KNITTING A COMMUNITY OF PRACTICE AS A FRAMEWORK FOR

ELEMENTARY AND HIGH SCHOOL ENGLISH TEACHERS' OWN PROFESSIONAL

DEVELOPMENT IN A PUBLIC SCHOOL IN MEDELLIN: FROM REFLECTIONS ON

PRACTICES AND BELIEFS AND BACK TO THE CLASS

A Thesis Presented by

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Teachers' Own Professional Development in a Public School in Medellin: From
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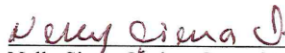A Thesis Presented

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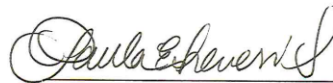
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DEDICATION

To my mother who always encouraged me to start this journey.

To my colleagues who let me plan this path with them.

ACKNOWLEDGMENTS

For this research study, there were many people who contributed, that is why I want to

thank them. First, I would like to thank my two dear friends Claudia Patricia and Juan

Carlos who always supported and encouraged me to find the right way to express my ideas.

Second, I want to thank the school principal who allowed me to work with teachers, and

finally I also want to thank the great group of teachers who were willing to knit this

community.

ABSTRACT

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This paper aims at presenting the results of a multiple case study about the knitting
of a Community of Practice as a framework for elementary and high school English
teachers' own professional development in a public school. This proposal had its starting
point on the fact that the language policies and reforms launched by the national
government affected teachers at public school directly. These policies and reforms have not
promoted a clear, continuous, and coherent professional development process for most of
the teachers at public schools, especially for those who work at elementary levels. This
research study aims at knitting this community of practice as a framework and as a strategy,
where elementary and high school English teachers might talk and work together. The
researcher was an insider participant observer, which allowed her to understand and see this
process from a closer and natural interaction. Results from this study suggest that this
community encourages teachers from elementary and high school levels to come together
and value their own and others colleagues' expertise and reflection. It also enables them to

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frame their own professional development process in a different way and space where they could build and share experiences within their own realities and construct their own meanings and path to follow. Additionally, teachers reformulated the way they have taught English and proposed to focus on contextualizing it according to their students' needs.

This study intends to encourage other English school teachers to rethink, reflect and propose more appropriate and contextualized strategies to enrich their professional development process at their own schools.

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Introduction

In my experience as a teacher, I have found that there is a striking difference between elementary and high school levels for teaching English in Colombia, not only in the way they are conceived, but especially in the investment the Government has made in this education lately. Only in recent years, the elementary levels have been taken into account, particularly after the issuing of the Bilingualism Law (2004). Hence, this contrast is experienced when the ones in charge of reorganizing and planning the English content of the school curriculum are teachers from high school levels, because of their linguistic knowledge. Therefore, they plan the topics from elementary grades until high school, but they do not discuss or share possible misunderstandings related to the English topics chosen or possible strategies for teaching them. In fact, it would be more coherent to talk among themselves, elementary and high school teachers, in order to plan these aspects, because "all people have something to teach and something to learn" (Imbernón, 2014, p. 199). Actually, Day and Sachs (2004) said that "school's culture is molded by the unique and shared experiences of participants…" (p. 10).

In regards to the investment the government has made for teachers at different school levels, the Teacher Professional Development (TPD) process is an issue that appears. Although, there have been some attempts to support TPD like In Situ program Bedoya (2014), the lack of a clear and long term TPD provided by the governmental authorities still forces teachers at public schools to find themselves the places, programs, and opportunities for their own professional growth and improvement. Indeed, Sierra (2016) analyzed some English teachers' experiences on TPD in a region of Antioquia and

reported that some of them claimed that national or local government should provide teachers with continuous and coherent professional development programs.

Certainly, elementary school teachers do their best effort to teach English, because they did not study to be English teachers. Most of the time, they take training courses, watch videos, or ask somebody for help to plan English classes, or in some other cases, they teach this language in the way they think students learn better according to their experience as teachers. McNulty and Quinchía (2007) observed that these teachers focused on classroom management and grammatical aspects during the class. On the other hand, high school teachers who have the linguistic knowledge because they were graduated from English programs, occasionally forget dynamic ways to engage students in the activities as elementary school teachers creatively do. Therefore, would elementary and high school English teachers working together cause a major exchange of experiences and knowledge to make the most out of these two worlds?

In this field, some researchers have studied the education and Teacher Professional Development (TPD) of teachers at public schools. For instance, Guerrero and Quintero (2016) researched on what teachers think about the implementation of education policies, and the governmental policies, they concluded that teachers do not participate in the creation of these, and they are basically considered as technicians. Their study encouraged government, school administrators, scholars and teachers themselves to validate and give meaning to school teachers' expertise. In this sense, Sierra (2016), in a research article about English teachers' experiences in in-service education programs, described how teachers' voices revealed their need of a TPD where their real contexts, the experiences as teachers, and their reflections were taken into account. Moreover, Álvarez, Cárdenas and

González (2015) analyzed the coverage and the continuity of TPD programs within the framework of the National Program of Bilingualism (2004) and said that these programs promoted an instrumental view of TPD, and they focused on the linguistic aspect with few initiatives for teachers at elementary levels and in rural areas. In addition, some authors like Bastidas (1992), Cadavid, McNulty and Quinchía (2004), McNulty and Quinchía (2007), Cadavid, Quinchia and Diaz (2009), and Bastidas and Muñoz (2011), They specially described as a difficult situation how elementary school teachers felt when teaching English because they were not linguistically prepared to teach this subject. Despite their great engagement and willingness to find strategies and teach this language in the best way they know.

A review of the academic literature in EFL in the four major Colombian Journals in the field —Ikala, Colombian Applied Linguistic Journal, PROFILE and HOW— shows that in recent years there have not been research studies which aim to provide school teachers with a TPD framed within a collaborative work or a community of learning. During this review, two research studies which worked on building Communities of Practice for foreign language teachers. The first one is a philosophy program doctoral dissertation thesis from the University of South Florida in which Ban (2006) researched the transmogrification on four Mexican foreign language teachers as they participated in a teaching exchange in American schools showed the relevance of pedagogical activities as well as the cultural shared repertoire which mediated this community. The second one, aimed at giving answers to a group of nonnative pre-service Spanish teachers' worries about maintaining and improving their language proficiency. On this topic, Fraga-Cañadas

(2017) suggested that CoP should start from the pre-service level allowing novice teacher to experience working together and learning from others.

In Colombia, there are not research studies focused on the real connection between school teachers from elementary and high school levels. However, there are some research studies which attempted to work CoP at university educational levels and one paper about a pedagogical experience with Pre-K English teachers were identified. For instance, Gil (2016) proposed a case study to explore the effects of a CoP implemented through a social networking site with a group of EFL university teachers. In addition, Bedoya, Betancourt, and Villa (2018) shared the results of the creation of a CoP to qualify teachers in the integration of ICTs. In brief, current national language policies and TPD offered have not provided teachers at school with a solid framework to enrich their professional growth, which should include their personal and professional lives. In fact, as these policies have impacted teachers separately, elementary and high school teachers have also conceived their work in isolation. The third paper is a written reflection about the Pre-K English teacher professional development programme in Medellin. This program aimed at (re)defining teaching strategies and developing the communicative dimension of English in a group of about 425 pre-K teachers and librarians from different local public schools across the city and in its surrounding rural areas. According to this, Maturana and Uribe (2018) concluded that teachers' needs, interest, and their context itself should be considered when designing and offering these types of programs, and that academic programs should not be just training courses, but an opportunity to construct society.

