CO TEACHING AS AN ALTERNATIVE TO PROMOTE ENGLISH LANGUAGE -

LEARNING IN A PUBLIC SCHOOL IN BOGOTA

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Research Report submitted

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Master in English Language Teaching for Self-Directed Learning

Directed by Jermaine McDougald

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Declaration

We hereby declare that our research report entitled:

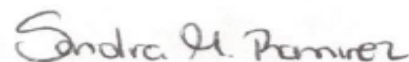Co teaching as an alternative to promote English language learning in a public school in

Bogotá

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text

- · is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;

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Date: October 15th /2020

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Signature:

:

Acknowledgments

This process has not been easy and through it, we have experienced different emotions along this path. So many people were involved and we hope we can reach all of them with these words. Words would not be enough to say how graceful we are for our family and people involved.

First, we want to thank God for giving us the patience, the strength and the wisdom to organize all this work and to be able to endure during this process and not giving up despite the circumstances.

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Abstract

This research proposal describes how effective the co-teaching strategy implemented was with eighth and ninth graders during a period of two years in a public school in Bogota. It also reveals how teachers and students' perceptions changed after the implementation of the program. Co Teaching was a fully-funded program by the Ministry of education and the chosen school was beneficiary of its implementation. This research is a qualitative study which fits into the principle of a descriptive research. The data collection techniques which the researchers used are: a survey, two interviews, an observation checklist and teachers and students´ journal.

The research study and the data analysis provided the researchers with meaningful information about the influence of the co teaching methodology on students´ learning along with the implementation of the suggested curriculum "Linguaventuras".

The findings reported how useful the strategies used by both teachers were in students´ performances when using the language to communicate. As a result of this, learners showed confidence at the moment of expressing their ideas about the topics proposed by the curriculum and at the same time, improved their communicative skills while developing task based focused activities.

Keys words: co teaching, learning a language, Teaching, collaboration, training, lesson planning.

Resumen

Esta propuesta de investigación describe la efectividad de la estrategia de co-enseñanza implementada con alumnos de octavo y noveno grado durante un período de dos años en una escuela pública de Bogotá. También revela cómo cambiaron las percepciones de profesores y estudiantes después de la implementación del programa. Co Teaching fue un programa totalmente financiado por el Ministerio de Educación y el colegio seleccionado se benefició de su implementación. Esta investigación es un estudio cualitativo que se enmarca en el principio de una investigación descriptiva. Las técnicas de recolección de datos que utilizaron los investigadores son: una encuesta, dos entrevistas, un checklist de observación y un diario de profesores y alumnos.

El estudio de investigación y el análisis de datos proporcionaron a los investigadores información significativa sobre la influencia de la metodología de co-enseñanza en el aprendizaje de los estudiantes junto con la implementación del plan de estudios propuesto "Linguaventuras". Los hallazgos informaron cuán útiles fueron las estrategias utilizadas por ambos profesores en el desempeño de los estudiantes al usar el idioma para comunicarse. Como resultado de esto, los estudiantes mostraron confianza al momento de expresar sus ideas sobre los temas propuestos por el plan de estudios y, al mismo tiempo, mejoraron sus habilidades comunicativas mientras desarrollaban actividades enfocadas a tareas.

Palabras claves: co enseñanza, aprendizaje de un idioma, enseñanza, colaboración, capacitación, planeación de clases.

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Co-teaching for Language Learning

1. Introduction

The Colombian government is trying to ensure that bilingualism is promoted within the education system from nursery to college, to achieve such a purpose; several programs have been designed and implemented since 2009. The ultimate purpose of the government is to raise the competitiveness of its citizens in the world and increase the possibilities to promote globalization as well as research innovations. Recently, one of those strategies was called Native Educators, which involved bringing English-speaking people from all over the world to teach with Colombian teachers in state schools under the principle of co-teaching.

Native Educators was a program that brought to the classes foreigners who taught from eighth to eleventh grade. Every group had at least four hours weekly to exposure of native -English accents in a class. Furthermore, there was a specific focus to ensure cultural and mutual understanding among all the participants in the English classes. Despite all the efforts, the Ministry did not reveal the effectiveness of the implementation of the program and neither the high costs to run the program countrywide. As a result, this research seeks to describe how this co-teaching methodology influenced students' English language learning and how the teachers´ beliefs and perceptions affect their ways of co-teaching. The framework adopted by the Ministry of Education in Colombia and its bilingual program relied on the basis that co-teaching might have been a useful approach to increase students' learning outcomes in Prueba Saber Once (A national standardized test for seniors in high school). From this perspective, it seems useful to analyze and see how this strategy

could have been useful to promote in high school students the English language

learning.

1.1 Rationale of the study

Usaquen High school was one of the schools that benefited from the Native

program and to execute the program effectively the teachers were trained and

changes were brought into the classes. Students, for instance, had English classes in

the afternoon shift; these classes lasted 18 weeks within a frame of the sixth month

with three hours of teaching time, divided into two sessions, one hour and a half

each. Students would volunteer to come to classes in the afternoon after having

finished their school schedule. eighth and ninth graders were divided into groups of

25. Classes were more focused on oral communication tasks taking into account the

suggested curriculum by the British Council rather than grammar or writing. Students

have the chance to interact with the native English speaker volunteer and the regular

teacher (both co-teachers). As active participants as English teachers, there was the

need to assess the impact of the program and analyze how the co-teaching strategy

could influence students´ learning in the implementation of the curriculum issued by

the British Council in its program of the immersion class in Usaquen High school in

Bogota.

The ultimate purpose of this research is to share the insights, gains, and

learning obtained from the implementation of the program and show if there was

significant progress for the students who were involved in the experience for two

years. Some of these findings could be socialized and might become an invitation to

other schools who participated all over the country to tell their own experience while

being part of the program. From this standpoint, this study analyzes how students learn with the co-teaching strategy within the implementation of the curriculum suggested by the British Council and its teaching methodology co-teaching. Also, this research seeks to unveil co-teachers´ beliefs or perceptions about co-teaching and how those are put into practice in their classes.

1.2 Research question and objectives

The great question to be answered is: how the co-teaching methodology influences students´ learning in the implementation of the curriculum issued by the British Council in its program of the immersion classroom in a public school in Bogota?

To give possible outcomes for the previous statement, it is important to answer the following -sub-questions: What are the two co-teachers' beliefs about co-teaching implementation in eighth and ninth graders? What kind of influence does the co-teaching methodology have in both teachers and students?

Some of the objectives of the study are:

1. To identify how the co-teaching methodology influences students´ learning.

2. To analyze the influence of the co-teaching methodology in students´ learning.

3. To unveil co-teachers´ beliefs or perceptions about co-teaching and how those are put into practice in their classes.

2. Theoretical Framework

This chapter proposes a theoretical discussion, which involves constructs that underpin this research proposal. Some of those concepts have to do co-teaching and language learning:

2.1 Definitions

2.1.1 Teaching English as a Foreign Language

English as a foreign language has been seen as a powerful tool to communicate all over the world as English is the lingua franca. The Colombian government has envisioned the English language as an alternative to expand and promote several processes that can lead to becoming a first world country. As a result, the teaching of English has become compulsory as a foreign language, which means that students need to have some competencies in English to succeed in life (Ministerio de Educación 2007).

This guide proposes that EFL is "that that is not spoken in the immediate environment and place, because not every day social conditions require their permanent use for communication. A foreign language can be learned mainly in the classroom and, usually, the student is exposed to language during controlled periods. Despite not being used in circumstances different from academic ones, students of a foreign language can reach high-performance levels to be efficient communicators when required. From this viewpoint and based on what it is established in Guía 22 it can be said that using and learning a foreign language in a specific context is a

valuable opportunity for social, cultural, and cognitive development of students for the following reasons:

- Learning a foreign language promotes respect and value the differences among people and culture.

- Supports students in the practice of social interaction and the negotiation of meaning. It also improves the capacity to make new relationships with other people and in new situations.

- Given the nature of how the different competences are developed in this learning of a foreign language, the learners raise their awareness of how they learn.

- The learners monitor themselves on how they are learning and how the native´s people culture is and has incidences in their process of learning.

- During this process of approaching a foreign language, new learning comes which goes beyond the linguistic features. In this case, learners can make use of written publications in a foreign language to be more aware of what is happening around and the global reality moves. This allows them to make good decisions, which have repercussions in their reality. Moreover, for this process of approaching a language, it is necessary to get in touch with people who are immersed in the language and culture themselves. These people may be teachers or English speakers who guide in this case learners through different strategies and they exchange their roles enriching the learning process

2.1.2 Co-teaching

A great number of scholars have written about what co-teaching is, most of them share some components that make co-teaching an effective strategy. However, some academics show variations in their conceptualization of what co-teaching could be defined. For instance, Villa, Thousand, & Nevin, (2008) defined co-teaching as "two or more people sharing responsibility for teaching some or all of the students assigned to a classroom" (p. 3). They give characteristics of the co-teaching model understanding that various teachers share responsibilities, lesson planning, instructions, and students' evaluation. Besides, in co-teaching, teachers blend their skills, strategies, and experience to improve students' learning and school focus on students' needs.

Friend and Cook (2007) described co-teaching as a service delivery model for providing special education or related services to a diverse, blended group of students in a classroom. Frequently, co-teaching refers to a general educator working with a special educator or another licensed professional in a diverse inclusive classroom.

Jones et al. (2008) contribute the usefulness of, "co-teaching to the low-performing group each teacher takes the responsibility of working with the low-performing group of students and shares the teaching of information to these students" (p. 204).

Secretary of Education in Bogota in its document Handbook for teachers (Linguaventuras, 2015) stated that the co-teaching approach involves two instructors, in this case, teachers who guide the same group of students in the same workplace.

Both teachers created organized, and prepared lesson plans, sharing resources and responsibilities. Interestingly, authors like Conderman, et al, (2009) talked about the implementation of the co-teaching methodology. They claimed that to co-teach it is necessary to have some requisites such as parity, as decisions are mutually made and teachers have to have an equal role in the planning, execution, and evaluating classes. Mutual respect, taking into account the unique skills from both teachers; specific mutual goals, where both teachers share ideas, methods, materials to develop the student's goals. Accountability for outcomes, because teachers celebrate or reflect on the development of the lessons and finally, shared resources. Other researchers as Dieker & Murawski, (2003) and Walther-Thomas (1997) have similar definitions and characteristics of co-teaching as a way to collaborate as shown in figure 1.
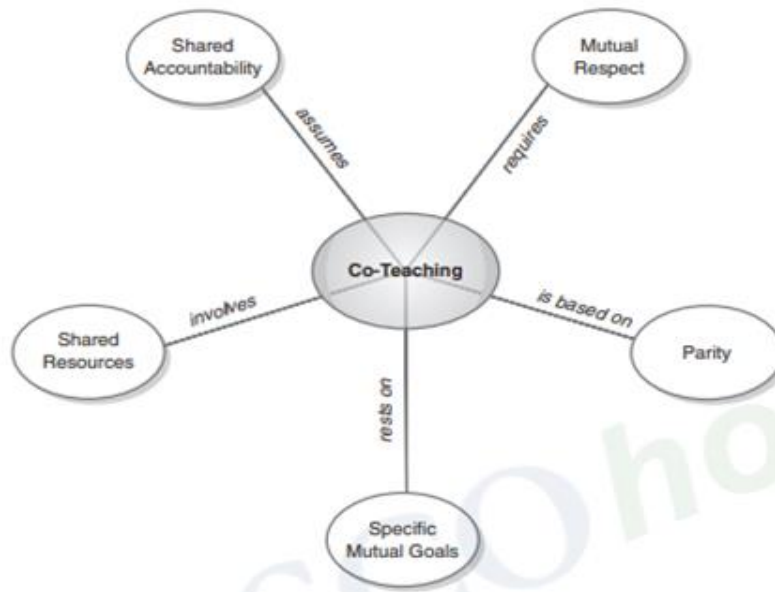
Figure 1. Visual of Co-Teaching Requisites. From Conderman, G., Bresnahan, V., & Pedersen, T. (2009). Purposeful co-teaching: real cases and effective strategies. Thousand Oaks, CA: Corwin Press.

