities. One of the students ask the teacher why we say 'a drive' and in other cases we use 'running'.

The teacher explains what gerunds are, and she uses Spanish to show them how we usually understand those phrases. After tis, the teacher shares her experience ice skating and shows the students nice places to visit if they ever go to New York. The teacher shares other stories about her time there and complement these stories with images.

Then, they continue working with the vocabulary from outdoor activities and the students give more words. Before doing the listening exercise they check the vocabulary and read the instruction. The play the audio once and let it play completely.

In the meantime, the teacher draws a vocabulary chart on the board for the new words that appear. The teacher uses the board to explain the use of 'going to' and she tells them that is not common to use the structure of 'going to go'.

The teacher asks the students about what they did during the weekend (This exercise is a good practice of the topic that they're working)

S: In the morning, I sleeping.. T: In the morning, I slept..(Error correction is done in the same way, the teacher repeats the student's answer but in the correct form)

After the student share their answer about their weekend activities, the teacher asks them what they are going to do next Sunday. The teacher uses Spanish to clarify doubts. The teacher also corrects the grammar, vocabulary and pronunciation of the students' responses to the aforementioned questions.

After this, they continue to work with pages 104-105. The teacher asks the students what their talents are and each of the students answers with what they consider are their talents. One of the students plays the drums but they don't know how to call a particular part of the drums so they look for an image of it.

(The teacher usually uses funny comment so the students laugh and in this way she creates a nice environment for developing the class) The teacher corrects the pronunciation. E.g: 'sew'

The teacher asks the students to tell her what they can and can't do, so in this way they can practice what they've just learnt. The teacher explains the grammar topic (can-can't) using the grammar chart that appears on the book.

Interaction: The teacher asks the students to ask questions between them using can and can't.-The teacher checks the sentences and clarifies the doubts, in some cases she uses Spanish to make herself clear.

The teacher writes a tongue twister on the board: can you can as a canner can can a can?

The teacher checks which of the students can say it faster. This is a good exercise to practice fluency and pronunciation.

T: Practice, don't be so lazy ja ja (The teacher tries to connect and share her energy with her students through jokes and funny comments) After this, they continue working with video 6. The teacher asks the students about the topic of the unit.

T: What's the topic? What's the name of unit 6?

The teacher asks one of the students to describe a classmate's clothing. The teacher helps the students with the vocabulary and checks the proper use of grammar and pronunciation

S: He's wearing a shirt blue T: a blue shirt

The teacher asks the students what the video is about, she repeats the video, and she asks them more questions about the video.

T: What is this? S: That is a blue sweater
T: What are these? S: Those are blue pants

Students help each other and the teacher complements the answers. This exercise is with the aim of improving and practicing the demonstratives. The teacher asks the students to continue asking each other questions.

S: Those shoes- The teacher makes a gesture showing that something is missing. S: Those are shoes.

The teacher uses her body and gestures to solve vocabulary doubts. The class finishes.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 27	Date: 22/03/2019	Time: 6:20 pm to 7:50 pm
Teacher: Anthony	Level: B1	
Institution: ASW North	# of students: 4 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking which pages the students have. Then, the teacher introduces himself and tells the student that they can call him 'Alex' and they can ask him as many questions as they want.

They start the class by reading the goals of the pages and they check the vocabulary of the pages and the students read the examples and the teacher compliments with another example. They continue with the listening exercise, the teacher explains what they have to do and plays the audio with pausing it. They check the answers and the teacher verifies the proper grammar and pronunciation from the students. E.g: 'inspired'

T: Any questions? if everything is clear let's continue with pages 98-99

The teacher starts the class with a speaking activity. The teacher writes on the board the words computer master and computer outcast. First, he asks the students to define the concept, the teacher praises the students answer E.g:'You're right' 'You're correct'- After all the students have given a definition the teacher writes a definition on the board based on the students responses.

With the second concept there are some issues with the definitio, one of the students says that it could be the opposite of the first definition. The teacher replies 'You're the man', You're right'

(The teacher gives the definition for 'outcast' using examples, gestures and sounds') After the concept is clear, the teacher asks the students if they are masters or outcasts. In order to check if he understood the idea of the students he paraphrases their answer.

(The teacher shows a good attitude along the class)

The teacher asks the students to read the conversation and he monitors the students' pronunciation. The teacher gives the students some time so they can answer the exercise. The teacher solves vocabulary doubts through definitions E.g: 'Shut down' 'attachment', and he gives some tips to the students about how they can solve the exercise. They check the answers and then continue with the next pages.

The work pages 110-111. The teacher says to the student that is the last unit of the book . The teacher asks the students to describe some images that appear on the pages. If the answer or description was short, the teacher complimented it. In order to see if he understood the answer the teacher paraphrased the answer.

(What about this strategy?)

S: She were washing her hands.. T: Ohh, she was…

Students first describe and then they share their experiences that were similar to the ones on the photos. (It's a good exercise to practice the oral production of the students and to connect the topics to their reality)

They continue with the listening exercise and they solve the exercises about vocabulary and they check the exercises. Each student helps with one answer and all the students participate. The teacher finishes the pages by showing the student what they will work on that unit.

The last class is Video 6. The teacher shows them the video and tells them that he will ask them questions. The teacher makes a summary of the video and asks questions to all of them.

T: I need complete sentences, I need complete ideas, This is Top Notch 2.

The teacher solves a vocabulary doubt by showing the students an images that defines the word.

For the second video the students are the ones who ask questions to the teacher. All the students ask him questions. Good activity to involve the class.

General insights:
There is participation but no interaction

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 28	Date: 22/03/2019	Time: 7:50 pm to 9:20 pm
Teacher: Oliver	Level: B1	
Institution: ASW North	# of students: 4 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective		

- To develop the class following the steps established by the language institute

3. Class Development		
The teacher as it is used to introduces himself and then ask the students to introduce themselves. (What is the reason for doing this?)		

Each student introduces himself and then the teacher asks them some questions about the information they have just provided. They start working with pages 26-27. They read the goals of the pages and check the vocabulary. The teacher asks them questions about the vocabulary to see if students are able to define those words.

S: two persons T: ajam, two people

For each word the teacher does the same and asks the students for a definition of the word. After this, they read the conversation from the pages. There are some doubts about vocabulary and the teacher solves this questions by looking for images on the internet to explain the words.
The teacher connects the topic to the reality of the students and asks them when they travel which are the most important services and amenities and why. (After these questions there's no interaction activity as on the previous observations).

Then, they continue with pages 44-45. The teacher asks the students what's the type of car they like the most and why. After this, they continue with the listening exercise. The teacher explains how they can develop the exercise and each student helps with one of the answers (All the students are involved and help with one of the answers)

Interaction: The activity is about planning a trip. One student chooses the destiny and the other chooses the date. One of the students will play the role of the agent and the other of the caller.

While the students develop the role play the teacher checks the students' pronunciation, grammar and solves vocabulary doubts.

Finally, they work with pages 104-105. The teacher reads the goal of the pages, and then asks the students to read one of the words from the vocabulary with its corresponding definition. In each of the words the students and teacher comment something about the topic.

Since the student with those pages had already solved the listening exercise, they decide to move to the next pages, and they solve a survey that appears about internet and computers. The class checks point by point of the survey and they comment if they do that activity or not and add an idea for each case.

After the topic is discussed the teacher decides to play kahoot and would rather, on the last one each student chooses one option and the teacher corrects them in case they make any mistake.

The teacher takes advantage of the exercise to explain mistakes that usually appear when working this topic.

General insights:

These activities help to reinforce the topics worked in the class and allow students to identify some floss they have related to the topics.

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 29	Date: 23/03/2019	Time: 8:00 am to 9:30 am
Teacher: Taylor	Level: B1	
Institution: ASW North	# of students: 3 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking which class the students have. The teacher starts with Interview 10. The teacher asks the student about what the unit is about. The teacher plays the video and asks the students some questions related to it. The teacher corrects the student's answers that are mainly errors about the use of prepositions 'in' and 'on'.

The teacher plays the video and asks some comprehension questions to the students. After this, the teacher connects the topic to the students' reality by asking them what they would do in those situations (finding money on the street)

To continue practicing the teacher asks the students about other 'moral dilemmas' so they can reflect upon what they would do in those cases. E.g: Getting the wrong score on an exam but thanks to this you pass the subject.

(This is a good activity to encourage students' participation)

The students share their stories about ethical choices, this is a good way to involve the students and it's possible to notice that students enjoy sharing their life experiences. The teacher states that the best part of this topic is that it allows you to know more the people.

After this, they continue with pages 104-105. The main topic of the pages is 'The Internet'. The teacher asks the students how old they were when they joined facebook. After this, the teacher asks the students why and for what they use facebook.

Each of the students share their experiences related to the use of social networks. (The questions generate a good participation between teacher and students). After having discussed the use of social networks, the teacher asks the students which websites they usually visit and which applications they use the most. (The most important aspect of this activity is that students participate and they interact all the time in English)

All this speaking activity was an awesome activity to introduce the topic of the pages. They check the vocabulary of the pages and other terms relate to the topic of the class.

E.g: post / upload / share / stream / pop-up

The teacher connects and exemplifies these terms with the students' reality and their social networks. They develop the listening exercise and the teacher explains how they can solve the exercise. The teacher asks the students to define the term 'influencer' and they look on the internet for the top 10 of the biggest influencers on social networks and they discuss a little bit about the topic . After this, they check the answers from the listening exercise.

S: He don't… T: Don't?.. He doesn't S: Ohh, yes sorry

The teacher asks the students 'do you think that using the internet and social media is a waste of time? The students answer the questions which in some way can be taken as an exercise to reflect upon a particular reality. Then, the teacher asks the students why do you consider internet as very important.

(It is possible to see that there is a lot interaction and participation from the students throughout the class) In addition, the teacher shows a good attitude along the class by always smiling and caring about the students' answers.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 30	Date: 26/03/2019	Time: 6:00 am to 7:30 am
Teacher: Jürgen	Level: A1	
Institution: ASW North	# of students: 2 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class asking the student to read the communicative goals of the pages. After this, he writes on the board the word 'discuss' and the teacher explains how is the correct pronunciation and gives some tips on how to pronounce better, but this tips are given in Spanish.

The teacher explains what the unit will be about. They check the vocabulary of the pages that is about place in the neighborhood and they check the extra vocabulary that the book brings at the end. After this, they check the vocabulary about prepositions of place. The teacher uses the board to develop the grammar explanation about where.. and it's (The teacher uses Spanish to clarify doubts)

Interaction: The teacher asks the students to write the way to get to 5 places. After some minutes the teacher writes the places on the board and asks the students to explain the other person how to get to that place. The teacher monitors the activity by checking and correcting the pronunciation and the vocabulary.

(This is a good activity to practice the class topic and is also a good exercise for interaction between students)

They take turns, first one student draws the indications and the other guides the student. Then, they change roles. The teacher helps the students by guiding them as well and solving vocabulary doubts.

One of the students asks the teacher how you can say 'papelería', the teacher doesn't know and they look for the word on an online dictionary to solve the student's doubt. They finish the pages with a grammar practice exercise from the book. The teacher asks the students if they have any questions and they continue with pages 104-105.

The teacher asks the students to read the communication goals. The teacher writes on the board the pronunciation mistakes and once again explains the students how to pronounce better but the explanation is done in Spanish.

E.g: abilities / politely / decline / invitation

After the explanation, the teacher asks the student to repeat and after that to read again the communication goals.

Teacher: Necesito que repases en casa porque estas flojita para las páginas en las que vas

Teacher: Que saben de los verbos modales (checks previous knowledge). The teacher explains the concept of can-can't and the adverbs well and badly, and explains them the use of 'at all'.

The teacher asks the students to say 5 things so they can use 'can' and after that he asks the students to give examples of what they can't do, and then 3 activities they can't do at all. The teacher checks the pronunciation of students E.g: 'sew'

After the practice the teacher continues with the explanation of the grammar topic 'can-can't. They solve the exercise from the book and each student helps with one answer. The teacher monitors the answers of the students and helps them with the grammar and pronunciation. After this, the teacher asks the students to ask 3 questions using 'can'. Then, they ask each other questions using 'can'. (This is a good activity to practice and make the students interact among themselves)

The teacher smiles and answers the students' doubts always keeping a nice attitude.

The teacher finishes the class asking them to practice mainly vocabulary.

General insights:

the teacher uses Spanish most of the time to clarify some information. It was possible to notice the presentation, practice and production stages during the class.

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 31	Date: 26/03/2019	Time: 7:30 am to 9:00 am
Teacher: Jürgen	Level: B1	
Institution: ASW North	# of students: 2 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class with pages 6-7 that are about 'present perfect'. The teacher uses the board to develop the explanation. He uses different colors to highlight important elements from the topic. In some moments he uses Spanish to clarify some aspects of the topic.

Speaking activity: By couples, the teacher ask the students to ask each other questions using: ever, already, yet, about different activities you can do here in Bogota.

E.g: Have you ever been to the top of Colpatria tower? (This is a good activity to promote students' participation and interaction)

T: You can try to be more creative → the teacher does this comment to the students in order for students to extend their answers and not just say 'yes' or 'no'.

At the end of the students' answers, the teacher corrects the statements mainly some expressions. E.g: 'go sightseeing in' 'try' (Teacher waits till the ed to correct the student)

After this, they continue with the listening exercise. The teacher explains the audio exercise and repeats it so a student can finish the exercise. Then, they correct the exercise and each student helps with one of the answers (This is a good way to involve all the students on the exercise) The teacher finishes this class by asking the student to practice asking questions following the structure that was previously explained.

They continue with pages 44-45. They read the goal of the pages and they check the vocabulary of the pages that is about cars. They continue with the listening exercise and the teacher does the explanation on how they can solve the listening exercise, and each student helps with one answer.

S: He has 18 years old T: He has? S: Oh, no! He is 18..