As it was described above, there is a claim from teachers at public schools to be listened to, to be included within a different and contextualized TPD process and to be

encouraged to believe in their own capacities and expertise. Consequently, there is an evident need of research that focuses on how teachers explore on building strategies and spaces for them to come together and share their concerns and ideas for teaching, which will imply breaking down their isolated work. Finally, how the TPD offered for public elementary and high school English teachers becomes an area of reflection and concern at my own school and how it affects English teachers.

Thus, this research study's main goal is to describe how teachers from elementary and high school levels in a public school in Medellin knit a Community of Practice for their own Teacher Professional Development process, making an emphasis on the teachers' collective knowledge construction from their own reflections on practices and beliefs, and their roles as English teachers in elementary and high school levels.

Theoretical Framework

As Confucius said:

Tell me. I'll forget.

Show me, I may remember.

Involve me, and I'll understand. (Hord, Roussin and Sommers, 2010, p.6)

This thought highlights the idea of learning within interaction that means through listening to, looking, and practicing what is new in order to understand, learn and apply this novel knowledge. In this sense, "Sociocultural theory is based on the assumption that learning emerges not through interaction but in interaction" (Ellis, 2002, as cited in Fahim and Haghani, 2012, p. 694). It means that learners have the opportunity to embrace their own learning process by doing as well as being involved. This concept of learning by doing also "lays great stress on the dynamic nature of interconnections among teachers, learners and tasks and advocates the concept of learning which stems from interactions among individuals" (Fahim and Haghani, 2012, p. 694). Certainly, these statements underline the importance of social learning, which engages people in social activities and interactions in order to construct meaningful knowledge for each one.

In connection with this concept of learning from a socio cultural perspective, Wenger, McDermott & Snyder (2002) highlighted the importance of communities and organizations to construct knowledge. His idea claims to rethink our school dynamics, because within a community, knowledge is conceived as a socially-constructed process in order to foster relationships in this community as well as the members' learning processes. Consequently, this proposal is based on three theoretical concepts: teachers constructing

learning from a socio cultural perspective; Teacher Professional Development focused on their own reflections upon practices and beliefs; and, Community of Practice as a framework for knitting teachers' professional relationships at the school.

Teachers Construct Learning from a Socio Cultural Perspective

Teachers always interact with other teachers, students or different people in their school contexts. This relation allows them to live diverse situations that let them explore different lives' views. During this communication, teachers and people, in general, learn, because learning is not an isolated process, but a socially-created one. In this same perspective, Hoban (2002) says that social teacher learning highlights the interrelation of personal theory (own theory-own theory in practice) and external dimension (others' theory-others' theory in practice) to construct the opportunity of a long-term learning. In fact, "teachers first need to reflect on their own practice to identify why they teach the way they do, and then to share this with others in order to become aware of others' ways of thinking and practices" (Hoban, 2002, p.74). In this way, they might feel empowered and confident of their own expertise and might learn when listening to and analyzing others' ideas. Spaces like these will engage teachers because they become an opportunity for them to use and adapt these experiences for their own learning and teaching processes.

To construct learning from a socio cultural perspective implies a "progressive movement from external socially mediated activity to internal mediational control by individual learners, which result in the transformation of both the self and the activity" (Johnson, 2006, p. 238). This is a clear invitation by Johnson to move to working collaboratively through the transformation of individualities until the learning process is connected to what Vygotsky defined as ZPD, that is, how individuals learn better with the

help of more capable peers. Gal'perin (1989) indicated that a ZPD process starts when teachers are encouraged to verbalize through the use of "reflective writings, collaborative activities with colleagues, reading and responding to theoretical readings or sustained dialogic interactions with 'expert others' (teachers' educators, colleagues, etc.)" (As cited in Johnson and Golombeck, 2011, p. 8). For teachers, this would mean a real space to construct this social learning and experience it as professional development. Besides, the transformative moment explained by Johnson (2006) gives people the opportunity to discuss and construct a more meaningful knowledge, which is truly connected to what Fay (1977) defines as TPD, where "reflection occurs within settings of small groups, relatively egalitarians, relatively free of recrimination between members, relatively committed to rationally discussing members' situations and experiences… Only with a setting like this can 'consciousness raising' based on rational reflection apparently take place." (As cited in Smith, 1991, p. 108).

Teacher Professional Development focused on Teachers' own Reflections upon Practices and Beliefs

To define teacher professional development, Imbernón (2007) explains two types of orientations. From the perennialist or technician orientation, he explains that it focuses on academic curriculum contents, and that the teachers' role is just to transmit contents. In other words, they are mediators between students and contents. In this orientation, teachers are just pieces in the big academic world, in which their only goal is for students to learn contents. As this is a top-down strategy, teachers do not have to opportunity to think or critique the system itself, because it is considered that it will work for any context. In contrast to this orientation, Imbernón (2007) also talks about the inquiry orientation, where

reflection upon the practice in a specific context becomes relevant, since teachers are considered social reformers. This orientation also gives importance to classroom research and collaborative work in order to develop the school and the teachers' work. It evokes also a similar process to what James (2011) describes for TPD, "a process which advocates a bottom-up approach in contrast to a top-down perspective dominant in training models " (As cited in Cárdenas, González and Álvarez, 2010, p. 54). Along the same lines, Day and Sachs (2004) also define this inquiry orientation as democratic professionalism, where teachers have the opportunity to work collaboratively and cooperatively with other teachers and the community.

Some other authors define TPD as a way of improving teachers' work through a reflective and collaborative work between colleagues. For example, Diaz-Maggioli (2003) says that it is a "continuous and transformative process in which teachers are engaged because it encourages them to reflect about their teaching and learning needs as well as to view relevance on job-embedded responsibilities over time as in communities of practices" (p. 1). He also proposes six models of teacher development, which emphasize on the construction of a collaborative relationship as a fundamental element (Diaz-Maggioli, 2003, p. 5). He describes one of these models as "collaborative study groups where a group of colleagues explore issues of teaching and learning, support each other and create new learning opportunities from within profession" (Diaz-Maggioli, 2003, p. 8). In the same way, Richards and Farrell (2005) say that PD is about "a long term professional growth, which aims to help teachers to understand teaching and themselves as teachers. This TPD includes the analysis of different teachers' practices dimensions as a base to a reflective understanding" (As cited in Cárdenas, González and Álvarez, 2010, p.4). Hence, Vergara, Hernández and Cárdenas (2009) recognize the relevance of teachers' education and the

need and importance of a continuous teachers' professional development process. In their

article, they compare between teacher training and teacher development methods used for

TPD process, as shown in table 1.

Table 1. Maley's comparison of training and professional development. (As cited in

Vergara, Hernández and Cárdenas, 2009, p. 173).

Teacher training (TT)	Teacher Development (TD)
Time-bound	Continuous learning
Related to need of the course	Related to need of the individuals
Pre-determined final outcomes and products	Free final outcomes and products
Transmission-oriented	Problem-solving oriented
Fixed agenda (timeline)	Flexible agenda (timeline)
Top down oriented	Grass-roots oriented
Externally administered and oriented	Oriented and managed by colleagues
Top-down learning	Bottom-up learning

Particularly, in Colombia, TPD processes have changed in different ways. In fact,

they moved following the different language policies launched by the current government.

