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Becoming teachers and researchers

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BECOMING TEACHERS AND RESEARCHERS

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Trabajo de grado presentado como requisito para optar al título de LICENCIATURA EN LENGUA CASTELLANA, INGLES Y FRANCÉS

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DEDICATORIAS

Quiero dedicarle este proyecto principalmente a Dios ya que fue quien me dio la fuerza y la sabiduría para sacar adelante este proyecto de investigación; por otra parte también quiero dedicárselo a mis padres y hermano ya que con mucho esfuerzo y comprensión me apoyaron durante estos años de carrera. Finalmente quiero dedicarle este esfuerzo y resultado a todas las personas que con especial dedicación alentaron el camino y orientaron mi desarrollo personal y profesional.: familiares, compañeros y docentes en la Facultad de Licenciatura en legua Castellana, Ingles y Francés de la Universidad De La Salle.

Mónica Andrea González Barreto.

DEDICATIONS

I want to dedicate this Project to God who gave me strength and wisdom to develop this research project; on the other hand I also want to dedicate it to my parents and brother because they supported me with hard work and understanding during these years of career. Finally, I dedicate this effort and result to all people who guided my personal and professional development: Family, peers and professors of Education Faculty of Universidad de La Salle.

Mónica Andrea González Barreto.

DEDICATORIAS

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Erika Rocio Valbuena Fique.

DEDICATIONS

First I want to dedicate this project to God Almighty who was who gave me the strength and wisdom to successfully complete the investigation. Secondly to my parents and brothers who always gave me moral support, enriching my heart and spirit with words of encouragement and expressions of affection to not give up on the project development. And finally, to my teachers and partners from La Universidad de La Salle and to my family, who contributed selflessly to ensure that this will take to finish.

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ABSTRACT

The main objective of this research is to explore the experience of pre-service teachers during their practicum classes and their research project; connecting these experiences with the educational approach of the Universidad de La Salle. It all started from the time of construction of our research project, where we develop three semesters of practice, which were related to the research process. Through the development of the thesis we find different obstacles, it caused stress on us as researchers because we had to meet a mandatory schedule development practices and activities of the university also we had to collect information for the construction of research project.

From here arose the topic for our project, "Becoming Teachers and Researchers", it was the main topic of research, due to obstacles that arose during construction of the project, which served us as a source of research. The obstacles that were reflected from the beginning of practicum and in the construction of the project were: lack of time-time management, lack of knowledge about the steps to build an investigation, class management, emotional issues, decision making, teaching strategies and experience.

These themes were established as research categories which were supported theoretically with known researchers such as Yin (1994) Richard (1998), (Smith & Kirby, 2001) (Gross, 2002) among other important ones. Then these same themes were reflected in the results of our investigation which were

supported with data collected through interviews, observations, lesson Plans, journals, which were analyzed in order to produce results and conclusions of our research project.

KEY WORDS

Challenges, experience, pre-service teachers, practicum, Research project

RESUMEN

Todo empezó desde el momento de la construcción de nuestro proyecto de investigación, donde debíamos desarrollar tres semestres de práctica, los cuales iban relacionados con el proceso de investigación. A través del desarrollo de la tesis fuimos encontrando diferentes obstáculos que causaban estrés por decirlo así en nosotras como investigadoras, ya que obligatoriamente debíamos cumplir con un horario en las prácticas y desarrollo de actividades de la universidad, además teníamos que recolectar información para la construcción del proyecto de investigación.

Entonces desde aquí surgió nuestro proyecto, "Becoming Teachers and Researchers" , siendo el principal tema de investigación, debido a los obstáculos que se presentaron durante el proceso de construcción del proyecto, los cuales nos sirvieron como fuente de investigación y ejemplo en la elaboración de la investigación: los obstáculos que principalmente se reflejaron desde el principio tanto en la práctica como en la construcción del proyecto fueron: la falta de tiempo, la falta de conocimiento acerca de los pasos para construir una investigación, control del tiempo, problemas emocionales, toma de decisiones, estrategias de enseñanza y experiencia,

Estos temas se establecieron como categorías en la investigación los cuales estaban apoyados teóricamente con investigadores reconocidos tales como Yin (1994) Richard (1998), (Smith & Kirby, 2001) (Gross, 2002)entre otros

importantes. Seguidamente estos mismo temas se reflejaron en los resultados de nuestra investigación los cuales fueron soportados con la información recolectada mediante entrevistas, observaciones, planes de lección, diarios de campo, que se analizaron con el fin de producir unos resultados y conclusiones de nuestro proyecto de investigación.

PALABRAS CLAVES

Retos, Experiencia, Practicantes, Practica, Proyecto de investigación

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CONTENT

INTRODUCTION

Students pursuing their BA in Spanish, English and French from Universidad de La Salle are required to complete a teaching practicum before graduating from college teachers. The teaching practicum is designed to give the student teaching experience. In each practicum site students are guided by a professor, who is at the same time the research project advisor. The practicum aims to provide the pre-service teachers the opportunity to apply the knowledge and skills they have gained throughout their classes in a real context. However, the situations that happen during the practicum and the research project development are aspects that have received little attention. As pre-service teachers ourselves, we observed our practicum partners and reflect on our own experiences. By reflecting on the teaching praxis, this study will explore the opportunities and learning through the experiences of pre-service teachers during the practicum and the research project elaboration.

The main objective of this research is to explore the experience of pre-service teachers during their practicum classes and their research project; connecting these experiences with the educational approach of the Universidad de La Salle, **What does it mean to be a Universidad de La Salle pre- service teacher in the practicum context? What does it mean to develop a research project at Universidad de La Salle? How Universidad de La Salle Approach is reflected in the practicum and the development of the research project?** These questions are examined

through case study approach. The data was collected during a year and a half through field notes, interview, and lesson plans analysis and observations. The participants of this study are BA in Spanish, English and French students from 7th to 9th semesters of Universidad de La Salle. This study focuses on participants teaching and researching experiences through their practicum.

Particularly this study project explores the challenges that the pre-service teachers confront at schools and the research project and the Universidad de La Salle approach.

The challenges at schools involved: teaching strategies, use of materials, decision making, class management, emotional issues, the experience that they can get during this process, the teaching approach and the beliefs of pre-service teachers.

Moreover, the research project; includes the experience that the students have at the moment to develop the research project, their writing skills, the emotional issues, time management among the project, the practicum, and the university assignment and finally the types of research.

Finally, we will review the relation of these aspects with the educational approach of the University.

Pre-service teachers go through several challenges that help them in the process to get experience to progress in their profession. Additionally, recent research has indicated that practicum teachers are concerned with expectations of university supervisors, cooperating teachers, and the professional development schools with which they are affiliated (Woods &

Weasmer, 2003). Previous research suggests that practicum experiences can be enhanced when the concerns of teacher candidates are addressed and acknowledged (Power & Bogo, 2002; Kyraicou & Stephens, 1999). Johnston (1993) emphasized the need to evaluate the issues related to practicum experiences and provided suggestions for improvement of these vital, authentic learning opportunities.

The present research project begins showing the purpose of the project; also this project arises from the theoretical framework which can provide the necessary literature to develop this research project. This theoretical framework is divided into two main categories "Practicum" and "Creating a Research Project", each category has subcategories which are challenges for the Pre-service Teacher during the practicum or the creation of the research project.

Then this project makes a brief description about the methodology that we used, how we collected the data and how we analyzed it.

Finally, this research project shows the results, conclusions and implications that we found according to the date that we analyzed.

OBJECTIVES

General Objective

- To explore the experience of pre-service teachers during their practicum process and the construction of their research project.

Specific Objectives

- To describe the experiences of pre-service teachers from Universidad de la Salle in their practicum sites.

- To describe the experiences of pre-service teachers from Universidad de la Salle in developing their research project.

- To show the different pre-service teachers challenges, during their practicum and research project construction.

- To analyze the relationship between the practicum experience and the development of the research project according to Universidad de la Salle educational approach.

BACKGROUND

Our interest in the pre-service teachers experience emerged; after several observations we had done in the context of practice. The meetings we had with our colleagues and the teacher before going to class, gave us an idea of the topic we chose, as many of our partners spoke of the efforts that they had to do to teach in class and the concerns they had about completing the work leaving in other subjects from the university, so this was like the sample to start our research, "the pre-service teachers´ challenges".
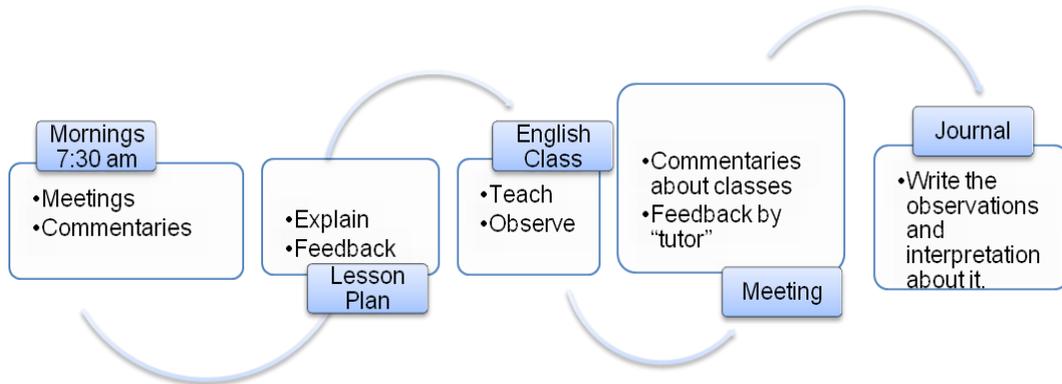

Figure 1 <u>**Pre-service English Teacher Process**</u>

Our research was developed in different contexts. The previous graphic allows us to see the routine we as pre-service teachers had in the Maria Montessori School, which is located in Restrepo neighborhood. It is a public school, therefore in each classroom there are among 38 to 45 students.

Then we started to feel different emotional issues that they had when they started teaching English classes as Pre-service teachers. We analyzed the situations and focused on our own experiences and partners' experiences. This analysis was developed through several observations, "observation of teachers' experiences has always played an important role in education. Traditional views of observation argue that trough observation is how teachers conduct their lessons". (Richards, 1998, p. 141) also informal conversations and interviews of our partners at the moment of teaching were an important material to analyze.

La Universidad de La Salle was another context, in this context we observe all the time the process of construction of our partners' research projects and their experiences in the practicum too. There we made interviews to pre-service teachers from other semesters that developed the practicum in different schools which have helped us in our research since they had different perspectives. We also conducted focus group interviews with pre-service teachers; in addition we conducted semi-structured interviews research professors and professors from other areas related to research and practicum.

We found that pre-service teachers had different challenges and doubts about development of the practicum and the research project. It was the main challenge that we saw in our classes and our meetings. This situation motivated this research project. We used different materials and strategies

that helped us to develop our research project and probably to get results to implement in our future careers such as teaching.

Related Studies

Some previous studies about pre-service teachers experiences and challenges helped us to develop our research project: Lynn et al (2002) based their study on pre-service teachers' educational believes and their perceptions of characteristics of effective teachers The purpose of the was to examine pre-service teachers perceptions of characteristics of effective teachers, as well as, to investigate these perceptions are related to educational believes. This study is related with our research project because it shows the characteristics of the pre-services teachers during the practicum. In addition, it was important for our methodology by showing how pre-service teachers experiences can be studied through interviews.