The teacher helps the students with their pronunciation, however, the tips the teachers give are given in Spanish.

E.g: Recuerda que cuando se pueda suavizar el sonido de la 't' lo hacemos como en 'getting'.

Each student helps reading one of the examples from the pages and they give the answer using the best car option for each scenario and the teacher completes the students' answers (This part can be considered teacher-centered) After this, they continue with pages 74-75. They start the class reading the 'communication goals'. The teacher asks the students to answer the survey that appears about the psychology of color,

while the answer the teacher corrects the pronunciation.

E.g: 'often' 'patient'

They talk about colors and how they related the statements that appear in the book with their real lifes. However, the teacher is the only one sharing experiences about colors. They read the conversation model and the teacher checks the students' pronunciation.

S: either T: tú dices 'me too' cuando estás de acuerdo, y 'me neither' si no estás de acuerdo. (Teacher uses Spanish to solve some doubts and he also uses the dictionary to explain).

S: Kidding? T: ajam, tomar el pelo

(Is the use of Spanish always necessary?) The teacher explains some expressions that appear on the pages. The teacher asks the students to paraphrase the answers. They continue with the next exercise that is about justifying why some statements are false. The students don't give the correct answer so the teacher decides to give the correct answer (Does he take into account the learning pace?)

They continue with pages 86-87. The teacher asks the students to read the communication goals. Teacher asks the students if they like any type of art, like movies, paintings, etc… The teacher asks the students which movies they like. (The students make some mistakes but the teacher doesn't correct them is it because he doesn't want to cut the student's idea?) After learning a little bit more about the students he decides to check the vocabulary and they read the conversation. The teacher corrects the students' pronunciation while they read and asks them if they have any questions about vocabulary.

Teacher explains the difference between 'strange, rare and weird' (It is possible to notice that the class environment is nice and both teachers and students laugh)

The teacher clarifies some expressions and gives some examples however they're in Spanish. (The teacher solves vocabulary doubts with gestures and examples, but then he uses Spanish to clarify, is it a belief that gestures and examples are not enough?)

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 32	Date: 26/03/2019	Time: 6:20 pm to 7:50 pm
Teacher: Lorelei	Level: B1	
Institution: ASW North	# of students: 3 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class with an activity where the students have to clap instead of saying 'one' and continue with the other numbers (2-3). Then they have to raise the hand instead of saying 2 and finally instead of saying number 3, they have to jump. (This was a nice warm up exercise to connect the students with the class)

They start working pages 16-17. The teacher introduces the pages by reminding the students what were the topics from the previous unit (present perfect). The teacher gives an example 'I've travelled to Medellin once', and asks the students to give her examples talking about any experience they had had.

The teacher uses the grammar chart that appears on the book to develop the explanation and asks the students what is the difference between 'since' and 'for'. The teacher gives two examples 'I've been here since 8 o'clock' and 'I've been here for two hours' The students first give examples using 'for' and then continue with examples using 'since'

T: Instead of 'arrived' you can better use 'been'

'Very good' 'excellent' → Teacher uses these expressions to encourage students to do better. The teacher continues with the explanation and the use of other expressions like always, recently, just, among others. The teacher supports her explanation through the use of examples.

T: I've just read…

On the board, the teacher writes the vocabulary but she doesn't use it to explain the grammar.
S: I've always wanted to see Avengers (By asking for examples the teacher checks if the explanation was clear)

The teacher asks if they have any questions and they continue with the next pages, 8-9. The teacher asks the students which gestures do they

use along the day and what gestures they know from other countries.

T: You don't express feelings with your face.

They continue with the reading and the teacher asks one of the students to read one part and the other to continue reading the other part, and the teacher checks the pronunciation. E.g: 'right', used', 'sign' (The teacher corrects the pronunciation immediately)

After this, the class discusses a little bit about how you can teach foreigners Colombian gestures, and then, they continue with the reading from the pages. After this, they continue with pages 30-31. The teacher uses the board to explain the grammar, that is about conditionals. The teacher writes an example on the board "If I place an ice cube under the sun, it melts" "If you arrive to class on time, you'll see all the pages" The teacher reinforces the topic with examples and after this she explains the rules and the correct order of the sentences.

T: Who can give me an example? S: She will be happy if she buys these shoes

The teacher uses the student's examples to explain the correct punctuation of conditionals.

They continue working with pages 56-57. The teacher starts the class asking the students if they agree with cosmetic surgery and why yes or not. (These are questions that promote answers that are more than one or two words.

T: Do you agree with him? S: I agree and I think it's very dangerous. (These activity allow the students to express their points of view) After sharing and listening to the different points of view, they continue with the reading and the teacher checks the students' pronunciation. E.g: 'chemical peel'

The class finishes.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 33	Date: 27/03/2019	Time: 6:00 am to 7:30 am
Teacher: Taylor	Level: A1	
Institution: ASW North	# of students: 3 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class explaining the grammar topic of asking for and doing a favor. The teacher asks the students if they know what polite means. She writes on the board that polite is similar to kind, and then she says in Spanish that is 'amable'. The teacher explains the grammar topic on the board and she does it in a structural way

Could you /(please) + verb + complement +?

They check the vocabulary of the pages and the teacher explains the difference between turn on and turn off by turning the TV off and on.

T: what else can you turn off? S: el carro T: the car, you can turn off the car as well.

The teacher writes on the board other words that can be helpful for the topic but that are not included on the book, pick up and fold.

T: You look lost! Do you know what is context? The teacher explains with gestures how to solve the first exercise and involves the students on solving the exercise.

T: Shopping goes with another verb S: comprar T: yes, but it goes with a verb, go shopping

The teacher explains the meaning of 'take out the garbage' with gestures and movements.

T: Do you know what is busy? S: como muchas cosas T: yes, like multi-tasking

After this, they continue with the listening exercise and since the students are able to solve it at once the teacher plays the audio again and asks them to pay attention to the context where the events happen.

T: Do you know what is fix? When something is broken we fix it!

The teacher explains the meaning of the word 'knit' through gestures, and after this the teacher asks if there are any questions. They continue

then with pages 20-21. The teacher asks the students if they leave near. The teacher uses her hands to show the difference between near and far. The teacher starts the explanation from the example of the student who lives in Lijaca.

T: What is your neighborhood? S: Barrio T: My neighborhood is Alamos, yours? S: Usaquen

the teacher explains the meaning of 'in the neighborhood' with a picture, and then, asks the student to tell her which places are there in his neighborhood.

T: Do you know what is church? (The teacher does a picture on the board to explain the meaning)

The teacher gives more vocabulary about the topic and explains how are the school years divided, and then, they check the vocabulary about how to get to places.

T: What is across the street from here? S: Herbalife T: Across the street from here, it's herbalife.

The teacher explains the vocabulary through pictures or gestures. E.g: down the street, around the corner, next to and between (she explains between using the mouse and a bottle) .

After checking the vocabulary, the teacher looks for an image about maps (maps ESL) and she uses the board to explain how you can ask questions with where.

Interaction: The teacher asks the students to ask each other questions about the picture.

S1: Where's the school? S2: It's across the street barber shop T: the barber shop, remember you have to be specific

After this, the teacher is the one in charge of asking the questions so they can use more expressions from the vocabulary.

The teacher explains the meaning of the words 'daycare' and 'courthouse' through the use of images.
S1: Where's the bakery? T: Do you know what is bakery? S1: Panadería

They continue with the exercises from the books, they solve them and check if they're correct.

Finally, the practice a little bit the alphabet with a spelling bee exercise and the teacher finishes

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 34	Date: 27/03/2019	Time: 7:30 am to 9:00 am
Teacher: Jürgen	Level: B1	
Institution: ASW North	# of students: 3 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher checks the class that students have and then starts the class with the explanation of adjectives that end in -ed and in -ing.

T: I can use that with the same person, puedo usar eso con la misma persona (Uses Spanish to clarify the idea)

The teacher uses the board to develop the explanation. He writes on the board two sentences and asks the students if they understand the difference between the adjectives that go with -ed and -ing. The teacher corrects the pronunciation of the students. E.g: 'dive' 'frightened'. The teacher explains the meaning of the word disgusted using Spanish.

Activity: The teacher asks the students to think about an experience and they need to use the vocabulary they just learnt. The teacher gives an example and asks the students to first write the ideas and then they share them with the group.

S: como se dice retador? T: challenging / S: What is puzzled? → The teacher gives the explanation in English, then he explains again in Spanish and then he looks for the meaning on the dictionary. The same happens with the word 'charmed'.

It's clear? (Way to check comprehension?) Then they continue with the listening exercise and the teacher explains them how they can do it. The teacher explains the 'g' sound in English and compares it with Spanish. E.g: Agente vs. Gestures

They check the answers from the exercise and asks the students to answer with complete sentences.

S: como se escribe 'side to side'? → The teacher writes the sentence on the board.

T: Swallow it alive, tragatelo vivo (Teacher explains the vocabulary in English and then he uses Spanish)

The teacher asks first the student who has those pages and if he doesn't answer the teacher asks another student for the answer. Questions? Okay, let's continue with pages 16-17. The teacher starts the class by reading the goals of the pages. Teacher develops the grammar explanation orally (present perfect) And uses the board to write one example about the topic.

'The rain is the best thing I've seen' T: Have you visited any exciting place recently? Has visitado algún lugar emocionante recientemente?

The teacher gives the explanation in English and uses the Spanish to explain again. After this, they develop the exercises from the book and put into practice the topic. Each student helps with one of the answers and the teacher check the pronunciation. E.g: ´career´ 'since' (The corrections are done immediately)

Activity: There is a questions list so by couples they choose one question and they ask it to their classmates and then they share the answers with the rest of the class. Once again, the teacher checks the correct grammar and pronunciation.

T: Do you have any questions about this topic? And they continue with pages 26-27. The teacher asks the students if they have seen those pages before. The teacher helps with the pronunciation of the words 'massage' 'services' 'shuttle'

Since they student has already worked those pages, the teacher looks for an article related to the topic (hotel services and amenities) The teacher asks the student to read aloud and checks her pronunciation. E.g: 'cuisine' he also explains the meaning of the word in English and the Spanish.

S: Tripped T: Tripped? Recuerda que la 'e' es muda. The teacher writes the new vocabulary words on the board and he explains the meaning using images, English and Spanish.

The teacher tells the students that he does the activity in order not to repeat the same exercises from the book, that sometimes are very simple.

They continue with pages 44-45. The teacher states that he doesn't know anything about soccer or cars. They check the vocabulary about cars and then they continue with listening exercise.

After, the teacher checks with the students the answers from the exercise. After the listening exercise they develop another exercise where they read a description and they need to choose the best car option.

T: Do you have any questions about the topics of today? You're free to go now

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 35	Date: 27/03/2019	Time: 6:20 pm to 7:50 pm
Teacher: Anthony	Level: A1	
Institution: ASW North	# of students: 3 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class reading the goals of the pages 82-83, that is talk about food. The teacher explains the concept of countable through examples. E.g: one shirt, two shirts, three shirts…

Then, they listen to the vocabulary of the pages and they repeat each of the words.

T: Si el pollo esta vivo es contable, si esta muerto es incontable (Way to explain one difference between countable and uncountable).

T: How many TVs are in the classroom? S: One (The teacher uses examples to make himself clear explaining countables)

T: Tu como haces para contar lo incontable? (The teacher says this on behalf of the student and they check the vocabulary of containers that appears on the book)

T: What other products you can see in a box?

T: Profe de hecho que significa 'loaf'? Profe eso es mucho, yo me como una rodaja? One slice of bread (Teacher acts what students might ask about the topic, and he uses more examples to explain the topic)

T: Las salchicha en botella yo nunca he visto eso!

The teacher also explains the difference between can (modal verb) and can (noun). After the socialization of the words, the solve the exercise that the book has and then they socialize the answers. The teacher explains the difference entre how much and how many, and each student helps with one answer.

Any question? Any comment? → The teacher recommends the student to review the vocabulary of countable and uncountable.

They continue with pages 96-97. The teacher asks the student to read the goal of the pages and corrects his pronunciation. E.g: describe.
 They listen to the vocabulary of the pages (adjectives to describe appearance) and then repeat. The teacher gives them more vocabulary that doesn't appear on the book. 'Brunette', and he explains the different meaning os the word 'straight'.

The teacher writes on the board the words 'bear', 'bird', 'beer', and 'beard'. The teacher explains the correct pronunciation of each the words. (However, the students don't have the chance to practice the pronunciation or repeat)

They check the vocabulary related to parts of the face and they repeat the vocabulary out loud. The teacher uses the board to explain the use of be-have to make descriptions. The teacher uses his body to develop the explanation.

E.g: My hair is so long - I have long hair / My eyes are brown - I have brown eyes.

T: The difference is the grammar structure, with 'be' we use a possessive and with 'have' we use a subject.

They develop the exercise that they have in the book and each student helps with one answer. The teacher checks the pronunciation of the student but he waits till the end of the answer to do it. E.g: 'does' 'moustache'

Speaking activity: The teacher asks the students to describe themselves using the verb 'have' and 'to be'. Then, they continue with video 5.

The teacher asks the students to pay attention to the video because he is going to ask them questions about it.

T: Nicolas, what time does Bob arrive to the restaurant? S: Two minutes after six T: You're right, he arrives two minutes after six.

T: What time is the meeting? S: 6:00 pn

(The students answer with one word, and the teacher repeats the answer in a complete way)

T: When's Bob's birthday? S: Saturday at night T: You're right Bob's birthday is on Saturday

The teacher explains the students the difference between 'play' as a verb and 'play' as noun. He does this explanation in Spanish. He does the same with 'talk'.

S: Una charla en la universidad T: how do you say that in English? S: Talk.. A talk on the university

They watch the second video and the teacher asks them comprehension questions about the video, the teacher repeats the video and asks them to pay attention to the names and their answers.

