Exploring English Teachers' Knowledge Construction in Professional Development: Methodological dimension

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School of Sciences and Education

Masters of Arts in Applied Linguistics to the Teaching of English

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Dedicatory

I dedicate this thesis to my new born baby Joshua who has brought happiness and union to my family.

Abstract

This thesis presents a narrative study that looks into three pre-service EFL public school teachers' stories with the view to giving account of their knowledge construction in regards with their TPD methodological dimension. The study was conducted in Bogota, Colombia. The two concerns of the research were: 1) what these three EFL teachers' narrative telling reveals concerning their methodological dimension in terms of their TDP knowledge construction when sharing their experiences. 2) what knowledge they have constructed as a way to make sense of their world, concerning their professional growth. Data was collected through in-depth interviews, which eventually underwent a process of filtering for their final analysis. The data analysis was carried out by considering narrative analysis frameworks that met the needs of this particular study. Results suggest three main categories for knowledge construction: outer sources, mediating sources, and inner sources. These teachers' narratives also suggest that their TPD knowledge construction starts at a pre-service education level, influenced by their prior experiences and knowledge. The practical knowledge these three teachers have constructed are at the level of skills: classroom management, class planning, and teaching vocabulary; at the level of cognitive process: teaching methodologies; and at the level of reflective practices: reflective insights concerning their practices.

Key words: Teacher professional development, narrative inquiry, teacher learning, knowledge construction.

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Chapter I

Introduction

In this globalized world in constant flux, new and different alternatives to address education should be considered. Hence, qualified standards in education, incorporating innovative pedagogical practices and establishing ways of facing new social challenges at schools have become a must.

Teacher professional development (TPD henceforth), then, might become the key framework to meet these demanding and challenging changes in education within new perspectives (Cárdenas, González & Alvarez, 2010). Moreover, TPD expands teachers' knowledge, providing them with new insights and skills that help them to engage in different ways, in order to cope with constant challenges and changes in education (Richards & Farrell, 2005).

In the particular case of language teaching and learning, TPD gives language teachers the knowledge to make sense of their experiences and the implications of their practices in the teaching and learning process (James, 2001). TPD, then, must be at the core of teachers' awareness of their pedagogies as active protagonists of their own professional growth.

Considering teachers as active and direct partakers of their professional growth, then, TDP is a voluntary ongoing process in which teachers are engaged to learn and adjust their teaching to their students' needs (Diaz-Maggioli, 2003). Likewise, it is important to highlight the role of research as the unit that finds the connection between practice and theory.

In this regards, narratives could play an important role to the inquiry and understanding of insights involving teachers' experiences that give account of knowledge construction concerning their TPD (Elliot, 2005). In other words, narratives

can provide meaningful and coherent discourses about people's experiences of the world; and likewise, a first hand and closer comprehension of what participants have learnt and how they have learnt it.

For all the above, this thesis reports a narrative research work that intends to give an account of teacher's knowledge construction through the analysis of three public school EFL teachers' stories about their experiences in regards with their methodological dimension. This analysis is carried out following an underlying perspective of narratives as a method to interpret, construct, and describe insights into how this knowledge is built in the light of a bottom-up perspective of teacher professional development.

Although this study does not intend to generalize but focuses on a specific context in Bogotá, Colombia; more specifically, EFL public school teachers; the scope of this research might embrace a wide radius because of its interpretative nature. That is to say, it might help us understand a whole through particularities.

Likewise, this research addresses teacher professional development taking into account teachers' experiences as the core of their professional growth. Finally, results could contribute to the insights into knowledge construction and these three EFL teachers' experiences give an account of what and they have learnt in terms of methodology dimension.

Statement of the problem

Controversial issues about TPD in the literature

Although the previous statements endow a significant role of teachers as the main actors engaging their own TPD; however, TPD has been conceived from a top-down perspective that does not comply with the definition above (Diaz-Maggioli, 2003). As claimed by some scholars such as González (2007) and Usma (2009), most of

the time teacher professional development is placed within a one-size fits-all framework, which looks at a mere transmission-oriented type of professional development.

In this sense, TPD deals with preparing teachers to do their job in a certain way, and within certain patterns which ultimately will give them academic status. At this point, then, TPD might be considered at an institutional level, as professional training, with a start and an end. This training-only idea of TPD neglects the fact that TPD is a continuous process that also entails "teachers' own individual effort" (Richards & Farrell, 2005, p. 3)

Nevertheless, the attention given to TPD has evolved. Díaz-Maggioli (2003) for instance, provides an overview of approaches to TPD in which he claims adult learning as a core principle to TPD programs, taking into account different realms of teachers' lives and not only the technical part of the matter; that means, TPD from a broader spectrum. It is worth mentioning that Díaz-Maggioli (2003) also claims the fact that adult learning is closely related to self-directed and autonomous learning; that is to say, TPD seen from a bottom-up perspective that gives teachers the chance to reflect upon their own teacher education in regards to their contextual, pedagogical knowledge or even personal needs.

Thus, as Johnson (2009) argues, "teacher education must be oriented by a change of the epistemological paradigm, recognizing the sublimely social nature of the teaching and learning processes" (as cited in Cardenas, Gonzalez, & Alvarez, 2010, p. 55). That is to say, professional development perceived as a social-situated process of knowledge construction in the classroom, placing the teachers' insights as reflexive ways to understanding, constructing and promoting professional growth.

Similarly, poststructuralist approaches have also given a turn to the perspective

of teacher professional development towards a more socially-situated framework, giving importance to what teachers' experience, know, and learn from those experiences; in other words, constructing knowledge through practice. But still, TPD seems to be driven by a dominant top-down approach as it has been previously stated. To illustrate the panorama a lot more, I will briefly go through some historical facts so as to look into the tendencies of TPD frameworks in our context.

In the particular case of Colombia, there was not a clear system of educational policies for TPD in general. It was not until the enactment of the constitution of 1991 and the General Education Law of 1994, when a whole normative framework was unfolded. Subsequently, social and academic movements and programs emerged, in accordance with this Law.

That is how, then, the Ten-year Educational Development Plan (1996-2005) was born. This Plan established two programs: "Expedición Pedagógica Nacional" and Educational Revolution (2002-2006). The first one, proposed by The Ministry of Education (MEN by its acronym in Spanish) and Universidad Pedagógica Nacional (UPN), became a pertinent proposal to TPD. This initiative was characterized by its experienced-production-knowledge nature and the creation of teachers' sharing network. And the second one, which focused more on the quality assurance system with three main components: Standards of competences, Evaluation, and Improvement, inserting TPD as a strategy to enhance the last component: *Improvement* (MEN, 2012).

In the field of foreign languages: *English*, we have on the one hand COFE– (Aparicio et al., 1995, as cited in Cardenas et al., 2010), the first initiative undertaken to establish a TPD framework for elementary and high school in-service teachers. This initiative was based on the blending of international and local models, taking into consideration national teachers' experiences and practices. Such attempt was

unsuccessfully fulfilled, falling quickly into oblivion.

On the other hand, we have the MEN with the help of the British Council, undertaking initiatives to promote English teachers' professional development through the National Bilingual Program (PNB by its acronym in Spanish) 2004-2019 which is now called "Colombia Bilingüe" 2015-2025. MEN's efforts to establish bilingual policies, that support this program, have offered some improvement projects such as "Proyecto de Fortalecimiento de Competencias en Lenguas Extranjeras 2010-2014" (PDFCLE by its acronym in Spanish), aiming at strengthening English teachers' language proficiency and methodologies as a way to offer a continuous professional growth. That aim goes in accordance with the third of the three main elements (improvement) of the quality assurance system mentioned above, which constituted the Educational Revolution.

Under this structure, the MEN has allied to Colombian universities that help to carry out the task of offering training courses on methodologies to teaching English and on the strengthening of their language proficiency, taking into account the basic standards of competence in foreign language: *English.* These courses are based on the Common European Framework of Reference for Languages (CEFR) and methodologies that draw on cognitive and linguistic learning perspectives.

Such initiatives have established policies for a TPD framework in which in-service teacher professional development has fallen into a *dominant* and training-based model that presents a one-way view of teacher professional growth (Usma, 2009). Subsequently, this has generated deep questioning and debates among some scholars about the implications that such policies (if they can be called as such) could bring and have brought about in Colombia.

That fact is illustrated in papers published by national scholars, referring to these

policies as imposed colonial and foreign models (González, 2007) that perpetuate and denigrate teachers' local-constructed knowledge, and therefore, situate teachers in a less privileged position. In this respect, the concept of teachers has been delegated to a concept of the teacher as a receiver. Usma (2009) also argues that processes of exclusion and imposed discourses have been underlying the national educational policies through foreign reforms, which at the same time take the local as inferior and obsolete.

The idea of being a teacher has been influenced by underlying educational policies proposed by the government, and these have placed the figure of the teacher as a mere public official and not as someone who makes a living option out of his work. (Gaitán, 2013, as cited in Dimaté et al., 2013). In this regards, teachers appear to be only recipients of a fixed system and not active protagonists of their professional growth.

Consequently, the current situation of our educational system is that of foreign policy makers and stakeholders taking control of language learning and teaching policies in Colombia; yet, TPD. In other words, as Canagarajah (2005) states, globalized economic and political interest will ultimately engulf local language practices, discourses, and values. Thus, there are dominant discourses coming from higher hierarchies that impose what is convenient for them to offer, regarding of TPD.

TPD in relation to the context I am involved in

In our Colombian context, Gonzalez et al. (2001, 2002) have been conducting research in which an interest in the conditions and expectations of language teachers in Colombia, concerning professional development, have been exposed. Gonzalez (2001) points out the noticeable disparity between teachers' needs and professional development programs offered by Colombian universities and institutes (which mainly focus on knowledge-transmitted approaches).

In this regards, teachers' voices, at a certain point, have made their way to be heard. As a consequence, these voices proclaim not only a training based need, but also other teachers' needs in different domains that are to be considered as well (teachers as learners, as workers, and as in-service teachers). Such domains should be taken into account so as to fulfill their expectations when engaging in TPD programs.

On the other hand, there are programs that aim at training teachers as teachers only, disregarding other realms involved in their jobs (Gonzalez et al., 2002), and their lives (Diaz-Maggioli, 2003). In this sense, there still seems to be a gap between what teachers have as opportune resources of TPD to fulfill their needs, and what is actually presented and used in terms of teaching education growth.

In this respect, tensions and disparities have emerged from those various perspectives when presenting TPD. Consequently, as claimed by Saldarriaga and Toro (2002), "school teachers and students are left in the middle of the debate with the intricate task of enacting the policy" (as cited in Usma, 2009, p. 132).

This appears to be the particular case of a group of 5 EFL teachers who participated in "Estrategia de Fortalecimiento de una Segunda Lengua", a program sponsored by Secretaría de Educación Bogotá (SED by its acronym in Spanish) and carried out in partnership with the Language Institute of Universidad Distrital (ILUD by its acronym in Spanish).

After having conducted a brief questionnaire (see Appendix A) with the aim of describing and characterizing the participants, I found out that this group of EFL teachers, although having previously participated in these kinds of programs and holding Master Degrees, they are still searching for the best way to reach a certain level of language proficiency mastery and the command of the latest approach to teaching English. Consequently, they place these particular needs over their own current teaching

practices, that way neglecting their own construction of knowledge or even more, expecting someone else to train them when they might have the tools themselves to grow professionally.

This can be evidenced in their own answers when asked about the dimension of their professional development that they would like to improve. It is apparent that these EFL teachers are still pursuing the interest of being trained:

*"Considero que es necesario estar actualizado con las nuevas metodologías para la enseñanza del inglés".*I think it is necessary to be up-to-date with new methodologies for English Language teaching.

(Teacher 1 – Diagnostic Questionnaire, March 3rd, 2015)

"Fortalecimiento del idioma inglés, destreza en uso de las habilidades comunicativas". Strengthening of the English language and skills development in the use of communicative skills.

(Teacher 2 – Diagnostic Questionnaire, March 3rd, 2015)

According to this, even though they have participated in programs that should give account of an "ongoing" process of constant evaluation (Guskey, 2000); there is evidence of a short-term training-vision schema. This might lead to the idea of a deficiency approach which tries to overcome a "deficiency" through the accumulation of external knowledge, rather than looking at teachers' own strategies and knowledge to overcome their needs through their own practices.

Moreover, the TPD process these EFL teachers have undergone, might have been influenced or limited by the goals presented by SED. Initiatives undertaken by Secretaría de Educación point exactly at these two dimensions only, which might encourage teachers to focus on that. Consequently, this could overshadow teachers' own participation and construction of knowledge, starting from their experience and the

capacity to create and transform knowledge.

We can clearly evidence this fact when reading the preface of the "Colombia very well" socializing document: *"El Proyecto de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras ha desarrollado, entre el 2010- 2014, iniciativas que le responden a […] la calidad educativa. Hemos capacitado más de 9.500 maestros de las 94 Secretarías de Educación certificadas del país en lengua y metodología"* (MEN, 2014). "The strengthening project towards the development of foreign languages proficiency during the years 2010-2014 has taken initiatives that give account for the quality standards of education […]. We have certified more than 9.500 official teachers in language and methodology from the 94 official Secretariats of Education throughout the country" [1]

It seems that the two aspects, in terms of TPD, of primary concern by both teachers, and programs are the linguistic and the methodological ones. These aspects are called *dimensions* by Richard and Farrell (2005). The authors define dimensions as the realms or areas which constitute TPD in relation with the personal, professional, and institutional aspects of teachers.

However, this proposal intends to understand what teachers have built regarding the knowledge constructed through their experiences to overcome their needs regarding the methodological dimension in their professional development. In regards to the linguistic dimension, it will only be addressed to the extent that the data reveals it. This is due to the lack of artifacts I use in the study to actually have precise information about what teachers have learned and constructed in terms of the language as content knowledge.

The study draws on experiences that are shared by the participants through their

[1] Translation made by the researcher.

stories, as a way to reveal how they construct their knowledge in the dimension previously mentioned. These experiences are analyzed through narratives as the underlying inquiry method.

Narratives have become a method and at the same time the object of inquiry in teacher education (Carter, 1993), giving birth to a new trend that constitutes a way of thinking, and ultimately a way of understanding. Furthermore, "narratives are ways of capturing the complexity, specificity, and internal and external connections of phenomena, overcoming the limitations of atomist and positivist approaches" (Da Ponte, 2001, p. 2). In other words, teachers' stories provide us with a more real and particular understanding of teachers' growth that offers a more sensible bilateral view of the process of teacher education. This is due to the fact that both teachers' perspectives and what they get from teacher education programs might come to a better understanding of their TPD process.

Consequently, as Cortazzi (1993) supports that, through stories, teachers create a more personal and professional constructed meaning about themselves (as cited in Da Ponte, 2001); what is more, personal narratives are not an imposed fixed-type of methodological training models; instead, they are authentic insights that account for first hand experiences, which is key to inquire and get a real comprehension of what teachers' make relevant about their own professional development as active agents of it (See Chapter III for a detailed development of narrative studies).

Taking into account all of the above, I intend to carry out this study by considering the following research questions and objectives:

Research questions

What does EFL in-service teachers' narrative telling reveal concerning their methodological TPD experiences as a way to make sense of their practice?

What knowledge have EFL teachers constructed through their experiences concerning their methodological dimension in their professional development?

Research objectives

- To explore what teachers' narrative telling reveals concerning their methodological knowledge constructed through their experiences.
- To understand the way in-service EFL teachers (re)construct their methodological knowledge considering their experiences as the means through which they make sense of their own practices.

Justification

The scope of this research will be of great enrichment to a more complete insight into TDP in our context. Hence, it will contribute to the construction of a more contextualized framework when understanding language teachers' professional development. Moreover, teachers' voices are present as a way to account for particular practices that are contextualized and of significant value in order to see TDP from a more bottom-up view.

In this respect, this study gives account of teachers' professional growth on the basis of participants´own knowledge constructed from their experiences. By doing so, this study intends to look at TPD from a perspective that takes into account both, teachers' voices and aspects that give account of TPD. In other words, this study looks at TPD from an angle that might defuse the dichotomy (previously discussed) presented in the problem statement.

Additionally, participants could share their experiences about how they have constructed their methodological knowledge. This as an exercise needed so as to construct and co-construct insights that help, not only the researcher, but also, themselves to be aware of their own learning process. Consequently, participants might be able to reflect on what they have learned, acquired, believed, and done along their careers by telling their stories.

Regarding this, a narrative research is the best way to report how TPD is constructed from teachers' experiences. Furthermore, narratives give account of teachers' voices and the way they make sense of their practices as language teachers and consequently, of their knowledge construction. Furthermore, narratives are part of our lives as something we can use to comprehend the way we experience the world; therefore, narratives are an appropriate method to understand others (Clandinin, 2016).

As for the realms of Applied Linguistics in EFL, this research will contribute mainly to the field of teacher education, more precisely to the research line on Processes of Teacher Education and Development from Distrital University, providing deeper inquiry and discernments of teacher education conception in our context.

To conclude, I should say that the exercise of inquiring and reflecting upon this topic will empower my own understanding of an issue of concern as an English teacher researcher, in order to contribute to the field of language teaching and learning in general; subsequently, this leads me to reflect upon my own practice as an agent of change.

Chapter 2

Theoretical framework

This particular narrative study aims at understanding the way in-service EFL teachers (re)construct their methodological knowledge through their narratives as the means through which they make sense of their own practices. With this aim in mind, this following chapter also introduces the theories and research studies that give account of the literature support underlying the constructs which will serve as theoretical framework for the study.

The constructs that constitute this research are organized as follows: Teacher Professional Development, seen from a post-structural view that understands TPD as a continuous process that could be constructed through teachers' own teaching and learning experiences. *Teachers' narratives* is a second construct; this one is viewed as the framework through which teachers' experiences are materialized in order to comprehend the way they construct knowledge. The next construct is Knowledge construction: *practical knowledge*, based on the concept of teacher cognition; what teachers think, believe and know. Finally, the last construct deals with teacher learning, concerning the process in which teachers become aware of their insights into their own practices.