First, it started with the adoption of English as a foreign language in educational contexts,

the National Program of Bilingualism in 2004 —Programa Nacional de Bilinguismo

(PNB)— which adopted the scale proposed by the Common European Framework of

Reference (CEFR) and established the Basic Standards for the Language Proficiency for

both teachers and learners (Ministerio de Educación Nacional, 2006). About this initiative,

Álvarez, Cárdenas and González (2015) analyzed, that first, there were few actions to

prepare elementary and rural area teachers to teach this language; second, the lack of

continuity was a result of the requirement to show results on proposed short-term goals;

third, the lack of economic support to have long-term TPD programs was a limitation. And,

finally, the technical linguistic training was the focus. Then, the National Government

launched the Programa de Fortalecimiento de Competencias en Lenguas Extranjeras

(PFDCLE, 2010-2014), which prioritized teacher training, for those who were teaching

English in elementary and high school within virtual and face-to-face courses. Related to

this TPD, Valencia and Montoya (2015) pointed out that the PFDCLE project caused a

climate of uncertainty among school teachers, because there was no clarity about if it

replaced the PNB program o it was just a continuation of all the programs. They also said

that school teachers did not have support, neither from principals nor from local authorities,

which gave teachers the sole responsibility of reaching the goals proposed by this new

bilingual program.

In spite of this situation, in 2015, a new program proposal called Colombia Bilingue

was released. It introduced the Basic Learning Rights, and the suggested curriculum for

elementary and high schools. In relation to the implementation of this program, Sierra

(2016), found that the role of English teachers during the implementation of this program

was as doers, not as active and reflective participants. She also said that teachers claimed

for TPD programs to focus on their contexts, where they could share experiences between

colleagues and have true reflections about their own teaching practices. Also, Cádavid,

Díaz, and Quinchía (2015) recognized that TPD programs, especially for elementary school

teachers, should be thought from their real school context, following an internal agenda that

facilitates academic communities' constructions, as well as, new knowledge construction

and teachers' practice reflection (p. 249).

Under those circumstances, some researchers have tried to answer the question,

what has happened with teachers who teach English, both in elementary and high school?

To answer this, Guerrero and Quintero (2016) identified that these government policies

affect teachers' job at school and they found that teachers are invisible for the people in

charge of creating laws, in spite of teachers' great professional preparation, which mean that in most of these policies reforms, teachers were not listened to, and did not work collaboratively with the government. In this sense, Sierra (2016) analyzed that most of these programs are courses or workshops, which are focused on developing linguistic issues, following a short- term policy, which implies lack of continuity. All this TPD programs analysis shows a clear disconnection from what Imbernón (2007), Diaz-Maggioli (2003) and Diaz-Maggioli (2003, p.1), James (2011) Richards & Farrell (2005) (As cited in Cárdenas, González and Álvarez, 2010) defined as successful TPD.

Actually, we might analyze that these different government programs and policy reform changes influenced the way teachers have to face their reality at schools. Notably, they have to make connections among what they are asked to do, their school context and what they actually know about teaching English, on their own. In regards to this assumption, the concept of Teacher Professional Development by Imbernón (2007) highlights the importance of an inquiry orientation to do research and collaborative work, which encourages teachers to reflect upon their practices and to become social reformers at the school context. To follow this idea, Freeman (1988) defines some components within teachers' own knowledge that should guide TPD Programs. These components are "first, the knowledge, which includes the discipline that is taught, to whom and where. Second, the abilities that include instruction process, class management and curricular decisions. Third, the attitude, that is the way teachers conceive themselves, the teaching process, and the relation with students. And finally, awareness, which implies the capacity to recognize relevant aspects or facts about learning, which encourages teachers to be conscious about teaching decisions. The two first components are named 'the base of teacher's knowledge',

and they are considered as the mayor key elements in PD programs" (As cited in Cárdenas, González and Álvarez, 2010, p.52). Hence, the knitting of a CoP in the school will be developed under the light of these components, mainly on disciplinary (the knowledge) and pedagogical (the abilities) ones as suggested by Freeman (1988) (As cited in Cárdenas, González and Álvarez, 2010). That is to say, a space where teachers have the opportunity to practice the language, and reflect upon their own practices, since "their cognitive development is not only a process of enculturation or appropriation of resources and socio-cultural practices, but a process of reconstruction and transformation of these resources and practices in order to answer individual and local needs" (Johnson, 2009, as cited in Cárdenas, González and Álvarez, 2010, p.52).

CoP as a Framework for Knitting Teachers' Professional Relationship at the School

According to Kennedy (2005) and Imbernón (2014), CoP is a model that involves more than two people and is supported on the social theory of learning. They agree to say that this group of people shares an interest, a specific problem or passion about a particular topic and focus, goes deep upon their knowledge, and experiences about this topic through interacting among their members. When these people get together and share their experiences, practices and reflections, they might learn from each other. Having people talking and sharing about their own experiences will need a comfortable space, which let them express freely. In this sense, Wenger, McDermott & Snyder (2002) defined CoP "as a group of people interacting on an ongoing process, where this interacting and sharing tacit knowledge requires interaction and informal learning processes such as storytelling, conversation, coaching, and apprenticeship of the kind that CoPs provide" (p.9). This also

implies that individualities are an essential part of this collective character of knowledge. Indeed, they welcome strong personalities and encourage disagreement and debate.

Wenger, McDermott and Snyder (2002) also describe five stages for a community development. The first stage is potential, in which people in the CoP discover that they face similar problems, share the same passion for tools and topics, and that they can share their own knowledge and learn from each other as well. In this initial stage, "they discover what they can build on and imagine where this potential can lead them" (p.72). The second stage is coalescing, when the community participates officially by holding events, having meetings and activities in which the members can build a respectful, trustful and energetic relationship. Then, here it is necessary for members to find value in participating. The third stage is maturing, which comes after the community has shown how valuable and plausible it is. It means, "When the community is effectively sharing knowledge, it can move from isolation to an onslaught of newcomers and onlookers" (p. 97). The fourth stage is stewardship, which is needed to sustain community and continue growing. In this stage, it is relevant to have new ideas, approaches, and relationships, which could refresh it. Finally, the transformation stage, which is "the radical transformation or death of a community is just as natural as its birth, growth and life" (p.109). They also recognize that "even healthier communities come to a natural end" (p.109). They explain that communities may transform in different manners: "many communities simply fade away. Losing members and energy…", "communities also die by turning into a social club…", "sometimes communities slit into distinct communities or merge with others…" or "some communities require so many resources that they become institutionalized…" (p. 110).

Wenger (1998) suggested three main principles to have an effective CoP. The first one is mutual engagement, where participants share their experiences and are truly engaged in the process of their own professional development. The second is a joint enterprise, in which participants discuss about the main goal for their professional development process and are committed to set it as a group. Finally, a shared repertoire, where participants share teaching techniques and knowledge as well as resources and ideas to improve their process (As cited in Packer, Kyndt, and Vangrieken, 2017, p. 49). In fact, according to Wenger, McDermott & Snyder (2002), these principles are connected to the unique combination of three fundamental elements: first, to have or negotiate topics and issues, which will be common to all participants. Second, to identify participants' roles, in order to generate a trustful and respectful environment to communicate. Finally, to find commonalities in relation to resources, knowledge, or teaching practices, for the participants to get the best from others' participations. Notably, these characteristics involve teachers in a community that groups together to exchange their experiences in a natural and comfortable environment where they could feel safe to express what they want and to construct knowledge from their own context. In brief, Wenger (1998) stated, "CoPs hold the key to real transformation-the kind that has real effects on people's lives" (As cited in Fraga-Cañadas 2017, p. 299).