(Once again it is possible to identify that the students answer with just one word and the teacher repeats the answer in a complete way)

He explains them that the time can be told in two ways. Finally, since he still has some time he explains the students the benefits of using 'lyricstraining' (listening and vocabulary) and they practice a little bit with this website.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 36	Date: 27/03/2019	Time: 7:50 pm to 9:20 pm
Teacher: Oliver	Level: B1	
Institution: ASW North	# of students: 5 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective		

- To develop the class following the steps established by the language institute

3. Class Development		

The teacher is checking the vocabulary of the movie genres. Each student reads one and gives one example of a movie that is from that genre. The teacher uses the board to develop the grammar explanation (Would like and would rather). The explanation is done in a structural way using the corresponding grammar terms (subject, verb, complement,..)

E.g: I'd like to go to the movies

The students help giving more examples about the topics. E.g: When would you like to eat pasta? Which pasta would you like to try?

After this the teacher continues with the explanation of 'would rather'. The teacher writes an example on the board, just like the previous topic it's possible to identify a grammar explanation very structured. E.g: Would you rather see Saw or Harry Potter?

After the explanation, they develop the exercise that appears on the book. The teacher asks each student to help with one of the answers. (The teacher always uses the name of the students) The teacher asks if there any questions about that part? and they continue with a game of 'would rather' and the teacher explains how the game is.

S: What is appetizer? S2: Entrada → The teacher gives an explanation about the meaning of the word and takes advantage to check the structure of the sentence when answering.

T: Questions? No, so let's continue with pages 56-57.

The teacher starts the class asking the students if it's important to improve your appearance? S: Yes, in a natural way. T: How?

(The questions the teacher asks help students to give answers that are longer than just one word and students are able to share their points of view)

They continue with the reading, and it's done by all of the students, each one helps with one paragraph. The teacher corrects the pronunciation from students. E.g: 'women', 'liposuction' 'successful' (The teacher corrects immediately) The teacher gives the definition for the word 'bald', and since there are no more questions, they continue with pages 62-63.

The teacher starts the class talking about his and the students' eating habits and then, they discuss about the diet that the book proposes. The teacher asks the students which their favorite fruit is and if they eat fruits every day. They continue with the reading and the teacher asks them if they have any questions about the vocabulary. E.g: 'craving', the teacher explains the meaning through the use of examples, like a pregnant woman.

They develop the exercise and each student helps with one answer.

T: What do you think of this diet? (Students express their points of view about this topic, and the teacher replies 'yes, very good!
They continue with pages 82-83. The topic is about examining the impact of birth order. The teacher asks the students if they have brothers or sisters, and also if because of the birth order they have more privileges than their siblings.

T: In what cases? (Teacher asks open questions so the students can express themselves better) The teacher doesn't correct some mistakes from the speaking of the students (is it in order not to cut the idea?)

They do the listening exercise and after this they check the answers. The teacher asks more questions so the students can continue expressing their points of view and ideas. T: Do you agree with that answer?

S: What is' show off'? The teacher answers by giving an example to clarify the idea. After this, the answer a survey that appears on the book and then, they share the answers with the group.

They continue with pages 114-115. The topic is about returning someone else's property. The teacher starts the class explaining the grammar topic on the board (Possessive pronouns) The teacher gives examples o objects that can be found in the classroom.

T: Whose book is this? S: It's hers. / Which is her cellphone? S: this one is hers. (Explanation through exmples)

The solve the exercise from the book and each student gives one answer. (This is a good way to involve the students in the class)
T: Questions until this part?

The teacher explains the why of the correct answers and connects it to the grammar topic of the class. They develop an extra exercise that the book brings.

T: Questions? It's just a matter of practice

General insights:
On this class there's no interaction between students as it was possible to see in previous classes

1. Objectives
● To identify and describe the teacher's practices along the class development

2. Class Objective
• To develop the class following the steps established by the language institute

3. Class Development

They start the class with pages 38-39. They start checking the vocabulary and the teacher asks the students to give her examples of types of food, types of movies. The teacher checks the exercises and asks the students to answer with full sentences and she writes an example on the board. 'The dinner is at 7:45'

Teacher takes advantage of the mistakes to review and explain the topic. E.g: 3:15 → The teacher corrects the pronunciation 'fifteen' (Like with a smile) vs. 'fifty'. Just one student gives all the answers of the exercise. The teacher tells the students that is better to use 'noon' and 'midnight'. The teacher continues with the grammar explanation of the topic of the class (prepositions of time) The teacher uses the board to develop the explanation. The teacher also explains the student what the difference is between 'a' and 'the'.

One of the students says something in Spanish to check she understood the explanation, but the teacher says 'no spanish'

T: What preposition do we use to introduce the hour? the day? a date? (Checks previous knowledge)

Teacher models the pronunciation of the 'days of the week', and works the difference between Tuesday and Thursday. She asks if there are any questions by that moment. The teacher asks the students if they know what late is, and tells them that is when they arrive after the established hour. She uses gestures to explain the meaning. Then, they continue with pages 32-33.

T: What is have? Don't translate → Teacher uses the board to explain the difference between have and has.

T: How many siblings do I have? S: You have 1 sisters T: Sister

The teacher gives some examples using have and has, they continue with the vocabulary of the numbers, focusing the attention on the correct pronunciation of the numbers that finish in 'teen' and 'ty'. Each student read a couple of numbers.

T: Do you know how to say this number '1000'? S: Thousand (She writes on the board the number 2500) T: and this number? S: two thousand five hundred T: Ohh you have this topic very clear.

The teacher explains the students that in English in order to ask the age we use the verb to be not the verb have.

T: How old is he? How old are they? How old am I?

The student answers the questions and she practice what she has just learned. T: How old Vanessa is? Think about it, verb to be. S: Is.. How old is Vanessa? T: Good job! Correct!

They continue with pages 56-57. The teacher asks the students if they have duties and responsibilities at home and which ones. She writes on the board an example to explain the topic.

→ Wash the dishes, who washes the dishes in your family?

The teacher explains the meaning of the words 'sweep', 'dust' and 'mop' through movements and gestures. Then she explains on the board what is the use of the question 'how often..' and the vocabulary related to expressions of time. Then, the teacher asks some questions to the students so they can put this topic into practice.

T: How often do you take out the garbage? S: I take out the garbage once a week.

The teacher explains the students how they can solve the listening exercise and they solve it. They check the exercise and the answers. The teach asks each student to help with one of the answers. (The teacher centers her attention in just one student). After this, the teacher explains why some questions with 'who' require -es, and not the ones of 'how often'

T: do you like to clean the bathroom?

Transition: The teacher asks the students about their homes and how many bathrooms and bedrooms they have. The teacher uses gestures to explain the difference between 'living room' and 'dining room'.

T: there is for singular, there are for plural. There is a table, a tv, a cabinet. There are four bathrooms in the house. (She writes the examples on the board)

The teacher asks the students to describe their homes and the teacher asks them some questions about their descriptions. The teacher uses the board to show the students they can use 'are there' and 'do you have' to ask questions about the topic. T: How many bedrooms are there? How many bedrooms do you have? Is there a kitchen?

Practice: They develop the exercise that the book brings and the teacher helps with the correction and explanation when the students make a grammar mistake.

Finally, they work the video 13. The teacher plays the video ad the teacher asks questions to the students. T: Remember only English!

T: Do you know what is 'spill'? S: Deletrear T: No, that's spell. Does Mr. Evans spill coffee on his tie? (The teacher uses gestures to explain the meaning)

The teacher asks more questions to the student but since he doesn't answer, she gives the correct answer. (Learning pace)

T: Do you know what is fix? S: Reparar T: Repair

The teacher finishes the class giving the students some expressions they can use to ask for favors

General insights:

FIELD NOTES – RESEARCH STUDY			
Field Notes N° 38	Date: 28/03/2019		Time: 7:30 am to 9:00 am
Teacher: Taylor		Level: B1	
Institution: ASW North		# of students: 6 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking the vocabulary of the pages (Cars) The teacher guides a discussion but only two students share their thoughts about the topic and most of the ideas come from the teacher.

T: Why do you think we have such a bad driving culture?
S:...
T: Don't you think that all of these happens because of the habits?

The students role play the conversation that appears on the pages and the teacher promotes that the students role play with the proper intonation. E.g: Congratulations! You've got to be kidding! The teacher also checks the pronunciation of the students. E.g: 'driving' 'everyone's' 'instead'

They develop the vocabulary activity from the book, and each student helps with one answer. The teacher asks some questions to the students

T: What was the last accident you've heard about? S: He don't have.. T: He doesn't have..

The teacher asks if there are questions, and she continues with pages 66-67. The pages are related to food and the teacher asks them if they are picky when talking about food. The teacher gives some examples to the students showing them the situations on which she is picky. They check the vocabulary and the students give some examples about their lives based on the vocabulary.

E.g: Tomatoes don't agree with me / Seafood doesn't agree with me.

T: Have you tried to be on a diet? The teacher explains that being on a diet is not only losing weight. The teacher shares experiences about the topic and asks the students if they try to avoid a particular type of food.

They solve the listening exercise from the pages and then, check the answers from the book. The teacher asks them some questions that are not included on the book but they are in the audio.

The teacher explains the grammar topic orally and with some examples. E.g: 'Don't you eat pasta?' The teacher shows the different accents that the same questions could have.

They continue with pages 98-99. The teacher asks the student if they have ever used tumblr. and since students don't know what is that she explains them.

They continue with the reading of the pages and the teacher asks the students to read with the proper intonation. E.g: Awesome!!

The teacher asks the students how often they post things online. T: you don't like to post? Why? She helps the students to explain themselves more with these types of questions.

T: Do you care about likes? Do you upload a lot of stories? Why stories and no photos?

T: Do you stalk others? Have you stalked someone? Why are you ashamed of it?

They do the reading from the pages and the teacher checks and corrects the pronunciation immediately. E.g: 'Bother' The teacher asks some questions about the vocabulary 'crashed', 'malware', 'it couldn't hurt', 'does the trick'

The class continues with pages 116-117. The teacher asks the students if they have tattoos and if they would like to get one in the future.

T: In which jobs are tattoos forbidden? Have you dyed your hair? Have you ever had piercings?

Since the student has the exercise solved they continue discussing the topic about how conservative they are when talking about tattoos and piercings. They watch a video related to tattoos and the way people react when the girl covers her tattoos and they discuss the people's reaction. The teacher is the one who speaks the most but also some students share their points of view.

One of the students says that movies usually picture the bad guy as the one with tattoos and the teacher expands this idea. (There is more teacher-talk than student-talk)

They finish the class watching Video 10. They discuss about the video and the behaviors that are well seen when are done by a man and the ones that are judged when they are done by a woman.

The teacher asks if there are any questions and the class finishes.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 39	Date: 28/03/2019	Time: 6:20 pm to 7:50 pm
Teacher: Anthony	Level: A1	
Institution: ASW North	# of students: 3 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher checks the pages that the students have. T: Do you have these pages? S: yes! The teacher was expecting a yes/no answer using the proper grammar of the tense. The teacher checks the pronunciation of 'discuss' and helps the students with the proper pronunciation. They listen to the vocabulary and they repeat the words and also the teacher pronounces the words.

They develop the exercise from the book and then the teacher checks the answers with the students. The teacher develops the grammar explanation on the board (be going to). The teacher asks the students for some examples and he writes them on the board.

T: 'bueno teacher eso es con las oraciones afirmativas, y ahora las negativas? The teacher talks as if he was the student asking the question. They practice a little bit the topic with some questions and answers exercise.

T: Leisure activities, the activities that you do on your free time.

After the explanation, the teacher asks the students to solve the exercise that the book brings and one of the students sk the teacher to check the exercise, the teacher checks the exercise and does the corresponding corrections.

T: Draft, borrador, do you have a draft of your presentation? S: Ahh no,... T: A word can have different meanings depending on the context.

T: Did you finish? S: Yes, I am T: Take it easy, listen to the question, did you finish? S: yes, I did T: Excellent!

The teacher checks the student's exercise again and then they share the answers out loud. Each student helps with one answer.

After this, they continue with Video 14. The teacher does a small introduction to the video before asking the student questions about the video.

The teacher writes on the board the word 'live' and 'life' and with some examples he shows the uses and the difference in pronunciation.

T: What would Paul like to do in the future?

The teacher asks some open questions to the students so they can express and use the topics they have seen along the class. (Be going to/

would like to)

T: What are Bob and Cheryl going to do tonight? The teacher checks the grammar and pronunciation of the students E.g S: childrens T: children

The teacher plays the video again so the student can look for the error and check the pronunciation.

S: Ahh, childrens eso no existe

(The strategy the teacher use to correct the student worked)

The teacher explains the difference between 'get married' and 'marry', and why we cannot use 'married' after be going to. The teacher asks if there any questions about the video or in general.

They watch the second video and the teacher asks them to pay attention to the video so they can ask him questions.

The teacher answers the students' questions and the class finished.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 40	Date: 28/03/2019	Time: 7:50 pm to 9:20 pm
Teacher: Oliver	Level: A1	
Institution: ASW North	# of students: 5 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking that the ones that appear on the application are correct. The teacher introduces himself and asks the students to introduce themselves.

S: I have.. T: I have..? S: Sorry, I am…

They start the class with pages 80-81. The topic is about discussing ingredients for a recipe. They check the vocabulary and the teacher corrects the students' pronunciation. E.g: 'egg', 'lettuce'

T: What is celery? S: Apio

They check the listening exercise, they listen to it twice so students can answer and solve the exercise and then, they check the the answers. The teacher develops the grammar explanation on the board (how many / are there) The teacher gives some examples based on the reality of the classroom. E.g: How many books are there on the table? S: 6, there are six books. // Are there any TVs in this room?

They check the other words that appear on the pages.

Interaction:The teacher asks a question to a student using 'how many' Then, the same student ask a question to the other student, and so on. (Good activity to practice what was learnt) Questions?