I will start with a contextualization of the main construct, teacher professional development in Colombia, to move gradually to some of the narrative studies that shed light on what has been studied in the TPD area. This will later lead us through some insights into practical knowledge to finally finish with teacher learning.

Teacher professional development

Putting forward a clear TPD definition is rather difficult, since it is quite a challenge to bring together different perspectives of TPD that constitute a single

definition that combines both, a global spectrum and a more specific framework that gives account of a set or fixed concept of what TPD implies in its whole.

However, I will start with what our Colombian National Education Law (Ley (General de Educación, 1994, p. 23) proposes in its Title VI -Teacher Professional Development- Chapter 2, Articles 109-110:

> Teacher education programs general objectives are: a) to train educators with the highest scientific and ethic quality; b) to develop theory and pedagogical practices as a fundamental part of the educator knowledge c) to enhance research in the realms of education and specific knowledge; and d) to train pre-service and in-service teachers at all levels in different educational settings. Teaching will also be provided by people with the recognized moral, ethical, pedagogical, and professional capacity. The Colombian government will guarantee the suitable conditions to facilitate TPD, with the view to offering a high quality educational service. The responsibility for improving TPD will be on Educators themselves, the Nation, the District, and Educational institutions.

These principles of TPD presented by the Colombian government give us an overview or a starting point to look into TPD; they also inform us about the type of framework to analyze the subject. But, they have also generated certain reactions and tensions among some scholars who claim for a more specific TPD framework in the field of language teaching.

One of the most recent studies pertaining TPD in the field of language teaching is by Cárdenas et al. (2010). In this study the authors present a conceptual framework on TPD for in-service language teachers in Colombia. The authors state that the continued teacher education has been studied little; thus, this study presents key concepts to analyze the matter in question. The researchers also analyze the models of professional

development proposed by Richards & Farrell (2005) and James (2001), who claim that TPD should focus on how language teachers see knowledge to make sense of their experiences, and the way their practices construct their teaching and learning processes.

Conclusions on this study show how TPD should understand knowledge construction based on individuals, and from a social perspective of learning and teaching instead of being a kind of teacher training course. Cárdenas et al. (2010) also suggest the use of a post-method approach pedagogy (Kumaravadivelu, 2006). This study presents a thorough conceptualization to be considered in the realms of TDP in Colombia.

Although the conclusions in this study show a clear connection to what I have already presented in chapter one about seeing TDP from a more bottom-up perspective, Cárdenas et al.'s (2010) study seems to be focused on just informing, as it provides precise information through the literature, but does not provide insights from teachers' experiences in which they express their voices.

Consequently, the fact that teachers' voices are not present in the study, brings about the discussion about the gap between the actual role of teachers' experiences in their own TPD and what is said about TPD. In this respect, it is necessary to conduct studies that can inform us about TPD from the perspective of language teachers and the way they construct their knowledge, taking into account their experiences and stories.

One study in which we can explicitly appreciate teachers' voices was carried out in previous years, by Gonzalez et al. (2002); a qualitative study undertaken in Medellin (Colombia) in which they report ELF teachers' needs in professional development. Four groups of teachers participated (two groups of teachers at a private school and two groups of teachers at a public school).

The study concluded that teachers experience three main domains when talking

about teacher education: 1) teachers as workers: better working conditions, in terms of stability and salary, 2) teachers as instructors: conditions, such as the place and materials to impart knowledge, regarding their practice and amelioration of their work as teachers, and 3) teachers as learners: opportunities to improve their English proficiency.

Gonzalez et al. (2002) conclude that teachers look for teacher development programs that give them the chance to improve in these three main domains mentioned. However, teacher development programs usually do not address the three holistically. What is more, teachers see themselves as recipients in their professional development and do not really take a position that shows their understanding in their own professional development.

In these two studies from Cárdenas et al. (2010) and Gonzalez et al. (2002), the first one suggests a solution to a need that the second one tries to illustrate explicitly. This highlights the fact that teachers perceive TPD concerning their needs; however, tendencies in the literature of TPD seem to have divergent positions.

On the one hand, we have Cárdenas et al. (2010) with a poststructuralist point of view which sees TPD as a long-term process that moves towards a knowledge orientation, rather than the acquisition of technical instruments based on a training vision of teacher learning. On the other hand, we can see how teachers themselves state the need of improving their language and methodological proficiency skills (González, 2001, as cited in McNulty & Quinchía, 2007).

This dichotomy between two frameworks to TPD has been stated by Diaz-Maggioli (2004) and Hardy (2012) in saying that teacher professional development practices have been influenced and subsequently limited by traditional top-down approaches, which give account of the arrangements and decisions made by political

stances such as administrators, and the state and stakeholders, which at the same time are influenced by broader global processes.

Consequently, this has led to an underestimated vision of TPD in which teachers' growth has become something measurable, standardized and lineal, falling into a single imposed bureaucratic dynamic that meets the needs of a political model that does not see TPD as a reflexive social practice.

Nevertheless, Hardy (2012, p. 1) also proposes a vision of TPD as a "multi-faceted social practice involving the active decision-making by individuals and groups under specific social settings in which they live and work"; in other words, putting forward a model which takes a bottom-up stance.

Díaz-Maggioli (2004), also claims an understanding of TPD as an interrelated negotiation among the direct actors involved in the TPD process, addressing teachers' own particular needs; that is to say, a teacher-centered model. In this respect, these two authors – Hardy, 2012 and Díaz-Maggioli, 2004 – see TPD at the core of teachers' needs and their context and as a deliberately engaged process.

Here, we can diffuse the dichotomy by bringing together two points of views to a more complementary framework rather than opposed. We cannot deny that developing specific techniques or skills is also part of learning, and it is necessary in TPD. Diaz-Maggioli (2012) refers to this type of learning as *teacher training.* Similarly, Richards and Farrell (2005) define this type of learning as "training that involves understanding basic concepts and principles […] for applying them to teaching and the ability to demonstrate principles and practices in the classroom" (p. 3).

Maggioli (2012) and Richards and Farrell (2005) explain this concept as part of TPD without condemning the reality that sometimes we live: every now and then teachers do need to be trained in certain areas. In some other occasions teachers have

the need to reinforce their competences in order to cope with the content knowledge they are going to teach, as we can see in Gonzalez's et al.'s (2002) study.

This is the case of an action research study in which McNulty & Quinchía (2007) proposed the implementation of a holistic professional development program with a group of elementary public school teachers in Medellin. The initiative was taken considering the elementary public school teachers low proficiency level, and their lack of pedagogical knowledge about language teaching and learning.

This program intended to integrate strategies that aim at improving the teachers' target language and reflective practice, based on principles of Theme-based instruction. The authors reported an improvement in participation and an increase of confidence; moreover, participants showed an improvement in the use of conventional English. They concluded that this holistic approach is a viable professional development framework for English teachers.

Here we can see the example of a group of teachers who had to reinforce a punctual need: training in character. Nevertheless, TPD was treated not from a mere structural way, although the focus was to train teachers. In other words, although training within TPD has sometimes been seen as a transmitted-type of framework that permeates the view of teachers as passive agents in their TDP; training can also be seen as part of TDP in the sense that complements teachers' education.

As claimed by Richards and Farrell (2005) knowledge base of teaching is constantly changing; what is more, teachers do not learn everything at the in-service level; therefore, training becomes the response to this particular instrumental need.

Another example is presented by Giraldo (2014) who similarly carried out an action research study with novice in-service EFL teachers at a language institute of a state university in Pereira (Colombia). In his study, he reports the impact that TPD has

in teachers' classroom performance. Findings reported an improvement on teachers' classroom performance in terms of teaching approach (more communicative), organization, and sensitiveness to students' needs.

In contrast with McNulty & Quinchía's study (2007); Giraldo's (2014) study participants were at a different context that might be thought as more "demanding" in terms of teachers' linguistic and methodological competences; and more interestingly with a different time of expertise.

However, the commonality shared by the participants in terms of the need of methodological skills is evidenced. Even though the researcher has a clear stance on TPD that goes with post-structuralist views; in other words, "professional development not as the idea of an accumulation of skills but as a highly critical process" (Giraldo, 2014 p.64); the objective of his study was to report the effects when applying a TPD program to provide participants with tools to improve their classroom performance (the need identified in a diagnostic phase previous to the study) which ultimately is teacher training.

It is paramount to make clear that training-oriented approaches are sometimes needed; nevertheless, this does not necessarily mean that this type of learning is going to be the only framework to address TPD. We need to find the balance point that configures TPD processes that transcend challenges, needs, and even paradigms. We need a complementary vision of a socio-culturally situated model for TPD that really helps teachers have a significant way of making sense of their practices; bearing in mind teachers' reality and insights.

The following construct, pertaining to this study, has to do with narratives. Here I present some narrative studies that depict the vision of narrative study as the approach to understanding teachers' experiences and the way to generate new knowledge and

insights about TPD.

Teachers' narratives

Studies and theories on narratives tend to be more inclined to a postmodern perspective that draws on the understanding of TPD starting from teachers' experiences. This contrasts with our most common vision of TPD (training vision). For this reason, narrative researches have been studied little in our context.

Nevertheless, those who embark on narrative studies, have adopted some frameworks from foreign authors (such as Barkhiuzen, 2011; Connelly and Clandinin, 1990; Johnson and Golombeck, 2002; among others). These authors have shed light on what could be an option to have clear insights into narratives and how to address the topic. Owing to this, I have borrowed some of these author's theories and concepts to build my own insights, as well. Therefore, I would like to clarify that I consider narratives as a way of understanding and making sense of the world.

By the same token, the intention is not to present a framework for TPD, but rather a framework to understand how EFL teachers construct their knowledge when analyzing their narratives as critical points to comprehend the way they particularly experience their practices.

I will start with Johnson and Golombek (2002) who propose narratives as a way of reflecting and constructing teachers' professional development. Narratives give teachers the tools to understanding their own teaching experiences. The authors state that what teachers know about teaching should be highly constructed from their own experiences.

Furthermore, the use of this knowledge they possess is interpretative and socially constructed within their practice in the classroom. In this order of ideas, the authors claim that from a more socially situated perspective, teachers not only possess

knowledge, but they can also construct knowledge. Similarly, Diaz-Maggioli (2012) states that teachers not only accumulate knowledge, but they also reinterpret and reconstruct knowledge through their active participation in teaching and learning activities.

Here we clearly see what Johnson and Golombek (2002) propose as a framework for TPD. They take an ontological perspective that sees and understands teachers as narrative beings. That is to say, narratives as the process through which teachers construct, understand, and generate their professional development.

One study that can evidence this tendency is undertaken by Chan (2012). In his study the author examines the experiences pre-service teachers have and how these give insights into the understanding of their own teacher education process through inquiring. Likewise, how reflection upon their past helps improve their future; moving, like this, from an examination-driven curriculum to a more knowledge-constructed approach.

The study suggests that narrative inquiry, through autobiographies, transforms teachers into active learners, creates in-depth understanding of the self which can facilitate changes and learning; and therefore, a more conscious professional development at an early stage.

Beattie (2000) demonstrates that narratives not only give account of the learning process in teacher education, but also of teachers' identities, beliefs, and ideologies as part of TPD. This study is about narrative accounts written by prospective teachers who present how they have built their professional knowledge through inquiry.

In the study, prospective teachers' narratives give account of their own experiences and concerns through the questioning of their beliefs, personal hopes, world views, by giving insights into a unique and individual process of professional

development. Results show that the creation of a professional identity as teachers is an individual and unique process, and the presence of teachers' voices is imperative when developing their own professional growth.

Both studies (Chan, 2012; Beattie, 2000) emphasize on the fact that narratives in TPD are distinctive processes that highlight the self and the reflection of teachers as active agents in their TPD. Furthermore, they suggest that narratives integrate the knowledge of subject matter and knowledge of the world constructed through the participants' experiences.

In another area of knowledge (a narrative study in Mathematics), Da Ponte (2001) argues that narratives should be of interest for researchers in teachers' professional knowledge. He gives a conceptual framework that supports the use of narratives as a powerful tool for teacher development and research methodology in the light of the discussion and reflection upon issues concerning teacher education.

This study shows us that even in areas that are commonly thought to pertain to purely quantitative paradigms, narratives can also be used. Once again, this supports the fact that TPD is a process that involves not only knowledge of the subject matter, but also, knowledge about themselves as humans and the world that revolves around teaching. Da Ponte (2001) states that telling stories helps us establish order and coherence of our experiences; and therefore, make sense of our world around us.

I will next present some other studies in which narratives are used as a framework to explore, and comprehend what and how teachers experience their TPD and how this gives account of our better understanding of TPD from a more situated perspective when analyzing teachers' stories.

Mendieta (2011) developed a study in the form of narrative inquiry during 2009. She conducted the study with three EFL teachers, teaching at different levels at their

workplace. The purpose of the study was to unveil and characterize the narrative knowledge those teachers hold about language teaching and learning processes as well as the role that knowledge plays in the constant construction and evaluation of curriculum.

This research shows how the focus of understanding narratives changes to a perspective adopted by the researcher to comprehend what teachers know about their world; however, within the same principle underlying the insights into narratives as a situated model of TPD. She concludes by pointing that teachers construct their own knowledge regarding curriculum and language teaching based on their experiences, beliefs, views and practices. She also states the vital need to use narratives as a way of exploring teachers' knowledge so as to better understand the complexity of the teaching context in which they work.

In her study, Mendieta (2011) highlights the relevance to understand teachers as individuals with different beliefs, ideologies, and different experiences; what therefore, challenges us to create insights into what they particularly construct and understand about their TPD.

Similarly, Zhao and Poulson (2006) conducted and interesting biographical narrative inquiry study with three Chinese EFL teachers from three different generations, in which they looked at teachers' knowledge through teachers' perspectives of their own knowledge based on their own experiences.

This type of knowledge coming from the teachers' experiences is what it is referred to as "practical knowledge" (Elbaz, 1983 as cited in Zhao & Poulson, 2006) which will eventually be explained more in details. This conception of practical knowledge is explored using teachers' biographical narratives with the view to understanding the way these three teachers experience their world and therefore their

knowledge through a generational sequence. The narrative analysis focused on identifying and exploring events that gave account of what becoming or being teachers meant to them.

In the same Asian context, Chou (2008) carried out a study with three elementary EFL teachers, as well, but in Taiwan. He reported how these teachers conceptualized their teaching practical knowledge developed from their practices. Chou used a qualitative case study approach; however, the underlying principle conceptualizing teachers' practical knowledge laid on the same path as Zhao and Poulson's study (2006): the participants' understanding of themselves as teachers.

Although both authors used different research approaches, they similarly give significant insights into the fact that teachers generated knowledge from their experiences. In doing so, the researchers could also show an understanding of teachers' knowledge from a situated perspective that succeeds to explain those teachers' particular practices and experiences giving account of their pedagogies; and this, at the same time drives teachers' decisions towards their TPD.

This consequently opens more possibilities for further studies that illustrate and explain TPD taking into account the particularities of teachers as individuals who possess identity, ideologies, needs, and experiences in a given context.

To continue with the discussion about teachers' knowledge construction I will emphasize on a concept previously mentioned: "teachers' practical knowledge" (TPK). I will move on to the next construct in which we can see more clearly what this concept entails.

Knowledge construction – practical knowledge –

Shulman (1986) was one of the pioneer scholars who dealt with teachers' knowledge and the types of knowledge for language teachers (Jiang, Li, Deng, & Wei ,

2013). They proposed three main categories of content knowledge: i) subject knowledge, referring to the subject matter and the amount of knowledge in relation to the area of knowledge; ii) pedagogical content knowledge, dealing with the way or ability to teach the subject knowledge to OTHERS; in other words, strategies to make others understand and learn; and iii) curricular knowledge, encompassing the materials and programs that teachers use as tools in function to students' learning process and success.

Shulman's proposal gives a great deal of insights into language teachers' knowledge and what this knowledge entails in relation to their career. However, what teachers should know and how they construct it has become a matter of discussions that has been widely addressed by scholars. For instance, Fenstermacher (1994) claims that it is this idea of teachers' knowledge what gives rise to policies that see teachers' knowledge from a formal perspective; that is to say, from a top-down approach; and subsequently, neglecting the value of teachers' practical knowledge.

In this respect, the term "teacher practical knowledge" (TPK) has been embraced in the field of teacher education regarding language teachers' knowledge (Jiang et al., 2013). Consequently, the term has been increasingly used in studies to comprehend teachers' knowledge concerning what teachers learn and how they learn it based on their experiences.

TPK originally stems from the concept of teacher cognition proposed by Borg (2003): "unobservable cognitive dimension of teaching –what teachers know, believe, and think (p. 81)". In other words, the way teachers acquire knowledge and understand the world through their experiences.

Fenstermacher (1994) also proposes two major kinds of teacher knowledge: formal knowledge, referring to knowledge produced by researchers; and practical

knowledge, the one produced by teachers themselves (Yu, 2011). Connelly and Clandinin (1990) understand that practical knowledge as something that is reconstructed with the past and negotiated with the future to face/meet the conditions of the present.

TPK then serves as a source of information and as tool for teacher professional development (Meijer et al, 1999, as cited in Yu, 2011). TPK greatly informs us about teachers' knowledge and what they can do with it (Yu, 2011). An example of this can be appreciated in a study conducted by Arıoğul (2007) where TPK is analyzed taken into account three background sources that influence teachers' knowledge construction: teachers' prior language learning experiences, prior teaching experience, and professional coursework in pre- and in-service education.

In the study participants were three language teachers whose experiences were key insights to draw on the understanding of how their base knowledge was constructed as language teachers, which at the same time shed light on how their teacher education process was developed.

Results explicitly show how experiences can make tangible the way teachers construct their knowledge and how TPK informs us about these particular teachers' professional development taking into account teachers own perspectives.

Dealing with how teachers' knowledge is traced and constructed also implies how teachers learn. The next construct gives insights into teacher learning and how teachers become aware of their making sense of the world when constructing knowledge.