In addition to the principles and elements mentioned above, Turbill (1994) developed the model of Frameworks that provided some important characteristics that fit the main goal of knitting this CoP (As cited in Hoban, 2002). She talked about teachers own theory and their theory in practice, which means that teachers become aware of what moves their way of teaching, and how and why they do it in the classroom. The other two

elements are other teachers' theory and those teachers' theory in practice. These two

elements are connected to external participation, and enable teachers to listen to others'

voices in order to confront and learn about peers (Hoban, 2002). Certainly, Turbill (1994)

explains, "teachers can learn from each knowledge domain, but it is when the four

interrelate as a system that we create the possibility for sustained, long-term learning." (As

cited in Hoban, 2002, p.97). Furthermore, it is important to recognize that "this process of

transforming new knowledge with old knowledge through the use of interrelated learning

conditions of reflection, sharing, and collaboration allows teachers to make the knowledge

their own" (Turbill, 1994, as cited in Hoban, 2002, p.97). The characteristics of the CoP are

based upon teachers' reflection and the creation of new knowledge, but from the old

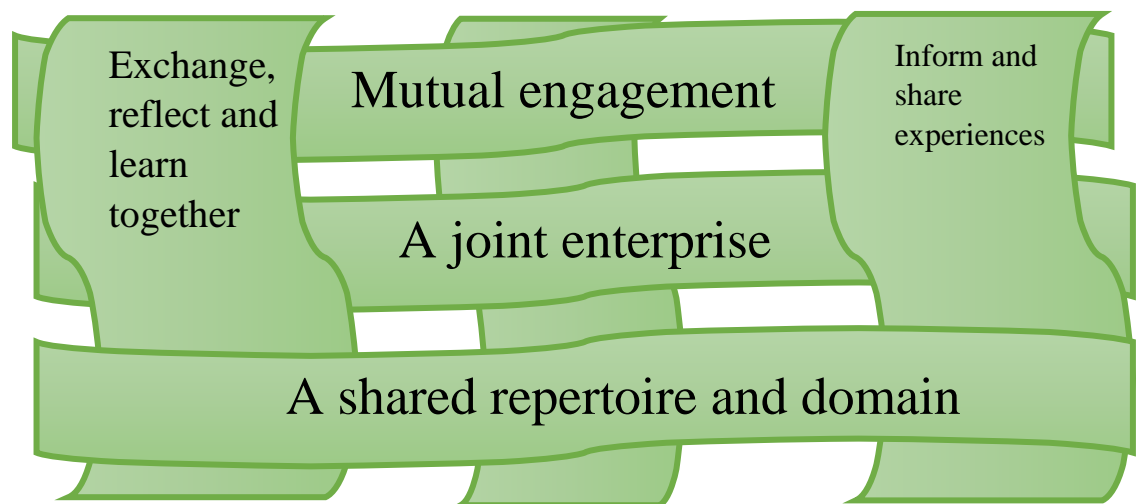knowledge. CoP, is proposed as the following framework, as shown in this Figure 1.

Figure 1. Framework Connection for the CoP proposal. Author's design.

In conclusion, the proposal of having CoP as a framework for knitting elementary

and high school teachers' professional relationship, will help them to work cooperatively

"exchanging, reflecting and learning together about their own practices" (Imbernón, 2012,

p. 2).

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Setting

This research study was conducted at a public school located in the North side of Medellin, Antioquia, in the commune five. In this school, English classes run from first to eleventh grade and there are around 20 to 30 students per classroom. The hours assigned for teaching English are different from grade to grade, for example, from 1st to 5th grade there are two hours a week, from 6th to 9th grade there are four hours, and 10th and 11th grade have three hours a week for English instruction. The school does not have extra resources for English classes, the only ones it has are one T.V set per classroom and one computer assigned to each teacher, materials such as papers, markers, videos, flashcards, etc., should be provided by the teacher in charge. It is important to highlight that teachers from elementary levels graduated from elementary educational programs and they are not prepared as English teachers, but some of them have to teach this language as a requirement by the national government. As an additional fact, the school has an institutional curriculum that follows the National Standards issued by Ministry of Education and high school teachers themselves update it when the principal requires it.

Participants

In this study participated a group of six teachers, four elementary school English teachers and two high school ones. In regards to ethical issue, all of them chose their own pseudonyms in order to be named during this study. The four elementary school teachers are, Yome, Red Haired, Cata, and Luisa; and the two English high ones, Snow White and Yoha, who is also the researcher. The first teacher is Yome. She is an elementary school homeroom teacher in charge of teaching English, Spanish, and Ethics in 3rd, 4th and 5th grades. She works in the afternoon schedule, from 12:30 to 5:30 pm. Moreover, Yome

holds a Bachelor of Arts in English diploma from a distance-learning educational university. During her career, she started studying to be a teacher in elementary school, but in the 8th semester, the university asked students to change into a Bachelor of Arts in English in order for them to be graduated as teachers. However, Yome claimed that during those English classes, she did not learn enough about this language. The second teacher is Red Haired. She is an elementary school homeroom teacher in charge of teaching all the subjects in 1st grade. She works in the morning schedule, from 7:00 to 12:00 pm. Furthermore, Red Haired has a bachelor's degree in Elementary School Education. She also did three levels of an English course in a private institution in Medellin. Actually, she acknowledged she learnt a lot about English, but she also recognized that it was difficult. Besides, Red Haired plans her own English classes with her sister's help, who is an English teacher from another school. The third teacher, Cata, is a temporary elementary school teacher in charge of teaching English, Spanish, and Ethics in 3rd, 4th and 5th grades. She works in the morning schedule and also has a bachelor's degree in Elementary School Education, and during her career, she practiced a lot in designing material, strategies, and ideas to teach English to students in elementary grades. The teacher number four is Luisa. She is an elementary school homeroom teacher in charge of teaching all the subjects in 2nd grade. She works in the morning schedule and as well as Cata and Red Haired, she has a bachelor's degree in Elementary School Education. And, she is about to retire from her work as a public school teacher because of her age and working time. Teachers from high school are Snow White and Yoha; they work in the morning schedule. Snow White is a homeroom teacher in charge of teaching English in the 6th and 7th grades. She has a bachelor's degree in English Teaching from a public university in Medellin, and she is studying a Master in ICTs. She is also working with children in a private institution. And

Yoha is a homeroom teacher in charge of teaching English in 8th, 9th, 10th and 11th grades. She also has a bachelor's degree in English Teaching from a public university in Cordoba and she is studying in a Master program focused on foreign languages. She has also taught to young learners in a private school before.

In this process, it is important to highlight that the relationship between elementary and high school levels is not continuous and connected. To illustrate it, the only spaces in which teachers meet and talk are school meetings. Concerning their relationship, they only talk when they share material for teaching English, or when they have questions about the English curriculum, for the teachers from high are the ones who design and construct the curriculum, while elementary teachers just follow the designed curriculum and teach English to their students in the way they believe is right to do.

Consequently, the aspects explained above raise questions concerning the way teachers are working and how their expertise is used to promote collaborative work and interaction, which would help them break down the barrier of this mandatory work (curriculum design), and construct their own way of viewing and teaching English at their school.