They continue with pages 82-83. The teacher starts the class explaining why water is non-count noun. The teacher asks what other uncountable nouns they know. They review the vocabulary of the pages and the teacher pays attention to the students' pronunciation. E.g: 'sugar' 'soup'

The teacher develops the grammar explanation on the board and explains general rules that need to be taken into account. The students give more examples and the teacher writes them on the board. The teacher provides the students with more vocabulary about the topic. They develop the exercises that appear on the pages and each student helps with one of the answers. They work with some extra exercises that appear on the digital version of the book.

Interaction: They repeat the same activity aforementioned. They just change the terms instead of using how many, they use how much.

S: How much water you need? T: How much water do you need?

Teacher gives more vocabulary to students, 'teaspoon', cup, 'tablespoon' Any questions? And they continue with pages 90-91, that are about describing past activities. The teacher explains the topic on the board (past simple), the examples the teacher uses are given by the students.

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E.g: I went to the beach / He walked to the park

One of the students asks the teacher how they can make the difference in terms of pronunciation when using regular verbs. The teacher explains the difference, however, he mentioned that to make the difference sometimes is not easy, you can get it with practice. They solve the exercise that appear on the book and the teacher corrects the students pronunciation. E.g: 'invited', 'grandchildren', 'came', 'talked', 'ate'.

T: Practice a lot and remember by memory, but you need to practice. How do we start the questions? S: With the auxiliar

They review the way to ask questions in the past and they practice asking questions between them.

T: You need to memorize and practice so you don't forget.

They continue with pages 96-97. They start the class reviewing the vocabulary and each student reads a word. The teacher verifies that students remember the use of possessive adjectives. The teacher explains the topic using the board. (Be-have for descriptions). They develop some extra exercises in order to practice, one of the students doesn't understand how to develop it so the teacher explains her again but this time using an example.

E.g: Her hair is black / She has black hair

Practice: The students describe the physical aspect of some celebrities, each student does one description.

They continue with pages 100-101. The topic is about suggesting a remedy. They read and practice the vocabulary about remedies and ailments that appears on the pages, and the teacher checks the pronunciation.

The teacher does the grammar explanation (should) through example, in both affirmative and negative form. They do some extra exercises from the book.

Are there questions?

Interaction: Each student acts like if they have an ailment and another student suggests a remedy

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 41	Date: 29/03/2019	Time: 6:00 am to 7:30 am
Teacher: Taylor	Level: A1	
Institution: ASW North	# of students: 2 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking the vocabulary about personal information, nickname, nationality, and occupation.

The teacher asks the students if they have nicknames and if they would like to have a different nationality. The teacher explains how to solve the listening exercise. The liste to it once and they check the answers of the exercise. Only one student gives all the answers and they listen again to identify specific information.

S: Ankara T: Ankara or Izmir? → The teacher explains why the correct answer is Izmir.

After this, the teacher asks the students to look for information about two famous people and complete an information chart that appears on the book. One of the students doesn't understand the instruction so the teacher paraphrases the exercise and gives one example.

After this, they continue with Video 3. The teacher plays the video that is about family and present simple. The teacher asks the students questions about the video. E.g: What is cheryl doing? Who's the first relative? Is he married or single? Does he have children?

The teacher writes on the board that they don't remember so they can repeat the video and answer the questions. Is he stressed? why?

The teacher tells the students that always that they are asked why they need to answer with 'because'. The teacher also tells the students that

they should answer using the words they know because sometimes when they try to use complex structures they get confused. She does this statement in Spanish.

T: Do you know what is kids? The same as children. The teacher also explains the students what is the meaning of the word 'come over'. They watch the second part of the video and the teacher asks more questions about the video and the topic of it, that is relatives. The teacher writes on the board all the relevant ideas.

T: Do you know what is cheating? The teacher explains the meaning of it using examples, gestures and movements. After the video they continue with pages 34-35.

In order to introduce the topic the teacher asks some questions about their families, and there's an awkward moment in which she asks a couple why the don't have kids and they answer that is because they can't. After this, the teacher asks the class at what age they think it is appropriate for a child to leave his/her parents' home. Each student expresses their point of view.

The teacher writes on the board expressions and vocabulary, and she explains the meaning of the words through examples. They do reading that appears on the pages while the teacher checks their pronunciation. E.g: 'divorced' 'treat' 'child' 'adult'

S: That depends the situation T: That depends on the situation / T: Do you know what is behave? (The teacher explains the meaning through the use of examples) /T: Do you have questions about this topic? / They continue with pages 110-111.

T: What is spend? S: When you pay for something T: Yes, very good!

The class shares the stories about travelling and interacting with other people and cultures. They do the reading from the pages, and they discuss the benefits and disadvantages of credit cards and money. Each student shares his point of view about the topic. (The teacher doesn't correct the student's mistake immediately, she waits for the student to finish and then, she corrects.

They do the reading of a small conversation and the teacher asks them about some vocabulary expressions to see if they understood the explanation.

E.g: What is 'almost out of cash'? The students try to define the word. The teacher asks the students if they buy souvenirs when they travelled and she shares her point of view about this topic. The teacher shows some images about souvenirs.

(Students just answer yes/no)

The teacher repeats the activity but now using the word 'bargaining'. The teacher also shares some experiences related to this topic. The teacher asks if they have any question about the topic and she finishes the class

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 42	Date: 29/03/2019	Time: 7:30 am to 9:00 am
Teacher: Taylor	Level: A1	
Institution: ASW North	# of students: 4 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking which class the students have. After this, they work pages 98-99. These pages are about parts of the body and injuries. They check the vocabulary of these pages and then the teacher asks the students to stand up. The teacher gives different instructions about 'touch your..'. In the first part, the teacher just gives them a word, after that, the teacher touches a different part of her body to confuse the students and check which students understand and follow the instructions.

The teacher uses images to show the students some parts of the body that are not included on the book.

T: Do you know what is 'concern'? The teacher gives an example so students can get easily the meaning. / T: Do you know what is injury? (The teacher explains the meaning of the words through definitions, examples, images and gestures.

The teacher shares some of her stories about the injuries she had. T: This is the fifth time I've told you 'don't translate'

They develop the listening exercise and check the answers from the exercise. Then, the teacher asks some questions to the students that are

not included on the book.

After this, they continue working with Video 11. The teacher plays the video and then asks the students some questions about the video.

T: What activities did she do at the conference? then, she asks the students for what they did last weekend.The teacher explains the difference between 'read' in present and in past. / T: How was the weather for her? Students answer with one word so the teacher has to compliment those answers.

They continue with pages 104-105. The teacher starts the class asking the students which are the activities they can or can't do.

The students share some examples and the teacher writes them on the board. After this, the teacher explains the difference in use for the words 'well' and 'badly'. Once again, the teacher shares her experiences related to the topic. In addition to this, the teacher shows them the expressions 'I'm good at..' So students can express themselves and talk about the talents they have.

They continue with pages 106-107. Transition: The teacher connects the topic with a response and the new topic.

T: Let's go running S: I can't go running T: Or you can say 'I'm too tired'. The teacher develops the explanation of the topic (too + adjective'.

Interaction: Each student will invite the other to something and the other student will reply back using the expression 'too'.

T: Let's go to do some zumba in the park / S: It's too cold (Good exercise to practice the topic)

The teacher checks the pronunciation of the students but she doesn't correct them until they finish sharing their answers.

S: Movie presented T: Movie is playing // T: Do you make up excuses? S: Yes T: Okay, give me examples.

The teacher asks the students to extend their answers a little bit more.

T: Why don't we tell the truth? S: Because the people invent T: Exactly S: Or maybe we don't have money. T: People usually insist because you make up excuses.

The teacher explains the topic with some more examples and exercises that help the student extend their answers. The teacher asks if they have any question about the class, and they finish the class.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 43	Date: 29/03/2019	Time: 6:20 pm to 7:50 pm
Teacher: Anthony	Level: B1	
Institution: ASW North	# of students: 4 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking which pages the students have. They start the class with pages 44-45 that are about renting a car. The teacher reads the vocabulary and asks the students which type of cars they like and they need to tell him why as well.

T: Do you have pages 44-45? S: Yes, I am T: Yes, I am? S: Yes, I do

They solve the listening exercise and they all check the answers from the exercise and after this the teacher asks them some comprehension questions to the students.

T: Wonderful / You did it well! (Praising and encouraging words) If this vocabulary is clear let's move to pages 46-47.

The teacher corrects the pronunciation of the word 'discuss' by using as an example the word 'bus'.

The class checks the vocabulary of the pages and the teacher asks the students which bad driving behaviours they have seen on the streets and which good behaviours they have seen as well. The do the reading on the pages and the teacher checks the students' pronunciation and corrects them.

E.g: 'intentions' 'vehicle' 'angry'

The teacher tells them how they can solve the exercise and then, they check the answers. The teacher expands on each of the students' answers about cars and transportation.

They continue with pages 50-51. They start the class checking the vocabulary of the pages and the teacher helps the students with the pronunciation. E.g: 'facial' The teacher asks the students which salon services they request when they go to a beauty salon.

T: Have you ever visited a spa? Have you ever been to a gym?

The students answer the questions, the teacher paraphrases the answers and expands a little bit the ideas. Then, the teacher provides the students with more vocabulary about the topic. E.g: 'treadmill'

The listen to the conversation that appears on the pages, then the teacher gives them some minutes to read the questions and answer them.

T: Did you finish? S: Yes, I finish… Sorry, yes I did
They check the exercise and each student helps with one of the answers. The teacher does a funny comment and the students laugh. He finishes by showing the student which other topics she'll see on that unit.

They continue with pages 64-65. They talk and discuss about food passions. First, they review the vocabulary and then they repeat each of the words out loud.

Speaking activity: The teacher starts sharing his likes and dislikes about food using the vocabulary from the pages. After this, each student also shares his/her likes and dislikes and the teacher listens carefully to them.

The teacher develops the grammar explanation (used to) he explains the topic on the board. He writes some phrases on the board and uses them as example for developing the activity and the grammar topic.

E.g: I used to consume sugar (now, I don't) / I didn't use to eat lentils (now, I do)

After the examples, they solve the exercises from the book and each students helps with one answer.

They continue with Video 5. The teacher plays the video and asks the student if they have any questions. The teacher summarizes the video .
E.g: The video is about the benefits of Cheryl's new shampoo. The teacher asks the students some questions about the video.

T: Why does Bob buy pizza? S: Why will Bob buy the pizza? T: That's conditionals, you can ask better questions!!

The teacher shows the second video and asks the students to ask him questions about the video. (This is a good activity to involve students but it can be a little teacher-centered)

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 44	Date: 29/03/2019	Time: 7:50 pm to 9:20 pm
Teacher: Claire	Level: A1	
Institution: ASW North	# of students: 4 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher checks and verifies which class the students have. The start the class working on pages 14-15. The teacher explains the titles for men and women. The teacher helps the students with the pronunciation for Mrs. and Ms. and explains the students how the sound of /z/ for Ms. should be.

The teacher uses the board to develop her explanation and uses different colors to be a little more visual. After this, they solve the listening exercise, the teacher plays the audio and stops it on each question so students can check and give the answer (why does she do that?)

After this, they continue with pages 30-31 (T: Three-zero)

They check the vocabulary about adjectives and the teacher gives an example for each word using the students as examples. She describes

herself as short and another student as tall, the girls are pretty and the boy is handsome.

The teacher explains how they can make the difference between 'cute' and 'pretty'.

T: What is the characteristic of the man? S: short T: He.. is.. short.

The teacher uses the board to explain the adverbs 'so' and 'very'. The teacher does the explanation through examples, gestures and expressions that allow student to notice better the use of these adverbers.

The teacher explains the students how they can solve the listening exercise. They develop the exercise in the same way of playing-pausing.

They continue now with pages 32-33. The teacher starts the class explaining on the board which are the differences on the uses of the verb 'to be' and the verb 'have'. The teacher does this explanation through examples.

I'm tall / I'm beautiful / I have 10 years (wrong) → The teacher says but where do you have them, on your pocket? wallet? and students laugh.

The teacher explains the meaning of the word 'siblings' → Brother and sisters.

One of the students is sleeping, and the teacher uses him as an example. → T: He's tired, it's a characteristic.

After the explanation, the solve the exercise. The teacher gives the first word and the rest of the class completes the answer.
S: osea esta mal decir 'I have one brother' / T: No, you can use both but not together.

The class solves the exercises about 'how old…'

The teacher introduces the preposition topic (in, on, at). The teacher gives a visual explanation of the topic. The teacher uses also gestures and movements to clarify even more the topic.

The teacher shows the students an image about prepositions and asks them to take a picture because it will be very useful in the future.

Exercise: The teacher writes a sentence on the board 'The class is _____ Monday' and asks the students which preposition goes there.

The teacher helps the students with the pronunciation of words. E.g: 'Friday'.

They continue with pages 38-39. They solve the listening exercise, and they do it as the teacher usually does, that means by playing-pausing it.

The teacher clarifies the terms of 'noon' and 'midnight'. They do another listening exercise that is about completing an agenda. They play and pause the video so they can complete each of the events for each day.

To finish the class, they do a prepositions exercise and they ask some final questions to the teacher. The teacher tells the students to remember that children is the plural of child and not children-s, and she also helps them with the pronunciation. (There's interaction teacher-student)

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 45	Date: 01/04/2019	Time: 6:20 pm to 7:50 pm
Teacher: Lorelei	Level: B1	
Institution: ASW North	# of students: 5 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher verifies and checks the names and the classes the students have. They start the class working with pages 38-39. These pages are about cars, so the class checks the vocabulary and the teacher asks the students to define each of the words that appear there. E.g: 'tailgate' 'speed'

The teacher asks the students if they have ever seen an accident and only one student shares an experience. The Teacher tells the student 'I thought you were a good driver'. Then, they listen to the audio of the pages.The teacher does some comprehension questions about the audio.