I will start by stating my vision of learning, and present the theoretical support to shed light on what this construct entails. Learning is not a systematized kind of short-term goal, but rather an analytical process involving a raise of awareness that highly depends on participants' values. In this respect, the vision of learning is not focused on

specific institutional purposes, but as the means to building meanings and interacting with one's own learning process. Then, learning is constant expression of one's ideas conveying emotions, expectations and beliefs that are directly related to our motivation to discover and analyze things.

Arnold (2011) expresses this view of learning with what he calls the role of affect which plays an important part in the finding out of participants' understanding of their professional development through sharing their needs, interests, and values, taking into account what it is going on inside their perspectives and contexts.

Although *learning* conjures the idea of mentioning the schools of thoughts theories proposed by Piaget, Vygotsky, etc.; for this construct, I do not intend to discuss any of that, since teachers possess unique learning characteristics (Díaz-Maggioli, 2012). I rather move from the traditional idea of learning: that of "an empty vessel that needs to be filled" to the concept of learning as an active personal social process of construction of meaning as claimed by Richards and Farrell (2005) who also see learning as a process of reorganization and reconstruction.

Bearing the previous insight in mind learning then, is a basic human need and a fundamental lifelong necessity (Jarvis, 2003). Tight (2002) also argues that learning is a lifelong process involved in everyday experiences, but taking into considerations the variable of *adulthood*; understanding as an adult a stage in life cycle (Rogers, 1996, p. 34, as cited by Tight, 2002). Both authors are experts in the field of adult learning, and they present a vision of learning in the realm of education in regards to adult training.

Furthermore, Richards and Farrell (2005) present teacher learning into four views: *skill learning* related the mastery of competences and skills (explicit knowledge); as a *cognitive process* which involves teachers' beliefs and thinking and how these influence their practices; as a *personal construction* which was previously mentioned:

Knowledge is actively constructed by the learner and it is not a passive process; and as a *reflective practice* in which the process of learning is carried out within a critical examination of experiences (tacit knowledge).

From the above, I can say that learning might take different forms, when trying to explain how teachers learn. The different beliefs and needs in an array of contexts teachers can experience learning can alter either temporally or permanently the view of learning.

In this sense; I think, then, teacher learning should be also viewed as a personal set of values that represent, understand and even change the reality in which knowledge is constructed in relation with the learner experiences, needs, and emotions. In this order of idea, there should be a constant negotiation between teachers' goals established by their beliefs and needs and the way learning needs are constructed to pursuit an effective appropriation of knowledge in accordance with their own professional growth.

I can conclude by citing Guskey (2000) who claims that knowledge construction should be considered as something dynamic that is constantly changing regarding new teaching and learning processes and new types of expertise at different levels and contexts.

After having concluded this chapter, I will move on to the next chapter: Research design, in which I will give a detailed outline of how the study will come about. This chapter also comprises a contextualization of the study and the instruments to be employed; likewise, how the instruments will be used and the intended means for data analysis.

Chapter 3

Research design

This chapter deals with the main aspects concerning the structure of the type of study and how this was conducted within a qualitative paradigm. Likewise, it intends to give a thorough explanation of the techniques and framework of data analysis. This chapter provides the description of participants' profile, the criteria for their selection, and the ethical considerations taken into account. It also gives an explanation of the instrument used for collecting data along with the validation procedures that this underwent. Finally, I will state my role as researcher within the study.

I will start by presenting a succinct description of what the research aims at: this study intends to explore and understand the way teachers construct their methodological knowledge through the analysis of their narrative telling within their professional development. The study draws on teachers' narratives as a way to reveal how they construct their methodological knowledge. In order to accomplish the above, I have established the research questions and objectives.

Firstly, my research concern is about what EFL in-service teachers' narrative telling reveals in regards with their methodological TPD experiences as a way to make sense of their practice. Secondly, what knowledge these EFL teachers have constructed through their experiences concerning their methodological dimension in their professional development.

As for the objectives, I set two: dealing with the exploration of what teachers' narrative telling reveals when looking at their methodological dimension knowledge constructed through their experiences. And the second one has to do with the understanding of how the participants (re)construct their methodological knowledge

considering their experiences as the means through which they have significantly learnt how to teach; and consequently, this learning process is coherent to their own practices.

Context

This study took place in Bogota, the capital city of Colombia with three EFL teachers who are registered with the government as official teachers in Secretaria de Educación (SED). One of the teachers works in the locality of Usme at Brasilia School; the other one works in Fontibon, Costa Rica School; and the other in the Octava locality, Atahualpa IED School.

SED is the government entity in charge of formulating, orienting, and coordinating plans and policies related to the education sector at the regional level. SED also develops strategies to boost public school services with the view to improving the education system. Thus, SED in pursuit of their accountabilities, allies with some other public institutions (Universities mainly) to offer teacher professional courses that aim at enhancing EFL school teachers' methodological and language competences.

One of these institutions is Instituto de Lenguas Universidad Distrital (ILUD) which has signed an agreement with SED with the objective to train Bilingual public schools teachers of all subjects (including EFL teachers) who are on the process of becoming bilingual teachers. In this context was where the three participants were selected.

Participants

Participants in this study are three public EFL school teachers who were part of a group of teachers (all of them from different subject areas) taking a professional development program offered by SED in partnership with Instituto de Lenguas Universidad Distrital (ILUD). I was assigned to work with them as an English teacher for 192 hours along three months and a half.

These three teachers were part of the Programa de Fortalecimiento para una Segunda Lengua, carried out at ILUD in partnership with SED, in which they were trained by language teachers (English and French). At the end of the course they had to attain a B1 level certification by taking the FCE proficiency English test.

The three participants were selected after having conducted a diagnostic questionnaire in which results established the profile which would become the criterion to choose these teachers. This profile included the participants' age (30 - 40 years old); gender (female teachers); years of experience (more than 10 years); level of study (Master's degree), and level of teaching (high school). It is important to mention that participants' profile was also taken into account so it could be coherent with the objectives of the proposal concerning the type of information to be collected from this population. What is more, the nature of the study (narratives) requires a reduced number of participants, which also was a variable to consider when doing the sampling process.

The participants' profile was: state in-service EFL high school teachers with more than ten years of experience, who have taken continuing TPD courses; two of them hold master's degrees in the field of language teaching and learning; the other one is currently enrolled in a master's program as well. It is also worth mentioning that the participants have showed a special interest in participating in the study. Considering all the above this population is a non-probabilistic criterion sampling chosen through specific criteria based mainly on a diagnostic questionnaire (Merrian, 1998 & Patton, 1990, as cited in Roberson, 2005).

As for the ethical considerations, participants were asked to sign up a consent form (see Appendix B). This document established the conditions pertaining to the participants' privacy, duties and rights within the study. The participants' names will remain anonymous as a way to ensure their confidence and privacy along the study.

They will also be informed of the procedures and interpretations made by the researcher concerning their information provided through the interviews of any other source.

Type of study

In order to answer the research questions and fulfil the objectives accordingly, the nature of this study is qualitative interpretative narrative. According to Burns (1999, p. 22) "the aim of qualitative research is to offer description, interpretation, and clarifications of naturalistic social contexts". In addition, qualitative research interprets human behaviors from participants' perspectives.

In this respect, this study fits into the qualitative research approach and the interpretative framework since it looks at the participants' perspectives and how these perspectives are interpreted in a given context and conditions in order to give accounts of how teachers construct knowledge from their practices.

As for the research design: Czarniawska (2004, as cited in Creswell, 2013) defines Narrative Study (NS), as "a specific qualitative design in which narrative is understood as a spoken or written text giving account of an event/action or series of events/actions chronologically connected" (p. 71). In addition, Barkhuizen (2014) claims that narrative is understood as a qualitative research method in language teaching and learning, that gives account of the stories teachers and learners tell about their experiences.

Another term used in NS is Narrative Inquiry (NI), Clandinin (2016) describe NI as a research methodology which studies the individual experiences in the world through his/her telling and living of these experiences. In other words, "is a way of understanding and inquiring into experiences" (p. 13). Similarly, Murray (2009), refers to narratives as Narrative Inquiry (NI) which involves eliciting, collecting and documenting stories about life experiences.

Johnson & Golombek (2002) also give insights into NI that leads us to a more in depth definition of narratives not only as a research framework but also as an approach. They introduce the term NI as professional development which enables teachers to ponder upon the complexity of their practices when describing, reflecting, and analyzing their experiences. In this sense, then, this inquiry into their stories enhances their ways of knowing.

These ways of knowing is what Barkhuizen (2003) calls Narrative Knowledging. He claims that knowledge is constructed and reconstructed when telling stories and when doing so, narratives become a "sense-making activity" that involves a complex cognitive process in both the participants and researcher.

Being then, the core of the study teachers' stories about their experiences, this study draws on narrative inquiry in which narratives are both, the phenomenon and the framework; in other words, the stories told by the participants as the data to be analyzed, and the co-constructed interpretation of those stories by both researcher and informant (Connelly and Clandinin, 1990).

Stories will be understood as ways for individuals to create meaning of their lives within a context (Clandinin, 2006); and experiences as real life events in a social context that develop in a past, have an effect in the present and are reflected in a future; and how these events relate with the environment in which the individual lives his/her experiences. (Dewey, 1997).

Instrument

The main instrument to collect data in this study was the Narrative Interview (NI). First and foremost, narrative is understood as a qualitative research method in language teaching and learning, that gives account of the stories teachers and learners tell about their experiences (Barkhuizen, 2014). Johnson and Golombek (2011) state

that narrative is a "mediational tool – narrative as externalization, verbalization, and systematic inquiry" (p, 1). We construct ourselves through narratives and make sense of our lives by telling stories of our lives.

NI is a technique that consists of eliciting narration from the participant (informant; as it is referred to in NI) with a minimal participation of the interviewee in order to get a most valid rendering of the informants' perspectives (Jovchelovitch & Bauer, 2000). In the NI the interviewer sets an anticipating context that stimulates the informant to tell a story about a particular and significant event experienced in their lives.

Content of the instrument

The content of the instrument was structured little by little with the help of my advisor and based on the research questions. The first thing I did was to write down as many questions as I could think of, taking into account the research questions.

I ended up with many questions, so I decided to establish criteria to classify them to see if they were actually addressing the main construct "knowledge construction". Some of the questions were too broad, some were too specific, some others did not have much to do with the research questions (see Appendix C).

This process of selecting the questions was later refined with some literature concerning NI. After reading three articles (Barkhuizen, 2004; Jovchelovitch & Bauer, 2000; Johnson and Golombek, 2011) I realized that I had formulated too many questions, so I decided to reselect those which I considered were the most appropriate to trigger the narratives from the informants.

I used the *Sample Interview Protocol* proposed by Kvale & Brinkmann (2009) which works as a format in which basic information about the research and the interview is included (see Appendix C): Time of the Interview, date, place, interviewer,

interviewee, a brief description of the Project, finally the questions. I also used a framework proposed by Bauer & Jovchelovitch, (2000) based on Schuetze (1997 as cited in Bauer & Jovchelovitch, (2000)) (see table 1) that establishes the phases of the interview. These two things helped me decide how to organize the interview. I finally came up with a group of questions which later were subjected to the validation process.

Figure 1

Phases of the interview Bauer & Jovchelovitch, (2000) based on Schuetze (1997 as cited in Bauer & Jovchelovitch, (2000))

PHASES	RULES
0- Preparation	Exploring the field. Formulating an inducive question.
1- Initialization	Formulate initial topic question for narration.
2- Main Narration	No interruptions, only non-verbal encouragement to continue.
3- Question phase	Question based on what the person narrated. However, they should avoid attitudes, arguing, contradicting or explaining, etc.
4- Small talk	Stop recording and closing.

The validation of the interviews went through three main phases: the first one was with the help of my advisor we had a session in which we looked at and evaluated the questions I had previously created. Doing so we changed some questions and discarded some others. In this first phase of the validation we organized and established the number of questions to be asked; likewise, we discussed the format and structure of the interview.

We set two main groups of grounded questions addressing each dimension (linguistic and methodological) and another group of questions that were to be the ones to build rapport. The questions to build rapport were suggested as a way to encourage the informant to talk and as a way to break the ice between the interviewer and the

interviewee.

The second phase of the validation was done with the help of one of the Professors of the research seminar we took at the master's program. I sent an email with my research questions and objectives in which I asked the professor to give me a professional opinion about the questions proposed. In this phase one of the grounded questions regarding to the linguistic dimension was modified; this modification was, mainly, in reordering the question.

The final phase was done with the application of the interview. This was applied to two participants -classmates from the master's' program- who met a very similar profile of the participants in the study; and who, in my opinion, were suitable candidates to get both a fluent extensive story, and a more complicated and limited story. The reason why the piloting was conducted with two participants was because I needed to pilot the questions concerning methodological dimension.

The interviews took place at the university premises; both were conducted in the evening around 7 pm and they took from 45 to 55 minutes total. The place was quiet and perfect to record without any interruptions which was very convenient to listen to the audio later on.

After having done the piloting, I can affirm that, even though the questions triggered a long speech from the informant, this does not guarantee a fluent story with characteristics of a complete narrative.

Furthermore, the informant answers can be so unpredictable that it is required more than a list of questions to cause the participant to actually create a worthy narrative. Paying attention to what the informant is saying and at the same time evaluating the kind of information he/she is giving so you decide on what you want to ask next, is very difficult.

Note taking is key to be more precise at the time you prepare a more specific question about something that might trigger a good narrative. This part was particularly challenging to me, as well, since the informant spoke at a pace that I could hardly cope with.

As for the results from the piloting I could identify relevant narratives obtained through the structure model previously mentioned. In general, the piloting was a quite informative tool to refine the way I make questions and possible steps to trigger significant stories.

The researcher's role

My role as a researcher should be that of a mediator and negotiator in the process of interpreting the meaning of stories told by participants; such process must be constructed collaboratively with the informants (Clandinin, & Huber, 2010). The relationship between participants and researcher is built upon a rapport in which both parties learn, interchange, and change meaning (Creswell, 2013).

Consequently, my role is not limited to a mere interviewer that conducts an in-depth interview in order to elicit certain information to be eventually interpreted; but also, the one who creates that bond of trust and cooperativeness between the researcher and the researched. Furthermore, as a researcher I need to be respectful and careful with the information provided by the participants; therefore, confidentiality and politeness must be paramount.

Accounting for transparency

I contacted participants via email with specific questions regarding the analysis. The participant wrote me back with answers and then I compared. I presented the results as part of the process of co-construction of the interpretation given to the data. Nevertheless, I tried to avoid personal-attached interpretation of the data by trying

to be aware of my personal opinion and biases towards my own study.

Chapter 4

Data analysis and findings

I will start by presenting a brief contextualization of the study in which I remind the focus and context of the research. Then, I move on to the framework analysis where I start elucidating in details the phases and techniques used to actually analyze data. Finally, I finish with the description of the categories and subcategories obtained from the analysis of the data by providing some examples from excerpts taken from the teachers' narratives.

Contextualizing the study

This is a narrative study that explores three EFL in-service teachers' experiences to give account of their knowledge construction concerning language and methodological dimensions as a way to build insights into their own TPD. In doing so, this research also looks at the methodological resources these teachers have used as EFL teachers to become the teachers they are now.

The study draws on an epistemological narrative foundation that looks at participants' stories and experiences as a way to make sense of the world (Clandinin, 2006). This study also looks at narrative as the method to collect data and the methodology to analyze the data.

Participants are three EFL teachers who are registered with the government as official teachers in *Secretaría de Educación* (SED) Bogota, Colombia. These EFL teachers have also been part of TPD courses offered by SED and they hold Master's degree in the field of language education, as well.

For ethical and professional matters, I will not use the real names of the participants, but rather I will use pseudonyms to refer to them along this paper.

Therefore, from now on they will be Yaleny, Lorena, and Sofia.

In accordance with the focus and type of study, I remind you that this study looks at EFL in-service teachers' narrative telling reveal concerning their methodological TPD experiences as a way to make sense of their practice. Likewise, the knowledge these EFL teachers have constructed through their experiences concerning their methodological dimension in their professional development.

As objectives set to address the concern above I have proposed: firstly, to explore the participants' narrative telling to see what it is revealed concerning their methodological dimension knowledge constructed through their experiences. And secondly, to understand the way these in-service EFL teachers (re)construct their methodological knowledge considering their experiences as the means through which they make sense of their own practices.

Data was collected through in-depth narrative interviews using a model proposed by Jovchelovitch & Bauer (2000), in which they established a set of phases to follow during an interview and some tips to conduct these types of interviews. Even though it was a good tool, this model is not always as systematic as it appears to be; interviews can be unpredictable at times, thus the course of a participant's narrative might move far away from what it was planned or expected.

This was the particular case of one of the participants whose narratives, although fruitful in the sense that provided considerable information to ponder upon, they did not follow a smooth step by step process proposed by these two authors (Jovchelovitch & Bauer, 2000)

This might have been because it was the first interview. The other two interviews did go smoothly as they fairly followed a sequence that could be guided taking into account the phases throughout the interviews. This, of course, facilitated the

transcription of the interviews eventually.

As for the analysis of the interviews, this was not affected by the fact that the first interview did not strictly follow the steps. After the transcription of the interviews, these were filtered (as it was already explained in chapter three), so the analysis of the interviews did not depend on how the model to conduct them, but the way they were organized as narratives.

Three interviews were conducted along the process. The interviews length was around 50-55 minute-long; whereby participants shared their stories as English teachers. These stories helped me to have rich data in terms of those significant narratives that account for their language learning and teaching experiences throughout their careers.

The narratives filtering process, although challenging, was a great tool to refine the robust data gathered from each interview. There were some pieces of information that despite of not being structured as narratives, they became key when analyzing and drawing findings.

Analysis

In this phase, I used the coding components of grounded theory by Straus & Corbin (1990): open coding, axial coding and selective coding; this with the view to naming and grouping the themes that were found during the analysis.