Taking into account the co-teaching definitions and variations of co-teaching proposed by researchers to be applied in the classroom, in the following lines there will be a description of the different models proposed by Friend &. Cook, (2007). According to them, six models are described in detail.

- One teaches one observes: in this model, one teacher guides the group, gives instructions while the other, observes students´ and teacher´s behavior, participation, and gathers data. It helps co-teachers to reflect, plan, or assess lessons.

- One teach one assist: One teacher gives the instructions and the other, supports the process circulating among the students, solving questions, monitoring for understanding, and providing assistance. An advantage of this model is that students appreciate having the extra help co-teachers can give them but a disadvantage could be one of the co-teachers feeling locked or students could have misconceptions about who is the lead teacher. (Villa et al, 2008). it can be used there is little or no planning time, new content is introduced by the teacher

- Station Teaching: co-teachers divide the group into small groups which rotate and participate in different learning stations. Here, each co-teacher coordinates one station, and the other stations are independent learning activities; it is possible to cover more topics and materials in a shorter period; however, it needs co-teachers to manage a lot of planning, organization, responsibility, and time.

- Parallel Teaching: the group is divided into two small groups which work with a co-teacher who conducts the same lesson and uses the same material that the other. Both teachers need to spend the same time in the lesson and the activities and the place needs to be comfortable to organize the two groups and manage the noise. In this

model, co-teachers can have more time to provide feedback, monitor, and meet with their students.

● Alternative teaching: the group is divided into two, co-teachers work together to plan and organize the groups; one teacher gives the lesson to the big group and the other, to the small one. It helps to reinforce or review some lessons or develop certain activities. Moreover, teachers can work on the student's needs

● Team teaching: teachers teach the same instruction at the same time, alternate roles and plans, and students identify both teachers in the classroom. This model implies that to identify a teacher's roles, a lot of communication shares responsibility and coordination. This is the ideal co-teaching model but it comes after following a process. Figure 2 shows the different co-teaching models mentioned above and the role co-teachers have in the classroom.
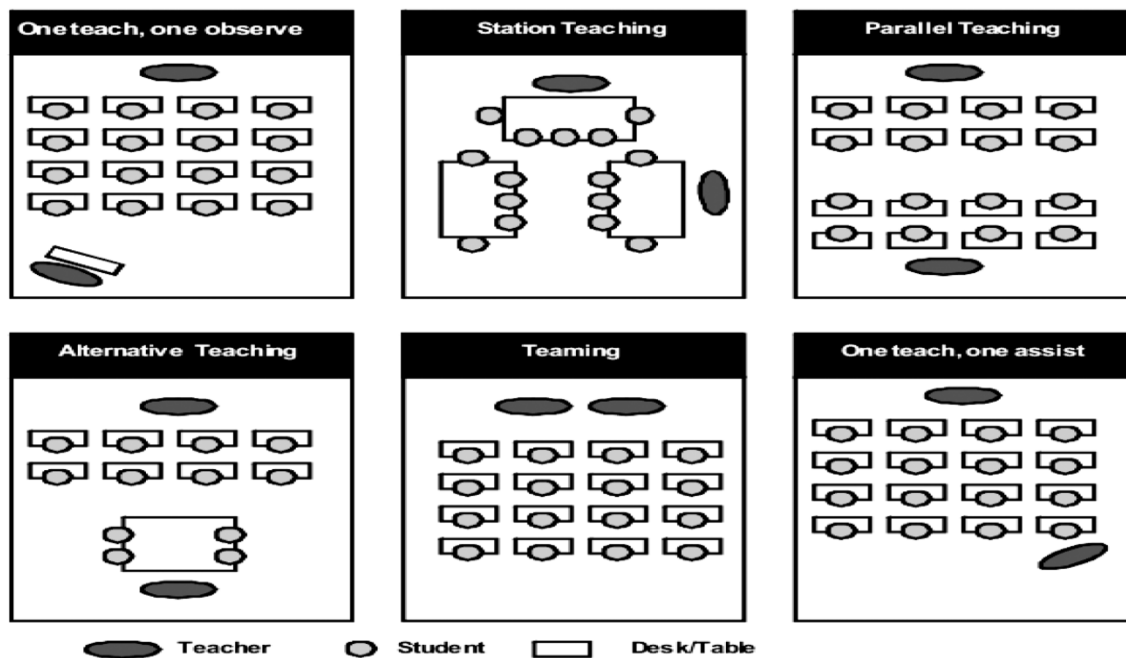
Figure 2 Co-Teaching models from M. Friend & W. D. Bursuck, 2009, Including Students With Special Needs: A Practical Guide for Classroom Teachers (5th ed., p. 92). Columbus, OH: Merrill.

2.1.2.1 Stages of co-teaching

As a relationship, co-teachers get through different phases to arrive at the ideal co-teaching process. Gately & Gately (as cited in Coderman et al, 2009) describe three stages, and in each stage teachers demonstrate distinct degrees of interaction and collaboration:

●   Beginning stage: in the first stage, co-teachers know themselves and their partners to begin a professional relationship. For this reason, some teachers can feel uneasy, relegated, and suspicious and do not want to have a person in his/her classroom. Communication is polite but infrequent, and it is necessary patience and empathy to get acquainted skills, strategies from each other to help in the students' learning. Often, one of the teachers leads the process and the other, observes, and feels like an assistant.

●   Compromising stage: Communication is the key because it is interactive and both teachers can have an active role in the classroom. In this stage appears "my- turn- your- turn" relationship where share responsibilities and planning, students recognize them as teachers   but one of them continues with the leadership. (Conderman et al.,2009)

●   Collaborative stage: this is the ideal phase because here, both teachers share experiences, communication and can guide the class changing their roles and working together. Students know both are teachers and have the same place in the classroom.

2.1.3 Language Learning

The process of learning a language is a complex one; it requires the motivation to learn and the attitudes toward the learning process itself. Chomsky as cited in Myles, F., Marsden, E., Mitchell, R., & Babb-Rosensfeld, L. (2013) has argued:

"consistently for the view that human language is too complex to be learned in its entirety from the performance data available to the child; we must therefore have some innate predisposition to expect natural languages to be organized in particular ways and not others". (p.10).

From this viewpoint, it can be said that there could be a predisposition when learning a language since learners are born with their natural exposition to language itself. This is seen in the ways people organize their ways of learning and their strategies to acquire it. In this study, we can see learners organizing their ideas when trying to understand a second language. They tend to organize the general path: pronoun-action-complement. This is because they try to make coherent sentences to organize their ideas.

2.2 State of the art

This section refers to some places where co-teaching has been practiced, its implementation, and outcomes gathered during the execution of the strategy.

Co-teaching has been one of the collaborative strategies that schools have implemented in the world to help students improve a language, support, and aid their learning process. It has been used in Slovenia, Japan, USA, Korea, Chile among

other countries and it has been successfully valued as it is mentioned in Ministerio de Educación Nacional (2016) There, some teacher assistants who were Native speakers cooperate with the teaching of English from primary to the university providing the learners with opportunities to exchange not only language but also the culture. Co-teaching is seen as an appropriate service delivery approach as mentioned by Cook & Friend (1995). It was implemented in countries such as the United States with the policy of Obamas president called No Child Left Behind act of 2001 where teachers needed to be "highly qualified" and co-teaching began to be an implemented approach where two teachers in a classroom mixed strategies to enhance students' results.

On the other hand, in Colombia, the process of co-teaching began in 2009 when 63 volunteers supported the initiative of bilingualism in schools in Barú, Barranquilla, Quindío, Bogota, and other cities. This was a strategy from the Ministry of Education and the education policies of Colombia Bilingüe 2014- 2018 whose main goal was to improve the students'´ ability to communicate in English. Due to the success of this, it was implemented in some universities and Sena (Learning National Service or in Spanish Servicio Nacional de Aprendizaje) in 2015. "After the implementation of this Program, the SENA doubled the number of training centers that receive English-speaking volunteers friendly called "volunteachers". "English learning was reinforced through co-teaching in 63 training centers in 19 regions of the country". (Ministerio de Educación, 2016, p.14).

In this strategy, the volunteers (fellows) provide cultural and communicative knowledge to generate the English immersion in the classroom while the Colombian teacher leads the class and supports the learning process. Moreover, the

implementation model of the English fellows in Colombia follows 4 principles:

appropriation (establish cooperation between all the members of the educational

community) mutual intelligibility (helps in the intercultural learning), linguistic capital

(where English and Spanish coexist and there is intercultural learning) and

situatedness and locality (student as a citizen of world- globalization, and peace)

(Ministerio de Educación, 2016, p.18)

2.3. Previous research on Co-Teaching

Several researchers have studied the possible outcomes and benefits of co-

teaching around the world. In the beginning, Trump (1996) recommended co-

teaching as a strategy for reorganizing secondary schools in the United States.

As it was mentioned before, Cook & Friend (1995) established definitions and

proposed 6 models to implement Co-teaching at school describing the roles of each

member of the educational community.

Then, in 2001 Murawski & Swanson wrote a Meta-analysis of co-teaching

research where they analyzed research from 1989 to 1999. There, researchers

reviewed 89 articles of which only 6 were retained because they provided sufficient

quantitative information.   As a result of the study, "the overall mean effect size was

0.40   suggesting that co-teaching is a moderately effective procedure for influencing

student outcomes" (Murawski & Swanson, 2001). Besides, it suggested that more

experimental research must be conducted and future studies should examine and

describe the relationships between the two teachers when using co-teaching.

In 2004, VillaThousand and Nevin developed a Co teachers scale of 34 items where they described actions which co teachers could do using different co teaching models, taking into account a review about co teaching.

 Another important research was made by Fontana (2005) who examined the effect of co-teaching on English and math grades for students with learning disabilities. Here the grades for students in co-teaching increased but no for no co-teaching students.

Besides, some research went beyond and studied attitudes and concerns of teachers, self-efficacy, behavior, the importance of collaborative planning time, class adaptation … (Fennick & Liddy, 2001; Dieker & Murawski, 2003; Kohler-Evans, 2006, Minke, Bear, Deemer, & Griffin, 1996; Harbort, G. et al., 2007).

Muraski (2006), made her research with 9th graders studying reading and writing but he would find significant differences in grades between students with learning disabilities in the co-teaching condition and those in the other conditions.

McDuffie, Mastropieri, & Scruggs, (2007) studied the model of co-teaching as beneficial although many teachers' needs were identified "sufficient planning time, compatibility of co-teachers, training, and appropriate student skill level. Many of these concerns were linked to the more general issue of administrative support. (p 411). Moreover, researchers found that the model "one teach, one assist" was the most used but the special educator became subordinated in the classroom.

3. Research Design

The purpose of this chapter is to present the design of the research project: the type of the study, context, participants, researchers' role, ethical considerations as well as a description of the data collection instruments.

3.1 Type of study and design

As the nature of this research is primarily qualitative and it describes a situation by applying reasoning. The research team has considered to reach the proposed objectives of the study by applying a descriptive research methodology, which according to Nassaji (2015) it involves an exploration of data to identify patterns, then describe and analyze, to finally draw some categories. Furthermore, this type of methodology is qualitative since it is more related about what situation/phenomena has been changed or transformed rather than how. Some of the elicitation techniques used to investigate the target situation in descriptive research are observation sheets and survey tools (Gall, Gall, & Borg, 2007). The design of the research is based in two phases: The first stage where a survey of perception is applied and an interview, and the second one where participants will manifest perceptions while being direct beneficiaries of the execution of the co-teaching strategy.

3.2 Context and participants

This study was carried out at Institucion Educativa Distrital Usaquen, a public school in Bogotá, Colombia. This school was chosen to implement an immersion program held by Secretaria de Educación Distrital along with an English focus. This

program was supported by the British Council, which provided the curriculum as well as some training for teachers, including the materials for students and instructors. The participants of this research study were students and two teachers.