T: What do they think about the accident?

The teacher asks some questions to the student about the vocabulary of the pages that is part of an activity. E.g: 'Long time no see', 'can't complain', 'you've got to be kidding' 'Thank goodness for that' Only two students participate on this activity.

S: I don't understand the expression 'catch up on old times' / The teacher explains the meaning through an example and tells the student not to translate it literally, one student says in Spanish is like 'adelantar cuaderno'.

They continue with pages 40-41. They check the vocabulary about parts of the car. The teacher reads some of the words from the vocabulary and in some of these words she gives a definition through gestures and movements. E.g: 'Steering wheel' → The one that helps you to drive and turn.

The teacher uses the board to explain the grammar topic (past continuous) She only writes on the board the part related to verb 'to be' and the rest is explained orally and helping herself with the grammar chart from the book.

Any questions? S: No! T: So practice! → They work on the exercise that the book brings.

The student who has the pages is the one in charge of giving all the answers of the exercise and the teacher checks her grammar and pronunciation. E.g: 'hit' and 'lesson'.

The teacher explains how they can solve the listening exercise and they work on that.

S: The tree 'aplast' T: The tree smashes.. // S: choke T: Crashed // S: The action of horn T: honk, is it clear?

They continue with pages 46-47. They check and review the vocabulary. The teacher explains the meaning of the words using gestures.

T: Yes? si… (students laugh)

After this, they decide to watch some videos related to car accidents, and then the teacher asks them to talk about the video using the vocabulary and grammar they've learnt.

S: What is behaviour? T: How you act→ Then the teacher gives some examples.

They continue with Video 4. The teacher shows the video to the students and after this, she asks them some questions and check some words related to the vocabulary.

T: Any advice for Paul? / S: He can pay attention / T: He should pay attention / S: He should drive slowly.

They continue with pages 54-55. The teacher explains the grammar topic 'indefinite pronouns' → The teacher uses the board to develop the explanation, the teacher uses different colors to make herself clear.

The teacher talks about the uses of these pronouns and the structures that need to be used. The continue with the listening exercise and after it they check the answers.

The teacher gives the students some minutes so they can complete the grammar exercise from the book and each student helps with one the answer. The teacher checks the students' grammar and pronunciation. E.g: 'while' 'haircut'

The teacher asks if there are any questions and she finishes the class.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 46	Date: 01/04/2019	Time: 7:50 pm to 9:20 pm
Teacher: Oliver	Level: B1	
Institution: ASW North	# of students: 6 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

The teacher writes the classes of the students on the board and checks with the students the classes are correct. They start the class with pages 38-39. The teacher asks the students if they know how to drive. They read the goals of the pages and they review the vocabulary and answer the questions thinking about how is the reality in Bogota.

S: How can you say 'he visto a algunos haciendo eso?' / T: I've seen some doing that

The teacher corrects the pronunciation of students 'weave'. S: A lot of people are hurry to arrive… (The teacher doesn't correct the student in order not to cut her idea). The teacher replies with 'why' to the students' answers so they speak more and express their ideas. The teacher asks the students to role play the conversation that appears on the pages, and he corrects their pronunciation. E.g: 'cup' 'to be'
(The teacher does the corrections immediately)

The teacher explains what the vocabulary activity is about and after some minutes the teacher asks each student to help him with one of the answers.

Interaction: The teacher asks the students to work in pairs and to tell each other about an accident they have been into or they have seen. The teacher goes by each couple checking and verifying the grammar and pronunciation of students, and also helping them with vocabulary doubts. (This is a good exercise to practice and it's possible to see students participating actively)

They continue with pages 40-41. They read the vocabulary from the pages and each student helps with one word.

T: Questions about vocabulary? Pronunciation: 'gearshift' 'emergency break'

Before explaining the past continuous, the teacher asks the students what do they remember about 'present continuous'. After this, he uses the board to explain the topic. He writes some examples on the board.

'I was studying English yesterday at 8:00pm'

They study the affirmative, the negative and the questions in past continuous. E.g: Where were you studying at 8:00pm yesterday?

Since the student already had the exercise solved, they develop some extra exercises from the digital version of the book. (The teacher doesn't correct a student's mistakes in order not to cut her idea)

Interaction: Using the accident from the previous interaction, the teacher asks them to use now past simple and past continuous. The teacher checks each group interaction especially of the couple where the student with the pages is.
They continue with pages 56-57. They do the reading from the pages and the teacher tells the students that this is with the aim of checking the vocabulary and pronunciation. The teacher asks the students to highlight the words that they don't understand. Pronunciation 'doctor', 'luck', 'dieting'

T: Questions about vocabulary? S: Wrinkles (the teacher explains the meaning with gestures) / S: Afterwards (the teacher gives the meaning in Spanish) / S: peel (The teacher defines the word in English)

Interaction: There is a survey on the pages, so by couples they start asking questions about the things that they would do and the ones they wouldn't do to improve their physical appearance.

They continue with pages 66-67. The class reviews the vocabulary that is related to likes and dislikes about food.
The teacher does the explanation about the grammar topic (negative yes/no questions), the teacher uses the board to explain the topic and he asks the students for some examples related to this.

E.g: Doesn't meat agree with you? Yes, it does / no, it doesn't

Since the student had already the exercise solved, they solve another exercise from the digital book.
Interaction: The teacher asks a question to the student, and then the student has to ask a questions to the person next to them, and so on.

S1: Isn't meat against your religion? S2: No, it isn't / S2: Don't you like shellfish? S3: No, I don't

After the activity, they continue with pages 76-77. The teacher starts the class saying that gerunds and infinitives it's a little bit complicated.

The teacher uses the board to explain the topic and he does it through the use of examples.

E.g: I enjoy playing.. / I want to buy a ball / stop smoking

T: Don't get frustrated, it's a matter of memory and practice.

They practice with some exercises from the digital book, and the teacher checks and explains why the students chose the correct answer on each case.

T: We're using here the verb 'to be' ´+ -ing / And in gerunds you're using the -ing as a noun not as a verb.
Practice: Each student gives an example using either gerunds or infinitives.

Interaction: They ask each other questions so they can put into practice what they have just learnt.

Finally, they work Video 5. As an introduction to the video the teacher asks the students for examples of count and non.count nouns. He writes all the examples on the board.

The teacher plays the video and asks them to pay attention to the non-count nouns and count nouns that appear on the video.

Finally, the teacher asks a student to make a summary of what the video was about and he finishes the class

General insights:

FIELD NOTES – RESEARCH STUDY

Field Notes N° 47	Date: 02/04/2019	Time: 6:20 pm to 7:50 pm
Teacher: Anthony	Level: B1	
Institution: ASW North	# of students: 3 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher checks the corresponding class for each student and tells them they can call him Alex. They start the class with pages 100-101. The teacher asks the student to read the goal of the pages. They listen to the vocabulary of the pages and then they repeat the words. (ailments)

The teacher helps with the pronunciation of 'headache'. (modelling) The teacher asks the students which ailments they had in the past. Then, they check the vocabulary about remedies, they listen to the audio and then they repeat.

T: Here in Colombia we have a lot of traditional remedies. For example you should eat a coca leaf or you shouldn't eat spicy food. S: What is coca leaf? T: Hoja de coca

Speaking: The teacher asks the students to suggest him a remedy for each of the ailments he will mention.

After the exercise, the teacher explains the grammar on the board. The teacher writes new words on the board. They solve the listening exercise and they listen to it twice, they check the answers and each student helps with one answer.

T: Okay guys! Fantastic! You did it well! Any questions? If the information is clear let's continue with pages 108-109. They practice the goal of the pages that is to ask for and agree to do a favor.

The teacher gives an oral explanation of how can they ask for a favor. They review the vocabulary and they repeat out loud, the teacher explains the different meaning s of the word 'hard'.

Speaking: The teacher establishes a situation and the students say which favor applies for the situation. (It's a good exercise to work the speaking and to practice what they have learnt)

The teacher explains the difference between 'lend' and 'borrow'. The teacher gives some more examples so students can use the structures to ask for favors. (Could you please…)

They solve the exercise from the book, the teacher gives them some minutes before checking the answers. In the meantime, he walks around the classroom. The teacher involves the students so they can help checking the answers.

T: Okay guys, fantastic! You did it well!

They finish the class with the listening exercise, they listening to it twice and then, check the answers from the exercise. They continue Video 13 (abilities and requests).

The teacher tells the student to pay attention to the video because he would ask some questions. T: Questions!? Yes questions!! → Before asking questions about the video the teacher does a short summary of what happened.

T: Why does Mr. Evans need a new tie? / S: Because, como se dice arrojar / regar? / T: Spilled / S: Because he spilled coffee on his tie.

The teacher repeats the video because he noticed that students didn't have all the information for answering. The teacher does again the

introduction for the video and reminds the students of the previous answers they have given. They watched the second video and the teacher asks questions about it.

T: Can you tell me the names of the people that appear on the video? / When did he learn how to play the guitar? / S: He played… / T: So Matt learned to play the guitar when he was on fifth grade. / T: How old was Matt on 5th grade? / S: 11 / T: He learnt to play the guitar when he was 11 (The teacher completes the students' answers)
The teacher writes 'jog' on the board. T: Teacher, what is jog? Trotar! I don't think that running is the same as jogging.

Since the teacher has some minutes before the class is over, he does a funny introduction on the benefits that can happen when practicing through lyricstraining.

They practice with a couple of song, and the class finishes.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 48	Date: 02/04/2019	Time: 7:50 pm to 9:20 pm
Teacher: Lorelei	Level: B1	
Institution: ASW North	# of students: 4 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher starts the class checking which class the students have. They starts the class with pages 6-7.

The teacher asks the students if they have friends that are from a different country, but none of the students have friends from a different country.

The class checks the vocabulary of the pages and the teacher explains some words that the students don't understand (sightseeing-try) The teacher asks the students to give her some examples that can be connected to our Colombian reality. The teacher explains the grammar topic of the pages orally by using the chart that appears on those pages. The teacher writes on the board just new vocabulary.

Speaking: The teacher asks the students to ask each other questions using the grammar topic (Present perfect).

T: Why 'never' with affirmative sentences? / S: It's about togic / T: It's to avoid double negatives

They continue with the listening exercise, the teacher plays the audio twice. After this, they check the exercise but only one student gives all the answers.

While the teacher continues with the next class, the teacher assigns an extra exercise to one of the students.

They continue with pages 10-11. They check the vocabulary of the pages.
T:What is thrilling? → The teacher wants to check if students are able to define the word without using Spanish. / T: What is the difference between the first adjectives and the second?

One of the students gives the answer and the teacher asks for more examples. The students help with more examples. E.g: scared, excited, confused, and bored. (The explanation about the difference that is taken is the one provided by the student)

They continue with the listening exercise, they listen to the audio twice. The teacher asks questions about the audio that are not included on the exercise.

E.g: What's the name of the host? Do we know how old is she? How does she describe the experience? What else about Andrew? Where's she from?

The teacher asks if there are any questions about the topic, and they continue with Video 1.

The teacher plays the video and asks the student to pay attention to it because after that, they're going to play 'spin the bottle'. So they play the video twice.

Interaction: They play spin the bottle, one of the students is in charge of asking the question and the other is in charge of answering.

S1: Was Marie a waitress? / S2: No, I didn't / T: wasn't

The teacher helps the students with the structure of the sentence and also the pronunciation and grammar.

S1: Where did they met? / T: Meet

After this, they work on pages 16-17. They start the class checking the grammar topic. The teacher explains the topic using the chart that appears on the book. The topic is about other time expressions related to present perfect.

The teacher gives some examples and assigns the exercise to the students so they practice. After the students finish they check the answers and each student helps with one of the answers.

Finally, they work with pages 18-19. The teacher explains the grammar (would like / would rather) The teacher does the same and explains the grammar using the grammar chart that appears on the pages.

The teacher helps the students with the pronunciation of 'I'd', and the teacher explains the difference between would rather and would like. They solve two exercises from the book, the teacher verifies that the students don't have any questions . They check the answer of the exercise while the teacher also verifies the grammar and pronunciation of students.

Teacher asks if there are any questions and the class finishes.

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 49	Date: 03/04/2019	Time: 6:00 am to 7:30 am
Teacher: Taylor	Level: B1	
Institution: ASW North	# of students: 6 students	

1. Objectives

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

Only two students arrived on time. The teacher starts the class greeting the two students who arrived early. Then she writes down the pages that all the students have.

The teacher introduces the topic by making a comparison between present perfect and simple past. For doing so she asks them what the uses of these tenses are but there is no answer. The teacher divides the board in two and writes down the name of both tenses. (Two students arrive, and the teacher does not seem to get annoyed or distracted, she just continues the class after greeting them). After reading the grammar chart on page 5 ST2 says the difference is "for the use" the teacher congrats her and writes down two examples and shows what ST2 was referring to. The teacher says there is another difference between them ST2 states that they use a different auxiliary the teachers congrats her again and explains how the auxiliary have changes according to the subject. The teacher asks for another difference ST4 says "time" the teacher encourage her to explain but there is no answer, ST2 provides an example. (ST5 arrives and the teacher has the same reaction. She greats makes a mistake with his name makes a joke and continues with the class). ST3 states a different use and the teacher gives an example. (ST6 arrives the teacher greets and continues with the class). The teacher reads the grammar chart and tells the students they have cover all the grammar.