On the other hand, Harme (2001) in his article: "The Practice of English Language Teaching" investigated on pre-service teachers educational approaches and didactics. The author divided his investigation in three parts: "Part A made accessible to novice teachers key aspects of theory, looking in turn at learners, at language, at curriculum, and at language learning. Part B looked at the practice of teaching, focusing largely on grammar and skills, using the traditional division into receptive and productive skills. Part C looked

at the planning and management of learning with sections on the teacher's roles, student groupings, discipline, and lesson plans". According to Harme, we as pre-service teachers put on practice the knowledge and experiences that we got from our teachers during our academic process.

According to Andrew et al, (1998) many teacher educators are championing inquiry oriented approaches that ask pre-service teachers to engage in a variety of activities including becoming critical consumers of research and participating in action research. What is largely missing from the literature is a sense of how pre-service teachers think about research. This study attempts to fill in this gap, and by doing so considers how pre-service teachers' thinking on research might inform approaches to inquiry teacher education. The findings indicate that it may be helpful to investigate with pre-service teachers what is research, to provide student teaching placements that support research as a form of inquiry, and to utilize action research as a bridge to more traditional forms of research. This study was very helpful for our research project because we also focused on the experiences and the challenges that pre-service teachers had during the construction of the research project, and during the process of research. In our study we wanted to learn what kind of information and knowledge pre-service teachers have to conduct a research and what kind of approach use to develop it.

Following the line of our research, we found the next academic writing to establish some categories later. Huey-Ling (2000) explores the differences

in responses between the beginning, ending, early childhood, and elementary groups. Differences between these groups suggest that Taiwan pre-service teachers' efficacy beliefs are influenced by cultural and/or social backgrounds, by the respective programs, by the context of their studies, and by their increasing experience. Their beliefs may reflect strong social and cultural differences with respect to perceptions about the roles of teachers and parents in educating children, and the potential for instructional success. This study helped us to identify the pre-service teachers' approaches focusing in the teaching way the beliefs etc.

Finally, we reviewed to Cheryl S. "Preparing for professional experiences incorporating pre-service teachers as 'communities of practice"

"This paper focuses on a model of delivery of professional experience courses for pre-service teachers that have been running in the author's institution for 9 years. The overall purpose of the model has been to assist the development of a reflective approach in pre-service teachers as they build their professional knowledge in schools and on campus. To achieve this purpose, the design of the courses for professional experience has used a framework of 'communities of practice'. Following a major evaluation of the course through student surveys, the author examines the achievements and continuing challenges of developing a sense of professional community among pre-service teachers" (Cheryl S. 2005).

This article was helpful for us to focus on the analysis of the university approach regarding the practicum and research project construction. .

THEORETICAL FRAMEWORK

The development of the theoretical framework allows us to show the literature about the challenges that the pre-service teachers have during the practicum and the development of the research project relating those challenges with the educational approach of the Universidad de La Salle. We have identified a-priori two main aspects which allow us to have a better understanding of the research project. The following table shows the categories of our research project. The first main category was called "practicum", which includes different topics, such as teaching strategies; those teaching strategies involve the materials, decision making, and class management; emotional issues, the experience, the teaching approach related to the beliefs. Furthermore, another main category was called "creation of the research project" which shows the challenges that the practicum students have during the development of the research project; this includes the experience that the students have about how to research, their writing skills, the emotional issues, time management between the project, the

practicum, the types of research and the university assignments. Finally, we

identified another category "educational approach of Universidad de La Salle"

which allows makes a relationship between the practicum and development of

research project experiences.

CHALLENGES EXPERIENCE	PRACTICUM	• Teaching strategies: materials, decision making, class management. • Emotional issues. • Experience • Teaching approach: beliefs.	Educational approach of Universidad de La Salle
	RESEARCH PROJECT	• Experience. • Writing skills. • Time management. • Emotional issues. • Types of research.	

Table 1 <u>Challenges experience</u>

PRACTICUM

"The teaching practice has been the subject of constant discussion in the

Department of Education, so this has been the subject of analysis and

redefinition in recent years. In 2003 practice was assumed from a new

concept, which begins to guide the processes of teaching practice for

students, but it's in 2005 when the practice leaves the conventional scenarios

and it's in real school contexts where it joins all kinds of civilians (former

paramilitary groups, guerrillas, regular people, and young adults from different

contexts). But this was not the main concern of the students to start their

practice; the concern was reflected in the taste for academic, ignoring the

importance of some aspects such as: cultural, political, economic, and social

context of the significant schoolchildren factors. Besides the interest in

educational competition, reflecting their eagerness to find strategies to help

you successfully develop their classes because most of them are facing a

group of students". (Universidad de La Salle, n.d.)

The process of Practicum at Universidad de La Salle is currently in

three stages for all the pre-service teachers:

The first one is pedagogical practice research, in which the pre-service

teachers have to make observations to the classroom. It takes place during

seventh semester. The second step is pedagogical practice research II the

pre-services takes the form of head teaching assistant of the institution. This

means that pre-service teachers may perform academic activities such as

planning lessons, in agreement with the head teacher, tutoring, reinforcement

for students with academic difficulties, preparation of training materials and other activities that the teacher assigned holder. It takes place during eighth semester. Third one is pedagogical practice research III, which pre-service teachers assumes the role of training teachers at the institution where the practice was developed, this will involve the development of lesson plans, preparation of teaching materials and design evaluation of teaching-learning process and other inherent in teaching activities, according to the characteristics and dynamics of the educational institution which is developing pedagogical practice. In this semester, the pre-service teachers completed their teaching. This information is based on the institutional documents about the pedagogical practicum and research project elaboration.

However, the development of the practicum stages depends also on the practicum sites characteristics. For example, at Maria Montessori School where we developed our practicum, all pre service teachers had to take full class responsibility on the teaching duties from the very first day of practicum, it makes that the pre-service teachers have more experience than the pre-service teachers that go to private institutions where they have to make first observations, then they have to be tutors and at the end they have to take a full class.

According to the experience that we and our partners have as pre-service teachers in the practicum and the literature that we reviewed about

pre-service teachers, challenges and experience, we established a-priori the following categories:

Teaching Strategies and Materials

As pre-service teachers we need to know how to organize and present the content in a way that makes it accessible for our students. We must be able to make decisions about choosing materials, instructional approaches, and assessments. In addition, pre-service teachers must possess general competencies in the areas of classroom management and discipline. In first instance, appraisal theory about the teaching strategies: "The individual teacher must design or select each strategy he employs in his instructions, and each design or selection should be based on his interpretation of what he thinks will constitute effective instructions for his particular population" (Singh, 2008, p.3). According to Singh, we as pre- service teachers should try to use different strategies to apply in our practicum classes. Therefore the pre-service teachers should implement new activities to teach. It helps the pre-service teacher to learn about the teaching strategies that they would use during the class. Throughout our experience as pre-service teachers we should learn to use the best strategy focusing in the population, the age and the context where the students come form, it helps us to have a good development as pre-service teachers because it is useful to get experience in this labor; "*Some strategies are more effective than others, but there is no*

single strategy most effective with all the students and all subject matter. Is

necessary to select the best strategy for the particular student population"

(Singh, 2008, p.7) for that reason as pre- service teachers we have to use

different activities to catch the attention of the student, and also get more

experience in the classroom management.

We as teachers look for ways to teach in a harmonious situation using the

capacities the abilities and strategies. Therefore, PEUL (curriculum) includes

didactic reflection on the learning of how to teach, how to promote

independent learning, what teaching strategies take educational processes

framed in the culture of credits.(p. 31)

The majority of the teachers held clearly defined beliefs that consistently

reflected one of these three methodological approaches. Teacher

representing each theoretical orientation were then observed while

teaching and the majority of their lessons were found to be consistent with

their theoretical orientation. A teacher who expressed a skill-based

theoretical orientation generally presented lessons in which the focus was

primarily on skill acquisition. (Richards, 1998, p. 69).

Decision Making

Thinking that we as pre-service teachers employ during the teaching

process ourselves is also crucial to the understanding of the nature of

teaching skills because the pre- service teacher preparation program is

routinely to make decisions regarding the best pedagogical methods from field experience studies.

"Decision making models of teaching propose that when problems arise in teaching, a teacher may call up an alternative routine or react interactively to the situation, redirecting the lesson based on his or her understanding of the nature of the problem and how to best address it".(Richards, 1998, p. 76).

Teaching is a type of improvisational performance. During the process of teaching, pre-service teachers fill out and adapt the lesson outline based on how the students respond to the lesson that is going to be developed in the classroom:

These findings confirm previously held characterizations of pre-service teachers' instructional decisions as being strongly influenced by the students' behavior.

In addition, these findings support the notion that pre-service teachers rely on a limited number of instructional routines and are overwhelmingly concerned with inappropriate student responses and maintaining the flow of instructional activity. (Published on Richards, 1998, p 76 (K.E. Johnson 1992, p. 129).

Class Management

Classroom management is commonly referred to as the application of standards set in the classroom for positive student behavior. Classroom management has been identified as a critical skill for beginner teachers and

pre-service teachers (Armstrong & Savage, 1990). This is one of the hardest challenges that we have as pre-service teachers because there the pre-service teacher has to fight between several aspects like the different students' behaviors, the short time and the way to develop the classes. Brock and Grady (1996) found classroom management and discipline were consistently ranked as major problems by pre-service teachers. Lack of student discipline and classroom management organizational skills were identified by pre-service teachers as areas that did not go well during student teaching (Rancifer, 1992). Sometimes pre-service teachers don't have enough time to develop the topic or activity we are doing, therefore they need other options or strategies to finish this activity, for that reason it is a challenge because they have to take into account the lesson plans, topics, and the most important, that the student learns and understands the topic in this short time.

According to McCormack (1996) classroom management, and in particular the management of student's behavior, is widely recognized as one of the greatest challenges facing pre-service, beginner and experienced teachers. It draws a number of theories to propose the following definition of this complex aspect of teaching:

… the term classroom management refers to more than discipline of control but rather spans a broad range of activities such as arranging the physical environment, establishing and maintaining class room procedures, monitoring pupil behaviors, dealing with misbehavior and keeping students on

task in a productive environment (Sandford, Emmer & Clements, 1983; Emmer, 1987, p. 2).

According to Evertson, published on Harden, 2008, p.31, for a long time, classroom management has been and still is associated with control and discipline, and with questions about the best way to get students to comply. We are simply saying that these notions of management are not compatible with building the kinds of learning communities we are trying to build where students have a stake in their own learning and their own community. As pre-service teachers we most of the time check the student's behavior and how to control it or what and how we are going to develop the class, but sometimes, we do not take into account that this control can affect student's interest, according to our experience as pre-service teachers we should take into account the best way to get students to comply with the interest of the class, and when we can do it, we can have a better classroom management.

Emotional issues

Pre-service teachers have a management of different emotions at the moment to develop their practicum, they have lot of expectations about their new experience, but when the things aren't like they expect, the emotions come and create different emotions intensity during the recalled incident was measured by discrete emotion scale including anger, frustration, challenge, disappointed, worry, guilt, shame, annoyance, and hopeless.