In the case of students: there were 25 high schoolers from eighth and ninth, with low socioeconomic conditions which worsened their chances to study English outside the school. Target learners attended classes in the morning shift but voluntarily came in the afternoon to participate in the immersion program. The whole group were teenagers whose ages range between 13 to 17 years old. They shared motivation and passion to learn English. Some relevant aspects to be mentioned is that these learners were self-driven students with the steady will to use English as a means to communicate. Participants had the wish to have real interaction with English-speaking people with an authentic purpose.

Regarding the teachers, two of them were direct participants. One of them was a foreigner and the other was a Colombian teacher. The foreigner was a young native English Speaker Volunteer who was not a language teacher but was trained before coming to work in the school with the purpose to get acquainted with the educational policies and the methodology to teach in class. This person is chosen by an external company called AIESEC (French acronym) which stands for: International Association of Students in Economic and Commercial Sciences), which is a global platform for young people to explore and develop their leadership potential. An advantage of the formation the co teacher had was that some of her trainings were around four pillars for comprehensive education and good living, taken

in the educational sector plan from the UNESCO report on education for the twenty-first century which talks about the four pillars in education in life: learning to be, learning to live together, learning to do and learning to know. The volunteer supports the English teaching, generates cultural environments, promotes pedagogical dynamics that help students to use and communicate orally in English.

Another participant was an English teacher from the regular school who helps the volunteer with all the methodological and pedagogical components inside the classroom. This English teacher had more than ten years of experience in the school, and as a result, the teacher did some mentoring with the trainee with the purpose of giving feedback on the lesson given. After this, both of them designed action plans trying to improve student´s performance, also, she led reflections sessions on a daily basis.

Both teachers had training provided by the British Council on methodology, classroom management, mentorship, setting goals and assessment and evaluation. All this training makes the process of co teaching more enjoyable and meaningful for the teachers and learners.

3.3. Researcher's role

In the development of this inquiry, the researcher's role in qualitative research is   as he or she collects data and implements analysis (Creswell, 2007); become participant and observer. They piloted instruments, observed, coded, and analyzed the data from interviews, participant journals, and questionnaires to find out how the co teaching process influenced students´ learning. Moreover, the researcher became part of the participants' educational lives (Cohen, Manion, & Morrison 2007)

and were immersed in the process, one was the co teacher who interacted with the students and the volunteer and the observer who described the students´ reactions towards this process of co teaching.

3.4   Data collection techniques

Bearing in mind the purpose of the study (to analyze the influence of the co-teaching methodology with students from eighth and ninth grade as part of the implementation of the curriculum issued by the British Council in its program of the immersion classroom in a public school in Bogotá), the data was collected through 4 instruments: journals, surveys, observations and interviews.

3.4.1 Survey

We can find a good definition of this instrument in Mackey and Gass (2005) the surveys, typically in the form of a questionnaire, have been one of the most common methods of collecting data on attitudes and opinions from a large group of participants; as such, it has been used to investigate a wide variety of questions in second language research. (p.92)

To serve the purposes of this research, the team designed a survey (in Spanish) which consisted of 15 questions. All of them with single-response and open-ended items. Before applying the survey, it was piloted with 10 students who were able to understand the questions and accurately get an idea of what was questioned. Once piloted, the survey was applied to the whole group of students, 25 participants in total. In addition, it is worth mentioning that the survey was applied to the students 3 weeks after the implementation of the co teaching strategy started (See Appendix

B.1) in order to get their opinion about the co teaching process as an alternative to promote learning, and see if their perception of the process was positive or negative. The survey was focused on knowing what the students thought about the methodology and their experience of learning with co-teachers.

3.4.2. Classroom Observation:

As it is mentioned by D. Allwright´s, (1998): "Classroom observation helps to investigate what happens inside the classroom when learners and teachers come together" p.191).

To gather relevant information to analyze the research team used an observation form made of a W.Balough (2012) and which is adapted from Muraski (2005) where some items help observers key into the conversations, questions, and dialogue that should be part of the successful co-taught classroom (p. 7) Observations helped the research team to collect data from the environment of the classroom, the possible relationships between both teachers and the strategies or procedures in class. At the same time, they gave the opportunity to take notes for detailed descriptions which could be relevant for the research. This technique also maximizes feedback provided by observers, data need to be descriptive rather than evaluative (Friend & Cook, 2007). To gather relevant data and get details of the dynamic of the class while two teachers taught a group of 25 students, using the co teaching strategy, 10 classroom observations took place during a time-frame of 5 months. These observations were not consecutive in order to preserve the students and teachers environment as naturally as possible. The observer was external to the class and never intervened. (see Appendix C4)

3.4.3 Student´s and teacher´s Journals:

Students' and teachers' perception was of great importance to this research, it intended to describe the co-teaching process. This type of elicitation technique was implemented as a source of obtaining confidential information from participants (Teachers and students) who were able to write after each session and describe feelings , experiences and their perceptions of what was lived while the English sessions took place with the co-teaching approach.(see Appendix C1-C2) As Mackey and Gass claimed "Journals can also be used to allow learners, language professionals to write about their language learning experiences without the constraints imposed by specific questions" (2005, p. 176)

3.4.4 Structured Interviews:

Another elicitation technique used was the interview. They were considered to be suitable because they increased the comprehensiveness of the overall data collected

(Patton, 2003). For the sake of this research, 11 semi-structured interviews were applied to both teachers and 10 students who were randomly chosen as they were participants in the project. The interviews were conducted as a way to hear directly from the participants about how they described their perceptions of their roles, strengths, and areas for improvement as co-teachers. (See Appendix B2 - C1) to verify semi-structured interviews. The interview guide was informed by the survey data analysis and allowed for a deeper investigation of patterns that surfaced in the survey data. The qualitative semi-structured interview guide was used during

individual 15-minute recorded interviews to the participants. Each interview was audio-recorded and transcribed.

To offer validity and reliability to the present study, the research team piloted before they were applied in the pedagogical intervention. In addition, this study prepared consent forms in order to keep ethical issues and confidentiality for the participants' safety as students are underage. Parents from minors were notified about their children's participation in the project. All of them agreed to the terms and conditions. (See appendix A).

Co-teaching for Language Learning

4. Pedagogical Intervention and Implementation

As this research piece of work aligned the principles of a descriptive investigation methodology, it does not reveal a pedagogical intervention as such. Instead it describes the concrete procedure that was the subject phenomena and how the teachers and the students carried out the lessons from where it was possible to analyze the impact of the teaching process at Usaquen High school.

The following lines will give an account of a sample lesson plan executed by the teachers while co-teaching classes with the target population.

In this sense, it is relevant to mention that although lessons were co-designed by the two teachers, there was a handbook where it was stated some of the content to guide the lessons. The following graph shows the phases of a lesson

WEEK: 5 **MODULE:** 1 **UNIT:** 3 **SESSION:** 1		**AIMS:**	• By the end of the session, Ss will have discussed the importance of regional cultures and presented cultural aspects of different regions in Colombia at a cultural festival			**24**

TOPIC: Cultural differences within my country

TIME	STAGE	AIM	PROCEDURE	INTER.	COMMENTS
20 min	Warm up:	Activate previous knowledge	• Ss work in pairs or groups of 3. They brainstorm characteristics of some specific regions/departments in Colombia, e.g. Pacific coastal region, Atlantic coastal region, coffee growing axis, Andean region, etc., in English. Ss can mention food, famous places, famous people, music, weather, etc. When they finish, Ss exchange their lists with other groups and check if the spelling and the words are ok. Finally, Ss share their ideas and compare commonalities.	S-S	
30 min	Language focus	Input to be ready to describe Colombian cultural aspects.	• Ss are shown some images and videos with some characteristics of different regions in Colombia outside Bogotá: food: Bandeja Paisa, Lechona tolimense, champus valluno, mute santandereano, etc; music and dancing: vallenato, salsa, carranga, llanera, mapale, cumbia etc; sports: tejo, skating, baseball, cycling, etc. • Ss need to answer the following questions: Are you familiar with these cultural manifestations? Have you seen them in Bogotá? Do you like them? Why? Why not? Which ones would you like to try? Is it important to have a big variety of cultural manifestations in our country? How can we help to preserve the rich variety of Colombian culture? • T gives Ss some pieces of paper with a specific Colombian cultural aspect. They need to mingle and describe it without using the word itself. Ss try to guess the cultural aspect and they keep a track of the words they discover.	S-S	T should ask the support T to clarify the items mentioned
40 min	Task: Colombian festival	Express different characteristics of the Colombian diversity and highlight their value.	Ss work in groups. They are told that they will participate in a Colombian cultural festival. T assigns each group a specific Colombian region. Ss prepare a presentation in which they highlight the most important aspects of each region. They need to prepare a performance (dancing, music, sports, etc.) and a poster to show in the session. Ss see all the presentations and they vote to choose the best performance and the best poster.	S- S	
Resources			Power point presentations and videos with information about Colombian regions. Material to create posters: Cardboard and markers.		

The lesson above was taken as an example since it displays a range of interactions that were implemented to promote communicative and cultural competence of the target population. Although the lesson evidenced the dynamics of the class and the interactions among the different actors in the class, it is relevant to mention that the most significant aspect was how both teachers took a role whilst developing lessons. Classes varied in the model of co teaching. Some of the classes implemented one teach, one assist or station teaching.

Furthermore, this project observed classes during a period of 5 months divided in two parts (due to the research which began from September   to November and he activities of the school year interfered and the other part from March to June). Researchers observed 10 classes in this term of time and wrote comments or suggestions and students and teachers wrote their journals each class. (see appendix C1 and C2)

5. Results and Data Analysis

5.1 Introduction

This chapter describes the methods and procedures which were implemented during the data analysis stage. The main purpose of this was to identify how the co teaching methodology has shaped students´ learning, analyze the influence of the co-teaching methodology on students´ learning and to unveil co-teachers´ beliefs or perceptions about co-teaching.

To gather relevant data the researchers conducted a survey (see appendix B1) to identify how the participants perceived the English class and how the two teachers´ methodology used was relevant for their process of learning. In the survey, students answered 15 questions related to co-teaching and the research team was able to observe in the 25 surveys that most of the students thought that having two teachers is productive, useful and appropriate for their learning. The following are the conclusions drawn from the survey (for the complete needs analysis results, see Appendix B3)

● 60 % of the students answered that it was clear the co-teachers worked to understand the topics proposed,

● 56% thought that the teachers´ strategies to teach helped them to understand English

● 56% of the students believed in the teachers´activities help to motivate their learning,

● 52% considered that the activities made in class helped them to learn

- 72% of the students considered that the co-teaching strategy promoted their motivation

- 36% of the students can put into practice what they have already learned in any given context

- 52% of the students believed that the difficult activities and tasks could be solved through the co-teaching strategy.

- 52% of the students could notice the different co-teaching strategies in the classes

- 64% considered the activities made in class as productive.

- 52% of the students believed that the feedback made by the teacher is positive

- 52% of the students considered that the activities developed in class were suitable for their learning process

- 48% mentioned that co- planning in class was evident

- 48% said that it is evident the variety in the co-teaching strategies

- 100% of the students considered that co-teachers participated in the presentation and development of the class giving instructions to the group

On the other hand, in the second part of the need analysis   During the interviews some students felt shy to answer or doubted about the question the research team carried out ten interviews, where students were asked in their mother tongue since their native language is not English, and because it was easier for them to express their ideas and opinions about how they perceived the co-teaching strategy , the methodology used by the facilitators, and how they saw them working

together because they did not have clear ideas about this strategy. (see appendix

B2)

Considering the need analysis mentioned before, we could see that the

majority of the students found useful the lessons as they learned and considered the

activities very meaningful for their language learning. For them, in this piloting stage it

was noticeable that both teachers planned the lessons together and there was parity

in the way both teachers provided instructions. From this survey and the initial

interviews, we were able to see how the students perceived co teaching and the

importance they saw to have two teachers in the classroom.