This was done by reading the transcribed interviews over and over trying to find patterns and themes that could help build categories that showed relevant aspects about teachers' knowledge constructions within their experiences.

Framework of analysis

This part includes the procedure to collect and analyze data which will be explained in details through four main phases.

Even though there is an extensive literature on narratives that elucidates our

insights into how to do and understand the principles of narratives. It is still a challenge when it comes to analyzing the data. One of the main difficulties when using narratives is to organize and to filter the comprehensive amount of data that is collected through the interviews.

This is, mainly, due to the type of framework that narratives draw on, and the great number of procedures that can be used. Elliot (2005) sincerely states that "there is no standard approach or list of procedures that is generally recognized as representing the narrative method of analysis" (p. 36)

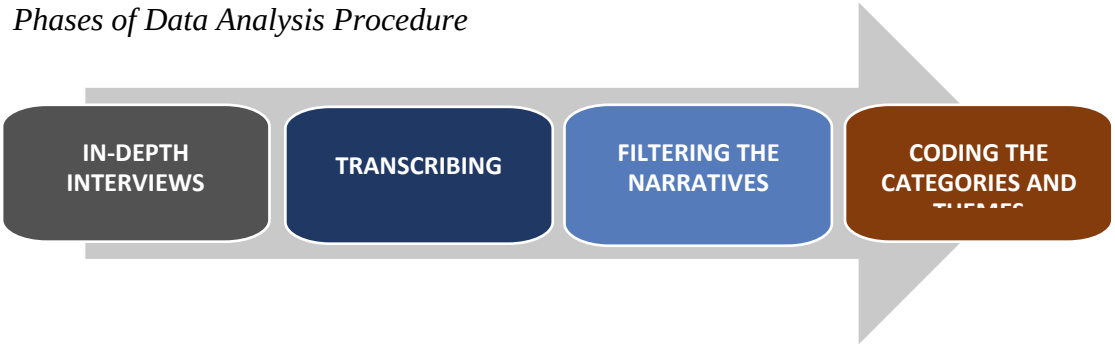
For this reason, it was necessary to include some aspects borrowed from other frameworks (socio-linguistic in nature Grbich, 2007); first, to guarantee that the units of analysis (the narratives) in the corpus of the data were filtered; and second, to be able to systematize the data and hence to have a clearer and more organized form of analysis.

In this regard, once the data was collected, these went through a filtering process by using the Labov & Waletzky's structural model of narrative genre (1973 as cited in Grbich, 2007) as a way of extracting the narratives from the interviews. The analysis and interpretation of the data, however, was done under the principles of a socio-cultural framework in which the paramount concern is how people make sense of their experiences (Grbich, 2007).

All these elements mentioned above were organized into four main phases that came to be the constituent steps to effectuate the data analysis procedure as it is illustrated in the following graphic.

Figure 2

Phases of Data Analysis Procedure



In-depth interviewing and transcribing

As it was explained above, the interviews were conducted using a model that allowed me to have a comprehensive amount of data. The interviews were conducted in different places and time and these were recorded for their eventual transcription. The interviews were carried out in Spanish (participants' native language) with the view to getting a real sense of participants' stories. The premises where the interviews were carried out were suitable for making both the informants and the research feel comfortable, and appropriate to tape-record them without major interruptions.

Transcribing the interviews was the most time-consuming phase of the analysis; nevertheless, it is here where the researcher starts looking at data as something alive. The transcriptions were done considering the textual spoken words and the way these were expressed by the interviewees. In other words, I wrote down every single word said by the informant and used punctuation marks to make emphasis on some non-verbal features; this, with the view to capturing a complete sense of discourses that might have been relevant for the eventual analysis. This type of transcriptions draws on the sociolinguistic perspective proposed by James Gee which is mentioned by Elliot (2005), who claims that when transcribing interviews, it is necessary to take into account what it is said and how it is said.

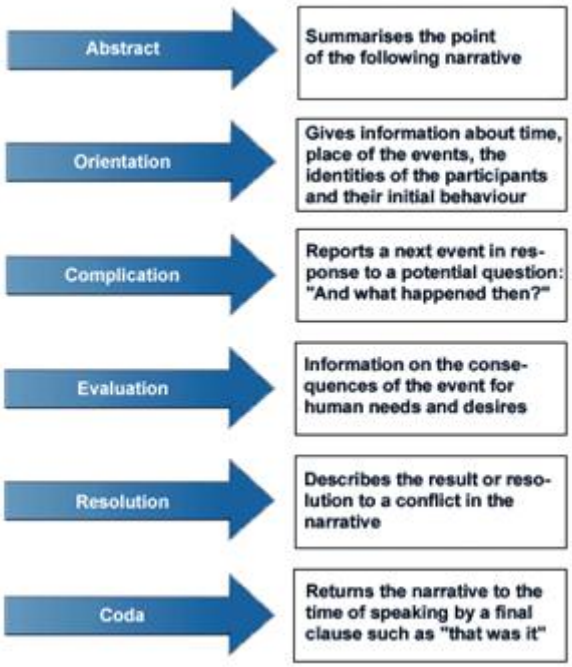
Filtering the narratives

This phase was necessary to find and organize plots in the interviews that comply with the structure of a narrative. For this reason, all the data collected from the interviews were filtered using the structural model of narratives proposed by Labov and Waletzky (cited in Elliot, 2005, and Grbich, 2007). This structure allowed me to identify, select, classify, and organize the units of narratives found in the interviews;

and therefore, filtering the corpus. The following graphic will illustrate this structural model of narratives proposed by Labov and Waletzky.

Figure 3

Structural model of narratives proposed by Labov and Waletzky



Note: Taken from:http://www.metodix.com/en/sisallys/01_menetelmat/02_metodiartikkelit/johansson_narrative_method/03_diff_models

It is important to mention that this process effectively reduced data, since not everything that was told by the participants was narratives. This process was done by simply reading the interviews to identify the narratives within the data that comply with the characteristics of the structural model illustrated in figure 3 above.

Once I identified the narratives, I selected these narratives to classify them into plots that were organized in the corpus of the data in a chronological sequence according to each participant's stories. The following figure shows an example of one of the products gotten in this phase.

Figure 4

Organizing the narratives

NAR-1-JIM-15 **PLOT 03: Mis primeros encuentros con la metodología en la enseñanza del inglés** **My first encounters with the English Language methodology**
ABSTRACT **01** Bueno mira, básicamente yo recuerdo que fueron las primeras Well, look, I remember these were basically the first **02** visiones que yo tuve de los modelos pedagógicos de ideas I had about the pedagogical models **03**metodologías, de los "approaches"… on methodology, the approaches…
COMPLICATING ACTIONS **04** Pero la profe que tenía era… ella era, primero que todo nos But the teacher I had was … she was, first of all she… **05** trataba de llevar lo que… llevar la teoría a la práctica; o sea yo tried to … bring theory into practice. I mean… **06** creo que eso era lo más importante en ese momento: la práctica. I think that was important in that moment: the teaching practice **07** Y ella nos ponía los ejemplos, nos daba los ejemplo; o sea en And she provided us with examples. She gave us examples; I mean in **08** clase, en clase misma nosotros…. class, in class we…
EVALUATION **09** Yo pienso que de las cosas que yo más rescato de, de ,de demi , de mi I think that one of the things I highlight the most about, about, about my**10** paso por la universidad fue esa parte, ese método de enseñanza experience in the university was that part, the teaching methodology.
RESOLUTION **11** Yo todavía pues, no sé si era un método de enseñanza, sino la forma I still don't know for sure if I can call it teaching methodology, but the way **12** como ella, como ella buscaba aterrizar las cosas que nosotros she, she made us realize and understand the things we **13** estábamos aprendiendo en ese momento**.** were learning at that moment.

In order to organize and systematize the data in terms of categorizing it through assigning names and grouping the themes found in the analysis, I used the three elements of grounded theory (open coding, axial coding and selective coding) (Straus & Corbin, 1990). I have to clarify that I am not using a grounded theory framework to

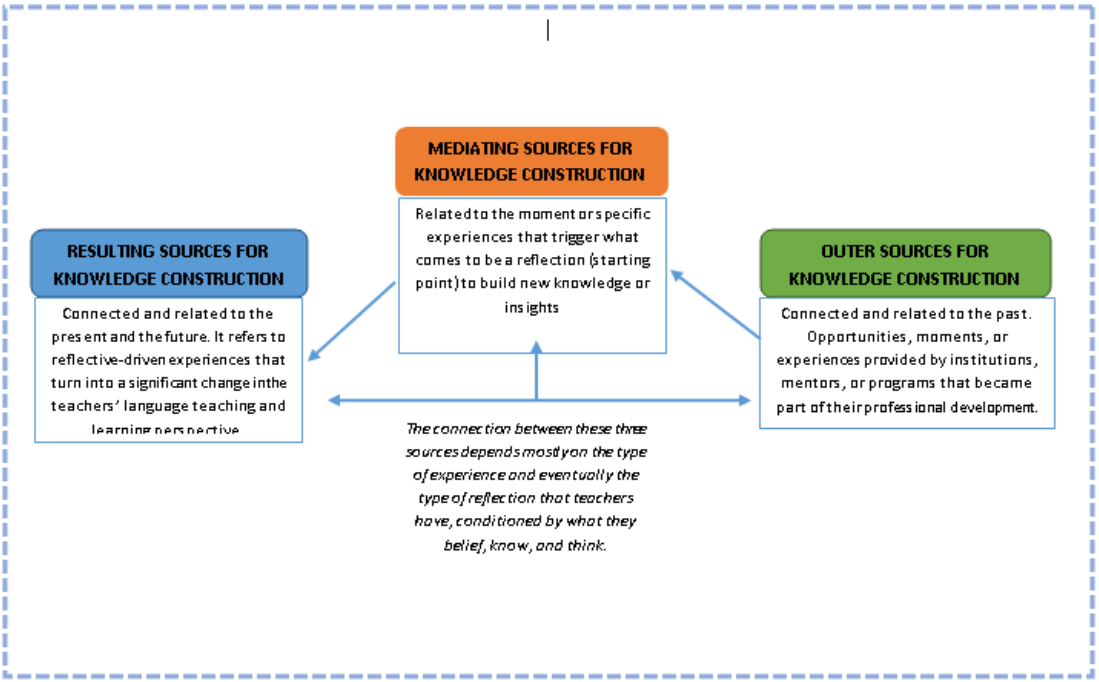
analyze data, but rather I am only using these three particular aspects to schematize the information in an orderly form.

Findings

After having analyzed the interviews, the data revealed the main categories and the subcategories that could be the answer to the questions, and the explanation that sheds light on the two first objectives proposed in this study, as well. I have illustrated the preliminary data analysis in figure 5 that shows the categories, subcategories, and dimensions related to each one; likewise, some connections and relationship among them

Figure 5

Categories



I will explain the categories and subcategories regarding the methodological dimension. In order to substantiate my interpretation of the data I will use excerpts from the participants' narratives that I consider show significant experiences that account for the explanation of the three categories. The excerpts were translated from Spanish into

English with the view to making sure the study was all written in the language is published.

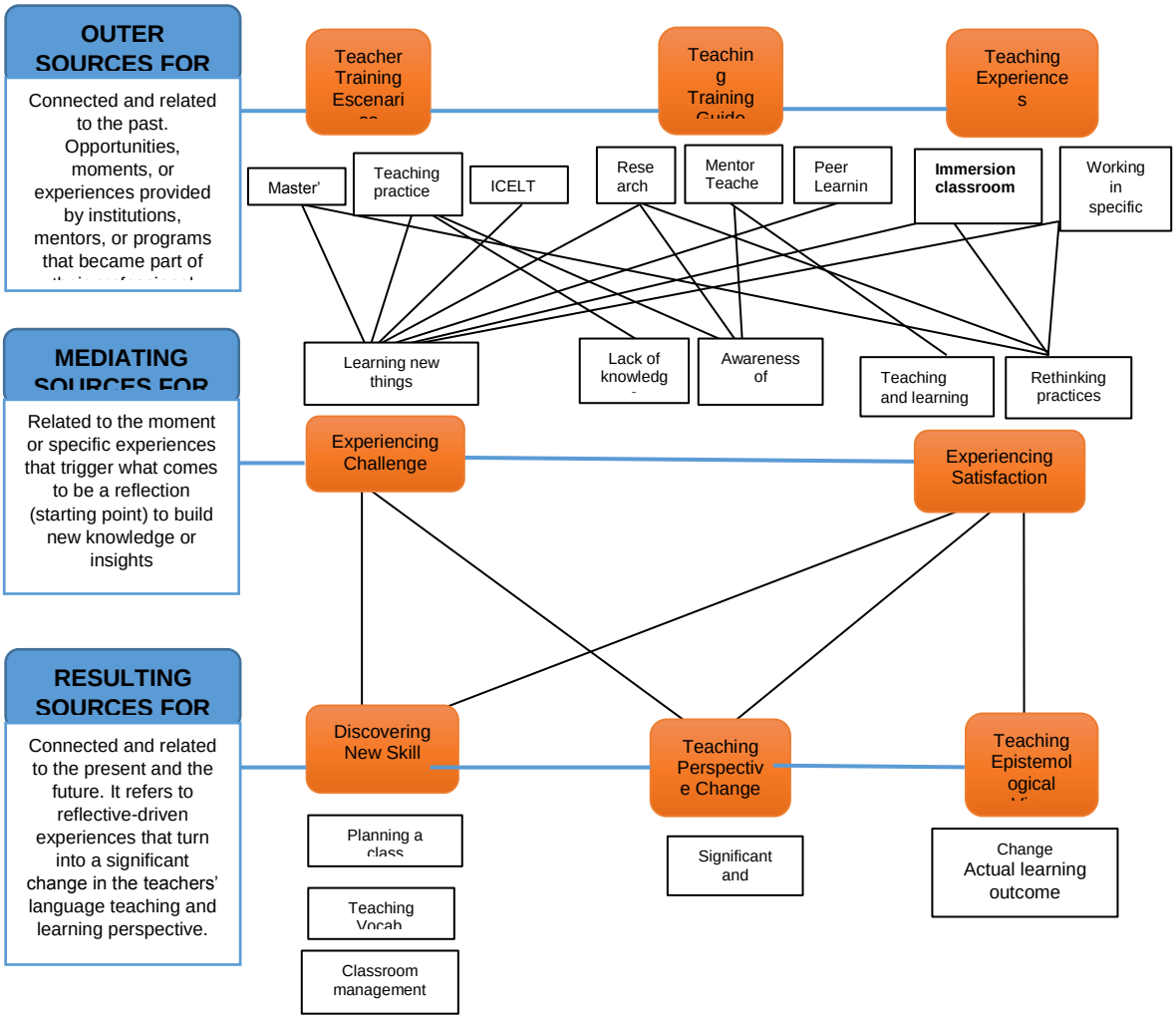
Categories

Three main categories were constituted along the analysis of data. The three categories were thought and built in a way that they are interconnected so as to provide a narrative of each participant that tries to answer the two research questions chronologically.

The following figure sums up the three categories:

Figure 6

Categories and subcategories relation map



Outer sources for knowledge construction

This category makes reference to the opportunities, moments, or experiences

provided by institutions, mentors, or programs that come to be the training background that teachers have received along the development of their careers. These sources are found in a time line somewhere in the past experiences of the participants and are more related to external factors when analyzing their professional development process.

In addition, these outer sources for knowledge construction make reference of the where and who regarding the places and the people that have, somehow, influenced the participants' methodological and language knowledge construction.

Within this category, there are three subcategories that give account of the way teachers use the outer sources to build knowledge in terms of methodology. i) *Teaching Experiences,* which is mainly related to the places and the people (as pre-service teachers) they have had significant teaching experiences with; ii) *Teaching Training Guide,* concerning the people, institutions, or programs that have being active partakers for the participants' professional development at a training level and that are complementary to the participants' vocational training. And iii) *Teacher Training Scenario,* which is related to specific scenarios at a tertiary education level (Bachelor degree, Master's degree, and courses during their bachelor or Master's degree) that gave participants significant fundamentals or depth understanding of their practices regarding their methodological dimension.

Mediating sources for knowledge construction

This second category relates to the moment or specific experiences that trigger what comes to be a reflection (starting point) to build new knowledge or insights. They are mediating sources because they are the bridge through which some new knowledge started to be built along each participant's experiences within their stories.

In this category, the experiences are more inclined to the way they felt when encountering certain situations that were key to an eventual construct of

knowledge. The subcategories found in this category are two: i) *experiencing challenges*: that refers to moments in which the participants experienced difficulties in achieving certain goals concerning their careers, but eventually became the motor that motivates them to keep on; and ii) *experiencing satisfaction:* dealing with those experiences that helped the participants feel secure about what they were doing and how they were doing it.

Resulting sources for knowledge construction

This third category is connected and relates to the present and the future. It refers to reflective-driven experiences that turn into a significant change in the teachers' language teaching and learning perspective.

Here is where we actually see the knowledge constructed from the experiences that resulted from teachers' own reflections. This category is composed of three subcategories: i) *Teaching Perspective Change* that deals with changes in teachers' beliefs, concepts and/or paradigms after they have experienced something significant; ii) *Discovering Skills as an English Teacher* which refers to the abilities they have developed along their careers, for instance, planning; and iii) *Teaching Epistemological view now* regarding the way they now have a clearer view or insight into language teaching.

Now I will move on with the teachers' stories by using excerpts that sum up the teachers' stories which at the same time are presented in a chronological way so as to show the teachers' experiences as English teachers. The narratives were numbered for a better analysis of each excerpt along each story when referring to them along the analysis. I will present three narratives in total. The first one is Yaleny's; this one has a total of 21 excerpts. The second one is Lorena's with 16 excerpts. And finally, Sofia's narrative with 29 excerpts.

The complete narratives will be presented as a distinctive particular form of narratives, with the view to maintaining a style that complies with the type of study conducted. In addition, like this, these stories might be pictured as a whole in their own nature of being narratives.