Emotions are elicited by appraisals (evaluations/ judgments) of events and situations (Arnold, 1960; Smith & Lazarus, 1990; Roseman & Smith, 2001). "Emotions are related to the individual, based on individual meaning and personal evaluation" (Smith & Kirby, 2001). In other words, emotions are caused by the interpretations of events, rather than events themselves thus, judgments pre-service teachers make about the behaviors in the classroom underlie the emotions that are aroused. "While appraisals are central to teachers' emotional experiences in the classroom, emotion regulation and coping are considered as integral features in emotional process dynamics as well" (Lazarus, 2002; Gross, 2002). Emotion regulation refers to "the processes by which we influence which emotions we have, when we have them, and how we experience and express them" (Gross, 2002). According to Gross & John, (2003) emotions are also defined as a theoretical conceptualization of physiological, behavioral, and cognitive processes that enable individuals to modulate the experience and expression of positive and negative emotions. Related to appraisal theory, teacher beliefs contribute to the judgments teachers make about the behaviors in the classroom (Friedman, 1995). Among the teacher beliefs theories, teachers 'sense of efficacy is found to be central to enthusiasm, persistence, and resilience across the span of a teaching career (Coladarci, 1992; Day, 2005, Mei-Lin Chang, 2009). But not all the emotions are negatives, sometimes pre- service teachers leave school happy, because their classes were enjoyable and also satisfying. Then the factor to show these emotional problems in a certain way

depends by the context where pre-service teachers are teaching or practicing. Likewise the student behavior in classes make the process of pre-service teachers will be satisfactory or indeed stop the practice.

Although teachers' conceptions, attitudes, emotions, values and classroom practice are related, depending on the teacher and the context, these aspects are often out of phase with each other, and even plainly in contradiction, and changes in one are not necessarily accompanied by a change in the rest (Mellado, 2006)

According to Mellado (1998) affective aspects are important during pre-service teacher education. Pre- service teachers have themselves being the students for many years, and as a result, have beliefs, attitudes, feelings, values, goals and teaching styles which are strongly internalized and difficult to change. Their own experiences at school lead many teachers to take as referents for their teaching, whether positive or negative, the teachers themselves had when they were students, and to use teaching methods that are very close to what they preferred in their teachers when they were at school Their teaching routines and strategies become most firmly set during their first teaching experiences in their teaching practice, and will subsequently be difficult to modify. Also, during their teaching practice, pre-service teachers are subjected to many dilemmas and stresses that naturally cause them anxiety and insecurity. These negative emotions can cause them to adopt defensive teaching strategies that are centered on the pre-service teachers and the contents rather than on the students and learning. While this

allows them an apparently greater control of the class, and hence, makes them feel safer, it limits their teaching effectiveness.

Teaching Experience

At the Universidad de La Salle pre-service teachers do not have enough teaching experience at the moment to teach because the University offers the practicum experience from seventh semester. When the pre-service teachers finally start their practicum some of them go to public institutions and others to private institutions. According to Universidad de La Salle documents, the practicum should follow this structure but the pre-service teachers who go to private institutions have to make observations and tutoring and this affects a little the way to get experience while others pre-service teachers go to public institutions where they can get a little bit of more experience because they started teaching since the beginning, the structure that Universidad de La Salle propose is the following: First one is pedagogical practice research I where pre-service teacher have to make observations into the classroom. It takes place during seventh semester. Second one is pedagogical practice research II the pre-services takes the form of teaching assistant head of the institution. This means that pre-service teachers may perform academic activities such as planning lessons, in agreement with the head teacher, tutoring, reinforcement for students with academic difficulties, preparation of training materials and other activities that the teacher assigned. It takes place during eighth semester. Third one is pedagogical practice research III, which

pre-service teachers assumes the role of training teachers at the institution where the practice was followed, this will involve the development of lesson plans, preparation of teaching materials and design evaluation of teaching-learning process and other inherent in teaching activities, according to the characteristics and dynamics of the educational institution which is developing pedagogical practice. In this semester, the pre-service teachers completed their teaching. This information is based on the institutional documents about the pedagogical practicum and research project elaboration.

Richards, (1996) highlighted three major sources of teacher beliefs: personal experience, experience with schooling and instruction, and experience with formal knowledge –both school subjects and pedagogical knowledge.

The majority of pre-service teachers who begin their practice are excited, they go to the school waiting to teach and transmit knowledge. Guides also do, so everything is perfect in the first day. However sometimes it does not go as he was thinking. Therefore it is from that time practitioners' crash against the reality of teaching. And realize that the theory they learned for a long time is not fully implemented. In other words, according to Roseman and Smith, 2001, *emotions are caused by the interpretations of events, rather than events themselves.* These judgments that pre-service teachers make about the behaviors in the classroom underlie the emotions that are aroused. Being pre-service teacher is an experience-based on social interaction in the learning environment and it can't stand alone. In other words, it cannot be self

functional. It has to go bounded to other people in the school and support each other like the head teacher and our practicum monitor. As Freese (2005) said, student teachers build their knowledge through collaboration with peers, university supervisor and co-operative teachers.

The practicum has to go beyond of the theory of what he or she learned. Hence the developing of the teaching has to be built through experiences where the teacher can find the development of the teaching process. Here also into the pre-service can influence the beliefs and principles of each teacher. "It seeks to move discussion of language teacher development beyond the level of "training," which reflects a technical view of specific teaching practices. Instead, it takes a more holistic approach to teacher development built on the notion of teaching practices."(Richards, 1998)

Trough these experiences of teaching, pre-service teachers learn to control their own training, looking for new alternatives and approaches to teach. "*While* appraisals are central to teachers' emotional experiences in the classroom, emotion regulation and coping are considered as integral features in emotional process dynamics as well" (Lazarus & Gross, 2002). "Emotion regulation refers to the processes by which we influence which emotions we have, when we have them, and how we experience and express those" (Gross, 2002). "It is also defined as a theoretical conceptualization of physiological, behavioral, and cognitive processes that enable individuals to modulate the experience and expression of positive and negative emotions" (Gross & John, 2003).

Teaching Approach and Beliefs

Most of the pre-service teachers put their beliefs into their practice. According to Richards (1998) the believes system is a primary source of teacher's practices, the information, attitudes, values, expectations, theories and assumptions about teaching and learning that teachers build over time and bring with them to the classroom. Teacher beliefs form a structured set of principles that are derived from experience, school practice, personality, education theory, reading and other sources. A number of studies had to investigate the extent to which teachers' theoretical believes influence their classroom practices. a descriptive account of what teachers believe constitutes an ideal ESL classroom context, a lesson plan analysis task, and beliefs inventory, for that reason, pre-service teachers are relatively free to put their beliefs into practice. According to Dart et al, (1998) Teacher-education programs brings with them considerable informal knowledge of learning and teaching processes and psychological concepts related to classroom teaching and learning. Pre-service education often provides the first step in the professional development of pre-service teachers. "*It exposes pre-service teachers to new perspectives as well as prepares them in knowledge and skills. Knowledge includes disciplinary content, or subject knowledge, and pedagogical content knowledge, or knowledge of how to teach" (Wilke, 2004).* Pedagogical knowledge is linked closely to pre-service teacher belief in there are factors that influence pre-service teachers' attitudes and beliefs toward the

implementation of a variety of instructional models and strategies. In addition, according to Booth et al (1998) pre-service teachers begin their education with a wide range of different experiences, opinions, beliefs and conceptions of teaching and learning.

"*Beliefs can be related to teachers and students, student learning and methods of instruction, curriculum, and schools as social institutions*" (Pajares, 1992). However, beliefs have been examined in a number of disciplines and with a more clearly defined construct of belief; educational researchers can undertake an examination of a variety of teacher beliefs. Nespar (1987) describes some characteristics of teacher beliefs as: Sometimes containing assumptions about the existence of entities beyond the teacher's control or influence; including conceptualizations of ideal situations that differ from reality. Heavily relying on affective and evaluative components; deriving much of their power from memories of specific events. Not opening to critical examination or outside evaluation, and containing the domains to which specific beliefs may apply are undefined. The previous idea means that teachers' belief represent a complex concept internally associated with their attitudes, expectations and personal experience.

The reflection of La Salle University is focused on a particular pedagogical relation characterized by the accompaniment, comprehensive education, and the teaching of Christian values. It recognizes the unique character of each person and his/her capacities, it believes in the autonomy of the human being, who is considered capable of becoming the responsible protagonist of his/her

own education and sensible to exclusion contexts, youth realities and current educational urgencies (La Salle University, n.d., p.4.3).

"Pre-service teachers, upon entering their preparation program, hold a simplistic view of the teaching profession" (Whitbeck, 2000). Pre-service teachers believe that teaching is easy and that teaching merely involves transmitting information or prepare the class, the materials and strategies to use into the class. Many pre-service teachers enter the program with high confidence in their ability to perform well in the profession, but when they are in the field their thoughts change and all the teaching process become a challenge. The importance of pre-service teacher beliefs within teacher education relies with the conception of learning; that beliefs are thought of as critical in terms of what and how the pre-service teacher makes sense of their learning in the teacher education program. "*Teacher's perceptions and beliefs are the most significant predictors of individual change" (Smylie, 1988, p.23).*

First, the students showed during the practicum process different values at the moment of the teaching because they have to be comprehensive, tolerant, respectful and responsible toward their students. For that the EFL tries to develop in the students values for their professional life as teachers. The EFL says: "it is a big wealth to deepen student thinking instilling values of solidarity, honesty, brotherhood, social responsible parties, respect, tolerance, hope and faith. The foregoing is to build personal identity taking into account the surrounding context".(Hno. Fabio 2008)

CREATING A RESEARCH PROJECT

The second aspect consider in this research is the research project because we as pre-service should have competence in the written way, then in this section we want to show the different challenges that we found during the process of the investigation.

The majority of student when are in seventh semester start a new phase by develop, the pre-service teacher which is compose for those:

* To realize the practice into the specific school like teachers.

* To do the thesis, this is the research project to get the grade.

In addition, the pre-service teachers have to think about the project of the others subjects during the semester. Here is where pre-service teachers find different challenges to overcome.

The students like pre-service teacher acquire several works to develop during the semester. One of them is to develop the research project which needs a lot of dedication and time for its realization. But what happen here? Most of pre-service teachers hadn`t had enough experience about researches, and as to right English academic documents.

Likewise in the academic space research disciplines to develop the seminar, the topics addressed there these related both to the research process with the process of pedagogical practice. This works both ways, "space-time where the tools are given to teachers in training to build critical thinking/ research in a praxis, while, as a field in which they discuss issues and problems arise in the educational community in the future of "being a teacher researcher" (Vazquez,

2007). Likewise, is organized to delve into the nature, characteristics and meaning of teaching general and specific in the context of the pedagogy with a critical approach". (Universidad de La Salle, n.d.)

As stated in the institutional document of Universidad de La Salle, we as pre-service teachers begin a learning experience in the construction of a research project, so we are not exempt for making mistakes in writing in the form of aesthetic and theoretical project and we through the research process learn to handle terms that were not known.