At the end of the study, the research team interviewed the same students who

in the previous interview participated and it was carried out in Spanish. The

participants felt comfortable when speaking and showed positive attitudes towards

the methodology and how the co teachers worked together. The researchers

observed that this process of co teaching was meaningful for the students because

now they were able to see how this kind of methodology works for them.

5.2 Data management procedures

We observed the context and decided what kind of instruments will be used in

order to identify and analyze the influence of the co teaching methodology and the

suggested curriculum by the British Council on students ´learning. In order to

understand data, we organized the instruments in a way we could identify patterns

and commonalities. At the beginning of the study we decided to apply a survey which

was piloted before and we noticed that this was too general and did not give us

enough information about the goals for the study. After this piloted survey, we designed a better one taking into account the purpose of the study and the focus of it. We took this survey as a need analysis and looked for perceptions and how much the participants knew about the co teaching methodology.

Moreover, the researcher team used audio recorded interviews at the beginning and at the end of the study. These interviews were in the participants´ mother tongue and transcribed in a google document to back up the files. We examined the answers and looked for connections to identify students´ perceptions about the methodology.

Within the process, an observation checklist was carried out by one of the researchers in each class with the purpose of identifying and analyzing the use of the co teaching methodology and samples of its use. The observation sheet had a scale to check if the item were evident and observable. The observer always wrote extra comments about each item observed. Additionally, at the end of each class the participants and both teachers used journals as a way to express their ideas, perceptions and reflections about the methodology, how the class went and self-ideas about the topic of the class. These journals were transcribed in a document as a means to triangulate data with the other instruments applied.

5.2.1 Validation and Piloting

The three instruments to gather the corresponding data for this project were piloted, as it is suggested by Gass and Mackey (2000) who explained that pilot testing "can help avoid costly and time-consuming problems during the data collection procedure ... [as well as] the loss of valuable, potentially useful, and often

irreplaceable data" (p.57), and also in order to   since it was necessary to know if the focus of the research was well - oriented, besides in order to make sure that the data collected was the appropriate to be able to analyze it and could answer the research questions. After piloting the instruments, the researchers received suggestions and feedback from the research advisor about how to re- orient some questions in order to make it easier for students to understand what they were asked for. After checking these instruments and taking into consideration what it was suggested, we could notice that the new adapted instruments had a positive impact on the results we were looking for.

With the purpose of confirming the validity and reliability of data, we use the triangulation method which according to Creswell (2012) "is the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research" (p. 259).   In this case, by collecting data from the student's journal, teachers' journals and the interviews researchers can support the study and analyze data in order to find consistencies among it. It means as   it is said by Hussein (2009 as it is cited in Murawski, 2017) "It helps to cross - validate the findings and gives a way to "use multiple methods... in studying the same phenomenon for the purpose of increasing study credibility" (p. 1)

During this research, triangulation was held with the integration of the instruments to find commonalities among them and   organize those commonalities into categories. In this process, we took into consideration the triangulation as a way to verify how relevant the categories were to confirm the research questions.

5.3 Data analysis methodology

Analyzing qualitative data is an iterative process of reading, thinking,

rereading, posing questions, searching through the records and trying to find patterns

(Nunan, 2009 p. 416). That is to say that in this study the research team started the

process of analysis classifying the data gathered from the students ´and teachers

´journals and the structured interview as part of qualitative data. The process of

analyzing the data corresponded to coding which according to Strauss, Anselm &

Corbin (1990) is often used to refer to the first part of the analysis that concerns the

naming and categorizing of phenomena through close examination of data. Hence,

open coding was applied to the data. The purpose of this step is to collect the

information, review the results and name categories in an individual way so we could

share and compare the information Thus, the researchers chose not to use a

computer program to define the categories rather we define and name the categories

according to the patterns and influences we observed.

Table 1. *Categories in the interviews*

QUESTION	ANSWER	CATEGORIES
1¿Por qué asistes a clase?	1 Aprender, entender, vocabulario 2 aprender inglés para la vida y futuro 3. clases diferentes a la tradicional, expresar diferentes, interactuar, entretener 4. practicar el inglés	Learning and interaction of foreign language

	5. aprender a hablar, acento	
	6. Manera para aprender inglés	
	7. Aprender ingles	
	8. aprender, interés en inglés, buen medio	
	9. curiosidad, aprender más la segunda lengua	
	10. gusto por el idioma	
2 ¿Cómo te sientes con dos profes en el salón?	1 apoyo, explicación, ayuda	Support and constant feedback
	2. beneficioso, resolver dudas	
	3. Bien, seguro, apoyo en entender las cosas que no entienden,	
	4. trabajo en conjunto de las dos profesoras, explicación en otras palabras de lo que no entienden.	
	5. mejor que esté una que hable los dos idiomas	
	6. Comodidad, y recurso, conocimiento	
	7. Ayuda y apoyo	
	8. comodidad, clase más fácil	
	9. mejor desempeño	
	10. comodidad y seguridad.	
3 ¿Ves a las	1. Colaboración entre profesoras,	Collaborative work

docentes como compañeras que comparten la disciplina de la clase y responden a preguntas hechas por ustedes?	sinónimos 2. compañerismo, conversar 3. apoyo entre profesoras, colaboración para entender 4. trabajo en equipo, compañerismo 5. responden las preguntas 6. Compañeras y asumir responsabilidad 7. Complemento 8. seguridad y comodidad 9. compañerismo 10.Apoyo mutuo con el idioma, disciplina compartida.	Team work
4 ¿Crees que hay algún efecto diferente de tener uno o dos profesores en el salón de clase?	1 sí. ideas dinámicas 2. Mejor, dos personas pueden explicar más y enfocarse en los estudiantes. 3. efecto: conocimiento del área, Aprender más 4. resolver dudas al momento de preguntar, complemento 5. Mejorar y hablar con más fluidez 6. Hay variedad de actividades. Complemento	Student centered class Students' skills improvement.

	7. NO 8. sí, hay acompañamiento 9. difícil al comienzo 10. sí, apoyo	
5¿Se evidencia que las docentes presentan la información en conjunto de acuerdo al tema dado?	1. información, presentación del tema y aclaración 2. Explicación 3. preparación del tema, respeto al profe que está explicando, refuerzo, apoyo. 4. sincronizadas en grupo 5. sí 6. Explicación en inglés y en español 7. si, siempre, planeación 8. apoyo 9. trabajo en equipo, apoyo .10. ambas pendientes del tema	Planning and class flow
6¿Qué piensas de preguntarle a una o a las dos docentes sobre una duda que tengas?	1. preguntar a cualquiera de las dos en inglés o español 2. Preguntar a las dos para asegurarse 3. preguntar a la profesora que habla español 4	Asking for clarification and support

	5. Cómoda con la que habla los dos idiomas. 6. preguntar más en español 7. Resolver dudas, cualquiera de las dos 8. respuestas parecidas 9. ambas responden bien 10. necesita de las dos, hay un complemento	
7¿ Al momento de desarrollar las actividades, cómo percibes a cada uno de los dos profesores?	1.atención, explicar las actividades en forma conjunta 2. Actividades que involucren a las profesoras 3. Seguridad al hacer las actividades, objetivo claro 5. resolver dudas 6. Energía y trabajo para la enseñanza, hay dinamismo. 7. Motivación, actitud de querer hacer la clase 8. maestras que enseñan y dirigen. 9. check for understanding 10. atentas, pendientes de los estudiantes	Goal oriented class Team Work

8¿Consideras que las actividades propuestas son relevantes para tu aprendizaje de una lengua extranjera?	1 actividades diferentes a las curriculares 2 temas diferentes 3 diferentes actividades 4 grabar palabras o acti de forma lúdica 5 busco comunicarme 6 actividades lúdicas 7 se aprenden varias cosas 8 voc difícil no puede aplicarse en 1 clase 9 todo lo que aprendamos va a servir 10 diferentes actividades donde se practica	Task-oriented practice
9 ¿Qué notas de las actividades desarrolladas en clase por los dos docentes?	1 explícitas, se hacen entender de diferentes maneras 2 clases en conjunto organizada planeada 3 dinámicas nuevas cosas más contenido y experiencias 4--- 5--- 6 trabajan en conjunto buscan la mejor manera de enseñar 7 clases activas, divertidas 8 paciencia de las docentes saben manejar	Learning through motivation

	al grupo 9 se aprenden muchas cosas 10 speaking-interacción con 2 docentes para poderse comunicar diferentes actividades	
10¿Qué opinas de los temas y actividades implementadas en las clases durante la co-enseñanza?	1 practico juego 2 didácticas y se comparten 3 buenos temas 4 trabajan como grupo y entendemos 5 compañerismo compromiso 6 temas divertidos 7 algunos temas no son acordes 8 buenos temas 9 diferentes temas 10 temas chéveres	Scaffolding learning
11 ¿Notas algo particular en el trabajo de los dos profesores durante la co.-enseñanza?	1 idioma son dinámicas y explican 2nada 3 mejora sus habilidades el estar con 2 docentes 4 trabajan en equipo act planeadas organizadas 5---	Methodology Mixture

	6 las 2 son divertidas y corrigen de forma amena	
	7---	
	8 a veces Ibeth tiene q explicar cosas que Rose no sabe decir en español	
	9 se entienden como equipo	
	10 las docentes se apoyan para hacerse entender, trabajo mutuo	
12 ¿Has notado algún cambio en tu aprendizaje por medio del uso de la co-enseñanza? ¿ Qué tipo de cambios?	1el extranjero nos ayuda a pronunciación y escritura	Co - teaching influence on student's learning
	2 más fácil aprender y entender más voc	
	3 práctica	
	4 práctica con comp y docentes	
	5 enriquezco vocabulario las dos explican	
	6 mejoré inglés - pronunciación	
	7e aprende más	
	8 si pronunciación	
	9 docentes con diferentes acentos, apoyo, diferentes formas de explicar	
	10 he mejorado mi Inglés	
13¿Consideras que la	1 ayuda y explican las dos	
	2. 2 personas q ayudan y dirigen el grupo	

metodología de co-enseñanza te ayuda al aprendizaje del inglés	3 SI ya que se comparten temas, pero tiene diferentes pronunciaciones 4 esfuerzo para aprender de la extranjera 5 ayuda apoyo de dos personas 6 cursos pequeños con 2 docentes se aprende más 7. aprende más, cosas de la lengua se apoyan en ambas para entender 8 1 profesora basta 9 se puede preguntar, se acostumbra a diferentes acentos 10 2 docentes ayudan en speaking por acentos	Understanding language usage
14 ¿Notas que las actividades dirigidas por las profesoras se realizan de forma conjunta?	1 en conjunto 2--- 3 planeación organización y desarrollo de clases por ambas 4 trabajo en grupo actividades para aprender 5 nativa explica y docente appyo responde preguntas o explica de otra manera 6 trabajo en conjunto, explican	Shared roles

	7 trabajan en equipo	
	8 trabajan en equipo	
	9 planeación, se rotan los roles	
	10 se ve planeación y ambas buscan solucionar dudas	
15 ¿Consideras que hay un efecto en la co-enseñanza cuando hay un profesor colombiano y uno extranjero?	1 extranjera: aporta escritura léxico pronunciación y la colombiana entiende y explica	important Cultural exchange
	2 se apoyan en ambos,	
	3 latinos pronunciación diferente al co teacher y se aprende de ambas choque de culturas se aprende mutuamente	
	4 estudiantes y docentes aprenden culturas	
	5 es importante ya que se resuelven dudas en inglés.	
	6 ambas aprenden de la otra	
	7 la extranjera aprende de nosotros y nosotros de ella	
	8 se aprende pronunciación ya que cada una tiene un acento diferente	
	9. si se aprenden cosas	

	10 si hay seguridad con la colombiana y con la extranjera se refuerzan gramática y pronunciación	

After what was commented before, researchers use the triangulation that is defined by Denzin (1978: 291) as "the combination of methodologies in the study of the same phenomenon." Then, the instruments were compared by the research team and as it is mentioned by Mackey, A., & Gass, S. M. (2005) "triangulation entails the use of multiple, independent methods of obtaining data in a single investigation in order to arrive at the same research findings. (p. 181)

In the following chart, the researchers took the students´ journals and interviews and teacher´s journals to find similarities, comparisons and contrasts having in mind the research questions. This allowed the researchers to connect ideas which turned into categories described below. Each category   was presented in the three instruments to have as a result a final finding.