After each narrative, I will show a chart with the summarized information of the analysis of each story with the view to summarize the analysis. I will also provide some insights and reflections that connect to the research questions. I will start with Yaleny. Yaleny is an English teacher -like many others- who started her career with the illusion to become something way far from being a teacher. However, fate put her in the need to continue in what not even herself though it would be one of her passions today (teaching English).

Narrative 1: "*Teachers are made in the classroom!"*

1. *"When I began my major at the university –Modern Languages- I never thought I was going to become a teacher; I mean, I started to study this with the idea I would eventually change major.*
2. *The idea of becoming a teacher never crossed my mind; besides, I even disgusted the idea. I studied in "National Normal School" in Ibague, but I NEVER wanted to be a teacher. No, no way, NEVER!*
3. *When I realized… well, I thought to myself: I'm a teacher; this was what I studied for, and if this is what I'm going to be doing, I will do it well then…*
4. *In the undergraduate program I studied, we got certain knowledge; but, unfortunately this knowledge provided by the university (at this level) did not efficiently focus on teaching, didactics, or pedagogy.*
5. *So you graduate from the university with some vague knowledge about pedagogy. We are actually made teachers in the classroom: getting to know the students, working with them; one has to develop skills such as observing, self-reflection, self-evaluation… If one doesn't take into account these aspects, you will always be the same old kind of teacher.*
6. *I'm one of those teachers who think that teachers are not made at the university, but in the classrooms.*
7. *Well, I think the first construction I had as a teacher was at my teaching practice period at the university…*
8. *I think that to me this experience was quite significant, and I believe that this initial training I had through my own experience with the help of another experienced teacher was the first real instruction I got to teach in a classroom.*
9. *… dealing with the students, managing the classes, and all that…*
10. *"I started the Master's Program in English. Of course that when I began, it was too difficult for me. I wasn't ready for it, so right after the first weeks, I think they were two*

weeks, I quit, I had to stop… So I said: "I'm not ready yet"

11. *"The university offered me to take English courses during the first semester…"*
12. *"… The University has ehh… an important and interesting component that to me is very relevant: this is the ICELT (International Certification Course on Language Teaching)"*
13. *"This course (ICELT) was very hard; in fact, it made cry! Because, when I began my practices (at the end of this course) I cried because of this professor who was counseling me… The crying was worth it though. This was something that helped me for my entire life as an English teacher; I think that it was because of this that I discovered I liked, I loved teaching English. More than finishing the Master's this became something I wanted to do in my life…"*
14. *"It was in the Master's Program where I discovered that I enjoyed teaching the language… So part of what I am as teacher today is thanks to this Master's"*
15. *"Let's say… It was here where I realized my classes were… The traditional way doesn't work. Teaching grammar doesn't work; we need to change our approach for a totally different one. I understood that if I kept on teaching the way I was taught 20 years ago, I'm not doing anything"*
16. *"With this professor in the ICELT course who saw all my process; he helped me discover one of the skills I consider I have, and that is the ability of planning; how to plan my classes"*
17. *"There is another significant experience regarding language teaching: the one I'm having at the moment with the immersion classes…"*
18. *"This experience allowed me to realize something is widely mentioned at schools, not only in Language teaching, but in any other area; that is contextualizing and making the Language learning experience meaningful…"*
19. *"By working here I understood that English can be meaningful, and contextualized. Those two words: Meaningful and contextualized. And we can also teach English using our Colombian context; what we live here…"*
20. *"Although short, this experience was important for me; this was the chance of traveling to England. Despite it was just a month it was worth it. After that I had the chance to be part of a TPD program sponsored by Secretaria de Educación in Bogota; this with the objective to certify teachers with the First Certificate of English (FCE, proficiency test).*
21. *"Another great experience was in the immersion classes. When I got to the classroom we had a teacher assistant from India, and she didn't speak Spanish, so we spoke in English all the time. Listening to the language all the time definitely works".*

Figure 7

Narrative 1 Analysis

Research questions	**CATEGORY 1**	**OUTER SOURCES FOR KNOWLEDGE CONSTRUCTION**		
What does EFL in-	**Subcategories**	***Teaching Training Scenarios***	***Teaching Training Guide***	***Teaching Experiences***
		*Teaching practice as	*Mentor as a guide who	*Working at a specific area or

service teachers' narrative telling reveal concerning their methodological TPD experiences as a way to make sense of their practice?		a pre-service teacher taught her how to manage a classroom *TPD training course (ICELT) taught her how to plan and teach a class. * Master's program	helped her discover new skills and change her teaching and learning point of view	program showed her that language teaching and learning process is contextualized and meaningful.
	CATEGORY 2	**MEDIATING SOURCES FOR KNOWLEDGE CONSTRUCTION**		
	Subcategories	***Facing challenges***	***Accepting and Overcoming Challenges***	***Experiencing New Practices***
		When exposed to challenges this triggered a sense of wanting to do things better.	By facing the challenges this taught her change her ways; and therefore, learn new things.	
	CATEGORY 3	**RESULTING SOURCES FOR KNOWLEDGE CONSTRUCTION**		
	Subcategories	***Teaching Perspective Change***	***Discovering New Skills***	***Teaching Epistemological View***
What knowledge	**KNOWLEDGE CONSTRUCTED**			
	At the level of cognitive process:		***At the level of Skills***	***At the level of reflective***

have EFL teachers constructed through their experiences concerning their methodological dimension in their professional development?	A more communicative approach.	***(pedagogical content knowledge)*** Planning skills Managing a classroom	***practice:Insights into teaching and learning (practice-theory knowledge)*** Significant and contextualized learning: the use of our own culture and context to teach English.

From excerpts one through three, it is evidenced the fact that Yaleny never considered the idea of becoming an English teacher. This, at first, might lead us to think that not wanting to become a teacher could directly affect her teaching experiences; nevertheless, this interestingly challenged her to become the teacher she is now. Furthermore, in excerpt five, the problem was not about her willingness to become or not a teacher, but the lack of pedagogical knowledge received in her initial education.

In excerpt five, Yaleny might have experienced what Richards and Farrell´s (2005) claim in terms of teacher base knowledge; they argue that teachers do not learn everything at the pre-service level. Therefore, these types of lacks might be evidenced when facing reality in practice in teachers' initial education.

However, Yaleny's statement also sounds a bit like a protest, claiming that

methodological knowledge was constructed in the classroom when she actually started her teaching practice. Consequently, this could tell us that what the Colombian government is proposing in its National Education Law Chapter 2 is not being fulfilled. This is the Article109-110 in which they set the objectives for TPD (page 23): "to develop theory and pedagogical practices as a fundamental part of the educator knowledge"

More interestingly, Yaleny's remark in which she expresses her insight into methodology knowledge construction: *"teachers are made in the classroom"* came as a resulting source for knowledge construction, triggered by experiencing a lack of knowledge in her teaching training background in her initial education.

Once again, the three categories are present; the outer source for knowledge construction. The resulting sources for knowledge construction are related to explicit knowledge or *skill learning* (Richards and Farrell, 2005).

In this same excerpt five, Yaleny is explicitly supporting what Cárdenas et al (2010), Richards & Farrell (2005), and James (2001), state in terms of the way teachers construct knowledge from their own experiences by making sense of their practices.

Similarly, her first significant teaching experience happened in her teaching practice in which she first constructed insights into teaching (excerpts 7 and 8).

"Well, I think the first construction I had as a teacher was at my teaching practice period at the university…" (Yaleny, excerpt 7 & 8)

This experience happened shortly before she graduated from university and had her first encounters with real classrooms and real people. This connection between this specific experience and the construct she built was mediated by what she thought, knew or believed was relevant for her teaching process development.

Although this experience is not richly supported with a more extensive narrative

of what happened during the process after this significant event, I can say that an experience provided by the university as a pre-service teacher (outer source for knowledge construction) triggered a situation that made her reflect upon her practices (mediating source for knowledge construction) to finally made her understand or believe that teachers and what they know is mainly constructed in the classrooms (resulting source for knowledge construction).

Something paramount in Yaleny's experience was taking the International Certification Course on Language Teaching (ICELT) as well. This teaching and learning scenario set the way for her to consider herself an English teacher. What is more, it was in this course that she discovered her ability to plan a class.

"This was something that helped me for my entire life as an English teacher; I think that it was because of this that I discovered I liked, I loved teaching English"

In excerpt 14, Yaleny tells us about her Master's program as a significant experience that considerably changed her teaching perspectives. This experience, although challenging for her, helped her to a great extent change her insights into teaching.

"It was in the Master's Program where I discovered that I enjoyed teaching the language… So part of what I am as teacher today is thanks to this Master's"

Here I could see how this experience of taking a master's as a teaching and learning background helped her learn new strategies and approaches that eventually became part of her teaching perspective change; and therefore, part of her teaching insights.

The fact that she mentioned "*Let's say… It was here where I realized my classes were… The traditional way doesn't work. Teaching grammar doesn't work; we need to change our approach for a totally different one.*" (Excerpt 15)

In this excerpt, I can argue that this experience studying a master's helped her change her teaching and learning perspectives. The way she reflected on the way she used to teach was the result of a change in her view of teaching. It is evidenced how her experience taking the master's (outer sources for knowledge construction) made her realize that "*teaching grammar doesn't work"*, and consequently this pushed her to experience changes (mediating sources for knowledge construction) that eventually resulted as an reflection: "*we need to change our approach for a totally different one"* (resulting sources for knowledge construction).

In this new stage as a Master's student, Yaleny started to experience new ideas that differed in a great deal from what she, so far, new or understood about teaching. But what I find more appealing is how, in excerpt 11, she claims that ICELT is quite relevant and significant component in her TPD.

Moreover, this training-based course helped her overcome a methodological need in terms of language teaching. Even though, it was a challenge, this experience would eventually make her construct meaningful insights as an English teacher. This "shock" between her beliefs and what was new in terms of methodology came about mainly due to two reasons: first, a professor who mentored her; and second, a course she had to take as part of the Master's curriculum (ICELT)

So far the kind of knowledge Yaleny has learned has been pedagogical content knowledge (Shulman, 1986) and skill learning; thus, the discussion on TPD presented in chapter 3 is evidenced: a complementary framework to TPD in which training and reflective driven process drawing on a socio-culturally situated scheme come together to constitute teachers growth. In other words, Yaleny's need was mainly of training but her reflections went beyond a mere list of content.

The lack of knowledge she felt she had, was filled up with the training she got

from the master's program; more specifically, from the ICELT course. Here we see once again how an instructional need (training in character) triggers reflections that help this particular teacher construct her insights into language teaching.

In this respect, I can bring up the discussion presented in the second chapter of this document about teacher training (Maggioli, 2012; Richards and Farrell, 2005) as something necessary in TPD. Yaleny actually needed some specific skills as part of her professional development process. However, this training process did not finish in just a mere content transmitted process; but also, helped her become what she eventually proudly says she is.

Similarly, the importance she places to a specific course offered by the Master's program turns to be a significant experience provided by a TPD program that might trace the way she constructed meaningful knowledge by making sense of her own learning (James, 2001) and drawing on her own reflections.

Thanks to this experience taking the ICELT and her practicum professor, Yaleny changed her way of teaching in a significant way that she expresses herself to be something that made her change her language teaching perspectives (excerpt 14).

It is interesting how an outer source of knowledge provided by an institution triggered a reflective experience that became knowledge constructed from this experience. In other words, how formal knowledge (Fenstermacher 1994) went beyond a transmitted-content knowledge construction to become knowledge formed through experiencing.

This is what I refer to as "practical knowledge" (Zhao & Poulson, 2006; Jiang et al., 2013; Yu, 2011; Meijer et al, 1999, as cited in Yu, 2011) in this study. Here then, we appreciate how Yaleny makes relevant, through her narrative, the fact of having reflected upon her TPD based on her experiences as a learner and later as a teacher.

Likewise, the fact that she expresses this learning experience by reflecting and telling it as a narrative this draws on what Barkhuizen (2003) calls narrative knowledging.

In this respect, I can say that knowledge here was constructed in a series of machinery that account for a process that involves instructional sources (outer sources for knowledge construction), an experience driven moment by feeling challenged (mediating source for knowledge construction), to result in a significant teaching and learning reflection that can be called practical knowledge (resulting source for knowledge construction).

Another significant experience Yaleny had concerning her teaching training was the "immersion classroom" (excerpt 18). This is a program proposed by the government in which students learn English through experiencing real life tasks with the help of foreign voluntary teachers.

"There is another significant experience regarding language teaching: the one I'm having
at the moment with the immersion classes…"

This experience allowed Yaleny to consolidate her insights into Language teaching by taking a position before her beliefs and the way she teaches the language; in other words, her methodological dimension (excerpt 19).

"This experience allowed me to realize something is widely mentioned at schools, not

only in Language teaching, but in any other area; that is contextualizing and making the Language learning experience meaningful…"

In this case reflection was not triggered by a TPD program, but by her own reflection on TPD itself. The difference here is the maturity by which she can ponder upon her own teacher development. My point is that from now on Yaleny's knowledge construction relies mainly on what she reflects on her own: neither with the help of a

mentor, nor a school.

However, her experiences keep having the same reflective value so as to construct knowledge. The process of knowledge construction here comes from the experience of working with a specific program, which has the same value as when being trained (Excerpt 19)

What it is relevant here is the way Yaleny's discourse (maybe without even noticing) seems to be contesting what Gonzalez (2007) problematizes in terms of local knowledge construction.

In regards with the linguistic aspect or content knowledge Yaleny has had three significant experiences that have marked relevant learning moments concerning the language. The first experience was a trip to England for one month; the second experience was to take courses (English courses) at some institutions; and finally, the experience of working in the immersion classes. Although the linguistic dimension also plays an important role when talking about knowledge construction, this was not included in the objectives of the study.

The way Yaleny has experienced language as a learner is summarized in these three events that she made relevant. I can say that Yaleny's language learning has been mediated by being exposed to the language in three aspects: everyday life, using it at work, and studying in school settings. What I am missing here is what Yaleny thinks has been the best or more significant experience and why.

To sum up the analysis, I can conclude that Yaleny's narrative informs us, on the one hand, about the main needs that drive her knowledge construction moments; and on the other hand, about the way she builds her own insights into teaching.

The first category (outer sources for knowledge construction) showed how Yaleny's experiences concerning her *teaching training scenarios* were basically three

moments:

The first one was her teaching practice as a pre-service teacher in which she learnt how to manage a classroom. Experiencing new practice in a real classroom was relevant for her, since this helped her build pedagogical content knowledge, regarding strategies to control and manage a classroom.

The second moment was the TPD training course (ICELT) taken during the master's along with teaching training guide of a professor. With this experience Yaleny discovered she had a fine curricular knowledge to plan her classes.

The third moment was her experience working at the immersion classroom. I think this was one of scenarios in which actually she consolidated her insights into teaching the language. She explicitly mentioned that it was here where she realized learning should be contextualized and meaningful to the student.

All these three moments caused, at some point, Yaleny to challenge and later change something in her ways of seeing language teaching and learning. As resulting sources for knowledge construction, she ended up constructing knowledge at three different levels proposed by Richards and Farrell (2005)

At the level of cognitive process, this was a change of her practice from a grammar focused method to a more communicative approach. At the level of skills, this was planning and managing a class. At the level of reflective practice, which deals more with tacit knowledge; in other words, critical examination of experiences. This level of reflective practice is seen when Yaleny draws the conclusion that learning must be significant and contextualized. She claims that language should be taught by using our own culture and context.

I will finish with Yaleny's remark: "teachers are made in the classroom". This highly informs us that Yaleny actually constructed meaningful knowledge about her

TDP methodological dimension through her experience.

The following chart summarizes the analysis of Yaleny's narratives including the three categories and subcategories answering the research questions.

Analysis narrative 2

The second story is told by one of the other participants; she is Lorena. The analysis will be done in the same way as the previous one. First, I present the narrative with16 excerpts taken from the original corpus of the data. Then, I will start analyzing each excerpt by pointing out the relevant aspects that give account of the study questions. And finally, I will present a chart summarizing the analysis.

I would like to start with a brief introduction of this participant by providing a short profile of her. Lorena is an English language teacher, and she is currently working at a public school. She has been working as an English teacher for 8 years now; and has recently received her Master's degree.

Lorena's story shares some similarities to Yaleny's stories concerning their initial teaching professional development. However, Lorena's experiences and reflections, of course, unfolded in different ways.

Narrative 2 "what has actually made me the teacher I am today is being in a classroom teaching"

1. *"… When I decided to study, I chose this major because of the Language (English). I actually wanted to find a university with a different focus, not teaching…In a different area of action"*
2. *"I began to study and it was alright! Well, I was studying English and later on I studied some French… I was focused on studying something I liked it. You know what I mean? But I never looked at it like to become a teacher.*
3. *"When I was in 5th semester I started to see everything like Mmm!!! You know? More in depth… about English didactics, and approaches, an all those things you have to study in this type of major. It was when I then started to analyze the situation. You know? How did I end up into this? And... Well, at that point, I thought it wasn't as fun as when I started it"*
4. *"In seventh semester I had to do my teaching practices and it was here when I said to myself: Well if I have to face this thing, be that as it may! Whether I become a teacher or not, I have to face the fact that I'm going to teach at least in this course (teaching practice)*
5. *"When I started my teaching practice I did it in a public school. This experience*

wasn't bad at all, you know? It was in the evenings and I was never alone in the classroom; I was with a classmate and the lead teacher, so we taught the class together.