Therefore is not suitable for some pre-service teachers because it the first time to write research documents. From before doubts and questions emerge: what type of research I have to use? Which will be the most appropriate approach? Which will be the steps to start the research? But what happen when pre-service teachers find before doubts? The first thing that they do is to find answers for theirs questions but if they do not get answers at time. They are getting emotional issues. The stress is the most common because when they thinking about their thesis, homework of the other subject, and practicum. They believe that do not have enough time for dedicate to construction of the project, so it has became a challenging. For that reason, we want to focus also in the experience on the way to research from the pre-service teachers.

Experience the Pre-service teacher as Researchers.

Pre-service teachers need to develop a research project but in our observations into the practicum we had analyzed that the majority hadn't have the enough experience about that.

Because pre-service teachers prior educational experiences seem to create perceptual filters which have more influence on how they judge and compare pedagogy than do the principles taught in teacher education programs (Lanier & little, 1986). Therefore, pre-service teachers tend to resist and reject innovative teaching practices presented in teacher preparation programs and observed during field experiences unless the practices are congruent with their interpretations of past pedagogy (Calderhead & Robson, 1991; Mc Daniel, 1991).

Then the pre-service teachers have to take a field must be very patients and time to analyze because through the observations that they do, they have to catch the most significance to contribute to the research project. These field notes should be connected later with the research project. There over school pre-service teachers have to pay attention about all things that children say and do. For that reason, the time is an important element to control careful to continue without any problem. Some pre-service teachers have doubts about how to teach, how to control the group. Next they take into account the before previous knowledge to develop the activities, so it is very hard for us.

However, pre-service teachers base their experiences on other

teachers. And they try to put in practice the knowledge and advices that

teachers gave to the pre-service teachers look for other forms to get

experience as new teachers. While others pre-service teachers are guide of

their own experience through their belief and previous knowledge to create a

new perception to research. Hollingsworth (cited in Schoonmaker, 1941)

"found that five of fourteen pre-service teachers modified prior belief and

made conceptual changes when cooperating teachers encouraged them to

confront the meaning of past perceptions."

All before things are elements to analyze in the construction of our

challenges. One of the principal challenges that we have found is the time

because some of our partners are working in the mornings. Then in the

afternoons they have to go to attend classes at the La Salle University. For

this reason, the challenges could be obstacles in some cases such as develop

at time the activities that we and they have to do, including the research

project which needs enough time to develop it.

Types of research for pre-service teachers

Besides the experience, pre-service teachers need models to begin to

develop their project. One of those most common types of research we infer in

the pre-service teachers here at the university is:

Qualitative research is all about exploring issues, understanding

phenomena, and answering questions. While there's a whole industry

engaged in its pursuit, qualitative research also happens in nearly every

workplace and study environment, nearly every day, you might be a student, a healthcare worker, or a policy advisor. You might not even consider yourself a researcher. But if you're analyzing documents, surveys, audio, videos or pictures, then chances are you're involved in qualitative research".(Ereaut, 2011) before cited is related with the development of the research in the educational context here in the university and in the Maria Montessori School. Then Pre- service teachers collected the information using the qualitative research approach. "Collecting and analyzing this unstructured information can be messy and time consuming using manual methods. When faced with volumes of materials, finding themes and extracting meaning can be a daunting task". (Ereaut,2011)

According to research here at the Universidad de La Salle, most of the students or groups of the students work with qualitative research. This type of research allows student, to analyze and to observe during the process of the research; in our cases we observed the pre-service teachers. Also we can use different tools to collect information, such as audio recording, video recording, taking pictures, etc. Therefore, the majority of research teachers uses this type of research with their pre-service teachers.

Also the principal methods used in qualitative research are ethnographic, narratives research and action-research method. Action research is the traditional type of research in the pre-service teachers as a researcher. Ferrance (2000) defines action research in the next way:

It is a reflective process that allows for inquiry and discussion as components of the "research." Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. (Ferrance 2000 p. 1)

From this type of research the pre-service teachers start to build their own perceptions and knowledge on the research project. "Constructivist learning theory is consonant with the teacher-as-research model." (Christensen, 1996). It is a focus that the pre-service teachers use during their investigation. "The constructivist learning based on a view that conceptual understanding is achieved through one's relevant, sensory life experience in context rather than from discrete facts passively receive from another". (Black and Ammon, 1992).

This model allows the creation of new perspectives of knowledge. "Knowledge is constructed through a systematic cognitive process whereby information is interpreted conceptually from interaction in situated context". (Christensen, 1996). In our context of practicum the meaning is built through different points of view, in this case. It means the interpretations that the pre-service teachers analyzed in their journals. From which it has to search for answers to the principal questions of their projects.

Moreover, pre-service teachers look out of the monotony of the same type of research, and try to look for new alternatives. Therefore some groups of practicum chose other type of research, such as: Action Research or Research through narratives.

Watts (cited in Ferrance 2000). say: Action Research is based on the assumptions that teachers work best when they themselves identify relevant issues; teachers are more effective when they examine and assess their own work and then consider ways of working differently; and teachers will provide help, support and encouragement by working collaboratively. This type of research allows to pre-service teachers to identify, evaluate, collaborate in evaluating their practices, articulate a shape conception of values and try out new strategies to solve the challenges in their context of practicum.

Following with the methods used in the researches, one of them is ethnographic research. It is the traditional type of research in the pre-service teachers as a researcher. the " teacher-as a researcher" tradition often is based on an ethnographic research paradigm in which researches attempt to generate rich substantive information about which research has the capacity to uncover phenomena that can lead to instructional improvement in classrooms where the research has been conducted.(Johnson & Christensen, 1996), In addition, the ethnographic way is useful to collect information; it helps to pre-service teacher to infer the problems that should be solved inside classroom with their learners. For that "Ethnographic is a tool used to assist development, increase understanding, and gather specific

information from classroom inquiry enables pre- service teachers to answer the question, "what is going on here?"" (Gitlin & Teitlebaum, 1983; Knowles, Cole, & presswood,1994). (Cited in Christense, 1996).

Another method is Narratives research "is a model can be used for analysis of a wide spectrum of narratives, from literary works to diaries and written autobiographies, conversations, or oral life stories obtained in interviews".(Lieblich, 1939).allowing to the pre-service teachers, read, make analysis, and interpretations to their research projects.

In addition, Universidad de La Salle says:

In this space academic research process continues to progress, you start developing the project as such, which implies a phase of data collection, relevant variables involved in the investigation to be processed and analyzed correctly. Therefore, at this stage emphasizes the techniques of analysis and processing of information to make valid and reliable inferences from the data and in accordance with the context where the research takes place. In short, skills are developed to categorize and interpret information related to particular research problems.

Time management

Time management in this case was focused on research project because of pre-service teachers had several occupations, such as job, homework from the university, to prepare classes, to do others out the university etc. Those things were important to us as students and at the same time as pre-service

teacher. Therefore we did not have enough time to develop so many activities and focused only on the project. From that moment, it became a challenge for us as researchers.

So we felt choked with so many things to do and which should receive the same attention but being the case, the privilege was the project. For example, (Geri & Gefen, 2007) explain: "Individuals are overwhelmed by ever-growing incoming information and requests for their attention in their private as well as their work environment". This statement let us know the situation that we as pre-service teachers and living. But as good researchers we had to overcome the obstacle.

As we said before time management is a big challenge for the pre-service teachers. Because they have to fulfill with the task that La Salle University asks during the four semesters of their practice, which make difficult the realization of the thesis and other subjects. In addition, some of them are working and don't have enough time to dedicate it." Research indicates that it is common for pre-service teachers to overlook time management and planning as important variables in effective teaching" (Moore, 2003). However the pre-service teachers try to organize the time with the conviction of getting the goal which is to finish their career satisfactorily and to surpass the obstacles that are in their roads like is the lack of time. From before start to appear emotional issues, as well as some groups desert of the thesis and other separate looking for new partners to begin again.

On the other hand, the time is not enough because pre-service teacher had to follow different steps in each semester focusing on the creation of the research project, then those steps are activities that we as pre-service teachers had to develop in a little time.

According to this, the process students have to follow to develop the pedagogical practicum in La Universidad de La Salle, is divided to four steps:

The first one is pedagogical practice research I; it takes place during the seventh semester. The second one is pedagogical practice research II, it takes place during the eighth semester. The third one is pedagogical practice research III, it takes place during the ninth semester. And the last one is the writing of the research project. Next we explain the context of the practicum established by the university. This information is based on the institutional documents about the pedagogical practicum and research project elaboration. (Universidad de La Salle, n.d.) Because of that concern of learning to manage time to reach a good project. Therefore students must:

 Finally, as in previous semesters, develop discipline research seminar discusses the scenario where problems inherent in research pedagogical processes. Similarly in this space are considered appropriate methods for addressing the problem such as action research, systematization of experiences, ethnographic research, explorative descriptive and interpretive studies, case studies and more. It also addresses issues such as

management order group teaching, teaching language skills, evaluation, among others". (Universidad de La Salle, n.d.)

Writing Skills

Following with the challenges that we found in our research, writing skills surged through our own experience about how to construct a research project, because, we as pre-service teachers did not have enough experience about academic writing. Furthermore, La Universidad de La Salle just had two subjects where you could learn to write this type of writing. But sometimes as our case we could not see that important subject because the schedule did not fit.

In this research project they have to write a document according to American Psychological Association (APA). Therefore, the first one that pre-service teachers need to research is how to write a research project according to APA. *"The mission of the APA is to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives."(American American Psychological Association, n.d).*
In addition, pre-service teachers just had had experience to write documents in Spanish such, essays, summaries, reports, reviews and others. But all before it is not enough to build a research project because it is a long process where pre-service teachers have to follow series of steps to develop it.

Here we Step 1. Choose Your Topic. 2. Locate Information. Step 3. Prepare Bibliography Cards. Step 4. Prepare Note Cards. 5. Prepare an Outline. Step 6. Write a Rough Draft. Step 7. Revise Your Rough Draft. Step

8. Prepare Your Bibliography. Step 9. Prepare a Title Page and Table of Contents. Step 10. Final Checklist. Before handing in your paper, be sure you can answer "Yes" to each of the following questions. (Dr. Mangrum & Dr. Strichart. w.d). In this way, if pre-service teachers had had a good process during the development of theirs career they should not have these problems. Anyway from the point of view of us, we consider that La Salle University has to analyze and reflect on what is happening and try to provide solutions and more opportunities to the other students that will star the practicum.

Universidad de La Salle allows us to teach and research at the same time, making this an empirical study. In a general way, we wanted to include the most important aspects about the pre-services teachers` challenges, such us the teaching strategies, the authority and control with the children, the time management focusing on the construction of the research and the practice development etc. All said before with the purpose to have a new vision about the development of practice in La Universidad de La Salle. In this way promote changes in career development in terms of practice.