To show the students one of the uses she explained before the teacher asks to ST1 If she has worked before, the student does not answer. (ST1 is the one who had this class) The teacher answers for her. She concludes this interaction talking about a TV program called Have you ever and tells them about it. The teacher asks the students to work on the exercise on page 5 while she does it the teacher interrupts the student to clarify the different uses of the auxiliaries, grammar structures and the different uses the tenses have.
Then the teacher asks the student to translate "fui a Medellin" ST6 translates it as "I was in Medellin" there is no feedback, but she explains that whenever they have the preposition to before a place the will have to use the present perfect if they are using the verb to be. Later, the teacher asks the students about the meaning of the reading. St6 answers and then she makes specific questions to the other the students. One of the students does not have the answer and the teacher explains the strategy of scanning to look for the answer in a reading. (In this exercise ST1 does not participate) The teacher asks ST1 to write sentences about the experiences she has had since this student does not have a book. (This task was never checked in this class the teacher is supposed to work with the student four pages but se focus only on two)

To make a transition between classes, the teacher asks ST2 personal information questions so that the ST says if she likes cars or not. After that, the teacher asks to the students to compare the different car models they see on page 44. The students participate by saying which car they like the most, ST5 does not participate and the teacher tells him he should know about it because he had seen the page before ST5 laughs but does not participate the teacher continues with the class. The students do not participate more so the teacher compares the car models using the vocabulary from the previous page and asks questions to check if they agree or not. For this comparison the teacher uses the word

mod" but the students do not know the meaning of it therefore the teacher explains them with an example without succeed then she makes a drawing on the board to clarify the meaning in this case the students understood the meaning. On this page the book offers a listening exercise but the ST2 has done it before. The teacher asks if she wants to listen again and the student claims it is ok to continue. The teacher plays a video that is connected to the thematic. The video is played without caption after thirty seconds the teacher plays it with them. Then she asks question about it, but the students do not answer them. Later, she tells them to focus of key words, such as places, years and characteristics. She forwards the video and play it with the captions later she asks more questions in this case the students answer more of them and when there is a wrong answer the teacher says, "are you sure?" and corrects the answer. (In this class ST1 never participated)

To make a transition the teacher asks the students if they know what cars talk is. There are two students who had had this class with her before and she reminds them what they discussed in that class. Then the teacher asks ST3 to define behavior, she cannot, and the teacher helps her. (In this activity the teacher admits it is difficult to define this word). Then she asks questions such as "do you honk the horns? Are you an aggressive driver? This activity seems to be used to introduce the vocabulary from the book. The students answer in a proper way, ST1 does not participate.

The teacher asks the ST4 to read the first paragraph from the text during the reading she corrects some mistakes about pronunciation, then the teacher asks her what she thinks it is going to be about the student does not answer so the teacher tells them the main idea from the reading. One of the topics of the reading is multitasking and the teacher asks them who they think the most multitasking driver is. ST6 answers the taxi drivers but the teacher claims moms are the most multitasking drivers and explains why. Then she explains she is going to do an activity and gives a number to each one of them (but no to ST1) and tells them that according to the number they will read the paragraph and share the principal ideas from the passage. During this activity the teacher makes a transition between each summary and provides feedback regarding pronunciation. The paragraphs that no student read was introduced by the teacher, for doing so the teacher provides examples of each one of the behaviors. Later, the teacher asks ST4 to do the exercise (the teacher did not check it and ST1 does not participate in this activity)

To make the transition the teacher asks ST5 if he has of not good eating habits. The ST6 says he does not and says that he likes sweets the teacher shares that she is also a sweet lover and tells them about her favorite candy, while sharing this she uses the word "Tangerine" and the students do not know the word she uses nonverbal language and examples but she never uses an image after explaining the difference between orange and tangerine the students understood. Later, the teacher explains the different categories that can be found by providing examples ad sharing her diet (there is no students participation during this activity). Then she asks ST1 and ST3 to work on the dialogue. The teacher provides feedback and tells them to work on intonation and tells them to check some TV programs, so they can learn how to communicate better. (At the end of this class two students asked if they could leave early and the teacher allowed it)

For this class the teacher does not make a transition. She starts the class introducing the vocabulary by asking each student what they love or not to eat. The she explains the difference between used to and use to and the importance of the use of the auxiliary did. Then she asks what they used to do, to eat, and shares her personal experience with eating habits. (during this class all the students who were in the classroom participated including ST1)

For this class the teacher does not make a transition. She starts the class asking if they think that colors reflect the way you feel. ST6 says he does not agree but that he thinks it can promote a feeling in ourselves. The teacher asks all the students about colors and their reaction to them in this activity ST6 answers most of the questions. Then the teacher asks the students to solve the survey and then they share the results orally. For doing this activity she asks ST5 to read the question and ST6 answer most of them. In this class the teacher shares her likes regarding colors

General insights:

FIELD NOTES – RESEARCH STUDY		
Field Notes N° 50	Date: 03/04/2019	Time: 6:20 pm to 7:50 pm
Teacher: Lorelei	Level: B1	
Institution: ASW North	# of students: 4 students	
1. Objectives		

- To identify and describe the teacher's practices along the class development

2. Class Objective

- To develop the class following the steps established by the language institute

3. Class Development

The teacher checks the class of the students before starting. They start the class with the Video 1. Since the class watched the first video on the previous class, they watched the second video. The teacher asks the students what they remember from the first video and asks the students to pay attention to the video so they can ask each other questions about it.

S1: The video don't have information…
T: Doesn't…

S1: When will Mr. Evans and Ms. Novak meet at the Museum of Cheese?
S2: At 4pm
T: You have to practice listening and how to ask questions

This is a good activity to generate interaction between students.

After the activity they continue with pages 8-9. The teacher starts the class asking the students if they know gestures from other countries, but none of the students know any.

They do the reading from the pages and the teacher checks the pronunciation of students.

E.g: 'lead' 'misunderstanding' 'European' 'imagine' 'asian'

The teacher solves vocabulary doubts from the students through the use of gestures and definitions. After this, they continue with the reading exercises, the first one is about 'true' or 'false'. The teacher asks the students to justify with the reading why did they choose one or the other.

The teacher shows them a video about gestures to compliment the class. At the end, she asks them some questions but students don't answer actively.

T:No my friends! You have short term memory.

They continue with pages 16-17. The teacher does the grammar explanation by using the chart that appears on the book and the teacher writes a question related to the topic of the class.

'What would you like tp do after class?''Would you like to watch 'the Godfather'?'

'What would you rather eat chinese or Mexican food?

After the examples, the teacher uses the board to complete the explanation of the grammar topic that the book brings. Since the students have already solved the exercise, they work on another exercise from the digital book.

They do another exercise where each student and each of the students help with one of the answers.

They continue with pages 22-23. The teacher starts the class with a question 'Do you believe that violent memes affect children's behaviour? S: Yes T: Why? (These questions allow students to express themselves and show their points of view.

T: Why did you say no? S:Any program can affect children if they don't have the right education… T: The whole day.. (Teacher corrects the student while he's answering)

S1: He has 11 years old.. T: He's… / S1: Womens.. T: Women // S1: Was… T: Were
T: What is 'harm'? S: Impact T: It's a synonym of hurt

They continue with the reading of the pages and the teacher checks the pronunciation. E.g: 'study' 'furthermore' 'convicted'

The teacher asks the students if they agree with what is stated in the article. Only two students share their point of view about the topic. They solve the vocabulary exercise from the pages.

T: Why aren't you aggressive? and the students answer this question.

Finally, they continue with pages 30-31. The teacher develops the grammar explanation that is about real conditional. The teacher uses the board to develop the explanation. The teacher explains how the structure is and works.

The teacher uses different colors, explains the structure and uses examples to explain the grammar topic. They finish the class by solving some exercises that the book brings.

General insights:

Appendix 15

Semi-Structured Interviews

- **Claire → (29/04/2019)**

  o **INTERVIEWER**: So, we are here with teacher Carolina. So, Caro, I´m going to ask you a set of questions so please answer them as honest as possible feel free to answer what you really think about the questions, ok? Ok so, first of all Caro: How do you warm up your classes?

  o **Claire**: ... ok, well basically all what I do is to check what are yeah oh in the in the in the list. I check the subjects. I already know the subjects so normally use it OK so I kind of created in my mind what class will be that could change sometimes but in general what I do is to know before what classes they have what subjects that may or that gives me the chance to make connections among them in that way I can switch from one to another even sometimes I don't notice it. I am doing something, and they say oh it's kind of my page. Yeah is yours. Ok, so is basically be prepare not prepare classes because we don't do that but what I do is to have like a map in my head…mind about how I will manage the class. That could change obviously I mean don't be always exist but anyway I do it that way.

  o **INTERVIEWER**: And in previous experiences as teacher. How did you warm up your class, in another context?

  o **Claire**: ...ok, basically I mean I continue with the same idea. The think is to know what the class is going to be. I mean, if that is clear in my mind I can be as creative as I want because that depend on the kind of group that you have so promptly I know my group so I could determinate what I want or what could help them but in other occasions that change that's when plan B exists and starts working so in general the main thing is know how or have in your mind what your class and you can start getting the students interested in the subject I mean that is basically the way… you know, normally I put videos or I ask about their experiences or even I talk or I tell the story about me so they can like interested in my story and then they say something similar happen to me or whatever. You know so how I manage it is basically knowing in general the subjects that's the way I want that.

  o **INTERVIEWER**: ok very good. So, for you what are the key aspects related to English teaching? what are the key aspects? … related to English teaching?

  o **Claire**: Cultural knowledge, I mean we got teach grammar and as a matter of fact … I´m a maniac of grammar and I know that could be necessary yes! Definitely! But the main idea is to teach them socially I men culturally what are the differences why you can say this and not that. But not as a grammatical thing but cultural thing you know and that for me is the key. So cultural knowledge is basic, basic, basic when you are teaching English.

  o **INTERVIEWER**: Ok. And now in your classes which aspects of English teaching do you take into account? Well, besides cultural knowledge are there other key aspects that you take into account in your class?

  o **Claire**: yes, abilities that they have. And well now we count with internet before when I started internet was not there to help so much but now I have like many many keys so what I do I have even in my e-mail I have a folder that is called videos and there I have I mean literally thousands of videos, hundreds of videos about different things, things that I have found, things that I have used and I have proven that they work. Ok, so I keep them, and I know that in some moments I can use them so they are in mind all the time. Even in my immersions that is like a cultural activity I put the same. Ok so, have extra material, use different skills so I can give them listening but also I can say well today you are going to write so we are going to do something we are going to learn for example should, and I say for example this is a nanny SOS you are going to write what is your problem with your kid. Probably I´ll start with the warm up like a you know an activity where you show very naughty kids and then I say from there you can invent what the problem with your kid is and

then I switch the…letter so now you are going to advice the other part it doesn't matter what you advice so try to do it. So I use videos I can use writing. no longer ago like one week ago I worked with Shakespeare´s day the 23rd part of my activity was teaching them how we use Shakespeare´s vocabulary now, ok? Specially like so-so or fair game for the ones who love football you know but then I say like ok. After all we have studied during all this time you are going to give me a picture of your Shakespeare. I mean create a Shakespeare could be abstract, could be whatever you want to take a piece of paper here we have colors and they create the one that they liked. Somebody said I don't want to paint him I want to paint a stage you know that says on top Shakespeare because I mean everyone interpreted Shakespeare in different ways what I did use you know I mean I try to use different kind of abilities because each group could have different abilities and each person would work different in each one…

o **INTERVIEWER**: ok. That´s good. Erm, so you said that usually at the beginning of your class you create like a lesson plan of how you are going to develop your class so are there any factors that might limit that lesson plan you had at the beginning and if so which are those factors that might affect or might lead you to your plan B?

o **Claire**: well technology could could be sometimes like you thought on some web and upps there is no internet so oush hey let´s go to plan B so you don't need to stop or that happens to me long time ago but that happened I prepared a super class about movies…so I have the full plan about movies and I started with a simple question *hey who likes movies?* Everybody looked at me like I hate them and other said like I only watch children movies with my two babies and that is it. So, I mean, could I continue with that one? Ok that would be like, ok so I started talking about movies because we are going to talk about the music that reminds you movies. What happened? Music started to be more effective than the game or the trivia I have prepared before… because I mean that would be no point to continue with the ok we are going to compete and see who knows which movies is this because they probably they will not know or even they will not be interested so whatever I would waste their time trying to guess movies that they haven't seen or movies that they are not interested in or whatever but music was different, so I started moving it from the first idea to the number two or fourth …

o **INTERVIEWER**: that's good. So, whenever you have those situations in which you have to like use your plan B how do you to cope with those factors the internet, the students´ lives…

o **Claire**: I mean I think that part of being a teacher is try to be creative and always try to have something under your sleeve. I mean, you cannot get limited by … I mean, if you need to be clear about what you want to do and hey resources can be very huge but if they are limited anyway just try to do what you have you know make do with what you have. You know what I mean…But I mean that is creativity I think it has to be related with the experience I think that experience in this point is quite important because when you have been teaching a long time probably you learn how to do and cope with those factors but I think that's the way…

o **INTERVIEWER**: ok that's good, what language skills do you primarily work in your class? And why?

o **Claire**: mmm ok speaking. speaking is my priority, because probably is what they need the most. But is an imaginary goal… but reading that's another one and that helps me a lot with the vocabulary. So what I try to do is incentive the reading and just because I do that probably I get into the writing too so I try to complement everything but the main one is speaking second probably will be reading, vocabulary, expression, idioms I mean, things like …11.15

o **INTERVIEWER**: ok good, is there any language skill that you consider less important or not strongly essential? (Carolina no) why?

o **Claire:** Because as you can see what I speak about this everything is a couple, I mean, everything is related to other. You know? So, for me it is not possible not to put them together you know what I mean? I cannot do

that and its I mean everything has to be there, everything has to be there and definitely I don't consider one is less no no.

o **INTERVIEWER:** Pretty good. Do you have a favorite methodology or steps to develop your class different from the ones that are usually stablished by the schools and institutions do you have a favorite way to develop your class?

o **Claire**: … No I think that that comes from…I mean I think that I have learnt so many methodologies and forms to do things that I probably use all of them in one point or I try to stablish one in me and based on that I use the one that approach more to what I want … and that's how it works…

o **INTERVIEWER**: very good, which strategies do you use to involve your students in your class?

o **Claire**: …that's interesting first of all make them feel that is for them I mean make them feel like they can feel into it and second the form I talk . you know the form that I talk, the form that I emphasize things the use of my hands things like that make them be attend to what I'm saying and as I told you I switch class without they knowing so probably if they get you know into the cellular or whatever probably they will be like what what… and obviously you know so it's that the moment that probably I will start asking questions to that person but in general what I try is to make them feel is that it is part of them and make them feel they are really involve and it´s important for them not for me so ok tell me your story tell me what have you done and about it tell me why it is important or why is not. Ok? So that's involve them into me that's the way

o **INTERVIEWER**: ok, that's good. What would you like to change from the way you develop your classes? Is there something that you would like to change?

o **Claire**: … Let me think… ok sometimes I feel like… because they are not private classes so I just don't have just one student probably something that I would like to change is the possibility of involve more the ones that are behind more than the ones that are advance but more the ones that are behind, ok? Because probably they will feel like everybody is advancing at the same days but she or he is not, ok? Obviously, what I always do probably you saw that on the observations I do involve them and they just like hey come and try but any way I feel that they could feel like they are not giving enough and that is not the sensation that I want them to feel. You know what I mean? But anyway, I have to continue the class but I would like to make them feel like it doesn't matter they will be with the group but sometimes it doesn't happen and they would like to change that

o **INTERVIEWER**: ok, and finally, the last question. Caro how do you finish your classes?

o **Claire**: Thanking my students for being there and telling them that they did I really good work probably if they are not the best students what I´ll say omg your effort was amazing don't worry we can continue or something like that you know? Thanking them for being there for me and be part of the class, be involve in the class, and if they didn't do a very good work, I say hey your effort was amazing so keep doing it,

o **INTERVIEWER**: ok and why do you finish like that the class?

o **Claire**: Because I feel it is important, I mean, I consider that important to make them feel like omg I did something you know and I obtained something from them, you know?...

o **INTERVIEWER**: ok. Thank you very much for your time. For your answers very interesting. So, I appreciate your help.

o **Claire**: Thank you very much!