Table 2. *Triangulation of data*

CATEGORY	SOURCE1 STUDENTS INTERVIEWS	SOURCE 2 STUDENT´S JOURNAL	SOURCE 3 TEACHER´S JOURNAL	FINAL FINDINGS

Co-teaching to Facilitate learning	Learning and interaction of second language Students' skills improvement Asking for clarification and support Learning through motivation Scaffolding learning Co - teaching influence on student's learning	Students received help from both teachers	Co-teachers noticed the importance of co-teaching methodology to influence student's learning	Scaffolding learning support and feedback
Working together	Collaborative work Team work Shared roles	Students worked in groups and noticed co-teachers shared responsibilities in the class	co-teachers planned and developed the lesson plans collaboratively.	Collaborative teaching

Cultural awareness	Not the culture but the language	Students compared different cultures than theirs. students asked for the co-teachers culture	Not mentioned	Sharing culture
Reflective teaching	No observable	No observable	co-teachers reflected upon their teaching practices.	Reflection
methodology	Support and constant feedback Student centered class Planning and class flow Goal oriented class Task oriented practice	Students liked the way co-teachers interacted between them	co-teachers worked together and provided students with feedback	Working together, planning, and constant support.

	Methodology Mixture			

5.4 Categories

From the data analysis of this study, four categories emerged:

Category 1: **Co-teaching to facilitate learning (Scaffolding learning / support and feedback)**

The participants showed great interest when receiving feedback during the activities done in class. In this category, it was evident the participants expressing their motivation when both teachers provided feedback as one of them stated in the interview when asking the question:

Participant 1

¿Cómo te sientes con dos profesores en el salón?

"*……..me siento bien, cómodo cuando las profesoras resuelven dudas y puedo aprender más de los que estamos hablando en clase*"

(How do you feel to have two teachers in the classroom? …...I feel fine. comfortable when the two teachers explain my doubt and I can learn more about what we are talking about in class.)

From this participant´s opinion, we can say that he/she was using some mechanisms to keep track of the class and the two teachers. Besides that, the student was using the language to ask for clarification when having doubts, he also

manifested that he gained the vocabulary, or the formal and the mode of the English language because he was able to use formal connectors to ask the teachers.

It was evident that the students took advantage of having the two teachers in the classroom because they were able to understand both of them. As one of them said in the interview:

Participant 4

…..me siento seguro al momento de expresarme en inglés, las profesoras me animan a hablar y usar expresiones que vemos durante la clase. Ellas me ayudan a entender más y ser menos tímido en la clase.

From this, it was seen that they felt the constant support from both teachers and encouragement to use the language to communicate. An advantage of this model is that students appreciate having the extra help co-teachers can give them but a disadvantage could be one of the co-teachers feeling locked or students could have misconceptions about who is the lead teacher. (Villa et al, 2008).

Category 2: Working together (Collaborative teaching)

In this category, it was evident to see how the two teachers shared responsibilities and worked together to facilitate students' learning. As it was seen in one of the participant´s journals:

Participant 5

"Hoy vimos un video sobre deportes extremos, luego con las profesoras vimos nuevo vocabulario y expresiones para luego aplicar eso en unos ejercicios que hicimos. Hicimos un juego y luego pasábamos con Rose para hablar sobre los deportes que practicamos, luego pasamos donde Ibeth e hicimos un diálogo usando

unas fichas y después hicimos una cartelera en donde hablábamos de inventar

nuevos juegos. Me gustó pasar por diferentes actividades y escuchar la

pronunciación de cada profesora, algunas palabras suenan diferente según quien las

diga. ellas están muy atentas y dispuestas y cuando una explica la otra mira si

entendimos y si no, nos explica. No me gustó que a veces no alcanza el tiempo para

hacer todas las actividades "

In this exercise, it was noticeable that the students felt benefited when having

two teachers inside the classroom working together. In this lesson, the participants

worked in groups collaboratively because they wanted to win the game. They were

motivated to use the language to communicate their ideas and the way the two

teachers worked in the class helped them. From this viewpoint, the research team

was able to see one of the models for co teaching: team teaching in which both

teachers both teachers together may co-present a lesson, shared experiences and

communicate in order to guide students´ learning process (Conderman, G.,

Bresnahan, V., & Pedersen, T, 2009, p. 30). Moreover, we can see some models of

coteaching in the observation checklist

Both teachers work with all students		X		Both teachers moved around the classroom and monitored the activities. They changed their roles. After that, one teacher taught and the other observed.
Both teachers are observed to share equally in classroom and instructional responsibilities		X		Both teachers shared responsibilities. One teacher explained the activities and the other, explained using other words to confirm and make understandable the topic.
Routines and formal procedures are evidenced and used by teachers and students		X		Discipline and organization of the activities were done by both teachers.
Level of collaborative and effective teacher communication/interaction evidenced		X		It was seen a good environment teachers communicated to do the activities. Interaction was evident.
Co-teaching instructional arrangements are observed.		X		First at all, teachers shared responsibilities. One explained and the other assist and after that, one

- One Teach/One Observe - One Teach/One Drift/Support/Assist - Parallel Teaching - Station Teaching - Team Teaching - Alternative Teaching - Other:				taught and the other observe. Moreover, they used team teaching, too. because they shared the instructions, or available to assist students.
Student Instructional grouping pattern or patterns observed - Whole group instruction - Small group instruction - Flexible grouping - Collaborative Groups - Individual seat work - Other:				Individual activity - Collaborative group (game) they Described a cultural group they know.

Comments:

It was seen different stages of co-teaching and strategies, too.

Category 3: Reflective teaching (reflection)

*journals perceptions and beliefs (*unveil co-teachers´ beliefs or perceptions about co-teaching and how those are put into practice in their classes*)*

During the observation process and how the co teachers worked together to reach a purpose for the class, it was evident that both of them made reflections on the ways the classes went. As it is seen in one of the co teachers´ journal:

Co teacher 2

Topic……Embracing your cultural identity

"We planned the class in order to promote students´ interaction. The goal for this class was to introduce the learners to embrace their cultural identity. Rose and I sat together to plan this lesson because culture is an important topic to talk about. We reflected upon how the class went. At the beginning, it was a little bit different because the students were trying to share their ideas about regions in Colombia. Some of them used Spanish to communicate and some others used English to say what they knew about Colombia. We discussed and got to the conclusion that it was interesting to see how the students were engaged with this topic and that after planning and organizing everything, the class went really well"

In this reflection, it was evident that this teacher evaluated her work and the strategy she implemented in class using the suggested curriculum " Linguaventuras". This was different from the classes she usually teaches at school and it was seen that this class had a positive effect on students ´ awareness and the participants were able to use connectors to express their ideas.

As part of the process taken in this class, the English teacher had some

training in mentoring in order to reflect and take action plans to improve the teaching

process. These plans took place after each class in which both teachers assessed

and reflected upon the ways the lesson went and how to empower the students with

strategies to use the language to communicate using the topics suggested in the

curriculum.

Category 4: Methodology and beliefs *(Working together, planning, and constant*

support)

In this category, the research team observed how the two teachers correlated

each other when planning the lesson taking into account the suggested curriculum

and the strategies to enhance students´ learning process. Both teachers followed the

suggested lesson plan with the stage and time for the class. They adapted the time

and the stages according to time and students´ needs. It was noticed during the

observation that both of them switched roles and made use of different models of co

teaching in which

One teacher gives the instructions and the other, supports the process

circulating among the students, solving questions, monitoring for understanding, and

providing assistance. An advantage of this model is that students appreciate having

the extra help co-teachers can give them but a disadvantage could be one of the co-

teachers feeling locked or students could have misconceptions about who is the lead

teacher. (Villa et al, 2008).

In the following observation checklist, the researchers were able to identify

how both teachers used some models of co teaching during class:

Implementation of the ... in a public school in Bogotá				
Both teachers are actively involved during instruction and activities		X	ⓘ	Teachers took turns to present and developed the activities and helping each other. They are involved in the activities.
Students are engaged and participating in learning		X		Some students didn't participate in some activities but most of them, asked and participated in the activities proposed. However, they wanted to participate at the same time and sometimes
Both teachers work with all students		X		Both teachers moved around the classroom and monitored the activities. They changed their roles. After that, one teacher taught and the other observed.
Both teachers are observed to share equally in classroom and instructional responsibilities		X		Both teachers shared responsibilities. One teacher explained the activities and the other, explained using other words to confirm and make understandable the topic.
Routines and formal procedures are evidenced and used by teachers and students		X		Discipline and organization of the activities were done by both teachers.
Level of collaborative and effective teacher communication/interaction evidenced			X	It was seen a good environment teachers communicated to do the activities. Interaction was evident.
Co-teaching instructional arrangements are observed.			X	First of all, teachers shared responsabilities. One explained and the other assist and after that, one

Observation checklist sample

In the first column of this observation checklist, it is found the items to be observed, the next columns are to rating scales to be checked as Not observed, Somewhat evident and the other one is clearly evident, the final column are the comments made by the observer.

At the beginning, the participants could not identify this co teaching methodology because this was new for them and getting used to it wasn't easy at

first. However, during the process the participants were able to relate how both

teachers shared roles in the class and worked together in order to have a good class

flow. When the researchers triangulated data, it was noticeable along the journals

how the participants associated both teachers´ work inside the class and the

relevance of their working together. An example of what was mentioned before, these

participants´ journals show their perceptions about how both teachers facilitate

learning:

Fecha: _Octubre 26_

Session #_ 4 _

Escribe tus opiniones e impresiones de lo que aprendiste hoy en clase y cómo las dos profesoras te ayudaron en clase.

Hoy realizamos un ejercicio para recordar vocabulario de la clase pasada sobre la apariencia y la personalidad. Rose se esmeraba por explicarnos bien y hacernos entender, nos daba sinónimos y otras palabras para que las entendieramos y la profesora Ibeth, nos colaboraba explicando algunas cosas que no entendíamos. Es importante que ambas estén puesto que se apoyan para explicar y para colaboramos a todas, a veces una va explicando a unos estudiantes y la otra esté con otros estudiantes que de parte no entienden tanto. Me gusta como tienen todo planeado y que si el internet no sirve ellas cambian de actividad.