METHODOLOGY

The participants of this study were pre-service teachers of BA in Spanish, English and French students from 7th to 9th semesters of Universidad de La Salle. This study focuses on the way participants experienced teaching and researching through their practicum.
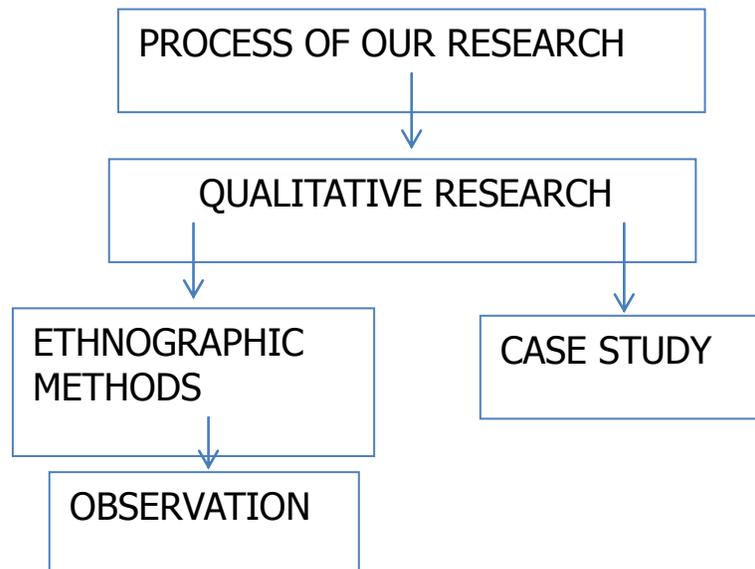
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Figure 2 <u>Process of the research project</u>

Taking into account the graphic above, the method that we used in our research was qualitative research, Patton (1985) (cited in Merriam (2008) explains:

Qualitative research is an effort to understand situations in their uniqueness as a part of particular context and their intentions there. This understanding is and end in itself, so that it is not attempting to predict that may happen in the future necessarily, but to understand the nature of that setting- what it means for participants to be in that setting, what their lives are like, what's going on for them, what their meaning are, what the world looks like in that particular setting- and in the analysis to be able to communicate that faithfully to others who are interested in that setting. The analysis strives for depth of understanding.

Therefore, we as researchers focused on understanding and identifying the challenges that we and our partners had during the process of research,

for that reason, qualitative research allows to us to have different points of view to collect information.

In first instance, we use an ethnographic method to collect information, "Ethnography is a tool used to assist development, increase understanding, and gather specific information from classroom inquiry enables pre-service teachers to answer the question, "what is going on here?"" (Gitlin & Teitlebaum, 1983; Knowles, Cole, & presswood1994) (Cited in Christensen, 1996). It helps us to see a general perspective of the participants, where we as a researcher can observe, field note, write journals etc.

In second instance, we used case study because according to the definition from (Stoecker 1991 cited in Yin 2008) the case study as a research strategy comprises an all-encompassing method-covering the logic of design, data collection techniques, and specific approaches to data analysis. And the purpose of the literature review in cases study

"is to determine the answer about what is known on a topic; in contract, experienced investigator review previous research to develop sharper and more insightful questions about topic" (p. 9) For that reason, we use the method of case study because we established some categories as possible results at the end of the project, where we had to used the literature review to construct the results according to the theory before applied.

This study draws on study cases research because this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Yin (2008) defines

the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984, p. 23). According to Yin(2008) who has written about case study research and suggested techniques for organizing and conducting the research successfully Case Study research draws upon their work and proposes six steps that should be used:

- Determine and define the research questions

- Select the cases and determine data gathering and analysis techniques

- Prepare to collect data

- Collect data in the field

- Analyze the data

- Prepare the report

Also, we used some tools of ethnographic approach like direct observations and journals which helped us to collect our data. Since these look for analyzing different groups in the social field; then to find and discover the experience and challenges that the pre-service teachers have during their practicum.

"*The ethnographer lives an ordinary life among the people, working with informants who are particularly knowledgeable or well placed to collect information. This fieldwork may last for extended period of time; usually over a*

year, and sometimes much longer". (Hammersley & Atkinson, Ethnography: principles in practice) For this reason the research take that way, because it look to discover a lot forms to construe some strategies to apply inside the classroom, and the ethnography give the possibility to collect information, through journals, meetings, observations, we wrote our field notes before each observation and meetings. Also we made some interviews, and lesson plan analysis.

This section began with a brief description about development of practice of Universidad de La Salle, giving out about its process to carry out during the last four semesters of practice and the participants who participated in our research. And finally, we outlined the description of the participants our methods for data collection and the analysis, as well as the development of our research questions over the course of the study though the results and at the end we can find the validity of our research project.

Context

Our research was developed in different contexts but we focus on the group of pre-service teachers of Maria Montessori School, which is located in Restrepo neighborhood. It is a public school, therefore in each classroom there are among 38 to 45 students. The majority of the students are people who come from low-income families. The socio-economic stratums is between 1, 2 and 3. There we were English Pre-service teachers in different grades from preschool to fifth grade, once a week, two hours a day. The day we use

to go to practice was Wednesdays, where we had to be from 7:30 am to 12 m to start the meeting, where we shared with our partners the topics to teach in class and also review some steps of the project. When we finished our classes, we came back to the meeting room where we talked about the experience we had in the class. Then it was at that time where we took the role of researchers and listened to our partners' experiences and think over our experiences too.

La Universidad de La Salle was another context that contributed to the development of the research. In this context we focused specially on the pre-service teachers from others semester such as seventh, eighth, and ninth semester of practicum whose were pre-service teachers in other institutions some of those institutions were private and other ones public school. In this context we observe all the time the process of construction of our partners' research projects and their experiences in the practicum too. Here we made interviews to pre-service teachers from other semesters that developed the practicum in different schools which have helped us in our research since they had different perspectives.

Participants

During the time as pre-service teachers and researchers we inquire pre-service teachers' experiences regarding the teaching strategies, the materials, the educational approach of the University, the challenges and emotional issues.

As the table # 2, shows the participants in this study were pre-service teacher of Universidad de La Salle from 7th to 9th semesters which went to different practicum places like, Colombo American Center, Mayor of Cundinamarca School, Universidad de La Salle Languages Center; we will focus on the group of pre-service teachers at Maria Montessori School. The participants of this study were 4 men, 9 women, and additionally we interviewed 2 professors and 2 coordinators.   This study focused on the way participants experienced for teaching and researching through their practicum. We focused on our practicum place the Maria Montessori School, which is located in Restrepo neighborhood more exactly between Caracas Avenue # 14 south. It is a public school, therefore in each classroom there are, among 38 to 45 students. The classrooms are big and comfortable; the majority of students are people who come from low-income families. The socio-economic stratum is between 1 and 3.

La Universidad de La Salle was another context that contributed to the development of the research. In this context we focused specially on the pre-service teachers from others semester such as seventh, eighth, and ninth semester of practicum and with our partners too.

PARTICIPANTS	SEMESTER	TYPE OF PARTICIPANT
2 Men 1 Woman	9th	Students
1 Man 6 Women	8th	Students
2 women	7th	Students
1 Man 1 Woman		Professors
1 Man		Research coordinator
1 Woman		Practicum coordinator

Table 2. <u>Research Participants</u>

DATA COLLECTION

We were interested in developing a deep understanding of pre-service

teachers and researchers experiences particularly the challenges they faced

in their practicum classes at Maria Montessori School and the experience that

they have had during the development of the research project. As the table #

3 shows for collect the data we used methods such as observations of

classes, and meetings with the coordinator, interviews, and lesson plan

analysis.

DATA COLLECTION	ACTIVITIES
INTERVIEWS	TOTAL: 10 INTERVIEWS 5: Individual students 1: Group of students 2: Practicum professors 1: Practicum coordinator 1: Research coordinator
LESSON PLANS ANALYSIS	12 Lesson plans.
OBSERVATIONS, MEETINGS AND JOURNALS	We wrote and analyzed our field notes before each observation and meetings.

Table 3 <u>Data collection</u>

Observation and meetings

We began our data collection by making observations in our classrooms

and general meetings with the other pre-service teachers. Those observations

and meetings helped us to know how pre-service teachers reacted during their

class time, what kind of experiences and challenges they have had during

their practicum and the development of their research project. We wrote our field notes before each observation.

"We wrote up our field notes and revisited our research question through of our current interpretations of the data; I generated further comments that served to focus subsequent observations" (Emerson, Fretz & Shaw, 1995. p.85). Every phase of data collection and analysis was shaped by the description and our conception as a researcher on our journals when each practicum classes finished.

Interviews

We used an open-ended interview, which created the opportunity for the pre-service teachers to express their challenges, emotional issues, the teaching approach, the strategies that they use and the experience they have gotten during the development of their classes and the development of the research project (appendix # 1). Also, we interviewed some of the teachers that supervise the practicum to know the different research approach that they use and their opinion about their student's practicum and some teachers who manage the research area. (Appendix # 2). Finally, we interviewed the coordinator of the practicum of Universidad de La Salle, (appendix # 3); with this interview we wanted to know about the practicum project of Universidad de La Salle and what is the main objective of doing the practicum.

Lesson plans analysis.

We decided to analyze our lesson plans and the lesson plans of our partners to get a sense of teaching approaches and activities developed by pre-service teachers. To analyze those lesson plans, we created a rubric:

A rubric is a set of scoring guidelines for evaluating student work. What is a rubric?.2000,on http://www.relearning.org/resources/PDF/rubric_

sampler.pdf. Relearning by Design, Inc.

The rubric (appendix #4) allow to identify the lesson procedures, the materials, the organization and presentation, the functional, linguistic and personal aims, the vocabulary and the assessment. Also we open-coded the lesson plans and it helped us to get some categories to analyze.

Validity and Reliability

Validity "is an important key to research based on the view that it was essentially a demonstration that a particular instrument in fact measures what it purports to measure" (Cohan, and L Manion, 2000). In our cases the research is qualitative, then in qualitative data, "the validity might be addressed through the honesty, depth, richness and scope of data achieve, the participant approached, the extent of triangulation and the disinterestedness or objectivity of the research" (Cohan, and L Manion, 2000)

On the other hand, Reliability "for research to be reliable it must demonstrate that if were to be carried out on a similar group of respondents in a similar

context" (Cohan, and L Manion, 2000) In our cases was develop in a real context (Montessori School and Universidad de la Salle) with real people (pre-service teachers, coordinators and teachers), where they show us the emotions and thing that they wanted to express to collect information for our project.

During the process of our research we used different data collection such as: Observations, interviews, lesson plans and journals. . Yin (1994) provided "the assertion that external validity could be achieved from theoretical relationships and from these generalizations could be made. It is the development of a formal case study protocol that provides the reliability that is required of all research". The observation was a method to collect information to contemplate a situation; in this case, the observation was focused on the experiences and development of the practice of pre-service teachers. They were the ones during the development of practice showed their opinions and complaints on the development of her classes and teachers header.

Another method of collection that contributes to the triangulation of data used was interviews, which were made to students and teachers practice. In this method, questions related to the topic being investigated, with it you can get it is detailed report on the subject in question by the student.

Interviews that were made individual and focus-group interviews, these interviews were done pre-service teachers from different semesters, research teachers and head teachers. What these interviews pretended to collect open information by the pre-service teachers which were the ones who determined the

problem. So it became a focus group interview, where we gave ourselves com investigating the issues and they developed their opinion on them.

The lesson plans were also an important data collection to prove the validity and reliability of our research. The lesson was to design the class diagram in an orderly manner, these students made them to develop the class into different steps, the introduction of the subject, and finally developing the same tasks. Most of the lesson plan we analyzed in order to find the approach and methods that students use in their classes, and also collected information on theoretical level that we as a pre-service teacher applied in the classes, by strategy or only compliance with the activity as such.