6. *"After this teaching practice experience,with real people, I began to raise awareness of the fact that I was becoming an English teacher. This was what I chose so this is what I'm going to do. This was one of the hardest things for me to assimilate in my career."*
7. *"The first time I heard about methodologies and stuff was in the university. I had a good teacher…*
8. *"I remember those were the first insights I constructed into methodological methods and approaches. All that was…Mmm, boring to me. You know what I mean? But this Teacher always tried to bring the theory into practice and I think that was the most important thing at that moment. She always tried to bring example to the classroom so we learn by practicing."*
9. *"When I started my first classes, I obviously bared in mind all the theory you learn in the university. I was organized and I planned my classes; but then, I realized that those lesson plans weren't contextualized. That was one of the hardest things I realized when teaching."*
10. *"At that moment it was a whole challenge to me; something difficult to cope with. I thought all that theory was worthless. I think that what has actually made me the teacher I am today is being in a classroom teaching. I learnt many interesting things, but those things are useless if you don't take them into practice."*
11. *"... A significant teaching experience was when I started to work at a school. This school was an only girl's school…"When I got to this school I noticed things were different; since the level of the language was better and higher. The school board also made sure their teachers had professional education sessions that helped them grow in their areas."*
12. *"In this school… this school was a great, great school of life for me… Mainly for everything related to teachers' development opportunities that they offered. Also, we worked in teams of 6 people; 6 English teachers, all of them great teachers with great backgrounds…"*
13. *"As teachers we always worry about finding the best method to teach; but sometimes you can't do that. Since it is much more important to look at students' needs, and besides that the environment of the classroom. For instance, if you want them to speak, you try with a Communicative approach, what about if they think something different?"*
14. *"I worked there for 5 years, then I started to work in public schools…"*
15. *"When I started to work at this school, the students didn't like their previous teacher. She was good, but in this area (relationship with students) she failed; however, I had the opportunity to change that with the students. Besides I was taking the Master's and you know you learn a lot about this social aspect involving students"*
16. *"I think that more than a methodology is about how you treat and guide your students and the rapport you build with them. And this is something I learnt in the master's program"*

Figure 8

Narrative 2 analysis

Researchquestions	**CATEGORY 1**	**OUTER SOURCES FOR KNOWLEDGE CONSTRUCTION**		
What does EFL in-service teachers' narrative telling reveal concerning their methodological TPD experiences as a way to make sense of their practice?	**Subcategories**	***Teaching Training Scenarios***	***Teaching Training Guide***	***Teaching Experiences***
		*Teaching practice as her actual first experience *Master's program as catalyzer to consolidate her vision of methodology.	*Mentor as a guide who helped her have her initial understanding on methodologies (theory-practice). *Peer learning as a way to build knowledge.	*Working at a specific school helped her with her class planning and have a clearer perspective on teaching. Experience as catalyzer to consolidate her vision of methodology
	CATEGORY 2	**MEDIATING SOURCES FOR KNOWLEDGE CONSTRUCTION**		
	Subcategories	***Facing Challenges***		***Experiencing New Practices***
		When for the first time she tried to teach a class with a lesson plan but then realized it was not worth it		Her first insights into methodology in terms of knowing the students and their needs.
	CATEGORY 3	**RESULTING SOURCES FOR KNOWLEDGE CONSTRUCTION**		
	Subcategories	***Teaching perspective change***		***Teaching epistemological insights now***

What knowledge have EFL teachers constructed through their experiences concerning their methodological dimension in their professional development?	**KNOWLEDGE CONSTRUCTED**	
	At the level of Skills (pedagogical content knowledge) Planning is sometimes worthless when context is not taken into consideration.	***At the level of reflective practice : Insights into teaching and learning (practice-theory knowledge)*** The most important thing to take into account when talking about methodology is students' motivation. In order to determine this is by building rapport and getting to know your students and their needs.

Lorena's idea of majoring something related to teaching was far away from her desire to become a teacher. When she enrolled the university to study Education in Language teaching (English), she never thought of becoming a teacher (just like Yaleny). In fact, she only chose this major to learn the language, as a bridge to study or do something else different from teaching.

It is interesting how these two teachers share the same experience of becoming an English teacher. It seems that the idea of being a teacher is not appealing to everyone. This could be an issue to discuss in further research to look into the implications of not being aware of becoming a teacher and how this might or not affect language teachers' knowledge construction.

I could say that even though I do not know these implications mentioned above, I can see that both teachers have an important aspect in common: that is, their teaching practice as that outer source for knowledge construction that raises awareness of facing

what being a teacher implies.

"...After this teaching practice experience, with real people, I began to raise awareness of the fact that I was becoming an English teacher. This was what I chose, so this is what I'm going to do. This was one of the hardest things for me to assimilate in my career."

This experience is similar to Yaleny's; firstly, in the way they both decided to major something they did not actually wanted to study, but then later they started to gradually like it and finally got interested in it. And secondly, in both cases (Lorena's and Yaleny's) they make explicit emphasis on how the teaching practice was key to raising awareness of becoming an English teacher.

This greatly informs us on how important initial education might be when talking about TPD, in two senses: on the one hand, content knowledge; and on the other hand, the pedagogical content knowledge. What is more, the way this teaching practice plays a significant role in teachers' initial professional development as determinant aspect of their knowledge construction.

Arıoğul (2007) in his study, reports how four language teachers' practical knowledge has been influenced by three main sources: teachers' prior language learning experiences, prior teaching experiences, and professional coursework in pre- and in-service education (p. 175). In this regards, I can argue that the TPD process of these three teachers (in my study) began in their student teaching practice at a pre-service level. Even Lorena, whose experience as an English teacher had a significant moment at a school (after graduating); I can argue that becoming aware of being a teacher was crucial for her TPD knowledge construction.

Furthermore, these particular prior teaching experiences might have a great effect in their knowledge construction (methodological dimension). This finding is

crucial in TPD since this initial education is the first actual teaching experience participants in this study recognize as real and significant. Therefore, it would be an interesting topic that can be further researched by looking at novice and pre-service teachers experiences in their initial knowledge construction.

Once again, we can see how teacher development scenarios (outer source for knowledge construction) played an important role in triggering an awareness of becoming a teacher. As a consequence, Lorena accepted and overcame a challenge (mediating source for knowledge construction) that helped her realize what being a teacher implied; which, ultimately can be seen as a *teaching perspective change* (resulting source for knowledge construction).

Another relevant experience Lorena had during her initial education was her first encounter with the concepts about methodology. Her story is marked by a teacher (who she takes as a good reference) that made this part of her learning significant.

Excerpt 6:

"I remember those were the first insights I constructed into methodological methods and approaches. All that was… Mmm, boring to me. You know what I mean? But this Teacher always tried to bring the theory into practice and I think that was the most important thing at that moment. She always tried to bring examples to the classroom so we learn by practicing."

In this excerpt, Lorena's narrative is telling me that her knowledge on methodology started with this experience of having a teacher (a teaching training guide-outer source for knowledge construction) who showed her a teaching and learning model (mediating source for knowledge construction) that was significant for her initial education.

Nevertheless, not everything learnt at the pre-service level lasts along the

process of building TPD insights. This is the case with Lorena's experience when she started teaching in a classroom. (Excerpt 7)

> *"When started my first classes, I obviously bared in mind all the theory you learn in the university. I was organized and I planned my classes; but then, I realized that those lesson plans weren't contextualized. That was one of the hardest things I realized when teaching."*

Lorena reflected upon the fact that planning a lesson is not enough and what it is taught in the university is not exactly what it is needed in the classroom.

This reflection could be discussed by referring Richard and Farrell (2005), who claim that initial TPD from an institutional perspective is full of theory that in the end does not match the reality; consequently, what teachers need to know is learned in the classroom.

Diaz-Maggioli (2004) also argues that pre-service teachers create images of learning and teaching that need to be re-negotiated in order to give way to new understanding of their teacher professional development process.

Lorena is experiencing a change in her teaching and learning perspective that is giving birth to a new way of seeing, and therefore, performing her practices. This reflection came about due to her experience working in a classroom.

In this respect, here we have another similarity in the two narratives (Lorena's and Yaleny's); they both also coincide with the idea that teachers are made in the classroom. (Excerpt 8)

> *"At that moment, it was a whole challenge to me; something difficult to cope with. I thought all that theory was worthless. I think that what has actually made me the teacher I am today is being in a classroom teaching. I learnt many interesting things, but those things are useless if you don't take them into*

practice."

At this point, Lorena reflected on her practice as something she has to build from her experience in the classroom. Hence, I can say that the knowledge she started to construct was based on her students' and herself needs in accordance with the context. This is what Johnson & Golombek (2002) claim about teachers' knowledge construction which should be highly built from their own experiences.

In addition to that, Lorena also mentions something important: the word "contextualization" which was stated by Yaleny, as well. These two teachers make emphasis on contextualization as an important aspect to language learning. Both came to the same conclusion by drawing on their experiences in the classroom.

Another important experience Lorena had, was having worked for a specific school. In general, this experience was pertinent in the sense that the school and her co-workers were in constant dialoguing. Besides the collaborative work among teachers helped her with her planning and practices at the school (Excerpt 9-10).

> *"When I got to this school I noticed things were different; since the level of the language was better and higher. The school board also made sure their teachers had professional education sessions that helped them grow in their areas."*
>
> *"In this school… this school was a great, great school of life for me… Mainly for everything related to teachers' development opportunities that they offered. Also, we worked in teams of 6 people; 6 English teachers, all of them great teachers with great backgrounds…"*

This teaching experience is directly related to how Lorena has constructed knowledge (regarding the methodology dimension) when having the chance to work in this particular institution. Although, she does not explicitly mention the specific knowledge she has constructed from this particular experience, the reflection on what

she thinks is most important when teaching traces a significant change in her insights as a teacher concerning the methodological dimension. This, perhaps, opens the scenario for further research into collaborative work and knowledge construction.

In addition, she makes emphasis on the fact that this particular school was actually a scenario for her to strengthen her practice as an English teacher. In this respect, she might have learnt things pertaining to her practice and consequently, her career as an EFL teacher. This was thanks to the collaborative aspect offered by this particular school. This is telling me that this experience working for this school was an opportunity for her to broaden her language teaching knowledge.

Diaz-Maggioli (2004) states that when teachers work collaboratively, they are in constant reflection of their teaching method, which ultimately, results as an improvement and transformation of their practices. Similarly, Richards and Farrell (2005) see learning as a process of reorganization and reconstruction.

This is exactly what happened with Lorena when she built the following important insight into methodology. (Excerpt 11)

> *"As teachers, we always worry about finding the best method to teach; but sometimes you can't do that. Since, it is much more important to look at students' needs; and besides that, the environment of the classroom. For instance, if you want them to speak, you try with a Communicative approach, what about if they think something different?"*

It is interesting the way she had constructed this insight into methodology by reflecting on the importance to see students as individuals with specific needs. This way is how Lorena actually guides her classes. She first inquires about her students' interest and needs to try to get to know them better

This new approach used by Lorena was actually built along her practices as an

English teacher. Once again, her teaching experience working at a specific place and the collaborative work with her colleagues (outer sources for knowledge construction) encouraged her to experience new practices (mediating sources for knowledge construction) that made her understand teaching and learning from a different perspective and therefore a different epistemological view (resulting source for knowledge construction).

But more importantly, the fact that Lorena drew the same conclusion as Yaleny when they both say that teachers are made in the classroom, brings up the discussion that teaching and learning should be at the core of teachers´ self-experiences guided by their needs, beliefs, and decisions. In other words, teachers can construct knowledge from their own practice (practical knowledge).

After 5 years working for this private institution, Lorena decided to change jobs and it is when she started to work at public schools and not so long she started her Master's program in applied linguistics. This experience working in public schools and taking the Master´s program in applied linguistics led her to reinforce her perspectives on teaching regarding her relationship with students (Excerpt 12).

> *"When I started to work at this school, the students didn't like their previous teacher. She was good, but in this area (relationship with students) she failed; however, I had the opportunity to change that with the students. Besides I was taking the Master's and you know you learn a lot about this social aspect involving students"*

In her narrative, Lorena keeps making emphasis on the relationship with students and how this is relevant when talking about methodology (Excerpt 13)

> *"I think that more than a methodology is about how you treat and guide your students and the rapport you build with them."*

Lorena's narrative finished with this last excerpt in which she expresses her viewpoint about methodology. This insight into methodology entails a process of knowledge construction that was built from this participant's experiences over a period of 5 years since she graduated from university. This experience began in her teaching practice when she realized that theory was not that close to reality.

Along her career, she understood that more important than any teaching methodologies there is something that goes beyond, and that is the rapport with the students: what they need, think, and feel in regards their language learning. Finally, this insight into methodology is consolidated within 5 years of experience.

I can conclude that Lorena knowledge construction is inclined to a reflective practice, by giving more importance to her insight into learning and teaching in the classroom taking into account students' needs more than following certain method or approach.

Similar to Yaleny's knowledge construction, Lorena experienced two scenarios, two training teaching guides and one teaching experience (outer sources for knowledge construction) that were relevant to build her insights as an English teacher.

The first scenario was in her teaching practice where she first experienced what being a teacher feels like. The second scenario was her master's degree, where she actually consolidated her perspective towards students, regarding what it is best for them to learn, and her vision of language methodology.

Her two main teaching training guides were a professor who helped her have her initial understanding on methodologies (theory-practice). And peer learning as a way to build knowledge.

Her experience working at a specific school helped her with her class planning and have a clearer perspective on teaching. This particular experience was a type of

catalyzer to consolidate her vision of methodology.

These moments (shown above) were mediated by facing challenges and experiencing new practices that helped her construct knowledge. For instance, when for the first time she tried to teach a class with a lesson plan but then realized this was not worth it, because what she was taught in her initial education training did not match reality. Consequently, she started pondering upon her insights into methodology in terms of knowing the students and their needs, rather than knowing how to plan a class.

As resulting sources for knowledge construction, I can say that Lorena had, on the one hand, a teaching perspective change at the level of curricular knowledge and skills: planning is sometimes worthless when context is not taken into consideration. On the other hand, a change in her teaching epistemological insights at the level of reflective practice.

That is to say, the most important thing to take into account when talking about methodology is students' motivation. In other words, before considering a method teachers need to build rapport and get to know his/her students and their needs.

With the following chart I summarize the analysis of Lorena's narrative.

The last narrative is Sofia's. This narrative is composed of 29 excerpts which were taken and organized from the main narrative corpus of the data. As the previous ones, I will present the narrative and later, I will go through it by providing insights to analyze it in the light of the research questions and objectives. I will finish with a sum up of the analysis and a chart in which the information is synthesized.

Sofia is the most experienced of the three teachers. She has been working as an English teacher for more than 20 years, and she has been involved in research. Currently, she is specialized in Information and Communication Technologies (ICTs),

and she is working with SED in Bogota as an English teacher and with the program Bogota Bilingue

Narrative 3 "I've always been looking for scenarios and opportunities in which I can learn more"

1. *When I graduated from the university (in 1993) I tried to work as a teacher in a private school. But, teaching languages wasn't that important at the moment.*
2. *After a while, I realized that teaching English was not well paid, so I decided to work as a secretary and at the same time I took a commercial secretarial course to become a bilingual secretary.*
3. *Here I improved my English a lot: grammar and pronunciation. So, I worked as a secretary for two years -although I was an English teacher.*
4. *After this I took some other courses at different institutions to improve my linguistic competences, and finally I started to work as a teacher at a girls' school. I worked here a year and after that experience I started to work in a public school in Bosa.*
5. *However, here I had an inconvenient; since I was assigned to teach Spanish. So I taught Spanish for 5 years. During this time, I lost all my English.*
6. *After this period I went to a different public school, and it's here where I had to rethink my career, since children at this school were at a higher level. They were kind of demanding. I could not just give them worksheets, but I had to provide them with more materials, give more explanations, and have them practice.*
7. *Once again, I was in a situation that made me go to English institutions to study. I had the need to learn again about the language. So I went to some institutions and took some courses here and there. Since then I've always been looking for scenarios and opportunities in which I can learn more.*
8. *The one that has most made an impact on me was a project proposed by Secretaría de Educación: "the immersion classrooms". This project has helped me improve a lot in both my language competences and methodology.*
9. *In this project I had to face the fact that I had to use the language with foreign teachers (assistant teachers), who didn't speak a word in Spanish. So I had to make myself understood.*
10. *There was one foreign teacher in particular who was from India. She was a bit rude. One day she insulted me, and it was then when I decided to express myself. That was what actually made me speak. That helped me a lot.*
11. *After that particular experience with this teacher, I worked with one from the Republic of Ghana. I used no Spanish at all with her. And this semester I'm working with a girl from India.*
12. *Honestly, being part of the project was what helped improve my speaking skills; and of course my grammar.*
13. *At the university you're given too much grammar, but the contextualization of the language (like we should teach the language) is missing.*
14. *I have improved a lot; however, I'm still interested in improving even more.*
15. *That's why now, I'm taking a certification course in bilingual education at a private university.*
16. *I'm happy with it, because everything is in English, and it is demanding. The*

schedule is flexible. Most of the teachers are native English speakers; there are some non-native teachers, but they are really good as well. They are talking in English all the time. Readings are in English.