Research Methodology

As the main goal of this research study is to describe how English teachers from elementary and high public school interact and knit a community of practice, it would be useful to highlight two concepts: The first one, the qualitative research paradigm, because "this paradigm maintains that human beings construct their perceptions of their world…" (Glesne, 2006, p. 7) and "its first characteristic is to understand social reality from participants' eyes… from their own context" (Bryman 1988, as cited in Bonilla- Castro and Sehk, 2005, p. 47). It means to explore teachers' own context through their experiences as learners and teachers, and from their reflections upon their own practices or other teachers' practices. And the second one, teachers' empowerment, because the purpose is also that teachers from this community may "generate local knowledge of teaching, learning and schooling, when they make classroom and school sites for research work collaboration in inquiry communities" (Cochran-Smith and Lytte, 1999, p. 18). In fact, teachers' voices and concerns were one of the key points to think about the implementation of this research project, so working on their perceptions and experiences as well as their need to be empowered are very significant to be prioritized in this methodology description.

This study is framed within a multiple case study design because it examines and helps understand several cases linked together. The participants have their own story to tell, the individual cases share common characteristics, which foster their connections, and interaction, as Stake (2006) defined. This multiple case study design will let the participants and the researcher have a better view and comprehension of the shared experiences, the strategies of participation, and the reflections during the knitting of the CoP. According to stake (2006), as a multiple case study implies the observation of life in multiple situations

or views, the researcher should report and describe each case with ample details for the reader to understand and construct comparisons. This description has to be accurate and ethically supported to keep misunderstanding to a minimum. The researcher was an insider participant observer, which allowed her to "have a greater understanding of the culture being studied; not alter the flow of social interaction unnaturally; and have an established intimacy which promotes both the telling and the judging of truth" (Unluer, 2012, p. 1). As an insider researcher, member of the CoP being studied, I should make sure that descriptions and analysis done in this study positively honor the close knowledge I have of the participants and clearly depict the individual and social processes they get engaged in, as part of making this CoP an effective teacher learning strategy.

In order to ensure trustworthiness, validate the data found and be accurate in the descriptions given during this study as well as answering how teachers from elementary and high school levels in a public school knit a Community of Practice for their own Teacher Professional Development process, the information gathered will be triangulated from three different sources.

Audio-Recorded Sessions

There were twelve audio-recorded sessions, one per week, which were selectively transcribed, for pauses, repetitions, and speech sounds were omitted. These transcriptions helped to get tangible evidence of the teachers' processes at the CoP. That is, how they initiated this process and how they transformed their thoughts, practices, and reflections, and their view of the community itself. The first and the twelfth sessions were focus groups, which according to Bryman (2012) help the researcher understand how and why people feel about the main issues explored and participants might bring their own issues in

relation to the discussion. This technique claims to have "a fairly unstructured setting for the extraction of participants view and perspectives" (p. 501). These focus groups sessions were guided with a set of questions established beforehand, and provided information about teachers' reflections on the CoP process, at the beginning and at the end of the study. (See appendix A).

Collective Teachers' Diary

Altrichter (1993) says that a diary may have reflections, comments or photographs that enrich data from participatory observations and conversations. For instance, this was a weekly diary for teachers, where they wrote and shared reflections about the CoP sessions. Altrichter (1993) recognizes also how difficult is to write on diaries for people who are not used to. He says, "It is necessary to go through a difficult period before diary-writing becomes personally satisfying" (p. 14). During the process, it was necessary to provide teachers with some possible questions for them to initiate their writing, for example: how was the session? How did you feel? What did you like? Is it applicable to your classes? How? Additional ideas and suggestions were added since they were struggling with the activity at the beginning. At the end, this diary helped to collect teachers' ideas and reflections that were not shared during the sessions because of the short time as well as teachers' connections between the last session activities and their own classes. This was a big book, decorated and handled by the CoP teachers. One different teacher took this diary after each session and had the opportunity to write on it and to read what his or her other colleagues had written.

Researcher's Journal

Altrichter (1993) suggests that this technique helps the researcher to keep record from other data sources used during the research study implementation, as well as writing memos or reflections about the process itself such as context, conditions, and possible modifications. In fact, this journal helped to keep record of what happened during the whole process, including informal conversations with the teachers participating in the study, the principal's comments, and different situations that came up. This personal journal also helped to identify and reflect about teachers' comments and ideas, which also guided the restructuring of the session plan.

To analyze the data collected I followed different stages. First, I transcribed the twelve audio recordings sessions, the teachers' collective diary and the annotations from my personal journal. Second, I conducted a thematic analysis (Bryman, 2012) to examine the twelve audio recordings sessions in order to identify core themes. After these first stages, I used NVivo to code all the data gathered from the three sources, audio recordings sessions, teachers' collective diary and researcher personal journal (See appendix C). This procedure involved an ongoing process of reading and re-reading data.

Ethical Considerations

Before starting the project implementation, an informal talk with teachers was carried out in order to fully explain the research project, as well as to know about their desire to participate in it. After, having defined the core group of teachers, a meeting with the school principal was requested. During this meeting, the main aspects of the research project were explained, together with the names of the teachers who were interested in working on it. A cover letter was given to the school principal with the description of the

project, as well as the use of pseudonyms for the names of the school and the teachers. They chose their own pseudonyms during the project development. The participants signed the consent form where they approved their participation and their knowledge about the project confidentiality. (See Appendix L).

Proposal for Practicing, Reflecting and Learning (PRaL) Sessions during the Knitting of the CoP at a Public School in Medellin

In this part of the research project, it is relevant to highlight that the development and construction of a CoP is a natural and flexible process. Vangrieken, Meredith and Kyndt (2016) cited some authors to say that a CoP and its agenda should be constructed from the participants' contributions and participation. That is the reason why the current plan was just a tentative proposal to develop with teachers, because during the knitting of this CoP, numerous changes were to be considered.

Taking into account that Wenger, McDermott and Snyder (2002) define CoP as groups of people who go deep in their knowledge and expertise by interacting on an ongoing process, I proposed to frame the sessions of this CoP within PRaL -Practicing, Reflecting and Learning- sessions. These types of opportunities let the teachers have the space to knit their own learning by being involved, practicing, and reflecting upon the activities proposed, as well as being able to learn how to make connections to the way they learn and teach, not only English but also other subjects at school. Actually, in these sessions at the CoP teachers grew and enriched their knowledge through a collective and social construction process, because constructing learning from a sociocultural perspective encourages people to transform individualities through collaborative work (Johnson, 2006). In fact, Wenger et al. (2002) say that the process of learning in the community is the result

of its interactions and not just a set of planned moments such as courses do (Kennedy, 2005).

The suggested framework proposal to work with teachers at this CoP was developed under the light of the components of how teachers learn with PD programs defined by Freeman (1989 as cited in Cárdenas, González and Álvarez, 2010, p.52). The two main components clearly stated are the linguistic knowledge and the pedagogical capabilities teachers have or want to construct during this process. The other two components, the attitude and awareness are cross-curricular elements, which might be developed by teachers themselves during the whole sessions proposed. Particularly, as the knitting of this community might encourage teachers to know their own and other singularities in order to construct a solid and trustful space to work, the suggested framework should give them the possibility to share and use their singularities, personal, and professional experiences to provoke a collective construction of knowledge in this community. Therefore, the topic for this framework was "Who am I?" which aimed at encouraging teachers to share aspects about themselves.