Journals were a very important data because through theses one, we could find the feeling, emotions, opinions about classes and the development of research project. Then it helped us to construct different perspectives of our challenges as pre-service teachers from pre-service teachers´ journals.

In this way, we could check the facts and events that unfolded during practice at the Montessori school and also in the university field. This allowed us to further analyze the experience and development of pre-services teacher and head teacher.

Therefore the collection of information was very helpful since the pre-service teachers interacted with each one telling their experiences of practice, plus we also became part of the study group in which he developed a type of interaction

by which the narrated experiences in the professional development of students as teachers.

To follow with the triangulation of the project, we focused our research on the participant that were pre-service teachers from different sector, for example, some interviews that we did were to pre-service teacher from different semesters including the first, second and third semester of practice. In addition, it was developed in two contexts from the practicum at Montessori school and the development of the academical activities of Universidad de La Salle. In this project also participated a research teacher, a practicum coordinator and tutors teachers from Universidad de La Salle.

The different participants of this research allow us to learn from diverse perspectives that contribute to the validity of this research.

Finally, the research was developed by two women researchers who did the process of data collection using diverse tools to construct the project, focused on theories reviewed to analyze the information and the results.

DATA ANALYSIS

We used different tools such as field notes done from direct observations of the classes, and meetings with the coordinator, interviews, and lesson plan analysis. We read documents which allowed us to identify themes about our research project. The process of data analysis occurred simultaneously to the data gathering process.

Data from interviews was transcribed promptly and coding was carried out to identify the evolving themes. The data was classified along multiple axes; it may be convenient for the user to bring in new attributes in an incremental fashion, making decisions based in the information displayed by the system for the current choice of the attributes (Carpineto, and Romano 2004).

The derived information may influence decisions about the ongoing process of data collection. In the case of interviews the first step of our analysis was to transcribe it. Describe a conceptual file system model where concepts serve both as directories of files and as queries expressing file properties. (Carpineto, and Romano 2004). The interviews were transcribed in English, the analysis of the data was based on the interviews, field notes of the observations and finally the lesson plans analysis.

The second step was coding the data and it helped us to get some categories to analyze with all the instruments that we had to analyze. These results of data analysis helped answering the research question. The better the execution of the analysis, the stronger the conclusion. (Lewis-Beck 1995).

In the development of the data analysis, we found six categories which

helped us to make a deep understanding of our results. Those categories

come form the coding of the interviews, lesson plans and journals. Also those

categories emerge from the categories that we established from the beginning

in the theoretical framework, those categories explain the Practicum and the

creation of the research Project.

CATEGORIES
• Pre-service teachers class management.
• Teaching strategies, approaches and believes of pre-service teachers in the classroom
• Pre-service teachers emotions
• Management of time of the pre-service teachers during the practicum and the development of the research project.
• Pre-service teachers support in practicum context and the development of the research project.
• Construction of the research project.

Table 4 <u>Categories to analyze</u>

RESULTS

According to the data that we collected in the interviews, journals, lesson plans and the categories that we established a-priori on the theoretical framework, we could find the following results:

PRE-SERVICE TEACHERS CLASS MANAGEMENT

Classroom management is commonly referred to as the application of standards set in the classroom for positive student behavior. Classroom management has been identified as a critical skill for beginning teachers and pre-service teachers (Armstrong & Savage, 1990). This was one of the first challenges we discovered through our experience and the partners too because it is very difficult to control big classrooms full of children who do not respect us as teachers. Miguel a pre-service teacher said:

> "in this semester has been very difficult because there are many children that don't want to do anything and they just want to be bothering they don't and it has been very hard because the first of the practicum and in this second semester I have the same grade that it is first grade so those children are very hard to manage but I can say that my class management is good but I need to improve a lot of".

But on the other hand, we could see that the pre-service teachers that make their practicum in private schools or institutes, have a better

management of the class because they work with less students and those students come from a different context. Carlos a pre-service teacher who is in a private institution said:

> "I haven't had like serious problems of behavior with my students, I have to be very patient and give the most of me".

Those commentaries and others were the principal tools to start to speak about class management and because in the meeting we had during the practicum, they said to us the problems inside the classroom and they cannot understand why they cannot control the children if it seem easy to do. The class management was the big problem during the three semesters. In some cases pre-service teachers asked changes for higher courses as fourth, or fifth grade.

Pre-service teachers had to be patient in front of this situation, and they just tried to solve it by themselves, because head teacher did not help to us to control them, and for that reason, according to *Sandford, Emmer & Clements, (1983) and Emmer, (1987).* "The term classroom management refers to more than discipline of control but rather spans a broad range of activities such as arranging the physical environment, establishing and maintaining class room procedures, monitoring pupil behaviors, dealing with misbehavior and keeping students on task in a productive environment"

According to that Camila a pre-service teacher said in her interview:

"Suddenly all started run around the classroom, they didn't pay attention to me, I told to them, please be quite but they didn't pay attention, so when I finished the class I felt so bad".

In the same way Felipe in his lesson plans show us:

" That pre-service teachers plan the development of the class. Pre-service teacher has an order to develop the classes according to develop of the lesson plans. They introduce the class, they develop the topic and at the end, they make the assessment".

The authority is a topic that arose in the management of the class, this is one challenge that we found in the interviews and in our experience as pre-service teachers. Authority may relate to the relationship between the teacher and students in terms of obedience to classroom rules and behavioral expectations. It does not preclude a friendly relationship between teachers and students. In fact, effective classroom authority necessitates a friendly and mutually respectful relationship (Fried, 2003; Seeman, 1994)

Most of the pre-service teachers that participated in the study, related the authority with the age because the students have more respect to the old teachers than the students relate the age with the experience that they have teaching. The next excerpt from Silvia a young female in a focus group interview:

"I feel some time that I am not the authority because some of them see to me as a young girl and don't respect and pay attention, just they see as authority to the old woman".

In the same way, Felipe a 21 years old pre-service teacher who teaches at Maria Montessori School, talks about how older teachers have the authority:

> "Some of the student's do not have in mind that I am the English teacher. They think teachers must be older than me, or must be married. The majority has understood my role and respects me as the main teacher".

According to those experiences we can see that the age of the teacher is directly related to students respect more the older people than the younger. But we think that those actors of lack of authority are going to get well when the pre-service teachers get experience. According to Putman, (2009) many pre-service teachers also tend to change in their management and authority style. So while the pre-service teacher get experience he/she can find an appropriate style, which fits the development of a productive classroom and management disposition, is something often not realized until well into the teaching experience.

According to the analysis we could get that some pre-service teachers relate the authority with the teaching experience that they have because the experience that they have acquired helps them to find solution to the problems into the classroom. Luis a pre-service teacher states:

> "I think that they don't recognize me as an authority so that`s why I think that is the main problem because I don no have enough experience, but the way I access to solve my problems in the classroom is always talking to them".

The authority in the classroom is a way to have the children control, and in our research established situations and thoughts about this topic. Then trough our observations, interviews, journals analysis, we tried to analyzed the answerer and commentaries about our practicum partners and ourselves.

Therefore we as researcher deduced from before information that: The authority is acquired trough the experience, it was also very important to take into account, pre-service teachers had to spend more time with the children. Because this way will give more confidence and authority in front of them, and they will not come to the pre-service as like friends.

TEACHING STRATEGIES, APPROACHES AND BELIEVES OF PRE-SERVICE TEACHERS IN THE CLASSROOM

Most of the pre-service teachers put their beliefs into their practice. According to Richards (1998) the beliefs system is a primary source of teacher's practices, the information, attitudes, values, expectations, theories and assumptions about teaching and learning that teachers build over time and bring with them to the classroom. Teacher beliefs form a structured set of principles that are derived from experience, school practice, personality, education theory, reading and other sources.

Through our research we as researchers saw the challenges that they had to solve like this one the approach because in some cases they have to teach as they learned, in other words, pre-service teachers apply into the classroom the knowledge that they got. They had to implement the theory that they learned at

university, and then they had to try to accommodate their classes but what we saw and the context of the teaching was:

They had to do exercises according to skills, (writing, speaking, writing, and listening) to develop that, pre-services teachers had to build a lesson plan for each class, where they had to show the(linguistic aims, the functional aims, and the objectives of the class). Also to show the development of the class during two hours. "*The individual teacher must design or select each strategy he employs in his instructions, and each design or selection should be based on his interpretation of what he thinks will constitute effective instructions for his particular population*" (Singh, 2008, p.3).

Following with that, we did some interviews to analyze the situation inside the classroom from our partners, and we found the next.

Some of our partner said: in this case Luis a pre-service teacher said:

"I always try to apply the communicative approach because is very important to me as a teacher that my students have a good performance with the English" it is just one of a lot that pre-service teacher used.

According to Luis In his interview, Angelica another pre-service teacher how participated in the interview to the focal group said:

"For me I use Total Physical Response (TPR) because with this one I can control the discipline, trough different games, where they have to pay attention to be organized and more all the time a use commands in English to control them, for example, sit down, come on, quickly, etc".

But in other cases we can find that pre-service teachers can not apply any approach because the age of children or the level that they had etc. in this case according to Pajares (1992). "*Beliefs can be related to teachers and students, student learning and methods of instruction, curriculum, and schools as social institutions*" .

For that reason, Luis a pre-service teacher in his interview said: "you have to use many approaches but for example the approach that we learned, didactics they are no useful in the practicum because they are they focus on teenagers and adults"

According to *Singh (2008)* . "*Some strategies are more effective than others, but there is no single strategy most effective with all the students and all subject matter. It s necessary to select the best strategy for the particular student population".* We could see in our research that pre-service teachers have different ideas that we as students have in mind, and one of that, is how the theory we learned during the process of the career in some cases it is not useful. Because it depends on the context of we were teaching, for example Montessori school is a public school where there are 45 students for classroom, then those are big challenges because pre-service teachers start to teach from the first day until finished the practicum. In addition, the lack of attention it is too difficult to apply a method or an approach: Milena a pre-service teacher who was interviewed said:

> "I think everybody learn in a different way, So each students need to know, or we as teacher has to teach in a different ways or in different methods, it is not the same to make the practice in a communicative approach if those students don't understand anything about English,

So I think we have just to know first able that , all students know what method we find to teaching or just to know what level there is in the school"

PRE-SERVICE TEACHERS EMOTIONS

The emotions that the pre-service teachers feel are related too with the teaching experience that they get because this experience helps them to control their emotions.

"While appraisals are central to teachers' emotional experiences in the classroom, emotion regulation and coping are considered as integral features in emotional process dynamics as well" (Lazarus & Gross, 2002). In the same way Gross & John, (2003) say "It is also defined as a theoretical conceptualization of physiological, behavioral, and cognitive processes that enable individuals to modulate the experience and expression of positive and negative emotions"

Pre-service teachers started their practicum with a lot of expectations about classes, they prepared the classes step by step, first introduction, development of the class, and last tasks. Where students had to learn and improve their English Language. The majority of pre-service teacher's expectations fell down because students did not pay attention, they did not respect to pre-service teachers, they ran around the classroom, they shouted all time, and they went to the bathroom without asking permission. Etc. Therefore through the days pre-service teachers became bored and started to feel tired. In some cases, they stopped enjoying to children and in others cases they just did not want to give classes.