- Camila Castillo

Appendix 8
Students' journal

Fecha: __October 19__ what do I think about myself?
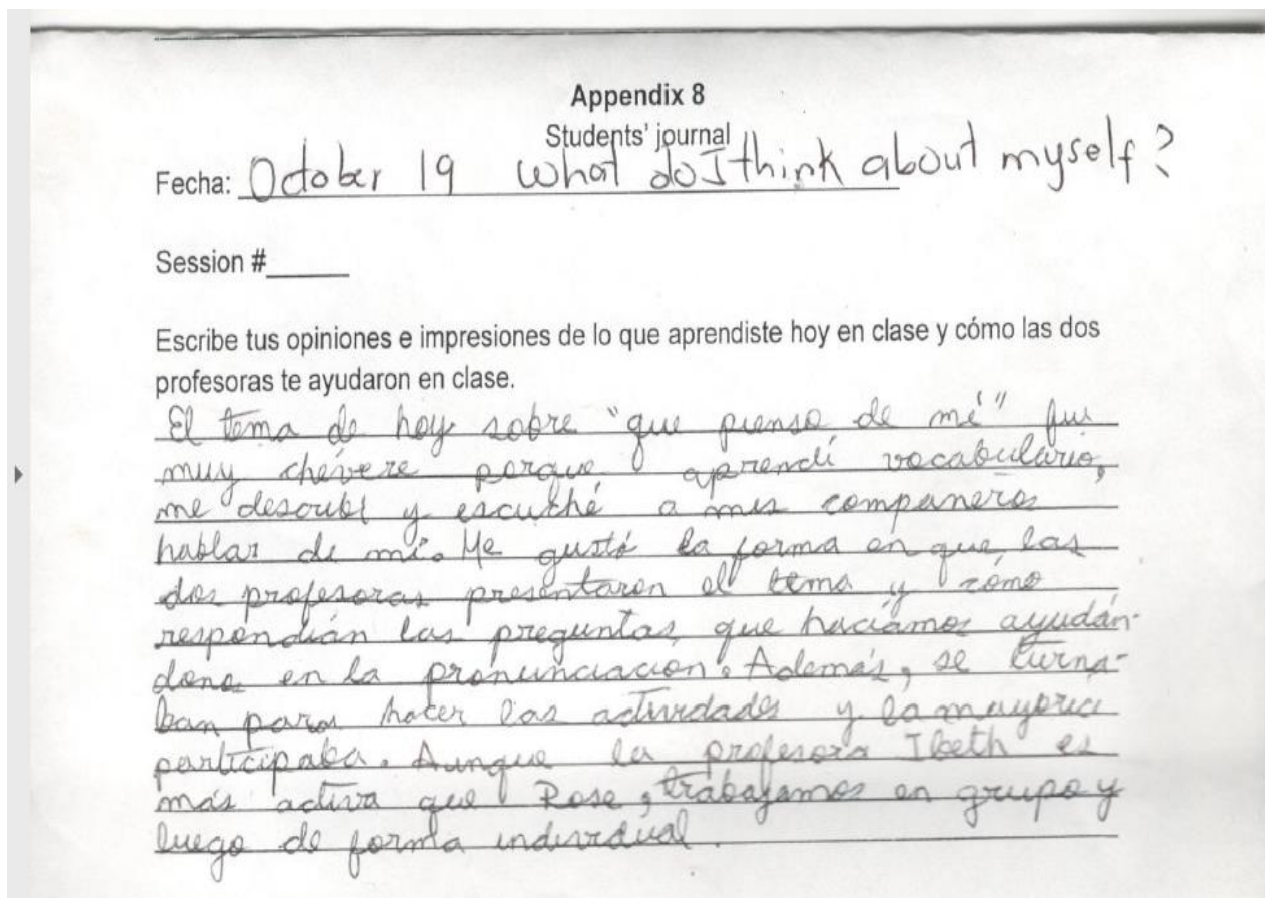
Session #_____

Escribe tus opiniones e impresiones de lo que aprendiste hoy en clase y cómo las dos profesoras te ayudaron en clase.

El tema de hoy sobre "que pienso de mí" fue muy chévere porque aprendí vocabulario, me descubrí y escuché a mis compañeros hablar de mí. Me gustó la forma en que las dos profesoras presentaron el tema y como respondían las preguntas que hacíamos ayudándonos en la pronunciación. Además, se turnaban para hacer las actividades y la mayoría participaba. Aunque la profesora Ibeth es más activa que Rose, trabajamos en grupo y luego de forma individual.

5.5 Conclusion

The research study and the data analysis provided the researchers with meaningful information about the influence of the co teaching methodology on students´ learning along with the implementation of the suggested curriculum " Linguaventuras".

The findings reported how useful the strategies used by both teachers were in students´ performances when using the language to communicate. As a result of this, learners showed confidence at the moment of expressing their ideas about the topics

proposed by the curriculum and at the same time, improved their communicative skills while developing task based focused activities.

Additionally, it was noticed that with the use of this methodology, both teachers were able to reflect upon their teaching practice, collaborate with each other and plan the lessons taking into account students´ learning needs and expectations.

6. Conclusions and Pedagogical Implications

This study identified and analyzed how the co-teaching methodology influenced students´ learning in the implementation of the curriculum issued by the British Council in its program of the immersion classroom in a public school in Bogota. This chapter shows the conclusions, pedagogical implications and limitations of study.

Conclusions are supported by the findings of this research with some previous studies considering the influence of co teaching in students learning. Also this section has an invitation for other researchers to expand and explore the co teaching field as a new methodology in Colombia to improve student's learning not only in a foreign language but in other areas.

6.1 Limitations of the present study

There were some limitations identified in this study. One of them was that in Colombia there is not a lot of information about Co teaching and the universities or places where this methodology is used are closed to share the information. Because it is a new trend here in Colombia, the process has taken long to be done. On the other hand, the process took longer to be accepted by the students because for them at beginning, it was strange to have two teachers in the class. They paid more attention to the teacher who worked at school and were acquainted with her and her methodology.

Additionally, as the data collection and some observations of this research took place at the end of the school year, there were a number of activities that interfered with the classes and some students had extra activities which did not allow the research team to have all of them in some classes. Furthermore, the researchers had to wait for the academic year to start and until March when the Secretary of Education sent again the co teacher who had worked with us.

6.2 Further research

The current research demonstrated that co teaching is a methodology which can contribute in the improvement of students´ learning a language. It is suggested that further research can be oriented to compare the use of this methodology not only in Bogota but also in different cities in Colombia to know how this can help student's learning process in the development of their English skills through the country.

On the other hand, further research may explore how co teaching can be implemented in more areas different than English. This will be a helpful tool for teachers to have more interactions and students´ individual attention within the class and applying new ways to present knowledge and activities to be done in class. In addition to this, it is of great relevance to deepen teachers´ perceptions and perspectives as this influences learners´ outcomes and performances.

Additional research would be expanding mentoring as an aid to reflect and improve the methodology when teaching the language. This will lead to action plans to improve the teaching practice and the methodological components to succeed in the learning process.

Also, in this study researchers can notice the importance of the relationship between the two teachers when using co teaching; parity and compatibility are characteristics that could be investigated to help schools to put teachers with others who bring different skills, styles and support in the classroom.

As a final topic to be researched, it would be interesting to conduct a comparative research between 2 or more schools applying the techniques proposed by the researchers.

6.3. Recommendations

Based on the considerations mentioned in this study regarding co teaching and the best practices identified earlier, we suggest some recommendations to take into account for other people who may be interested in this research topic:

1. People who want to participate in this methodology should have the willingness to do it voluntarily in order to succeed in this practice.

2. Co Teaching relationships should last at least two years with the purpose of keeping track of the process and getting the best results.

3. During the process, it is important to involve more community members who can support the administrative part such as resources, welfare and program continuity.

4. Training must be a must for co teachers who do not have the pedagogical components to co teach so this process can be more beneficial for students' outcomes.

5. Co Teachers´ perceptions and reflections should be taken into account to enhance the impact on students' learning.

6. It would be better to train local teachers with the strategies in the process

of becoming co teachers as well as providing them with opportunities to enhance

their teaching practice.

6.4 Conclusion:

This research may open the doors for innovation in the co teaching field and

provide tools to enhance the teaching practice. This study revealed how the co-

teaching methodology influenced students´ learning and how that influence

empowered the participants with the strategies to use the language to communicate.

Researchers found that students improved the way to express their ideas by

receiving feedback and support from both teachers in a more enjoyable way. This

increased their motivation to learn English and an invitation for other students to join

the program.

In conclusion, this study demonstrates a positive influence on both teachers

and students since the learning environment and the methodology changed in a way

the classes and the topics were more motivating for the learners. Additionally, this

had an impact on participants' outcomes and performances in class and they were

able to use connections to communicate their ideas in English. Furthermore, despite

having few studies in this field in Colombia and the follow up process is not

permanent, the research revealed that the implementation of the suggested

curriculum was a helpful tool to collaborate for the English language improvement in

Colombia using the co teaching methodology. Moreover, it was clear that both

teachers realized that working together and sharing roles inside the class, raised

awareness on how helpful it was to understand the process of co teaching.

To wrap up, it was noticed that with the use of this methodology, both

teachers were able to reflect upon their teaching practice, collaborate with each other

and plan the lessons taking into account students´ learning needs and expectations.

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Appendix A Consent letter

Carta de Consentimiento

Bogotá D. C, septiembre 14 de 2016

CONSENTIMIENTO INFORMADO

Estimado padre de familia,

Nosotras, Ibeth Puello y Sandra Ramírez profesoras de inglés y estudiantes de la

Universidad de La Sabana en la Maestría en Didáctica del Inglés para el Aprendizaje

Autodirigido, estamos realizando una investigación en el aula de inmersión, relacionada

con la enseñanza en conjunto del extranjero y la docente de apoyo respectivamente y

la influencia que ésta tiene en el aprendizaje de los estudiantes.

Los estudiantes de ciclo 4 y 5 están invitados a participar de dicho proceso, el cual

ayudará a la institución a plantear una nueva metodología de enseñanza que influya en

el aprendizaje y adquisición de una lengua extranjera en los estudiantes.

Si usted accede a que su hijo(a) participe, se les solicitará a los estudiantes responder

una encuesta, algunas entrevistas y completar un diario de campo; todo esto será

usado como instrumento de investigación para el análisis de la información, con fines

educativos exclusivamente. La participación de su hijo será confidencial y voluntaria,

ya que dicha información no será divulgada ni estará sujeta a alguna nota académica.

La negativa a participar o la decisión de dejar de ser parte del estudio no tendrá

ninguna sanción.

Por otro lado, si tiene preguntas, sugerencias o quejas acerca del proceso que se

llevará a cabo en el aula de inmersión para la investigación, puede comunicarse a los

correos ibethpuca@unisabana.edu.co o sandraraal@unisabana.edu.co.

Agradecemos de antemano su colaboración,

Ibeth Puello

Sandra Ramírez

_____

_____

Yo,_____si _____ no _____ autorizo a mi hijo(a)

_____ para que participe en la investigación que se

llevará a cabo en el aula de inmersión.

Firma: _____   Fecha _____

Appendix B Need analysis

Appendix B1 Students Survey

Lee cuidadosamente las preguntas y marca una X

1.Es evidente el trabajo de las dos profesoras en clase para tu entendimiento de los

temas?

nunca	de vez en cuando	algunas veces	siempre

2.¿Cuál es tu opinión sobre las clases con la metodología de enseñanza conjunta?

No me gusta	Regular	Buena	excelente

3. ¿Cómo te motiva la metodología de la co-enseñanza para que hagas tu mejor

esfuerzo?

Nada	Poco	mucho

4. ¿Consideras que las actividades realizadas en la clase te ayudan a aprender?

Nada	Poco	mucho

5. ¿Consideras que la metodología de co-enseñanz (dos profesores en el salón)

promueve tu motivación?

☐	☐	☐	☐
nunca	de vez en cuando	algunas veces	siempre

6. ¿Puedes poner en práctica fuera del salón de clase lo que aprendes en la clase de

inmersión

☐	☐	☐	☐
nunca	de vez en cuando	algunas veces	siempre

7. Las actividades y tareas difíciles en clase se pueden resolver por medio de esta

metodología (interview paraphrasing the questions)

☐	☐	☐	☐
siempre	nunca	de vez en cuando	algunas veces

8. Ante una duda o dificultad del tema tratado, ¿Qué actividades se desarrollan

para asegurar la comprensión?

_____

_____

9. ¿Puedes notar las diferentes estrategias de co-enseñanza en las clases?

☐	☐	☐	☐
nunca	de vez en cuando	algunas veces	siempre

10. ¿Cómo consideras las actividades presentadas en clase?

☐   ☐   ☐   ☐

útiles   inútiles   productivas   no tan productivas

11. ¿Qué tipo de retroalimentación recibes dentro de la clase?

☐   ☐   ☐

positiva   negativa   útil

12. ¿Consideras apropiadas las actividades desarrolladas en clase para tu proceso

de aprendizaje?

☐   ☐   ☐   ☐

nunca   de vez en cuando   algunas veces   siempre

13. ¿Es evidente la co- planeación en las clases?