In the same line, this suggested framework aimed at answering teachers' initial proposal for the community, which was related to the two main components described above (linguistic and pedagogical). That is why English practice activities and reflective ones to encourage teachers to connect these to their own classes were integrated. The suggested framework was divided into four cycles in order include teachers' needs, the first cycle *Let Me Introduce Myself*; the second one *Let me talk about people I love*; the third one *teaching English in Colombia;* and finally, *let me describe my interests*. Each of these cycles was divided into 3 sessions, using the three moments to promote learning: preview,

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view and review, proposed by Freeman and Freeman (1998). They define these moments as follows: preview where teachers identify the aspects they want to explore; view where teachers actually explore and interact with the readings, videos or songs proposed; and review where teachers reflect and make connections to their own classroom contexts. In order to achieve the main aim of this plan, I suggested different curricular engagement activities within each cycle, which encouraged teachers as language learners to talk to others in order to connect and discuss their ideas as well as create learning actions. Each of the sessions included linguistic activities such as teachers' practice of some personal and others' descriptions, reading aloud, watching videos about different families and singing and dancing songs. Also, pedagogical activities such as sharing teachers' ideas about the usefulness of the English activities developed and possible samples for their own classes. Furthermore, during the third cycle, teachers had the opportunity to read and reflect about the national language policy and the school English curriculum. They also talked about working on planning classes together and having the space to dialogue with an outsider visitor (See appendix B).

<center>**Findings**</center>

The purpose of this multiple case study was to understand how teachers from elementary and high school levels in a public school in Medellin knit a CoP as a framework for their own professional development, based on their reflections on their practices and beliefs. As it is specified in the setting, this research study was conducted in a public school in Medellin, with a group of six teachers. The framework presented to work with these teachers followed a flexible structure (See appendix B), since CoP is defined as group of people who work together for "exchanging, reflecting and learning together about their own practices" (Imbernón, 2012, p. 2).

As for the data analysis procedure, some recurrent patterns emerged, allowing some categories to be established (See appendix NVivo) such us, teachers' engagement, teachers' expectations and ideas, and comfortable environment to work, demonstrating how teachers from this school knitted their CoP, as an alternative to their own TPD process. Data analysis also showed some categories as teachers' own definitions of TPD and some constraints that implied how the TPD process created during this CoP included teachers' expectations and ideas, giving them the opportunity to work on an ongoing process of collective contextualized construction. Finally, patterns linked to English as a cross-curricular subject and the understanding of pedagogical texts showed how teachers conceived English during this process as well.

Teachers' Knitting their CoP as their own TPD Process at the School

During the PRaL sessions and after having constructed CoP meaning from the teachers' reflections, the data analyzed showed some stages and principles that emerged

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throughout the twelve PRaL sessions. Wenger, McDermott and Snyder (2002) named these stages as potential, coalescing, maturing, stewardship, and transformation. During these stages, CoP members have the opportunity to get together to identify their core CoP aims and some issues in common; to be engaged and exchange their experiences in a natural and comfortable environment; to construct knowledge from their own context; as well as proposing ideas for the futures of the community. In addition, joint enterprise, mutual engagement, and shared repertoire, the three main principles, for an effective CoP were evidenced as truly connecting to the real TPD teachers wanted to have at this school (Wenger, 1998, as cited in Vangrieken, Meredith, Packer & Kyndt, 2017).

Evidences of these stages are found during the first focus group and some of the first PRaL sessions, where teachers recognized that they face similar problems in their classrooms; they needed some help to plan their classes, so they looked for it; and they felt insecure when teaching English, because of their lack of linguistic knowledge. For instance,

> Cata: I plan my English classes with the help of a friend; I have many friends who know English. (Focus group #1 transcription, Feb 8th, my translation).

> Red Haired: in my English classes, I try to start with a song and many in classes students create materials for themselves.
> My sister is who plans my class. I mean, we plan them together.
> (Focus group #1 transcription, Feb 8th, my translation).

> Red Haired: I memorized the vocabulary I need for this class, so if one student asks me something different from the class. I said, Next class, next class. (Focus group #1 transcription, Feb 8th, my translation).

> Yome: I am always searching, searching and searching how I can teach it (English). (Focus group #1 transcription, Feb 8th, my translation).

> Yoha: with students from eleventh grade. There is a student, who speaks English very well, and he always asks for new words. I usually said "ay! I do not know. Let's look in the dictionary, because I really do not know this word" (Seventh PRaL session transcription, April 26th, my translation).

Additionally, they shared the same interest for materials and topics, and thirdly, they wanted to share their knowledge as well as to learn from peers. The following excerpts illustrated how teachers experienced this stage:

> Snow White: share my knowledge and learn from my colleagues.
> To share ideas and materials. (Focus group #1 transcription, Feb 8th, my translation).
> Yome: sharing the few things I know (Focus group #1 transcription, Feb 8th, my translation).
> Red Haired: and with the community, I have not had the opportunity to share materials, ideas with my colleagues, but it would be great! (Focus group #1 transcription, Feb 8th, my translation).

Some annotations from my personal journal also collected and summarized teachers' voices in relation to this potential stage:

> Teachers proposed:
> 1. To share materials
> 2. A strategic design for topic in each grade, which we work together.
> 3. English levels for the school.
> 4. To be/to learn English.
> (Researcher's journal, February 8th . page 1, my translation).

Another key point during the analysis process was how teachers wanted to share their professional experiences and how other teachers respected and recognized their value, as well as being listened to, which is a very relevant aspect of a successful TPD process (Imbernón, 2007). In most of the situations, the teachers developed a comfortable environment, which made the community relationship stronger. Certainly, "a strong community fosters interactions and relationships based on mutual respect and trust" (Wenger, McDermott, and Snyder, 2002, p. 28). Some of these interactions were analyzed in the following excerpts.

> Yome: Yoha, how have you seen these students? Very bad?
> Yoha: who?
> Yome: from seventh grade.

Yoha: Snow White.
Yome: Snow White is who teaches them?
Snow White: no, no, good. In spite of the lazy student, in general they are good.
(Focus group #1 transcription, Feb 8th, my translation).

Luisa: I am not good for English, but in this moment, I was thinking, hey! What English class will I have to plan for this week? In order to prepare it and bring it.
Red Haired: ready!
Snow White: excellent!
(Sixth PRaL session transcription, April 19th, my translation).

Yoha: I told this week to students from 8th grade, "I am going to say number one and I will say the word, do not write number one, please" and they did it-
-All teachers: they do it.
Cata: number one.
Yoha: when I was checking, there were number 1, number 2, number 3, I was surprised, and "what about I have said to you I mean you did not pay attention".
Red Haired: yes, they also do in the… I said "tittle: animals" and then I saw and all the students have written "tittle: animals"
(Laughs).
(First PRaL session transcription, Feb 15th, my translation).

Cata: I like English, I wrote it in English, I wrote this with mistakes, but ok.
Red Haired: ay! Wow!
Luisa: in English? So beautiful, one moment, Cata is going to talk in English.
(Third PRaL session transcription, March 1st, my translation).

Red Haired: this first time, it was nice to share my ideas with others and at the same time listen to their own ideas.
(Teachers' collective diary. Session #9, May 17th transcription).

At this point, teachers started to build a comfortable environment to work; they used to make jokes or talk about personal issues at the beginning of the PRaL session, in which they started knitting a strong relationship. This excerpt showed an example on how teachers built their friendship.

Snow White: am I next?
Yoha: she is cheating others' ideas.
(Laugh).
Snow White: ok, who am I? Snow White, mother, teacher (*)
Yoha: With a beloved husband, (they know she is single).
(Focus group #1 transcription, Feb 8th, my translation).

Following this idea, teachers also showed their willingness to have a more convenient time schedule to work and construct a more suitable TPD space. Indeed, they agreed on asking for the principal's permission.