When the pre-service teachers can not control the different situations in the classroom, they start to feel different emotions that most of the time are not positive:

Paola a pre-service teacher in her journal said:

> "So they started to scream and they didn't allow to me speak. So I felt desperate and began to felt bad with headache and I couldn't give class"

> "I hate going to this classroom, I don't feel good there, I don't know if this is my career, it makes me feel so sad".

In some cases, the pre-service teachers try to find solutions when the hard situations arise into the classroom.

Felipe´s a pre-service teacher in his interview said:

"sometimes it is not possible because of the time or maybe I feel very tired but I tend to involve my students in the class so they feel the class is something made by them, thank god I haven't have like serious problems of behavior with my students, I have to be very patient and give the most of me"

It shows to us the big responsibilities about teaching ways. It not just to prepare the classes, it requires a lot of things, such us: to know them, to speak with them, also you have to focus on the methodology according to the behavior, look for activities depending on the age and the attitude of them and other ones.

Finally, another emotion that we could find was the frustration in the pre-service teachers because of they began their practicum with a lot of expectations about the new experience but through the process of teaching these expectations did not turn satisfactory because the context was difficult, the students did not respect the classes and the pre-service teachers.

MANAGEMENT OF TIME OF THE PRE-SERVICE TEACHERS DURING THE PRACTICUM AND THE DEVELOPMENT OF THE RESEARCH PROJECT.

According to our experience as pre-service teachers and researchers, we could find that some students have problems with the management of the time when they develop their classes, when they prepare their classes for the practicum, during the preparation of the research project and the different responsibilities in the University.

Research indicates that it is common for pre-service teachers to overlook time management and planning important variables in effective teaching (Moore, 2003) according to Moore, Ximena a pre-service teacher who thinks that this is a big challenge because the time is not enough to prepare everything, she said in her interview:

> "I believe that, because you prepare the lesson plans and you don't have enough time to develop the activities into the classroom. I organize my time like that: in the mornings, I usually do my homework, and during the night I read and research my project, it's difficult but is not impossible".

Individuals are overwhelmed by ever-growing incoming information and requests for their attention in their private as well as their work environment (Geri & Gefen, 2007). As well as Geri & Gefen, Paola another pre-service teacher also thinks that the time is difficult to manage because the students have other things to do, no just the development of the classes and the research project, she said:

> "I think the time is a big challenge, because for example for me I am working in the mornings but in the afternoons I am studying in La Salle University, and all this task or home-works that teachers left to me,

some cases I don't have enough time to develop and do it very well, I think it is so hard to control. As I said before some time I don't have the enough time, so I try to organize in the morning my work in the afternoons go to the university at night I do all the things, so some time I go to the bed 2 am, or 1 am, and it is hard and complicate, but I try".

Some pre-service teachers like Jorge see the time as a challenge, but focus on the development of the classes during the practicum. According to Rancifer, (1992), lacks of student discipline and classroom management organizational skills were identified by pre-service teachers as areas that did not go well during student teaching. We as pre-service teachers do not have enough time to teach in the practicum because we just have 2 hours per week and the student's behavior affect the way to develop the class. Jorge said in his interview:

"I think because of the example we just come here two hour per week so it is a little hard, for example the social context of the children we don't know how they live and who their parents are, I don't know there are many things about them I just can see what I see in two hours so the time I think it is like sometimes it is an obstacle because I think it is a few time but any way you have to take advantage of this".

But, no all the pre-service teachers think in the same way about the management of the time, Juan a pre-service teacher said in his interview:

"It is not very difficult, I try to wake up early and make the things of the university, the things for teaching my classes are prepared on weekends and at night I work on my project, besides sometimes I have help from my classmates".

Then the control of time is not enough to develop the subjects of La Salle University, it also interferes in the development of classes as teachers.

For example in Camilla's journal she said: "I don't know there are many   things about them I just can see what I see in two hours so the time I think it is like sometimes it is an obstacle because I think it is a few time but any way you have to take advantage of this".

In other observations about pre-services teachers' lesson plans, we have

analyzed Carolina´s lesson and found the following:

"We found in this lesson plan, that Carolina mentioned different activities, where students have taken much time to accomplish them, and she only allows them from ten to fifteen minutes to finish their task. For this reason Carolina has to take in count that there are activities that need more time than others".

In another interview pre-service teachers mentioned the periods of time

they managed a week with students which are not enough to create a continuous

task for them to get used to.

Here is a comment made from an interviewed.

"To accomplish the steps of the research, because of the time is just two hour per week, and it isn't enough to observe the class, to field notes, to construct the reading etc. So the time isn't enough to develop all before activities and others".

For those reasons a good time management is essential to success at

the university and life because planning the time allows to spread the work

over a session, avoid a 'traffic jam' of work, and cope with study stress.

PRE-SERVICE TEACHERS SUPPORT IN PRACTICUM CONTEXT AND THE DEVELOPMENT OF THE RESEARCH PROJECT

This category arose from the doubt of pre-service teachers about how to

teach and also how to construct a research project. In first place, to construct a

research project, pre-service teachers need some steps and guides to begin the research but in our research we saw that we and our partners were confused because they did not know how to start and how to choose the topic to research. Then theory that gave us the university was not enough to develop a research project. We as pre-service teachers had to learn to develop this research project through the experience that we got during the practicum process.

For that reason, pre-service teachers did not have competence at the moment to research; hence they had to research how to develop an investigation. In Paola's journals we could find the next.

"At the beginning to I don't have any idea about how to construct a research I am lost, I didn't know how to begin, but through time I can get it"

Rafael a research teacher said in the interview the next:

"The idea is that they learn how to do it a research project, it is like an educative purpose" they have to learn how to what it employs tools, observe all time…"

Then support is given by the university and we as pre-service teachers should be autonomous with our work as teachers and researchers to learn and get more experience.

In other hand pre-service teachers do not have support in the context of the practicum because the head teachers and other pre-service teachers from others universities did not help enough to us and our partner. At school the pre-service teacher did not have guides or books to start a class. The school do not

have syllabus, so, pre-service teachers have to plan the classes according to the knowledge that they have. For example, in Paola's journal she said:

> "Today I had to change my class because the coordinator didn't have the copies, she said at the beginning of the semester that she is going to support us, but at the end she does other things".

> "It was a problem all time the copies, then pre-service teacher had to change the class and use a new strategy to teach the topic".

For that the majority of pre-service teachers ask all time for the steps to give classes, in some cases they were confused the way to teach. Pre-service teachers did not know how to give a class, they just limited to create lesson plans but they could not to teach in a good way. Katherine's interview said:

> "I can have different ideas to prepare in the class, but I don't have the support or the guide to follow with a process, just I have to invent I try to do a rally class, by we as teachers need that support or a way to continuo and this is responsibility of La Universidad"

Therefore what Universidad de La Salle should or we as pre-service teacher should do to avoid this kind of problem or Obstacles?

CONSTRUCTION OF THE RESEARCH PROJECT

The construction of the research project for us as students of Universidad de La Salle is a challenge because we do not know very well how to develop a research project. We as pre-service teachers need to develop a research project but in our observations into the practicum, we had analyzed that the majority had not had the enough experience about that. Pre-service teachers tend to resist and reject innovative teaching practices presented in teacher

preparation programs and observed during field experiences unless the

practices are congruent with their interpretations of past pedagogy

(Calderhead & Robson, 1991; Mc Daniel, 1991).

We as researchers do not have enough experience; therefore we have to

fight with several problems during the development of our research project.

Camilo a pre-service teacher who was interviewed said:

> **"It has been a little bit strange because I still have lots of questions and doubts about the research, but so far it has been good, it has showed me another field of action that seems to be more interesting than teaching."**

According to Camilo, Carlos another pre-service teacher also has had

problems with the development of the research project because he has to cross

to some challenges that make more difficult the construction of the research

project, he said in his interview:

> "Establishing a good research questions and defining the most proper approach have been the biggest challenges".

Not all the pre-service teachers see the construction of the research

project with problems because some of them think that all the effort and the

sacrifices that are doing to be rewarded at the end, Pilar, a pre-service

teacher said in her interview:

> **"**my experience it was great, I think that is difficult to research because require many time, you need many time to read to focus on some cases, study very hard but I think that when we finish and when we have some results it well be great **"**

pre-service teachers at beginning were very scared with the idea to develop a research project because we did not have enough experience to do it, but the time helped us to get experience and make the research project be a good experience which has good and bad moments but we think that all the sacrifices and worries that we had made the research project are the best reward that we can have.

CONCLUSIONS

After had done a difficult and hard analysis about the challenges of pre-service teachers during the practicum and the construction of the research project in different scenes like the practicum site and the Universidad de La Salle. We could find the following conclusions:

We as pre-service Teacher need enough experience to control the children inside and outside the classroom because as we said before in the

results, children see us as their friends, as only practitioners, and not like their head teachers in English. For that reason, we found that the relationship between children and teachers, is due to a long time experience where teachers know their students and students know their teachers, otherwise everything will be a mess but not in all cases.

We could conclude about teaching strategies, to be a teacher is not just to know some topics and to be an intelligent person, being a teacher is to know the context where you are teaching, to know the classes environment, to know students too, etc; in this way, you could live in harmony with the students and the teaching you give as a head teacher will be a meaningful learning for students.

Through the development of our research we as Pre-service teachers found different situations where students did not allow giving classes, this was due to the behaviors as define Gross & John, (2003) "it is theoretical conceptualization of physiological, behavioral, and cognitive processes that enable individuals to modulate the experience and expression of positive negative emotions". Then it refers to behavior that students had during the process of our practicum which was a challenge for us and for our partners too. For example, in our research pre-service teachers had lot obstacles with student's research groups to the creation of the research project because in some cases pre-service teachers were separated from the first group the construction of the project. Therefore we as pre-service need to be prepare to

confront the obstacles and to know the different situations and try to solve the problems.

Pre-service teachers pay more attention in the way to develop their practicum, teaching strategies, time management and the lesson plans,   but they do not take into account the experience that the University offers to the pre-service teachers while they are teaching.

Pre-service teachers apply most of the time the knowledge that they get in the University and the educational approach of the University because they do not teach just a topic, they try to teach values and how to grow up as people.

Pre-service teachers do not have enough authority in front of the students at the moment to teach, for that reason the class management is very difficult because when pre-service teachers are younger, are like friends or someone who go to take care of they do not see but not see us as teachers and they just go one day per week and they do not have a constant process with the students.

The development of the research project is a big process which the pre-service teachers should have more experience and more knowledge, Universidad de La Salle just gives some subjects about how to make research, but it is not enough to make a research project which has to be presented before graduating as college teachers.

Finally, we wanted to link the Universidad de La Salle approach to the development of practice and the construction of the research project, which tells us that students should choose a research and pedagogical perspective, focusing on program development Sustainable Human Development (agreement 18 of November 10, 2005, Board of Governors). Therefore through interviews, we found that many students emphasized on how to teach responsibility and values, which are promoted by Universidad de La Salle in the students.

IMPLICATIONS FOR FUTURE RESEARCHES

According to the data and the analysis that we made, we could find that some topics were not as relevant as others for the pre-service teachers of Universidad de La Salle, for that reason, we think that those topics are important to develop in future researches.