☐   ☐   ☐   ☐

nunca   de vez en cuando   algunas veces   siempre

14. ¿Se evidencia la variedad en las estrategias de co-enseñanza ?

☐   ☐   ☐   ☐

nunca   de vez en cuando   algunas veces   siempre

15 Las profesoras participan en la presentación y desarrollo de la clase dando

instrucciones a todo el grupo?

Co-teaching for Language Learning

☐

si

☐

no

Comentarios:

_____

_____

_____

_____

Appendix B2   Students´ interview (at the beginning of the research)

Transcript interview # 6

Muy buenas tardes, te voy a hacer 15 preguntas relacionadas con la co-enseñanza y el punto de vista que tienes sobre ello

Entrevistador: ¿Por qué asistes a clase?

Estudiante: porque... para aprender a hablar, el acento. Todo eso

Entrevistador: ¿Cómo te sientes con dos profesoras en el salón?

Estudiante: creo que sería mejor si solo hubiera una profesora que hablara los dos idiomas

Entrevistador: ¿por qué?

Estudiante: porque… no sé… pero creo que sería mejor

Entrevistador ¿Ves a las docentes como compañeras que comparten la disciplina de la clase y responden a preguntas hechas por ustedes?

Estudiante: sí, siempre responden nuestras preguntas

Entrevistador: ¿Crees que hay algún efecto diferente de tener uno o dos profesores en el salón de clase?

Estudiante: no.

Entrevistador: ¿no? o sea exactamente igual a como es en la mañana es igual en la tarde?

Estudiante: ahh pues...no porque las clases de inmersión son como para mejorar... ehh ...hablar con más fluidez

Entrevistador: ¿Se evidencia que las docentes presentan la información en conjunto de acuerdo al tema dado? ¿trabajan juntas?

Estudiante: si

Entrevistador: ¿Qué piensas de preguntarle a una o a las dos docentes sobre una duda que tengas?

Estudiante: ¿Qué pienso?

Entrevistador: si lo puedes hacer o solo una te resuelve las dudas o cualquiera de las dos...

Estudiante: pues la que me siento más cómoda con la que habla los dos idiomas porque me puede contestar las preguntas más fáciles

Entrevistador: ¿Al momento de desarrollar las actividades, ¿cómo percibes a cada uno de los dos profesores?

Estudiante: ¿ehhh cómo las veo? mmm uno primero participa y el otro después.

Entrevistador: ¿pero están trabajando lo mismo? ninguna espera que la otra haga?

Estudiante: aja

Entrevistador: ¿Consideras que las actividades propuestas son importantes para tu aprendizaje de una lengua extranjera?

Estudiante: sí y no, porque ... hay algunas que no, o sea un vocabulario que no se va a aprender en una sola clase y si lo vemos en una sola clase pues no nos lo vamos a memorizar

Entrevistador: ¿Qué notas de las actividades desarrolladas en clase por los dos docentes?

Estudiante: pues tienen paciencia y saben manejar al grupo

Entrevistador *¿Qué opinas de los temas y actividades implementadas en las clases durante la co-enseñanza?*

Estudiante: *son buenas.*

Entrevistador: *¿todos los temas son importantes y tiene que ver con?*

Estudiante: sí

Entrevistador: *¿Notas algo particular en el trabajo de las dos profesoras durante la co? -enseñanza?*

Estudiante: *ehhh no entiendo*

Entrevistador: *si, ves algo diferente en el trabajo o sea cuando uno trabaja en equipo siempre digamos que hay una líder o una persona que colabora más eso.*

Estudiante: *me parece que la que más trabaja ahí es la profesora … Ibeth porque puede... muchas veces nos tiene que explicar cosas que la otra profesora no sabe en español*

Entrevistador: *¿Has notado algún cambio en tu aprendizaje por medio del uso de la co-enseñanza? ¿Qué tipo de cambios?*

Estudiante: *eh...sí ¿cómo se dice? si la pronunciación*

Entrevistador: *¿Consideras que la metodología de co-enseñanza te ayuda al aprendizaje del inglés*

Estudiante : *yo creo que con una profesora basta.*

Entrevistador: *¿Por qué?*

Estudiante: *ehh por… depende porque si la profesora sabe los dos idiomas pues es mejor, pero es mejor que haya solo una*

Entrevistador: *¿Notas que las actividades dirigidas por las profesoras se realizan de forma conjunta?*

Estudiante: *sí, siempre*

Entrevistador: *¿Consideras que hay un efecto en la co-enseñanza cuando hay un profesor colombiano y uno extranjero?*

Estudiante: *si ehh por el acento porque lo pronuncia mejor, la profesora extranjera lo pronuncia mejor; y así podemos... no se... cuando nos habla rápido alguien, poder entender*

Entrevistador: *ok muchísimas gracias.*

Co-teaching for Language Learning

Appendix B3 Students survey results

1. ¿Es evidente el trabajo de las dos profesoras en clase para tu entendimiento de los

temas?

Nunca

De vez en cuando

Algunas veces

Siempre

2. ¿Cuál es tu opinión sobre las clases con la metodología de enseñanza conjunta?
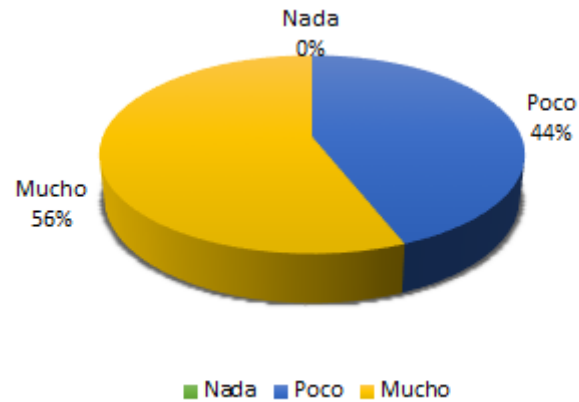
No me gusta

Regular

Buena

Excelente

3. Cuál es tu opinión sobre las clases con la metodología de enseñanza conjunta?

Nada

Poco

Mucho

4. ¿Cómo te motiva la metodología de la co-enseñanza para que hagas tu mejor

esfuerzo?

Nada

Poco

Mucho

5. ¿Consideras que las actividades realizadas en la clase te ayudan a aprender?
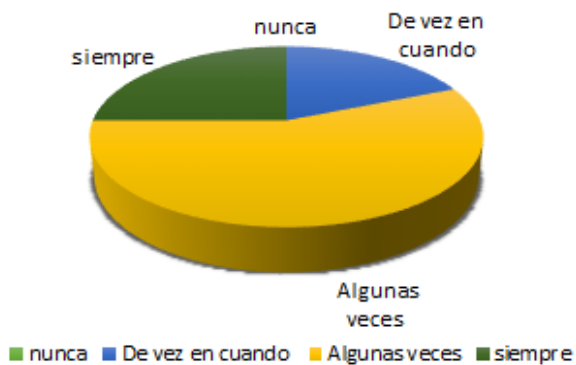
Nunca

De vez en cuando

Algunas veces

Siempre

6. ¿Consideras que la metodología de co-enseñanza (dos profesores en el salón)

promueve tu motivación?

Nunca

De vez en cuando

Algunas veces

Siempre

Co-teaching for Language Learning

7. Las actividades y tareas difíciles en clase se pueden resolver por medio de esta

metodología

Nunca

De vez en cuando

Algunas veces

Siempre

 8 Ante una duda o dificultad del tema tratado,¿ Qué actividades se desarrollan para

asegurar la comprensión? (Open question)

 Juegos

explicaciones

trabajos en grupo

opiniones

Guías

Co-teaching for Language Learning

9. ¿Puedes notar las diferentes estrategias de co-enseñanza en las clases?

Nunca

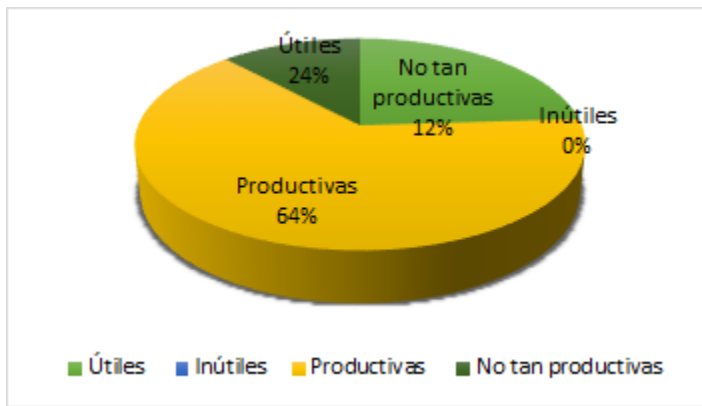De vez en cuando

Algunas veces

Siempre

10. ¿Cómo consideras las actividades presentadas en clase?

Útiles

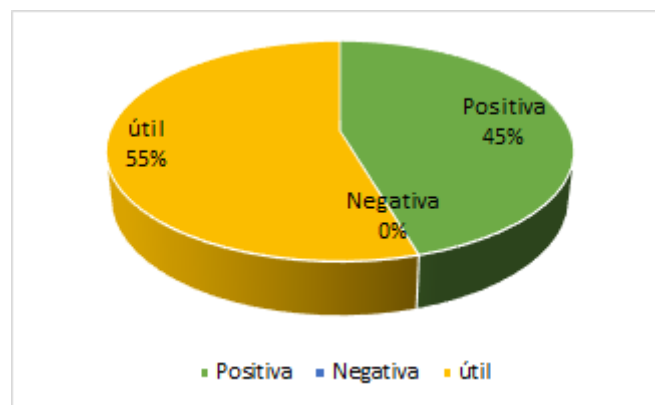Inútiles

Productivas

No tan productivas

11 ¿Qué tipo de retroalimentación recibes dentro de la clase?

Positiva

Negativa

Útil

12. ¿Consideras apropiadas las actividades desarrolladas en clase para tu proceso

de aprendizaje?

 Nunca

De vez en cuando

Algunas veces

Siempre

13. ¿Es evidente la co- planeación en las clases?

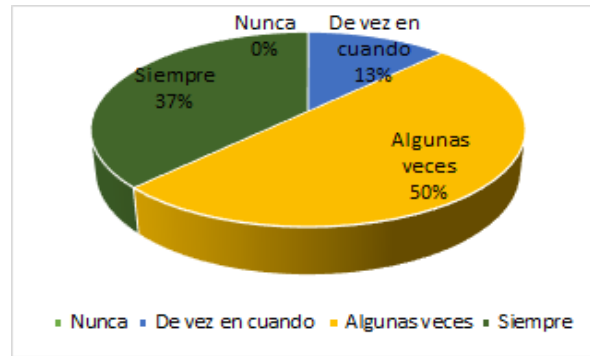Nunca

De vez en cuando

Algunas veces

Siempre

14. ¿Se evidencia la variedad en las estrategias de co-enseñanza ?
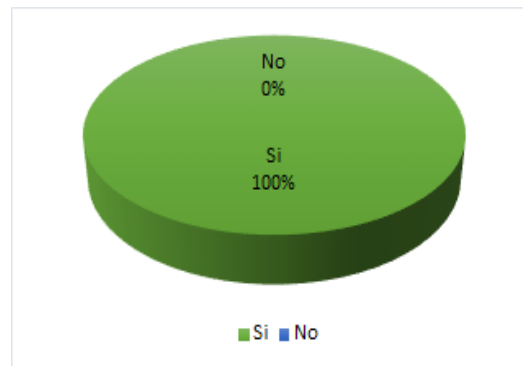
Nunca

De vez en cuando

Algunas veces

Co-teaching for Language Learning

Siempre

15 Las profesoras participan en la presentación y desarrollo de la clase dando

instrucciones a todo el grupo?

Si   No

Appendix C Data Collection Instruments.

C.1 Students' journal

Students' journal

Fecha: 25 de octubre

Session # 3

Escribe tus opiniones e impresiones de lo que aprendiste hoy en clase y cómo las dos profesoras te ayudaron en clase.