- **Anthony → (27/04/2019)**

o   **INTERVIEWER**: Ok so, we are here with teacher Alex. So how are you man?

o   **Anthony**: Great.

o   **INTERVIEWER**: So, I´m going to ask you a set of questions. So please answer them as freely and as honest as possible. Ok? So, the first question is: How do you warm up your classes?

o   **Anthony**: ok. I usually like to warm up my classes I don't know so you know that I´m experiencing a kind of change between from one methodology to another one so but nowadays I surely like to warm up my class with some idioms and phrasal verbs related with the grammar vocabulary of the units that I´m working or I´m studying with the student

o   **INTERVIEWER**: And in general, like not thinking about this place but in your general development of a class in your previous works. (Alex: ah ok) How did you warm up your classes?

o   **Anthony**: Ok. I would say that I ask my students about their I don't know their likes, their hobbies I don't know what else. I usually try to make people feel good or try to make people… happy. Ok? I usually say something funny about me, ok? To make people feel comfortable with my class.

o   **INTERVIEWER:** Mmm ok. That´s pretty cool. Erm, for you what are the key aspects related to English teaching?

o   **Anthony**: Amm alright the three main aspects.

o   **INTERVIEWER**: What are the key aspects for you?

o   **Anthony**: mmm, I don't know I would say that ... that is a question you need to think about think about…deeply. I would say that obviously as all the teachers we need to have a lot of patience, right? We need to have a lot of patience because there are some students who have different English learning processes in comparison with other ones, ok? So you need to pay attention to that, ok? Another key aspect would be I don't know… it's important to be humble, ok? I mean that ok because you are an English teacher it doesn't mean that you are going to be the master and your students will be the slaves I don't think so I would say that is important to set to make the students comfortable, ok? To show them that I´m a human being like them, ok? And why not? They learn from me, I can learn from them in other in other topics.

o   **INTERVIEWER**: Mmm ok. And from those aspects which ones do you take into account in your classes? Or which other aspects do you take into account in your classes?

o   **Anthony**: Mmm I don't know… I would say Yeah! The first one. The first one. Yeah! I usually carry out the first one.

o   **INTERVIEWER**: Mmm ok. Very good. Are there any factors that might limit the development of your class regarding your previous planning?

o   **Anthony**: Alright yeah, off course! But I would say it depends on the context, it depends on the context because if we are talking about a private school obviously there are a lot of factors that you need that you need to take into account. For example, in a private school you need to take into account … I don't know discipline, the different projects that you need to develop, you need to pay attention to specially some emotions and feelings from the student. So, if you are an English teacher who works in a private school so you need to, you need, you should be multitasking. You should be multitasking. For that reason, I consider that working in a private school is a challenge, ok? So is a challenge, ok? Is an interesting experience but is a challenge, ok? And in a private institution or in an English institution … obviously you only work with students who really like to learn English so I would say it´s a little bit easier obviously you will find some situations, well, you need to organize the classes you need to develop a specific order of the class. But I would say that that is the difference.

o **INTERVIEWER**: ok. And how do you think these factors can affect your class? How can these factors affect your class?

o **Anthony**: Of course, so, in a private school if I know my lesson plan… I know my lesson plan, with my materials, my information, my activities all the stuff but if I don´t know if that day there is surprisely the mother´s day mother´s day celebration, the father´s day celebration so I´m so sorry you need to stop the class and you need to take care of the kids to make the roll. Or there are other options, for example, that I don´t know I´m so sorry to interrupt your class but I need Pepito, Laura, Camilo and Stephanie for something, for a project. So, there are surprising factors, ok? And in the case of the institution I would say that obviously there are some students who commit to answer their cellphone and I would say that they can do it but outside. But obviously it´s a small factor but is something that… (affect your class Interviewer). Yeah, of course.

o **INTERVIEWER**: ok. How do you cope with those situations? How do you deal with those factors?

o **Anthony**: I think that in the beginning of the class, in beginning of the class is important to talk to the students, ok? Cause in the second context a private institution learning English in a private institution so, you need to, you need to be clear about the rules and the requirements of the class to develop a good environment for everyone. That's why is important to talk to them and then and the I would say that the students understand that ok the teacher Alexander doesn´t like that doesn´t like the students talk on the phone on class so we need to get out the classroom …or I don´t know …as you remember as you saw in some classes I always speak in all the English from top notch 2 and upper levels and if there is a student who speaks Spanish I will say ok I don´t understand Spanish so I don't know try to speak English in the way that you want in the way that you can but try to how do you say that? Try to … the words

o **INTERVIEWER**: Good, what language skills do you primarily work in your class? And why? (Alex language skills) do you primarily work in your class? And why?

o **Anthony**: Language skills, well I consider the language skills are idioms, slangs, phrasal verbs all the stuff.

o **INTERVIEWER**: No, like listening, reading those…

o **Anthony**: Ah ok ok you want me…so, obviously I would say that students develop their listening skill every time that I speak English every time that I speak English every time that I show them that there are different accents, ok? You know what? Let´s check the British accent, the American accent, the Canadian accent. So, it´s important to show them that. I would say that in the case of the listening skill. In the case of …reading, of reading comprehension reading comprehension skill I usually suggest the students to read small text in English for example I realized that there are some teenagers who are big fans of comic books so I always suggest them to read the comic books in English Superman, Spiderman, Batman, I don't know, ok? Or at the same time to read newspapers in English, ok? Most of us like to read newspaper of social political issues. So why don't you try to read newspapers in English, ok? And in the case of reading skill, listening skill… I´m missing writing. I would say that I sometimes recommend students to try to use the social networks in English, ok? Because I realized that you can switch the language on you Facebook account, Twitter account, Instagram account you can so actually in the cellphone, so I sometimes recommend the students ok let´s switch the language and try to write or chat with you friends or calls in English. That's right. What else? The reading, the writing … In the case of the speaking. I sometimes recommend the students to participate in conversation clubs, ok? So, there are some there are some places in Bogota where a group of people get together and they start speak English according to some topics that they schedule so I usually recommend those places, ok.

o **INTERVIEWER**: ok that's good, is there any language skill that you consider less important or not strongly essential?

o **Anthony**: No, I think that the four-language skill are important. Ok? (INTERVIEWER ok, and why?) Yeah, yeah, I would say all that they are coherent. All the language skills all the language skills are joint and they match each other because if you don't know how to pronounce or you don't know how to speak a sentence or how to say something so you can listen to the pronunciation practice, practice and in that way improve your speaking, your speaking skill. If you don't know the meaning of meaning of a word but actually you can

understand the context so you can guess or find out the meaning of the word yeah, I would say that al the language skills are connected.

o **INTERVIEWER**: Ok, that's good. Do you have a favorite methodology or steps to develop your class different from the ones that are usually stablished by the institutions and schools do you have a favorite way to develop your class?

o **Anthony**: Yeah of course. To be honest with you I´m fascinated by the CLIL Content language integrated learning I don´t know why but I really like that English methodology because… for example if you are focus on CLIL… so you teach science classes, mathematic classes, social studies in English so that's the Content language integrated learning that you teach any subject but in English so in that way you learn about social studies, mathematics and also English vocabulary and you improve you listening skill, speaking skill … I really like that.

o **INTERVIEWER**: And do you try to apply some of those let´s say aspects of that methodology in your class?

o **Anthony**: …All right when I was a private school English teacher I used to try I used to try obviously I was against the time because the time in the school are shorter are shorter, ok? But, nowadays that I´m working with this methodology I think that I can try to carry out this methodology.

o **INTERVIEWER**: ok, very good. Alex which strategies do you use to involve your students in your class?...

o **Anthony**: ok…I would say music, ok? So, as you know I am a heavy metal maniac but it doesn't matter that it doesn't matter that I can´t talk about other kinds of music actual music I would say that most of the time I use music to call my students´ attention I would say music

o **INTERVIEWER**: ok, that's pretty good. What would you like to change from the way you develop your classes?

o **Anthony**: obviously I´m not superman, I´m not a machine. I would say that I sometimes make mistakes, ok? But I don't know I usually try to make the best I can.

o **INTERVIEWER**: ok, and finally, how do you finish up your classes? How do you close them?

o **Anthony**: Ok. It's a good question. Most of the time I usually like to give some feedback or some recommendation but when I was a private school English teacher, I used to organize classes with some movies, ok? And according to the movie the students used to write some questions and then we organize some kind of talk some kind of lecture to describe and to talk about that movie and at the end I used to give them or I used to teach them a conclusion a social message …but yeah it depended on the context.

o **INTERVIEWER**: ok. Thank you very much for your time. I appreciate all the ideas that you provided so that was it

o **Anthony**: ok. You are welcome!

- **Lorelei → (16/04/2019)**

o **INTERVIEWER**: So, we are here with Lorelei. How are you?

o **Lorelei**: Good.

o **INTERVIEWER**: Good? Nice!

o **Lorelei**: mmm.

o **INTERVIEWER**: So, I´m going to ask you a set of questions, related to methodology. So be as honest as you can. And feel free to answer and yeah tell me as much as you can there. Ok?

o **Lorelei:** mmm.

o **INTERVIEWER**: So, the first question teacher is: How do you warm up your classes?

o **Lorelei:** ... well, from my personal experience I have learnt different ways to warm up. ... not only like games where I can introduce the topic I´m going to explain, but also ... activities that can help the students to get ready for the class which means ... like ... like reading exercises or exercises that can make their brain somehow to wake up so they can be ready to, to start the class. So is not only with board games but also ... working other parts. So, they can be ready.

o **INTERVIEWER:** Mmm ok. That´s cool. Erm, for you what are the key aspects related to English teaching?

o **Lorelei:** mmm, I would have to say that ... is very important for as the teachers understand that during the process we are going to learn too as the students, ah so it is ok we don´t know everything because learning is a life process. The other thing that is important is that you can ... like communicate efficiently with your students, identify their weaknesses and strengths ah, in order for you to ah prepare or have in mind what kind of activities are useful for your students.

o **INTERVIEWER**: Mmm ok. And from those aspects that you just mentioned, which ones do you take into account in your classes?

o **Lorelei**: I try to do different activities. Erm somehow, I have to confess that ... I take my own way of learning somehow an example so I am very visual so I try to work with them with videos or pictures but I also know that writing and reading is one of the most difficult skills for a person to develop in another language so I also try to do that but I try to do it with games. And do it … in a way that they can interact to each other and also to reflect about what they are doing or learning so English is more like a tool for them to learn another topic.

o **INTERVIEWER:** Mmm ok. That´s cool. Erm, in your class are there any factors that might limit the development of your class regarding your previous planning?

o **Lorelei**: mmm, yeah! Maybe if I don´t know well the student or maybe if the topic that I chose is controversial or can affect the students´ believes. Well, I have worked in different parts with technology sometimes is not there, so, that sometimes can be like an obstacle to develop what I planned what I also have learnt like to have another activity, an optional activity so if something doesn´t work I have like a backup …I can do the activity.

o **INTERVIEWER:** ok. In what way, for example, not knowing your students or having controversial topics might affect your class.

o **Lorelei**: Because that can lead into a misunderstanding or maybe the student won´t do the class or talk about the topic or do the activity. I try not to fight with them like if that's not the most important part is for the to learn so in that case, I can try to take them to a different perspective so that problem can change and turn into something that can be good for the student and for me.

o **INTERVIEWER:** ok. So, let´s say. What is the best way for you to cope with those situations? How do you deal with those situations?

o **Lorelei**: I try to speak but if I see that the person is really upset so I change … I try to change the activity, or I talk with that student personally like I leave the other students doing the activity and I try to speak with that person like in private. If I´m the one who made the mistake, so I apologize for it.

o **INTERVIEWER:** Good, in your classes what language skills do you primarily work? And why?