> Red Haired: you know that he (the principal) says no, no, and sometimes, he says yes. So, maybe, he could see that we are really working organized.
> Snow White: doing.
> Red Haired: doing things. And we will tell him, "principal we are very interest, give us some free time from 11:30 am, or at least a Thursday from 12:00 pm to 1:00 pm, but other space from 11:30 am to 12:30 pm".
> (Focus group #1 transcription, Feb 8th, my translation).

And finally, the data analysis showed how the teachers started integrating ideas on sharing materials, teaching knowledge for the PRaL sessions, which reflected joint enterprise, on how they discussed and agreed about the main goals for their own TPD. Two extracts confirmed this analysis.

> Snow White: so we will start with this, we can do the activities in class (referring to PRaL sessions).

For instance, they were talking about doing a material database or something,

> (…)
> Yoha: and I said to them, how do you prefer this material database? Printed or digital.
> Red Haired: printed.
> (First PRaL session transcription, Feb 15th, my translation).

> Red Haired: so, why not-
> -Snow White: why do not we prepare a class? Like a class to be implemented-
> -Luisa: a class, for example for their group or for my group or for a group…
> Cata: yes, it would be great (*) so, for example, we said-| Red Haired said "for example a topic for first grade" and we all together plan de class.
> (*) Red Haired: plan the class.
> (First PRaL session transcription, Feb 15th, my translation).

Accordingly, to the analysis done during the construction of this potential stage, the data gathered showed three aspects. First, teachers recognized their similarities, in terms of facing similar situations on planning and using English, as well as their passion for

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listening to and sharing their repertoire. Second, during this initial stage, data showed that

teachers knew how to balance comments on personal and professional issues, which

highlighted that this community was focused on creating solid networks, beyond personal

boundaries. Third, teachers' opinions and suggestions were taken into account to change

the plan proposed.

During the CoP launching moment, the data analyzed revealed some aspects. The

first aspect to take into consideration was logistics, for teachers commented on time

constraints, internet connectivity, and the overlapping with other school activities and

spaces to have the sessions. And second, how teachers valued the activities worked and

how they also built a real connection to their needs and interests.

After being authorized to work with the teachers as a group, the process of knitting

the CoP started with the organization of logistics, the researcher had to plan some aspects

such as classroom, resources to use and snacks for teachers. However, data showed that in

spite of the meticulous and organized plan for this stage, some constraints appeared.

> Cata: Yoha, is it until 1:00 pm or 1:30 pm?
> Yoha: Why?
> Cata: because, I have to arrive home to wait for my son. Well, it is not only because my son, but my mother is going out to her classes.
> (Sixth PRaL session transcription, April 19th, my translation).

> Red Haired: I feel sad that they do not give us the opportunity to work from 11:30 am. We have to leave the session and go running home. (Four PRaL session transcription, March 8th, my translation).

> Red Haired: because, listen! We have our own agenda for our day after classes, the school classes' end at 12, 12: 30 maximum. So, our routine goes with that time, so, sometimes I wanted to stay. When it lasted until 2:00 pm, I remembered "2:00 pm, fuepucha my daughter". Sessions were great, but I was with the time pressure. (Twelfth CoP session, second focus group transcription, June 14th, my translation).

In the same sense, this excerpt also showed how Yome had to focus on two different

things during the first PRaL sessions, attending the PRaL session and attending her

students:

> Red haired: For example, Yome has to be there (class) and here.
> Yoha: Yome is thinking in two things now.
> Red Haired: yes.
> Yome: well, in more than two.
> (Fourth PRaL session transcription, March 8th, my translation).

> Yome: and with my students at the classroom there, this-
> -Luisa: as you did it.
> Yome: then.
> Cata: going to watch the students group and coming back to the session.
> Yome: ujum.
> (Twelfth CoP session, second focus group transcription, June 14th, my translation).

In relation to the activities planned for the PRaL sessions, some issues like these

ones came up.

> Red Haired: here, there is no internet.
> Snow White: no?
> Yoha: why does not it connect?
> Red Haired: the internet equipment is broken.
> Cata: one router, no. So, we are first-degree affected.
> (Fourth PRaL session transcription, March 8th, my translation).

> Luisa: we have permission to stay until 10:30 am. Did you listen? (Principal's
> authorization).
> (Twelfth CoP session, second focus group transcription, June 14th, my translation).
> Principal: Yoha.
> Yoha: We are coming.
> Snow White: ay! We have to finish! Really?
> (Twelfth CoP session, second focus group transcription, June 14th, my translation).

> Luisa: Ay! Are they already in the meeting?
> Yome: what for?
> Red Haired: we have a meeting.
> Yome: what for?
> Luisa: to organize school activities for tomorrow.
> (Ninth PRaL session transcription, May 17th, my translation).

In relation to the use of space, the classroom chosen for the PRaL sessions, teachers

and researcher commented about the noise and the frequent interruptions:

(noise)
Red Haired: Ay! My God!
(Noise)
Red Haired: they (students) do not let us to listen.
(Fifth PRaL session March 15th transcription, March 15th, my translation).

Yoha: Huy! Really! Is not someone with them (students) today?
Red Haired: they are outside.
(Fifth PRaL session March 15th transcription, March 15th, my translation).

Similarly, during another PRaL session.

Red Haired: GUYS! Speak lower.
(Ninth PRaL session March 15th transcription, May 17th, my translation).

In addition, a personal note written on my journal described what happened as a

consequence of the loud noise.

We had a lot of disorder and noise in the school. This caused that the session was
stopped many times and to repeat some aspects about the activities. There was a
great absence of elementary teachers at the school.
(Researcher's journal, March 15th , page. 26).

Moreover, some interruptions were analyzed throughout the PRaL sessions.

Other teacher: a student, the parent is looking for him.
Red Haired: that student, I do not have that student.
(Ninth PRaL session transcription, May 17th, my translation).

Other teacher: excuse me, Red Haired, could you please come out one second.
Luisa: Hey! Has the principal come? Have not you seen him?
(First PRaL session transcription, February 15th, my translation).

In spite of all these constraints, the teachers showed how the principle of joint

enterprise helped them to be together and find ways to overcome some of these situations

for the consolidation of the community, for instance:

Yome: I am not going to be all the time during the meeting, this is a time I cannot be here… no, colleagues-
-Snow White: so, is it your group? Don't you have someone to help you with the group?
Someone who can stay with them.
Yome: at this moment, a girl who came to visit me and I asked her to stay in the classroom for a moment.
Yoha: you know what-
-Yome: but, I cannot leave her there all the time.
Yoha: yes, you are right. Maybe, we can ask an "alfabetizadora" (Assistant Students from the same school).
Yome: I have two in the classroom, who are about to leave.
(First PRaL session transcription, Feb 15th, my translation).

According to this situation, teachers discussed the opportunity to have assistant

students for their groups if it was needed, as a possible solution for the time sessions.

Red Haired: there is support from "alfabetizadores" (Assistant Students from the same school).
Yoha: Sure! In order not to worry about this situation.
Red Haired: well, if one problem is not having classes because of the meetings, we will have a group of "alfabetizadores" to support our work at classroom, while we are in the community meeting.
(Twelve CoP session, second focus group transcription, June 14th, my translation).

Also, one teacher commented how relevant was not missing meetings regularly, in

spite of the different situations,

Cata: it is a good idea, not to miss a class (session), because we can continue if the others teachers do not attend the session.
Yoha: yes.
Cata: because, you know there will be a moment when we will have many things or work to do from school, or we will have school meetings or school activities, so that we should also have the opportunity to do the activities planned for the community.
(Second PRaL session transcription, Feb 22nd, my translation).