17. *One thing I have learned in this course is about "classroom management". This is something I don't remember having studied as an undergraduate student.*
18. *You're the leader of your class: how you administer your class, how you dress, how you step into the classroom, how you give instructions; and so many other things that you miss at the university.*
19. *You can evidence this when you see the student-teachers do their practices. I had two at the school and they only focused on teaching isolated vocabulary. Something I have learnt from experience is that the language is contextualized.*
20. *That is something the university lacks of. I think the university has not had that change that make an impact on novice teachers; they have just stay at a grammatical level instead. This is what actually limits us as language teachers.*
21. *On the other hand, in the immersion classrooms, we talk about different topics such as, plurality, convivence. And the classes are dynamic and we use ludics; we don't teach grammar only.*
22. *I have had to rethink my career. I used to teach in Spanish all the time, and gave students grammar drills. At the beginning this was like a shock to me. But now I go to class and speak in English all the time. I use "routine questions". I never thought this could be so helpful though.*
23. *At the beginning students laughed and they didn't understand, but now they do.*
24. *I think, I must recycle something from the all school, the traditional methods: writing.*
25. *I learnt a lot by writing. If you write a word ten times, You will never forget it. I think this the most effective way to memorize words.*
26. *As for the grammar, it's better when students practice and practice. When they practice, they start making connections. Students are very smart; you don't have to explain them many things, but give them models and practice that they will eventually pick it up inductively... by themselves.*
27. *Another aspect of my career that has helped a lot is research. I first started with a small project of my own: creating a website to support students' learning (vocabulary mainly).*
28. *After that, I started the certification course I previously talked about (Communication Pedagogy in interactive Environments). Here, I improved my website. After this, I started my master's in Education and Communication. My focus was on TICs.*
29. *Well in my practice, the master's program has been really helpful. This has taught me how to see students; not to see them as an enemy. We're treating with human beings, so we have to find the best way to help them. With the research I learnt to be analytic in the sense that you look at aspects like students' behavior, words, ways of thinking, etc. And you use this to approach them.*

Figure 10

Narrative 3 Analysis

Research	**CATEGOR**	**OUTER SOURCES FOR KNOWLEDGE**

questions	Y 1	CONSTRUCTION		
What does EFL in-service teachers' narrative telling reveal concerning their methodological TPD experiences as a way to make sense of their practice?	**Subcategories**	***Teaching Training Scenarios***	***Teaching Training Guide***	***Teaching Experiences***
		*Bilingual secretarial course. *English cours e.s * Master's program		*Working at the immersion classroom
	CATEGORY 2	**MEDIATING SOURCES FOR KNOWLEDGE CONSTRUCTION**		
	Subcategories	***Facing challenges***	***Accepting and Overcoming Challenges***	***Experiencing New Practices***
		* The need to improve her language skills. * Expressing herself in the target language to express her ideas and communicate,	*Dealing with the situation. *Looking for training scenarios.	*Learning and teaching the language at the immersion class through content language learning
	CATEGORY 3	**RESULTING SOURCES FOR KNOWLEDGE CONSTRUCTION**		
	Subcategories	***Teaching perspective change***	***Discovering new skills***	***Teaching Epistemological View***
What knowledge have EFL teachers constructed through their	**KNOWLEDGE CONSTRUCTED**			
	At the level of cognitive process: *Learning vocabulary and grammar through writing and practicing. *Learning grammar as an inductive process.		***At the level of Skills (content knowledge)*** *Mastery	***At the level of reflective practice:Insights into teaching and learning (practice-***

experiences concerning their methodological dimension in their professional development ?		of the language at a certain level.	***theory knowledge)*** *Significant and contextualized learning *Students as individuals who need be guided instead of being rejected. *Teaching the language depending on the skills: Grammar through practice Vocabulary through writing and Speaking through content language learning

In excerpts 1 and 2, I can clearly state that Sofia was experiencing something similar to Yaleny and Lorena's experience. It is obvious that Sofia had no motivation to become an English teacher at all. Furthermore, excerpt 2, clearly supports what Gonzalez et al (2002) claim in their study: teachers look for better working conditions in terms of salary. Sofía, like maybe many other teachers, did not find herself in good conditions to work as a teacher. As Gonzalez et al (2002) conclude, although teachers look for TPD opportunities that offer them a development in all domains (including teachers as worker with a decent salary) the harsh truth is that this is almost impossible.

However, this momentary career change also helped her improve another domain in her TPD, that is -teachers as learners-. Sofia had the opportunity to improve

her language skills; more specifically grammar and pronunciation. (Excerpt 3)

"Here I improved my English a lot: grammar and pronunciation…"

It is evidenced that Sofia's main need is centered on a linguistic dimension. In contrast with the other teachers (Lorena and Yaleny), Sofia seems to be more concerned about mastering the language. Her constant action of taking English courses, could be a matter of discussion in terms of looking at TPD as something that is transmitted in a course.

I cannot condemn Sofia's urge to learn more about the language; however, I think she was lacking a real mediating source for knowledge construction that triggered a more meaningful learning based on her own experiences. Consequently, she could have been strongly influenced by a TPD tendency based on a knowledge transmitted framework.

As Hardy (2012) claims, TPD practices have been influenced and subsequently limited by traditional top-down approaches which give account of the arrangements and decisions made by political stances such as administrators, the state and stakeholders, which at the same time are influenced by broader global processes.

As a consequence, Sofia's need to improve her language proficiency could have been subjective to a common belief that being a good English teacher means to speak the language as a native. In other words, she was trying to overcome a "deficiency" with external knowledge, rather than looking at her own strategies and needs to construct knowledge. What Guskey (1999, as cited in Panda, 2004) call "deficiency approach".

In excerpt 4, although she previously said that having studied bilingual secretarial helped her improve her language skills, she is still looking for more opportunities to study the language. This is telling me that there is still a strong need regarding her linguistic dimension. Additionally, her experience working as a Spanish

teacher for so long, made this need grow even bigger.

In excerpts 8 and 9, Sofia once more talks about how she satisfactorily improved her linguistic competences. This particular experience was in the immersion classrooms. This informs us the way working at a specific place (outer sources for knowledge construction) and the challenge to overcome certain needs (mediating sources for knowledge construction) helped Sofia have a resulting source of knowledge that resulted in the improvement of her communicative capacity, and by extension this might have helped to feel more confident when teaching the language as well.

What is more, her learning experience did not occur in a based-training context, but when having an experience of her own. Similar to Lorena's experience, this scenario was crucial for both teachers (Lorena and Sofia) to construct meaningful knowledge. Lorena, in contrast with Sofia, alleges having built pedagogical content knowledge. Sofia on the other hand, has built content knowledge, more specifically linguistic knowledge (speaking skills)

This learning encounter, in which she satisfactorily built new knowledge, is materialized in excerpt 10, where Sofia narrates her unusual experience with one of the foreign assistant teachers she was working with. This resonates with the discussion I previously mentioned about Sofia lacking real mediating source for knowledge construction that triggered a more significant learning. However, this particular experience of hers made her have a real learning process, which was significant. Therefore, I can make a connection with what Arnold (2011) calls "the role of affect". Learning not as institutional goal, but as a way to construct knowledge with one's own learning process. Learning as a tool to express one's ideas conveying emotions, expectations and beliefs that are directly driven by our motivation to discover and overcome things.

"... and it was then when I decided to express myself. That was what actually made me speak. That helped me a lot".

Excerpt 13 might also informs about the role pre-service teaching plays in TPD. Sofia's reflection on pre-service teacher education concerning language teaching, is similar to the ones made by Yaleny and Lorena. This is telling me that there is actually a real need in pre-service teacher education regarding language and methodology. Therefore, this is a matter that needs further research.

At the university you're given too much grammar, but the contextualization of the language (like we should teach the language) is missing.

Something interesting that has been repeatedly been mentioned by the three teachers is the fact that their initial education in terms of language and methodology was not efficient enough to feel confident and well prepared. As a consequence, this has made them reflect upon their practices, facing challenges and needs that have been overcome along their experiences.

In excerpts 17-20, Sofia mentions what I have previously discussed concerning the objectives proposed by the government in its General Educational Law. This might be an answer to this lack of knowledge teachers expressed in their narratives. It seems that pre-service TPD has then fallen into a mere knowledge-transmitted practice with little significant learning results in their undergraduate students. We can see this in Sofia's comments:

"*I think the university has not had that change that make an impact on novice teachers; they have just stay at a grammatical level instead. This is what actually limits us as language teachers".*

Another important aspect here is the fact that Sofia mentions the words *contextualization of the language.* The three teachers coincide with the same insight into

language teaching; making emphasis on the way they were taught and what they have learned from experience.

Sofia's desire to improve her language proficiency is also accompanied by the desire to take courses that give her the chance to learn many things. For instance, the certification course in bilingual education (Excerpt 15). In such course, Sofia, once again, makes explicit her vision of language learning and teaching by highlighting the importance of English native speaker teachers. She highlights the fact that speaking English all the time in class is something that might be conducive to learning the language. (Excerpt 16).

However, Sofia's experiences, such as, working at the immersion classroom, taking the certification course in bilingualism, and the other courses she has taken have contributed as outer sources for knowledge construction regarding the linguistic and methodology dimensions (classroom management). Of course, challenges are present, as well; but all this has resulted in knowledge construction that informs us about Sofia's TPD process.

For instance, in excerpt 22, it is evidenced her change of perspective in her teaching practice. In the following excerpt, Sofia sincerely shared her language teaching methodology but contrasting it with what she has constructed up to these days.

> *I have had to rethink my career. I used to teach in Spanish all the time, and gave students grammar drills. At the beginning this was like a shock to me. But now I go to class and speak in English all the time. I use "routine questions". I never thought this could be so helpful though.*

Two aspects that Sofia shows a lot of interest in are grammar and vocabulary. Her belief, in terms of teaching these two aspects of the language, is to write and practice. This belief is basically based on her own experiences as a learner.

When she states: "*I have had to rethink my career";* in my opinion this is relevant in the sense that this is the second time she mentions so. Consequently, Sofia is experiencing a constant change in her perspective as a teacher. In other words, she is a constant process of reflection and construction of new knowledge regarding her learning and therefore her teaching practices. This might be due to her constant search for knowledge construction scenarios.

Another aspect that has contributed to Sofia's TPD knowledge construction is research and her master's degree. It is interesting how Sofia and Lorena share the same perception towards students: students as human beings with needs that require to be addressed by the teacher. But, it is also interesting how the master's program was what triggered this thought.

I conclude by giving a summary of the analysis. Sofia's outer sources for knowledge construction occurred in four main scenarios: the first one was her experience studying to be a secretary in which she claims having learned and improved linguistic aspects. The second one was having taken English courses to improve linguistic skills. The third one was her experience at the immersion classroom. The fourth her master's degree; and finally, her experience doing research.

Sofia's mediating sources for knowledge construction were basically driven by the need to use the language satisfactorily, so as to speak it and teach it. As for her evident need to improve her linguistic dimension, although she took many courses in which she actually learned certain linguistic aspects; it was not until she experienced a real life moment in which she was encouraged and pushed to use the language when she actually had a significant learning.

Her knowledge construction regarding her content knowledge at the level of cognitive process is based on her own experiences as learner. These are: learning

vocabulary through writing; she states that when students write they are more likely to remember a word. Learning grammar as an inductive process; Sofia thinks that teaching grammar inductively is more significant for students. And learning to speak through practicing; based on her experience working with the foreign assistants at the immersion classroom.

At the level of content knowledge, Sofia has eagerly tried to improve her language skills as part of her content knowledge construction. In other words, feeling secure about mastering the language good enough to teach it at a certain level.

And at the level of reflective practices, Sofia has built considerable insights into teaching and learning that give account of her vision of students as human beings that part of the process. Students are individuals who need to be guided instead of being rejected. And learning is a process that needs to be contextualized, and therefore, meaningful.

Sofia knowledge construction is more inclined to the content knowledge. Her particular need to improve her linguistic competences is what strongly constitutes her narrative.

I can conclude by saying that her outer source for knowledge construction were basically the traditional ones (English courses, Certification courses, etc.). However, mediating sources for knowledge construction seem to be driven by the need to improve her linguistic skills (content knowledge) more than her methodological knowledge.

Nevertheless, her resulting sources for knowledge construction traced significant insights into language learning which ultimately contributes to her methodological dimension in terms of how to teach the language and cognitive process involved in learning.

Chapter 5

Conclusions and considerations

This thesis reported the results of a narrative study which looked into three in-service language teachers' stories in order to inquiry about their knowledge construction concerning their TPD methodological dimension.

The two main concerns of the study focused on what these three EFL teachers' narrative telling reveals concerning their methodological dimension in terms of their TDP knowledge construction when sharing their experiences. Secondly, what knowledge they have constructed as a way to make sense of their world concerning their professional growth.

These two concerns are guided by two objectives. The first one aims at exploring what teachers make relevant, through narrative telling, about their construction of knowledge concerning their methodological dimension. The second one looks into understanding the way in-service EFL teachers (re)construct their methodological knowledge through their narratives as the means through which they make sense of their own practices.

Teachers' knowledge construction is a process that involves many aspects: experiences, scenarios, people, institutions, beliefs, etc. However, I have seen that the process of knowledge construction actually starts to happen when the individual feels the need of a reflection (pertaining his/her learning needs) that is triggered by a moment in which he/she faces a significant experience that causes him/her to ponder upon his/her learning needs.

For example, when Yaleny experienced the challenge of being in a Master's program and likewise, taking the teacher professional course; this was what actually triggered a reflection that ended up in a new learning experience. Similarly, Sofia, after having taking many courses to improve her language proficiency, this did not seem to be significant until she actually had the challenge of expressing her feelings. It was then, when she started to notice a real learning experience.

This process of knowledge construction I explained is not the knowledge constructed per se, but just one part of a more complex schema that might also involve cognitive theories that give account of the entire process of learning at a reflective level; this cognitive perspective could also be framed in future research.

What I am trying to say is that this proposal reported in this thesis is a complementary piece that intends to explain the process of three teachers' knowledge construction when exploring their TPD by looking at their experiences taking into account what teachers think, feel, believe and tell us about it.

Concerning the methodological knowledge construction of these three particular teachers; it seems that the way they actually learn how to teach is by teaching. The knowledge they receive at pre-service level is assimilated as content given by the university. However, when they actually built insights into language learning and teaching is when they engage their real practices in a classroom.

Likewise, it is undeniable the fact that their initial education is crucial for their future knowledge construction. Nevertheless, further research is needed to determine the role of initial education and what this entails in teachers' future knowledge construction.

This research explored in-service teachers at the level of their practices. To respond to this, I proposed three main analytical categories which answer the research questions, and fulfill the objectives of this research. These three categories give account

of the attempt to explain how participants built their knowledge considering salient aspects revealed within their experiences when analysing their stories.

The first category is *outer sources for knowledge construction*, which deals with scenarios that offer teachers opportunities to receive instructions for their TPD. The second category is *mediating sources for knowledge construction*, which are moments or experiences that somehow serve as bridge or triggering experience that causes reflection. Finally, the third category: *inner sources for knowledge construction*, related to reflective-driven experiences that turn into a significant change in the teachers' language teaching and learning perspective.

In this regards, I can conclude that the main scenarios that mostly influenced participants' knowledge construction are the student teaching practice, and the master's degree. The former, at an initial stage of their TPD, concerning more with content knowledge which entails skills regarding classroom management, planning classes, organizing materials, etc. And the latter, dealing with more reflective insights into teaching which made teachers change their learning and teaching perspectives (reflective practice).

None of the participants mentioned the university as a crucial scenario to build knowledge regarding methodological dimension. But they rather protested that this scenario did not offer what they actually needed as base content knowledge to face the challenges as language teachers in a classroom, regarding both the methodological and the linguistic dimension.

This evidences the lack of reflective and practical knowledge universities at pre-service levels might be offering. There was a negative impact on these EFL teachers' knowledge construction that results as a need to look for more TPD opportunities that complements, replaces, or supplies that lack of knowledge in both methodological and

linguistic dimension that was not given at an initial education level.

In respect of what teachers experienced when they underwent the scenarios previously mentioned; I can say that where there is not a turning point, there is not a change. Participants experienced certain challenges that were crucial to their knowledge construction. That is to say, at some point these teachers felt the need to overcome situations concerning their teaching practices; but they decided to take some actions that resulted in a change.

This is what I propose as mediating sources for knowledge construction, in which teachers actually start to bridge their previous knowledge with their new knowledge. Participants' narratives revealed how these challenges were crucial moments that triggered building their insights and these at the same time informed me about the way they actually constructed knowledge from experiencing specific situations.

I could notice that the bigger the lack of knowledge at initial education the bigger the challenge they face when reconstructing and constructing new insight into both methodology and linguistic dimension. However, teachers have managed to build their insights from their practices and experiences.

The knowledge or insights they come up with is what I call the resulting sources for knowledge construction. These insights become what they actually think, believe, and feel about teaching and learning, as a way to understand their practices; and therefore make sense of their world. This process of knowledge construction is constantly changing as teachers live new experiences in new scenarios that encourage them learn new things.

To conclude, I will sum up the results in the light of the research questions and objectives. Question 1: What does EFL in-service teachers' narrative telling reveal

concerning their methodological TPD experiences as a way to make sense of their practice?

These three EFL teachers' narrative telling account for the way they have constructed their methodological knowledge. For instance, these three teachers' narratives informed me that studying or working in specific institutions made teachers experience situations in which they had the chance to build insights into learning and teaching.

Likewise, the way they felt at the moment in which they were challenged to make a change in their teaching and learning practices, also revealed that there will be no change if there is not a mediating source that starts a change.

Finally, their narratives also can inform us about the way they see their practices and their beliefs about language learning; epistemological views on language teaching and learning.

Question 2: What knowledge have EFL teachers constructed through their experiences concerning their methodological dimension in their professional development?

The knowledge these three EFL teachers have constructed corresponds to three types of knowledge: Content knowledge at the level of skills; Pedagogical content knowledge, at the level of cognitive process; and Pedagogical content knowledge, at the level of reflective practices.

As for the way they have built their TPD in terms of methodological dimension; I can conclude that there has been a great influence of instructional training that has resulted in reflections made by the participants along their process.

This supports the discussion presented in chapter two in which two frameworks of TPD (based-training and a more reflective one) converge to complement one another.

What it is evidenced is that there is a discrepancy, not only on what teachers look for in TPD courses (Gonzalez, 2001); but also, in terms of content base knowledge. This disparity between what TPD programs offer concerning content and the lack of institutional training these particular expressed in this study, might have had a negative effect in their careers. However, this resulted as to be part of their narratives within their knowledge construction process, and ultimately as part of their TPD.

Nevertheless, I must also argue that there is not a sound reflection on our own practices if there is not good initial preparation at the level of instruction. If there is good fundamental knowledge, the new experiences that come with the practice will be a more fruitful reflection that will result in a more concrete TPD.

Otherwise, the new knowledge that came with new experiences would be just a replacement of an old knowledge without even taking into account if it is convenient, contextualized and meaningful to our needs and beliefs.

I conclude by saying that outer and mediating sources end up supporting in a relational way the resulting sources for knowledge construction which correspond to an inner source that is more personal. This latter source, therefore, was the appropriate source that made reflection explicit within the participants' narratives.