o **Lorelei**: Speaking. Because I have noticed that that is very hard for the students because maybe they have had bad experiences speaking in English due to pronunciation mistakes or not knowing the specific word and

also bulling because in our culture that´s part of life. So, if someone knows a little bit more than others that person will try to make fun of the ones that are making mistakes instead of encouraging them to … improve. So, I try to make them speak as much as they can also because I´m aware that inside the classroom that's the only place where they have the chance to do it because English for us is a foreign language not a second language so there is not another place that they will be able to do it. Also, I´m… well I try to work every skill but that one is the most important for me, speaking. So that they can let in a side being embarrass and they can like just feel free and if there are mistakes I'm the only one who´s going to be conscious about of it or the one who can make fun of them but I'm not going to do it so I'm trying to promote that. Maybe listening, reading and writing. Writing for me it's the most difficult one. So, if I get the chance, I try to do like at least one writing activity every class. If I get the chance, I guess those.

o **INTERVIEWER:** ok, for you is there any language skill that you consider less important or not strongly essential?

o **Lorelei**: Well, I guess… For me no all of them are really important. But as teacher you also need to take into account the students´ purposes of learning the language so for example if it is that nowadays is a requirement for students to graduate from university or collage so all of them are very important because also at university or collage classes they have to write to read texts and also speak so I guess all of them are very important but depending on what the student like the purpose they have learning the language. So that's also is important.

o **INTERVIEWER:** Pretty good. Do you have a favorite methodology or steps to develop your class different from the ones that are stablished sometimes by the schools or…?

o **Lorelei**: … I don´t know…Well I guess that the most important thing is to do an activity at the beginning of the class so they can feel that the class is already on let´s say and… sometimes following a book is ok well, because you know what your class is going to be about but I try to look for extra activities or information related with the same topic but I don´t have I don't know maybe like presenting, practice yes like presenting, explaining and practice if it is related with grammar if it is related with any other topic like a general topic I first ask questions like I try to do something to introduce the topic then to develop the topic and at the end like something that … to finish the class.

o **INTERVIEWER:** ok, which strategies do you use to involve your students in your class?

o **Lorelei:** I try to ask all of them I also make them to share between them…I guess sometimes depending on the topic some students are going to participate more than others because that's what they are into but I try to ask questions to all of them make them to speak between each other so all of them can participate if I see …I had an experience with a student that was very very shy and just until like the forth class I discovered that she likes debates so maybe she prefers not to participate like answering questions but when is a debate about a topic that she likes or she has her own opinion like she can share what she thinks about it she would participate so in that case maybe not in a formal debate but during the class asking questions that make them to share their own opinions so that's also like a way to involve all of them.

o **INTERVIEWER**: ok, that's good. What would you like to change from the way you develop your classes?

o **Lorelei**: I guess sometimes I don't know like to be more imaginative about the activities maybe because I guess that a certain point you have tried to different activities and you have seen that those activities worked so you like you just like marry to those activities and you don't try to new things also I guess well that's a matter of time but I guess that looking for new resources or using technology but like the TV or internet but also their cellphones like involving make that the cellphones have a value inside the class like it is not something that can distract them from what we are doing but you see those as tools for them to learn I guess I would like to change that.

o **INTERVIEWER:** ok, and finally, how do you finish your classes?

o **Lorelei**: Well, I also ask if they have questions or doubts and like a short activity. Sometimes I guess not all the classes I do it, but I should. Like a short class a short activity so they can practice what they learnt during the class so maybe if it is about writing a short exercise a me giving some examples and they can correct them or if it is about speaking like conclusions if it was about listening so … making them to give their

opinion about it and if it is about grammar I´ll ask exercise really quick so they can like to make sure they learnt. Yes!

- o **INTERVIEWER**: Good. Thank you very much for your time.

- o **Lorelei**: You are welcome!

- o **INTERVIEWER:** Your patience, your comments, everything.

- o **Lorelei**: You are welcome!

• **Oliver → (29/04/2019)**

- o **INTERVIEWER**: So here we are with teacher Andres. So, Andres how are you today?

- o **Oliver:** Good, very good. And you?

- o **INTERVIEWER**: Excellent, I am going to ask you a set of questions and basically what I want you to do is to answer them as honestly as possible. Feel free to express whatever you want to express. So, the first question is how do you warm up your classes?

- o **Oliver:** I usually warm up my classes with some questions because we don't have really time to do a warm up, right? So, what I do is that I try to do some questions really quickly trying to get some information about the topic and if I see that I have more time I´ll try to do a game but at the end … I try to do some questions.

- o **INTERVIEWER** In the different context that you have worked you have always introduced your classes with questions, or have you used any other technique?

- o **Oliver:** In other context I prefer to use some games. Specially I call them brain teasers that are more like funny way to interact with the students trying to make them think in other thing different from English but using English, right?

- o **INTERVIEWER**: that's really interesting. For you what are the key aspects related to EFL teaching?

- o **Oliver:** I think that maybe the process, right? Maybe one difficulty that American School Way has is that as teachers we cannot follow the process of the students, right? Because we don't have always the same students, so we don't in quotation mark we don't care about them or about their process because we don't follow them in each class, right? So, I think in EFL classes or in any class the most important thing is try to follow a process with the students because you will know where the student is and what are the difficulties of this student.

- o **INTERVIEWER**: and now related to your class what aspects do you take into account about EFL like in your regular class?

- o **Oliver:** I think I take into account like always trying to work on the four aspects of the language speaking, listening, reading and writing but I think that the first three are the only ones that you work in American School Way because the writing part is very difficult to work on only one hour and fifteen minutes especially when you have only six students, right? But I always try to make them write, make them speak because I think if they speak more they are going to be more confident when they go out.

- o **INTERVIEWER**: ok thinking about your experience as teacher are there any factors that might limit the development of your class let´s say you have a lesson plan are there any factors that may that lesson plan?...

- o **Oliver:** yes, of course. One of them is like the contribution of the students like the mood of the students, right? If they are not really participating or very humble to do the activities or to participate in the class or to at least be attended to class the class is not going to work, right even if you try harder and harder because I think that that mood of sadness or I don't know what else or angriness is going to be contaminated in the

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other students and the class is not going to be as usual but I think that maybe as teachers we have to try to take into account those moments but in some cases in American it´s really difficult as I told you because I think that as we don't care about the process of those students that they have those mood problems and so we only let it go and that's all.

o **INTERVIEWER**: so, how do you cope with those factors? The ones that you just mentioned how do you deal with those factors?

o **Oliver:** I always try to make them participate even if they don't want, right? Because this is going to make them feel like they are part of the class and even if they don't know the class or if they don't like the class they are going to be part of this one and I also try to make them talk to their partners if they don't want to talk to me I prefer that they talk to their partners and at last they are going to practice during the class and they are going to be part of the class even if they have some kind of problems with me or something like that.

o **INTERVIEWER**: ok, what language skills do you primarily work in your class? And why?

o **Oliver:** I think the speaking part, I think is the most important part here because I have noticed in American School Way that they have some students really have really good bases in English right? but the lack is they don't practice enough so they need to practice more and more and more and I don't really care a lot about the grammar, right? I explain the grammar because I think it's really important to explain the grammar but after that I prefer that they do some questions, they answer questions and they can create some kind of interaction between them even if it is only one or three minutes of that interaction.

o **INTERVIEWER**: Is there any language skill that you consider less important or not strongly essential?

o **Oliver:** No, not really. I think that four of them are really important and I really…I am really sad about the classes in American School Way that they don't let us to make some more writing that the writing part is one class apart and they don't have any explanation, right because I guess I try to always make them understand that for example they don't have to use contractions in writings or they have to use more connectors but I think that I do that by myself, right? Because when they go to the writing room, they are not really prepared for that kind of writings yet the same some plies and 745 something like that but I think that the writing part is really important so I 755using that in American School Way.

o **INTERVIEWER**: So, in general you consider that the four skills are important (Andres, really important) do you have a reason why…?

o **Oliver:** yes. I think each one of them complement the other one, right? So, for example… if you know how to write properly you are going to organize better your ideas when you speak, right? But that organization that you can learn by writing is only that you can learn by writing and also at the same time if you learn how to organize your ideas when you are speaking when you go to the writing you are going to learn better how to use this but we have to have that differentiation because we cannot use the same language in the speaking part as in the writing, right? And also if you learn for example the passive skills like the listening and reading I think they also complement in some way because if you know more vocabulary about your reading and you know the punctuation and how to respect this structure or this rules you are going to learn you are going to be able to understand better the listening, right? But at the same time, you are going to get familiar with more listening with the listening skill in some way that you can complement all of them not make them apart.

o **INTERVIEWER**: Do you have a favorite methodology or steps to develop your classes different from the one normally established by the company institutes? Do you have like a favorite way to develop your class?

o **Oliver:** I don't really think so I have a favorite way, but I really think that I always try to make a kind of game in the class. I really think it's important like the students have some fun because they have like this stigma that the English class is only grammar and they are going to be bored something like that but I really think that maybe one important fact for me is like try to include a little game at least in order that they can see they can use English in another in a different way and I also think that one ideal class is also trying to explain grammar even if the students don't like a lot of the grammar I really think because in my major in the university I understood that the grammar part is really important in order to be better in the language something like that and I always try to explain some grammar, obviously it is not going to be the principal

part of the class but is something useful and obviously I like to do some exercises if you… you have to put in practice what you learn in the grammar and obviously you are going to have some interaction with them so, for that reason I always try to make a kind of interview or a kind of role play or something like that in order to make them use the grammar they learnt or the new vocabulary they learnt.

o **INTERVIEWER**: Which strategies do you use to involve your students in your class?

o **Oliver:** I would say that one strategy is t make them feel comfortable so first of all I do it by myself if they see that I can do it or any else can do it they are going to be more confident about their abilities or skills, that's one strategy. Another one is like don't hurry them maybe or don't push them a lot because if they feel with a lot of pression on them they are going to be more uncomfortable and they are not going to be so fluent as they want. And that's one principal, for example when I have immersion that's one of the principal aspects that determine the development of their presentation, if they are very nervous, if they are not very confident their abilities they are going to get a bad grade for that reason I always try to make them realize that we are going to do other activities at the beginning that we are going to get the oral presentation at the end of the class in order that thy can relax and they have a better moment that only thinking in the oral presentation so I think that that is also useful in the classes too.

o **INTERVIEWER**: What would you like to change from the way you develop your classes? In general.

o **Oliver:** Maybe that I'm too structured that maybe I can change something is that maybe they want to do another thing or maybe if they want to play something if they want to purpose another thing, I have to be able to listen to them in order to make the class different, right? So, I think that's one thing that I need to change.

o **INTERVIEWER**: finally, how do you finish up your classes?

o **Oliver:** I always try to finish my classes with some kind of games like for example if I have obviously this kind of games need people I cannot do it with only one or two, I need like in order to make some competitions or try to make some kind of debates also about the topic that we talked about so I always try to make for example one game that is related to make a listening about verbs or past participles also I really like to listen to them about their opinion what do they think about the class? What do they think about the topic? What do they think it could be better in order to improve the class or maybe make some changes? I always try to do that and ask always about their opinion because I really care about what they think.

- **Jürgen → (31/05/2019)**

  o **INTERVIEWER**: How do you warm up your classes?

  o **Jürgen**: I ask about previous and important knowledge for the specific lesson, if I notice that something is not clear, I begin with a short review. If that is not the case, I verify that the knowledge is, in fact, clear or not, asking a couple of questions.

  o **INTERVIEWER** What are the key aspects related to EFL teaching?

  o **Jürgen:** Well, I believe that the key aspects are the same as whatever subject you teach. First, is important to evaluate relevant personal aspects about the students: age, interest, mood, attitude, previous knowledge. Knowing that, we can figure out the better way to approach to the student.

  o **INTERVIEWER**: What key aspects related to EFL teaching you take into account in your classes?

  o **Jürgen**: The most important aspects for me are interest and attitude. The rest of them could help to ease or accelerate the teaching process but if the students have neither interest nor attitude, it is not possible for me to teach.

  o **INTERVIEWER**: Are there any factors that might limit the development of your class regarding your planning? If so, which are those and how do they affect it?

o **Jürgen**: The length of the classes, sometimes it happens to be not enough in consideration of the number of students and the topics we are talking about.

o **INTERVIEWER**: How do you cope with those factors?

o **Jürgen**: If the different topics have a common thread, I use it in my explanations. But if not, I explain the topic and assign some activities, go with the second topic and do the same, in the meantime solve questions and check the students work. At the end I check all exercises and clarify what is necessary.

o **INTERVIEWER**: What language skills do you primarily work in your class? How come?

o **Jürgen:** I do not have a preference. I explain the topic and use the activity I have prepared for it. That activity could be read some piece of news and talk about new vocabulary, watch an informative video and get the main idea, a set of questions for them to ask each other and then summarize the information they get and at the end tell the class, write paragraphs using a specified tense, etc.

o **INTERVIEWER**: Is there any language skill that you consider less important or not strongly essential? If so, why?

o **Jürgen**: That depends on what is the student looking for. Some of them want to study or work abroad, in that case all skills are necessary. Some others just want to move or visit other countries, in that case is not that important the writing.

o **INTERVIEWER:** Do you have a favorite methodology and steps to develop your classes different from the one the company has established?

o **Jürgen**: I like to summarize and develop charts and data tables when I explain particular topics. Some of them could be intimidating, but if you teach them in a synthesized way the students feel more confident.

o **INTERVIEWER**: Which strategies do you use to involve your students in your class?

o **Jürgen**: I try to share information that may be interesting for them, ask a lot of questions, have them ask questions each other or ask them to write on the board. Also, when a student does not know an answer or are mistaken, I get other students to give the right one.

o **INTERVIEWER**: What would you like to change from the way you develop your classes?

o **Jürgen**: mmm, I don't know. Cannot think of something

o **INTERVIEWER**: How do you finish up your classes?

o **Jürgen**: Checking up on the activities if that is the case. Asking for doubts or questions about the topics

o **INTERVIEWER**: Thank you very much for your help

o **Jürgen**: You're welcome