It is very important to make a research more exhaustive about the writing skills to develop the research project because some of the pre-service teachers think that writing skills are difficult just at the beginning of the development of the research project because they do not know to use the APA style. Another topic that is very important to make a future research is time management, this challenge did not have very much importance for the pre-service teachers of Universidad de La Salle because the experience made that they learned to distribute their time among the practicum, the University, the research project, jobs, in some cases, and the personal life. Finally, we think that it is very important to make a future research about the development of the lesson plans that the pre-service teachers do to organize their English classes for the practicum place, they should focus on the functional aims of the topics that they teach not just on the way to teach it.

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Appendix # 1

PRE-SERVICE TEACHER PROTOCOL

We are students of La Universidad de La Salle and we are pursing a BA in English, Spanish and French languages. Currently we are in ninth semester and we are conducting and research project as a requirement to obtain the degree.

We want to learn about pre-service teachers experiences in their practicum and their research project. Since you started your practicum we will ask you a series of questions to learn from your experience:

1. Tell me about your teaching experience from the first semester of your practicum until now and what have changed?

2. How would you define the educational approach that use at the moment of the teaching?

3. Would you describe your class management?

4. How do you face the problems within the classroom?

5. How do you think children see you as a teacher?

6. What is the biggest challenge that you have experienced during your practicum?

7. How has been your experience of becoming a researcher?

8. What is the biggest challenge that you have had during the construction of your research project?

9. What would you like to do when you finish your degree?

10. What would you change from the practicum experience?

11. What do you think about the contexts where you are teaching? What are the opportunities and obstacles there?

12. How do you organize the time between the practicum, research project and the university subjects?

Appendix #2

RESEARCH TEACHERS AT UNIVERSIDAD DE LA SALLE

We are students of Universidad de la Salle and we are pursing a BA in English, Spanish and French languages. Currently we are in eight semester and we are conducting a research project as a requirement to obtain the degree.

We want to learn about practicum-students experiences in their practicum and their research project, in this interview we want to focus on the research part. Since you are research teacher we will ask you a series of questions to learn from your experience:

1- What is the purpose of the research on students at Universidad de la Salle?

2- What students should learn through those researchers?

3- What kind of research is the most suitable for the development of research projects?

4- What types of research are more common in the developing o research projects as pre-service teachers?

5- What do you expect practicum students will learn from the research project?

Appendix # 3

GENERAL COORDINATOR OF PRACTICUM AT UNIVERSIDAD DE LA SALLE

We are students of Universidad de la Salle and we are pursing a BA in English, Spanish and French languages. Currently we are in ninth semester and we are conducting a research project as a requirement to obtain the degree. We want to learn about practicum-students experiences in their practicum and their research project. Since you are the coordinator we will ask you a series of questions to learn from your experience:

1- What is the goal of students having a practicum? Describe the project.

2- What is the criterion to have 3 semesters of practicum?

3- How does Universidad de la Salle support the students during their practicum and their thesis?

4- What is the reason of doing a thesis instead of other alternatives?

5- What is the procedure to make cooperation agreements with schools?

6- What do you think about students choosing their practicum site?

7- What is the biggest challenge of coordinating the practicum at Universidad de la Salle?

8- How would you describe the role of the practicum coordinators?

9- What do you expect practicum students will learn from the practicum experiences?

10- What do you expect practicum students will learn from the research project?

Appendix # 4

CRITERIA	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATION

		Lesson procedures provide a detailed, step-by-step description of the lesson. They include: Introduction — how students will be introduced to the goals and what is expected of them. Main activity — how the teacher will facilitate the learning experience. Conclusion — how the teacher will bring closure for students and provide feedback . Extension — how the lesson will be extended.	Lesson procedures provide a detailed, step-by-step description of the lesson. They include: Introduction — how students will be introduced to the goals and what is expected of them. Main activity — how the teacher will facilitate the learning experience. Conclusion — how the teacher will bring closure for students and provide feedback. Extension — how the lesson will be extended. Procedures include strategies for differentiated instruction.
LESSON PROCEDURES			

MATERIALS	Materials and resources are not listed, or only a partial list is provided.	A complete list of materials, resources, and detailed descriptions of any special considerations and/or advanced preparations are provided.	A complete list of materials, resources, and detailed descriptions of any special considerations and/or advanced preparations are provided. A list of additional/alternative materials and resources is also provided.

ORGANIZATION AND PRESENTATION	Lesson plan is unorganized and not presented in a neat manner.	Lesson plan is organized, but not professionally presented.	Complete package presented in well organized and professional fashion.
FUNCTIONAL AIMS	The objectives are incomplete and/or do not relate to the ideas to improve of the lesson.	The objectives are complete but are not as detailed as they could be. They relate to the ideas to improve of the lesson.	The objectives are complete and detailed and relate to the ideas to improve of the lesson.
LINGUISTIC AIMS	The objective(s) is (are) imprecise or unclear respect to the different language skills.	Some of the objectives are clear and some are not. Not all objectives are stated respect to the different language skills.	The objectives are complete and detailed and relate to the ideas to improve the language skills.
PERSONAL AIMS	The objectives are incomplete and/or do not relate to the ideas that the teacher has or the ideas that the student should learn.	The objectives and the ideas that the teacher has or the ideas that the student should learn are complete but are not as detailed as they could be.	The objectives are complete and detailed and relate to the ideas that the teacher has or the ideas that the student should learn.
VOCABULARY	The vocabulary is not correct or missing.	The vocabulary is ok, but not complete.	The vocabulary is clear.

ASSESSMENT	Assessment incorporates the stated objectives and reflects lesson goal with multiple and alternative assessment strategies described in detail.	An assessment is described with relevance to stated objectives; assess. data is collected or planned for collecting.	There is an assessment, it but it has little relevance to stated objectives or no assess. Was mentioned in the lesson.

Appendix # 5

Table 1. PRE-SERVICE TEACHERS CLASS MANAGEMENT

Camila's journal	**Control the children**	"Suddenly all started run around the classroom, they didn't pay attention to me, I told to them, please be quite but they didn't pay attention, so when I finished the class I felt so bad"
Miguel's interview	**Attract the attention**	"in this semester has been very very difficult because there are many children that don't want to do anything and they just want to be bothering they don't and it has been very hard because the first of the practicum and in this second semester I have the same grade that it is first grade so those children are very hard to manage but I can say that my class management is good but I need to improve a lot of".
Felipe's lesson plan	**Development Of The Class**	Pre-service teacher has an order to develop the classes according to develop of the lesson plans. They introduce the

		class, they develop the topic and at the end, they make the assessment.
Silvia's interview **Focal Group**	**The age is important to impose the authority**	I feel some time that I am not the authority, because some of them see to me as a young girl and don't respect and pay attention, just they see as authority to the old woman.

Table 2. TEACHING STRATEGIES, APPROACHES AND BELIEVES OF PRE-SERVICE TEACHERS IN THE CLASSROOM

Camila's journal	**Create strategies to teach**	"I give to the group one point and they were happy and participated actively"
Julieth's interview	**Strategies to improve**	"But trough the time until now I try to look for new strategies to use to teach to my children and some of them strategies like games, listening. Thing that they liked, help to me to develop my class well"
Adriana's interview (researcher teacher)	**Strategies to work in a research**	"They must learn just to use some of the strategies they learn for the beginner of the process but, and socially that, how to investigate, how to work in groups, how to socialize ideas, how to listening their partners, it is no working a lot it is

		work with a group of the students".
Alejandra's lesson plan	**Development of aims**	Pre-service teacher doesn't understand the differences among functional aims and linguistic aims.
Angelica's interview(focal group).	**Total Physical Response Approach**	"For me I use Total Physical Response (TPR) because with this one I can control the discipline, trough different games, where they have to pay attention to be organized and more all the time a use commands in English to control them, for example, sit down, come on, quickly, etc".

Table 3. PRE-SERVICE TEACHERS EMOTIONS

Paola's journal	**Emotions**	"So they started to scream and they didn't allow to me speak. So I felt desperate and began to felt bad with headache and I couldn't give class"
Luis' interview	**Deceptions**	"I think sometimes it is very hard and frustrating and any way ."
		"I was happy to do the practicum but suddenly

Carlos' interview	Disappointment	all that no was good because when I started to teach the children don't hear me don't do the activities that I put to them,"
Camila's journal	Motivation	"I felt very happy today, because the children worked very good, they liked the activities, and at the end of the class the teacher said me that I was doing a good job"
Angelica's interview	Big groups of children cause a shock	"ok for me I can say that, the beginning was really difficult because was like a shock for me, and I gave classes for a big groups and the class management was a disaster"

Table 4. MANAGEMENT OF TIME OF THE PRE-SERVICE TEACHERS DURING THE PRACTICUM AND THE DEVELOPMENT OF THE RESEARCH PROJECT.

Julieth's interview	Time management	"I am working in the mornings but in the afternoons I am studying in La Salle University, and this entire task or home-works that teachers left to me, some cases I don't have enough time to develop and do it very well, I think it is so hard to

		control."
Camila's journal	**Lack of time to finish the activities**	"Some time as today, the time of the class was enough to finish the activity and my students say to me, why you have to go, I want to continue with the class"
Carolina's lesson plan	**A lot activities in a little time**	We saw in this lesson plan, that Carolina mentioned different activities, where students have to take much time to develop them , and She just allow to develop them in ten o 15 min for each one. So She has to take into account what activities need more time that others.
Silvia's interview **Focal group.**	**Time isn't enough to accomplish the steps of the research**	To accomplish the steps of the research, because of the time is just two hour per week, and it isn't enough to observe the class, to field notes, to construct the reading etc. So the time isn't enough to develop all before activities and others.

Table 5. PRE-SERVICE TEACHERS SUPPORT IN PRACTICUM CONTEXT AND THE DEVELOPMENT OF THE RESEARCH PROJECT

Teacher research interview	**Research competence**	"The idea is that they learn how to do it a research project, it is like a or with a educative purpose" they have to learn how to what it employs tools, observe all time…"

Paola's journal	**Coordinator support**	"Today I had to change my class because the coordinator didn't have the copies, she said at the beginning of the semester that she is going to support us, but at the end she does other things".
Katherine's interview Focal group	**Don't have a support**	"I can have different ideas to prepare in the class, but I don't have the support or the guide to follow with a process, just I have to invent I try to do a rally class, by we as teachers need that support or a way to continuo and this is responsibility of La Universidad"
Julio's interview Teacher research	**Objective of the research**	"That is how researchers know the basics of research, he simply wants students to learn a method of inquiry."
Carolina's lesson plan	**Skills**	Pre-service teacher focus on the development of vocabulary skills. focusing in writing and speaking

Table 6. CONSTRUCTION OF THE RESEARCH PROJECT.

Carlos' interview	**Difficulties in the development of the research project.**	"Establishing a good research questions and defining the most proper approach have been the biggest challenges".

Luz's interview	**Challenges in the development of the research project.**	"my biggest challenges could be, I don't know could be finish the project very well, and put some strategies to other people to see in the project about labeling or how construct an identity in the class context."
Tomas' interview	**Learning with the research project**	"because now finally I know what how suppose to do a research and I think it is a kind complicate because you have to be very patient you have to observe everything, to take notes, to be like very I don't know how to say it and committed with your classes you can just go to the class and give it and just go out no as a researcher you have to be observing everything and I don't know taking into account every that happens because for example if we flex some cases something like that we have to study a lot…