Limitations

One main limitation I faced along the process was to contact and set up a time with the participants. Moving from one place to another to meet and interview the participants was not quite simple as one might imagine. One of the participants was always busy and could not always attend our meetings.

Time restrains and tight schedules were something else that made it difficult for me to carry out the research process without interruptions. Doing research and working at the same time is not an easy task; neither for me, nor for the participants.

Further research

Future research into teachers' initial education needs and limitations regarding language and methodology is necessary. Prior sources for knowledge construction in pre-service teachers might provide us with great insights into the understanding of in-service teachers practices and eventual knowledge construction. By doing so, TPD will be seen and understood as an ongoing process that is continuous and connected throughout teachers careers; and consequently, filling up the gap concerning what TPD programs offer and what teachers actually need.

In other words, teachers succeed should be the result of an articulated process of constant and consistent change, reflection, and construction of knowledge along their career conducive to building a coherent sense of their practices. What is more, looking at pre-service teachers needs and prior sources for knowledge construction could change our vision of TPD to a more teacher centered one. In this concern, TPD as a process that does not start or finish within an institutionalized limited framework (either from good, or bad practices); but, as process to build our identities as teachers accounting for our own practices and experiences in order to construct theory.

It would also be interesting to look into EFL teachers' training process at the university as an scenario to build knowledge. In the participants' stories was evidenced the detachment about their initial education at the university. The fact that teachers did not mention the university as a scenario in which they explicitly constructed knowledge. In contrast, they claimed that there is a gap between university and reality.

This, therefore, brings about an interesting issue that needs to be addressed in research concerning pre-service teachers' TPD training and reality. In other words, what universities are offering in their curriculum as part of pre-service teacher training (base knowledge, pedagogical content knowledge); and the impact this might or not have in

or out of the classroom.

By the same token, it would be of great enriching to look at the implications of not being aware of becoming a teacher. This might or not have effect on language teachers' knowledge construction. Moreover, this further research could contribute to EFL teachers' identities and how these relate to their knowledge construction and TPD.

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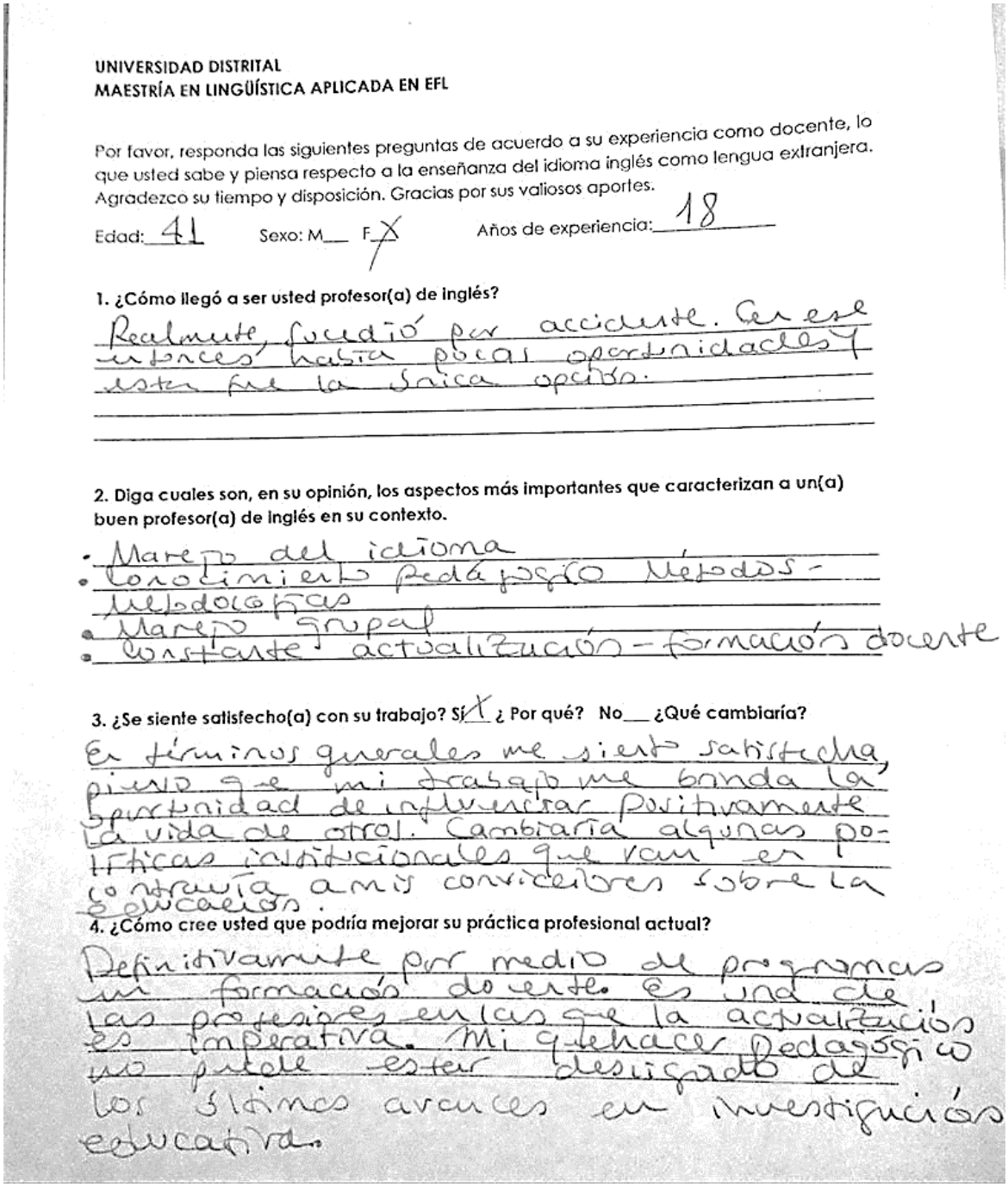
Appendix A

Diagnostic Questionnaire



UNIVERSIDAD DISTRITAL
MAESTRÍA EN LINGÜÍSTICA APLICADA EN EFL

Por favor, responda las siguientes preguntas de acuerdo a su experiencia como docente, lo que usted sabe y piensa respecto a la enseñanza del idioma inglés como lengua extranjera. Agradezco su tiempo y disposición. Gracias por sus valiosos aportes.

Edad: 41 Sexo: M__ F X Años de experiencia: 18

1. ¿Cómo llegó a ser usted profesor(a) de inglés?

Realmente fue dado por accidente. En ese entonces había pocas oportunidades y esta fue la única opción.

2. Diga cuales son, en su opinión, los aspectos más importantes que caracterizan a un(a) buen profesor(a) de inglés en su contexto.

- Manejo del idioma
- Conocimiento Pedagógico Métodos - Metodologías
- Manejo grupal
- Constante actualización - formación docente

3. ¿Se siente satisfecho(a) con su trabajo? Sí X ¿ Por qué? No__ ¿Qué cambiaría?

En términos generales me siento satisfecha, pienso que mi trabajo me brinda la oportunidad de influenciar positivamente la vida de otros. Cambiaría algunas políticas institucionales que van en contravía a mis convicciones sobre la educación.

4. ¿Cómo cree usted que podría mejorar su práctica profesional actual?

Definitivamente por medio de programas en formación docente. Es una de las profesiones en las que la actualización es imperativa. Mi quehacer pedagógico no puede estar desligado de los últimos avances en investigación educativa.

Appendix B

Consent letter

CARTA DE CONSENTIMIENTO

OBJETIVO DE LA ENTREVISTA

En esta fase del proyecto esta entrevista será usada como forma de recolección de datos para el estudio. Esta entrevista será eventualmente transcrita y analizada para efectos de interpretación de los datos del estudio. Los datos recolectados serán usados para fines investigativos.

PERSONA RESPONSABLE DEL PROYECTO: JONATHAN CUESTA

COMPROMISOS DEL INVESTIGADOR

- El uso de nombres ficticios para proteger la identidad del informante.
- Estricta confidencialidad con información que pueda afectar al informante.
- Que se le responda al informante cualquier duda que le genere el proyecto.
- Informar al informante sobre la investigación durante su curso.

NOMBRE DEL PARTICIPANTE:

_____

NOMBRE DEL ENTREVISTADOR: JONATHAN CUESTA

CERTIFICO que he sido informado(a) sobre el objetivo de esta entrevista organizada por _____ en el marco de la investigación arriba referenciada. Conozco el procedimiento que se va a realizar y me han informado acerca la confidencialidad y uso que se dará a la información que se suministre durante el proceso de la entrevista.

Acepto participar de forma voluntaria y libremente en la entrevista:

FIRMA: _____

C.C.

Appendix C

Interview format

EXPLORING ENGLISH TEACHERS' KNOWLEDGE CONSTRUCTION IN PROFESSIONAL DEVELOPMENT: Linguistic and Methodological Dimensions
Time of the Interview:
Date: Mayo 05 2015
Place: Universidad Distrital
Interviewer: Jonathan Cuesta
Interviewee:
Objetivo:
Este Proyecto busca explorar lo que un grupo de profesores del estado en el área de inglés (así como tú) hacen relevante a través de sus experiencias narradas y cómo estas experiencias revelan la construcción de conocimientos pedagógicos y lingüísticos en situaciones o eventos en los que han vivido en su que-hacer pedagógico. A través de sus narrativas entender cómo este grupo de profesores ha construido ese conocimiento profesional en cuanto a metodología y lingüística.
Preguntas:
PARTE INICIAL –
¿Cómo estás?
¿Cómo fue tu día hoy?
¿Te sientes cómodo(a) para tener la entrevista?
Vamos a demorar aproximadamente de 45 a 60 minutos. ¿Está bien para ti?
Vas a expresar tus ideas, tus experiencias tal cual como las sientes y viviste. ¿Está bien si te hago preguntas sobre tus experiencias con la enseñanza y aprendizaje del inglés?
Yo te voy a hacer una pregunta y la idea es que tú me narres tus experiencias en base a la pregunta que te haga. No te voy a interrumpir hasta que tú me des señal de que hayas terminado de contar lo que quieras contarme.
PREGUNTAS INICIALES (Preguntas para involucrar al participante y romper el hielo)
¿Cómo estás?
¿Cómo fue tu día hoy?
¿Te sientes cómodo(a) para tener la entrevista?
Vamos a demorar aproximadamente de 45 a 60 minutos. ¿Está bien para ti?
Vas a expresar tus ideas, tus experiencias tal cual como las sientes y viviste.
¿Está bien si te hago preguntas sobre tus experiencias con la enseñanza y aprendizaje del inglés?
¿Cuántos años llevas enseñando?
¿Dónde has enseñado?
¿Dónde estás enseñando?
¿Qué cursos estás enseñando?
¿Has trabajado en colegio privado?
¿Cuánto tiempo has enseñado en colegios públicos?

PARTE METODOLÓGICA - Experiencias narrativas de este aspecto:
¿Cómo aprendiste a enseñar?
¿Cuál ha sido tu mejor experiencia enseñando?
Podrías ejemplificar cómo fue la experiencia.

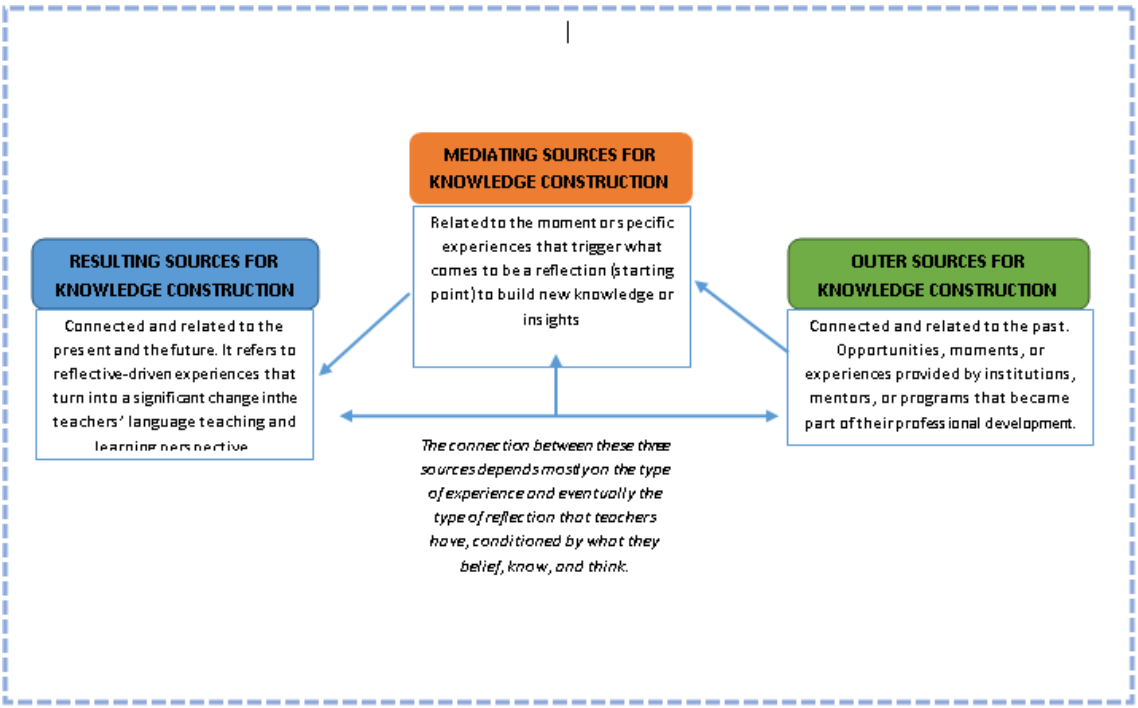
PARTE LINGUÍSTICA – Experiencias narrativas de este aspecto:
¿Durante tu carrera, cómo has aprendido el idioma?
¿Cómo te has sentido aprendiendo el idioma? ¿Has tenido experiencias bonitas o feas?
¿Cuáles han sido tus mejores experiencias como aprendiz?
¿En qué momento empezaste a sentir que ya podías enseñar el idioma?

PREGUNTA FINAL
¿Hay algo más que quieres contarme al respecto?

Appendix D

Member Check

Con el motivo de finalizar el proceso de investigación y de exponer las ideas interpretadas en tal estudio de forma parcial u objetiva, les pido el favor que se tomen de 5 a 10 minutos respondiendo las siguientes preguntas. Agradezco una vez más su gran colaboración y tiempo para responder a mis peticiones.



Tenga en cuenta la siguiente tabla para tener una idea de cómo interpreto su construcción de conocimiento.

La siguiente gráfica ilustra lo siguiente:
Las experiencias externas que ha tenido (ofrecidas por instituciones) le han ayudado a aprender ciertas cosas que han sido o no útiles al momento de construir su conocimiento como docente. Sin embargo esto le ha ayudado a crear conocimiento de tipo técnico. Lo que realmente le ha generado a usted un cambio en su práctica de manera más reflexiva han sido las experiencias que de una u otra forma le han provocado retos que han terminado en aprendizajes significativos para usted.

1. ¿Está de acuerdo con esta interpretación o no? ¿Por qué?

_____

_____

_____
_____
_____
_____

2. ¿Considera usted que la forma en que ha aprendido a enseñar la lengua va directamente ligado a sus experiencias en el aula, más que a lo que aprendió en la universidad?

3. ¿Cree que sus experiencias en instituciones han ayudado a que usted aprenda a enseñar? ¿De qué manera?

4. De las siguientes opciones, señale cuáles han clave sido en su orden de importancia para su desarrollo profesional como docente en su parte metodológica:
a. Instituciones: Universidad, institutos, lugar de trabajo. ___
b. Mi propia experiencia partiendo de la reflexión. ___
c. El aula de clase. ___
d. Otra: _____ ___

5. Cree que su proceso de aprendizaje como docente se podría resumir de la siguiente manera:
Primero: Instrucción o experiencia por parte instituciones.
Segundo: Experiencia vivida a través de una situación específica.
Tercero: Reflexión por parte que genera un conocimiento y por ende un cambio en su pensar.
Si está de acuerdo o no explique porqué.

5. De acuerdo a la siguiente tabla indique con lo que está o no de acuerdo referente a su aprendizaje como docente en términos de su dimensión metodológica.

Research questions	**CATEGORY 1**	**OUTER SOURCES FOR KNOWLEDGE CONSTRUCTION**		
What does EFL in-service teachers' narrative telling reveal concerning their methodological TPD experiences as a way to make sense of their practice?	**Subcategories**	***Teaching Training Scenarios***	***Teaching Training Guide***	***Teaching Experiences***
		*Bilingual secretarial course. *English cours e.s * Master's program		*Working at the immersion classroom
	CATEGORY 2	**MEDIATING SOURCES FOR KNOWLEDGE CONSTRUCTION**		
	Subcategories	***Facing challenges***	***Accepting and Overcomi***	***Experiencing New Practices***

			ng Challenges	
		* The need to improve her language skills. * Expressing herself in the target language to express her ideas and communicate,	*Dealing with the situation. *Looking for training scenarios.	*Learning and teaching the language at the immersion class through content language learning
	CATEGORY 3	**RESULTING SOURCES FOR KNOWLEDGE CONSTRUCTION**		
	Subcategories	***Teaching perspective change***	***Discovering new skills***	***Teaching Epistemological View***
What knowledge have EFL teachers constructed through their experiences concerning their methodological dimension in their professional	**KNOWLEDGE CONSTRUCTED**			
	At the level of cognitive process: *Learning vocabulary and grammar through writing and practicing. *Learning grammar as an inductive process.		***At the level of Skills (content knowledge)*** *Mastery of the language at a certain level.	***At the level of reflective practice:Insights into teaching and learning (practice-theory knowledge)*** *Significant and contextualized learning *Students as individuals who need be guided instead of being rejected. *Teaching the language depending on the skills: Grammar through practice Vocabulary

development ?			through writing and Speaking through content language learning

Muchas gracias por su tiempo y por su paciencia. Cualquier duda que tenga al respecto, por favor comuníquese conmigo a mi correo o si es posible nos encontramos personalmente.

Atentamente,

Jonathan Cuesta