Hoy aprendimos sobre países de latinoamérica y sus culturas. Las profesoras nos preguntaron sobre vocabulario y nos ayudaron con pronunciación y escritura.

No sentí bien, porque esto me ayuda en mi desarrollo en el ámbito educativo del inglés. A mi me gusta aprender más cosas con ellas porque me enseñan pacientemente y con mucho detalle y si no le entiendo a una la otra me ayuda, además tienen diferentes pronunciaciones porque son de diferentes países. El tema hizo que le preguntáramos a Rosé sobre su país y sus costumbres, eso nos llamó mucho la atención porque aprendimos cosas nuevas

Students' journal

Fecha: _____

Session # 4

Escribe tus opiniones e impresiones de lo que aprendiste hoy en clase y cómo las dos profesoras te ayudaron en clase.

Hoy realizamos un ejercicio para recordar vocabulario de la clase pasada y hablamos de la apariencia y personalidad. Rosé se esmeraba por explicarnos bien y hacernos entender, nos decía sinónimos y otras palabras para que le entendiéramos y la profesora Ibota, nos colaboró para entender algunas palabras que no le entendíamos. Rosa, vimos un video y aprendí a pensar y ponerme en el lugar de otros, trabajamos en grupo haciendo una representación.

Camila Uyabán

C2 Co teachers Journal

Appendix 7
Co-teachers Journal

Session 3
Journal purpose: _____
Day: October 25Th /16.
Class Aim: Developing my cultural identity

Write a short reflection on how the class went and possible actions to improve for next class.

The class went really well, the students participated in the class and we worked with the students, I helped some students with words while Rose was asking other students.

Appendix 7
Co-teachers Journal

Journal purpose: _____
Day: October 26Th /16.
Class Aim: what do other people think about me?

Write a short reflection on how the class went and possible actions to improve for next class.

The class went ok, It started with some questions and the students were motivated to participate and talk about bullying. The students watch a video and made some comments about it.
I was observing so the my co-teacher was explaining the class, trying to elicit information from the students while I was clarifying some words or concepts regarding the topic. Then I worked with one group to help them with a role play they had to do.

C.3 students 'Interview (at the end of the study)

Transcript interview # 10

Buenos días, bueno vamos a realizar una entrevista a una estudiante del colegio

Usaquen. Ella va a responder 15 preguntas relacionadas sobre la co- enseñanza

Entrevistador: ¿Por qué asistes a las clases?

Estudiante: porque quiero aprender inglés y me parece que acá no es la típica clase

sino se puede hablar sobre algún tema y así poder entender mejor o aprender más

vocabulario sobre diferentes temas que se hablan en la clase.

Entrevistador: ¿Cómo te sientes con dos profes en el salón?

Estudiante: pues creo que es un apoyo porque por decir la profesora que es del otro

país, entonces a veces no nos logramos entender entonces la otra profesora es

como un apoyo para nosotros y también a la hora de explicarnos o de hacer

actividades pues también nos ayuda bastante.

Entrevistador: ¿Ves a las docentes como compañeras que comparten la disciplina

de clase y responden a preguntas hechas por ustedes?

Estudiante: si pues usualmente siempre que uno tiene una pregunta pues tenemos

bastante confianza, entonces o sea, ellas siempre tratan de respondernos de la

mejor manera y no, en el caso del inglés pues tratar de no traducirnos sino decirnos

las palabras ehh como sinónimos.

Entrevistador: ¿Crees que hay algún efecto diferente en tener uno o dos profesores

en el salón de clase?

Estudiante: sí, ehh porque a veces ehhh de pronto una profesora tiene otra idea que

puede ser más dinámica para la clase y para que la gente no pues sea o   uno como

persona uno no se aburra en la clase

Entrevistador: *¿Se evidencia que las docentes presentan la información en conjunto*

de acuerdo al tema dado?

Estudiante: *sí, usualmente siempre que vamos a hacer un tema pues la profesora*

ehhh pues una presenta el tema y ya la otra como que nos aclara sobre qué es el tema

Entrevistador: *¿Qué piensas de preguntarle a una o a las dos docentes sobre las*

dudas que tengas?

Estudiante: *pues..o sea, yo pienso que uno siempre tiene que preguntar a cualquiera*

de las dos profesoras. ehh pues ya si uno no se hace entender pues si trata de

preguntar en español pues para poder entender porque si no uno siempre se va a

quedar ahí con la duda

Entrevistador*: Al momento de desarrollar las actividades, ¿cómo percibes a cada una*

de las dos profesoras?

Estudiante: *Siempre, siempre son bien atentas, siempre tratan de cómo .. explicarnos*

y hacer las actividades, entonces es interesante.

Entrevistador *¿Consideras que las actividades propuestas son relevantes para tu*

aprendizaje de la lengua extranjera?

Estudiante: *Sí porque dependiendo el tema entonces así uno aprende ehh mucho más*

vocabulario y a la hora de hacer o sea a la hora de uno hablar puede desarrollar más

ese vocabulario.

Entrevistado*r ¿Qué notas de las actividades desarrolladas en clase por los las*

docentes? ¿Cómo son esas actividades?

Estudiante*: Pues, ehh a veces me parece que es bien interesante porque toda la clase*

es hablada usualmente pues es raro que uno lo haga escrito, entonces así, uno puede

desarrollar más su fluidez, así puede tratar de comunicarse y entonces en esa forma

pues creo que ese es el inglés, tratar de entenderlo   y poderse comunicar con las

demás personas.

Entrevistador ¿Qué *más notas de las actividades desarrolladas en clase por las*

profesoras?

Estudiante: *¿Cómo?*

Entrevistado*r ¿Cómo son esas actividades? las que ellas preparan*

Estudiante: *Pues usualmente pues me parecen chéveres porque siempre nos traen un*

video relacionado con eso y así nos centramos un poco más en el tema y ya después,

hacen diferentes actividades en las que uno se pueda desenvolver hablando o

escribiendo, pero pues más que todo es hablando.

Entrevistado *¿Qué opinas de los temas y las actividades implementadas en la clase*

durante la co-enseñanza?

Estudiante: *pues me parece que son chéveres. No es la típica no es típico tema que*

vamos a ver de gramática sino es de que hablar, un tema en el que uno se puede

comunicar, un tema en el que uno ehhh puede desarrollarse como persona, si, a la

hora de ir a hablar con otra persona que ya sea extranjera y que no entienda el español

pues, es importante tener esas bases.

Entrevistado*r: ¿Notas algo particular en el trabajo de las dos profesoras cuando están*

juntas en el salón?

Estudiante: *sí, que siempre tratan como... que todo el mundo entendamos las*

actividades entonces como que cuando ve que la profesora extranjera no logra lo que

nosotras entendemos, entonces es como un trabajo mutuo para lograr entender.

Entrevistador ¿Has notado algún cambio en tu aprendizaje por medio del uso de la co-enseñanza? ¿Qué tipo de cambios?

Estudiante: en realidad sí, porque por decir, yo antes no entendía nada de lo que me hablaban en inglés o a la hora de hablar no podía comunicarme, entonces a la hora de estar aquí sabiendo que a toda hora tengo que estar hablando y escuchando el inglés pues me ha ayudado bastante a desarrollar estas habilidades.

Entrevistador: ¿Consideras que la metodología de   tener dos profesores, la metodología de co-enseñanza te ayuda para aprender inglés?

Estudiante: si pues teniendo a dos profesores y que al mismo tiempo te hablen, pues te estas adaptando a otros tipos de acentos, entonces eso nos puede ayudar a la hora de comunicarnos con otras personas; no es el mismo acento sino son diferentes entonces, ya el oído como que se va adaptando y va desarrollando más el entendimiento

Entrevistador: ¿Notas que las actividades dirigidas por las profesoras se realizan de forma conjunta?

Estudiante: sí siempre, siempre se trata de que sea conjunta porque pues ehhh a veces por decir, hay personas que todavía no entienden nada el inglés pues entonces toca como entre todos incluso las dos profesoras tratan de siempre ehh tratar de hacer que entendamos las actividades

Entrevistador: Por último, ¿Consideras que hay un efecto en la co-enseñanza cuando hay un profesor colombiano y uno extranjero? tener dos profesores, pero que uno sea de otro país o hable inglés y una persona que sea de origen colombiano.

 Estudiante: ehhhh¿Cómo?

Entrevistador: *¿Consideras que hay un efecto en la co-enseñanza cuando hay un profesor colombiano y uno extranjero? hay algo? tiene algún efecto, bueno, ¿malo?*

Estudiante: *pues creo que es bueno ...pues... porque usualmente pues el extranjero habla, entonces, es el que siempre nos va a tratar de ehh dar nuevas palabras, de inducirnos a que nosotros también tratemos de comunicarnos con él, para que para que ... siempre logremos entenderlo; entonces, al tener al profesor colombiano pues digamos que nos da más seguridad, como que decir no , sí, tu puedes dale, esto... tratar de también darnos sinónimos a la hora de comunicarnos con esa persona*

Entrevistador: *Muchas gracias*

C4 Co-teaching Observation form

Co-teaching Observation form

General Education Teacher Ibeth Puello   Cycle _____ 5th _____

Co-Teacher Rose Kerckckta   Date _____ October 19th/16 _____

Time _____ 2:30 - 3:30 _____   Observer _____ Sonda Ramirez _____

Description of Class and Class Activity:

What do I think about myself?
Co-teachers ask for some vocabulary: bullying/selfesteem - faulty
assumptions / teens / thinking disorder - overweight

Rating Scale:

NO = Not Observed   SE=Somewhat Evident   CE=Clearly Evident

	NO	SE	CE	COMMENTS
Co-teachers have planned together			X	Instructional activities and material are used. Both know about the topic and what to do.
Research - based instructional strategies are utilized in the classroom.			X	They used slides with some information and questions to promote discussion and participation. Moreover, teachers used some videos
Lessons are differentiated in content, process, product, and/or learning environment.		X		There are different stages in the lesson. Vocabulary is presented and reviewed in different activities. Unknown vocabulary is taught and explained by both teachers.
Teachers use "we" and/or "us" or parity is otherwise evident		X		Sometimes they used "we" and sometimes, "I".

Both teachers are actively involved during instruction and activities		X	At the beginning one observe, one taught both teachers presented the vocabulary and they change roles to make some activities, They helped each other.
Students are engaged and participating in learning			X	Students asked for information, answered the questions proposed, Said their opinions abouts the topics. Besides, they answered the question "what do I think about myself" and they looked interested and motivated
Both teachers work with all students	X			the strategies used was one teacher observed, one taught Moreover, ... ?. Both teachers moved around the classroom and monitored the activities. Changed roles.
Both teachers are observed to share equally in classroom and instructional responsibilities		X		both teachers are equally responsible for instruction of content and responsibilities. one teacher explained the activities and the other, explained using other words to confirm and make understandable the topic
Routines and formal procedures are evidenced and used by teachers and students		X		There are some routines and procedures as the explanation of the topic, the slides, the oral exercises. used by teaches
Level of collaborative and effective teacher communication/interaction evidenced		X		When some activities made for one of the teachers are diffi-cult to understand, the other teacher helped. Body language is evidenced to communicate, too. Interaction was evident
Co-teaching instructional arrangements are observed.			X	One teach, one assist Parallel teaching (teaches work in

- One Teach/One Observe - One Teach/One Drift/Support/Assist - Parallel Teaching - Station Teaching - Team Teaching - Alternative Teaching - Other:				different groups using the same teaching strategy) Noise level become high because of the space to work.
Student Instructional grouping pattern or patterns observed - Whole group instruction - Small group instruction - Flexible grouping - Collaborative Groups - Individual seat work - Other:		X		First at all it was a whole group instruction. After that, each teacher works with a group and organize some activities where students work in a colloburative way.

Comments:

Students participated but they commented that sometimes the topics are hard and the setting didn't help because there are chairs and tables which made the classroom a little boaing and small to work

Teachers Moved From one coteaching model to another.

Taken from http://studylib.net/doc/7796055/co-teaching-observation-checklist