The second aspect was teachers' voices. They talked about how valued the activities

worked were and how real the connection to their needs and interests was. They really

found value in participating during the PRaL sessions. For example,

Luisa: no, teacher. Very meaningful, indeed, listening to all what my colleagues have said, for example the activities that Cata did, she made many things.
(Twelfth CoP session, second focus group transcription, June 14th , my translation).

Red Haired: When you do and then compare with the theory, "we realized that we are doing that!", "with other name, but that is what we are doing" we realized on that with the organization of the-
-Yoha: the demonstration.
Red Haired: the class stages.
(Twelfth CoP session, second focus group transcription, June 14th, my translation).

Cata: The experience with peers is, I mean, when you listen to what other person does (*), it is the biggest learning that we could have.
(*) Luisa: very! Good.
(Twelfth CoP session, second focus group transcription, June 14th, my translation).

In addition, some other excerpts that showed how teachers' perceived the value and connection to their needs and interest were on the teachers' collective diary (See appendix C).

Red Haired: learning from meaningful activities. (Teachers' collective diary. Session #1 transcription, February 15th, my translation).

Snow White: I liked very much the session. It gave me ideas to work in class. (Teachers' collective diary. Session #2 transcription, February 22nd, my translation).

Yome: Very interesting, I received new applicable strategies to my teaching practice.
I liked the new tips that we shared to plan our classes and do them more funnily. (Teachers' collective diary. Session #4 transcription, March 8th, my translation).

The data gathered showed how teachers recognized the value of learning from colleagues, they connected learning to the context and they worried about working with more meaningful activities when teaching. Indeed, teachers developed joint enterprise, one of the fundamental elements in the CoP knitting as well as a meaningful TPD process, during the whole sessions.

Cata: I think, I do not know if I am thinking in the wrong way, but I think that you, that you two (Yoha and Snow White) help us a lot in the class, because you support us. You have more knowledge in English, and you will support us a lot.
(Seventh PRaL session transcription, April 26th, my translation).

Red Haired: well, eh, for me one of thing I learnt was to contextualize a lot, or to plan real situations, with meaning for English classes.
(Twelfth CoP session, second focus group transcription, June 14th, my translation).

According to the data, they actually shared materials, teaching knowledge and techniques relevant to the TPD goals they defined. In fact, teachers were constructing a shared repertoire, because "an effective practice evolves with the community as a collective product" (Wenger, McDermott and Snyder, 2002, p. 39). Some teachers shared ideas about technological programs.

Luisa: and what is JClip?
Snow White: it is a program-
-Yome: it is a software. In this software, you can do didactic activities to-
- Snow White: or when you read, write letters.
Red Haired: we did puzzles, and concentrate games.
(Ninth PRaL session transcription, May 17th, my translation).

And Yome recognized that. In this learning community, we can interact and share experiences that she can apply in the educational field in which we are. (Teachers' collective diary. Session #4 transcription, March 8th, my translation).

During the PRaL sessions teachers worked on a framework for English classes; they organized it based on their own expertise as teachers and then they renamed this framework under the light of the schematic representation of Brian Camborne's Model of Learning (2003).

Red Haired: it is good that we have this structure clear.
Yoha: ujum
Red Haired: we should start following this structure. Always, starts with songs.
Cata: or with a game.
(Third PRaL session transcription, March 1st, my translation).

The final structure constructed by the CoP was (See appendix D):

1.   Engagement activities

2.   DER (Demonstration, Expectation, Responsibility)
3.   Application
4.   Feedback

In relation to this structure, Red Haired's concern was,

"It is necessary, that we explain them each one of them. I mean, give them (other teachers) the names, and the stages from this structure that we already know. Because, when another teacher comes to work with it (class stages), where does she get support? Or how does she know what to work in each stage?"

To what Yoha pointed the resources folder (Sixth PRaL session transcription, April 19th, my translation).

The data also showed that during this stage the researcher had to change the framework presented to work with teachers (See appendix B), because "during this time, it is crucial to have activities for teachers to build relationship, trust and awareness of their common interest and needs" (Wenger, McDermott and Snyder, 2002, p. 82). For instance, during each PRaL session, the researcher asked teachers' ideas and possible changes for the planned activities.

> Yoha: well, now if you want, if you decide, let's talk. All in this life is negotiable, is changeable, in constructive. How do you see? What do we change? What do we do? What do we need? This is an adjustable agenda. (First PRaL session transcription, February 15th, my translation).

> Yoha: what do we organize? What do you think? Good or not? What do we change? (Eighth PRaL session transcription, May 3rd, my translation).

> From what teachers answered, deciding on how to reorganize the framework

presented, some examples from the data were,

> Cata: well, I think that during the session we are going to read documents that we have, we can do more there.

Red Haired: and why not-
-Snow White: and why do not we plan a class? Maybe. A class to teach-
- Luisa: for example, a class for my group or for their group, o any group.
Cata: yes, it would be good (*) so, for example, we say, Red Haired proposes the
topic and we plan the class together.
(*) Red haired: plan the class.
(First PRaL session transcription, Feb 15th, my translation).

Yoha: that means, to have in the sessions-
-Red Haired: a space for planning.
Cata: yes, a space to plan classes.
Snow White: but, also a space to teach the class in order to see how to do it. For
example, Red Haired, do we plan this class together? Well, let's teach it.
Luisa: yes.
(First PRaL session transcription, Feb 15th, my translation).

In short, during this coalescing stage, teachers came together to create and to

propose meaningful and rewarding activities and ideas, which energized and maintained

their community alive.

During the analysis, the results also suggested that the community was valuable and

plausible for teachers. It means, "The community is effectively sharing knowledge, so it is

time to move from isolation to an onslaught of newcomers and onlookers (Wenger et al.

2002, p.97). As a result of this, during this stage, teachers constructed their own definition

for their community and they also had a dialogue with an outsider visitor.

To start with the evolution of the teachers' definition of community, these questions

were answered during the first focus group, "who are the others in the community?" "What

do you expect from the community?" "How will you give to the community?"

As a result, teachers started defining what community was for them.

Red Haired: with the community, I have not had the opportunity to share materials,
ideas with my colleagues, but it would be great to build a materials database and to
examine the English curriculum.
Luisa: I want to learn what my students need to learn from my class.

Cata: to learn a lot. About everything. Planning, didactic, pronunciation, I would like English grammar structure.
Snow White: share my knowledge and learn from my colleagues too. Also, to share ideas, materials, and that we can organize topics from elementary until high school levels.
Yoha. To learn and to share strategies and materials, because I have seen you (teachers) have a lot.
The community and I. there is one definition, in only one phrase, "a travel with fellows".
(Focus group #1 transcription, Feb 8th, my translation).

When analyzing the data gathered, I saw that teachers' definition of community evolved. That is, they started to add some other qualities to their previous definition. For example, during the four PRaL session, some teachers answered to the question "what does community mean to you?"

Snow White: for me also, learn and help.
Cata: Reflection, reflection about pedagogy because many times, for example, I am thinking what I am going to teach and how, and when I listen what each of you share. I said ok, I could have done in that way, it could be easier for the students.
(Four PRaL session transcription, March 8th, my translation).

In addition, during the first focus group Yome's definition for community was, "Who are the others? Students, family, community, and colleagues. How do I participate? I am willing, I want to learn and share the few I know" (Four PRaL session transcription, March 8th, my translation). Alongside, she started defining community in this way:

Yome: In this learning community, we can interact and share experiences that can be applied in the educational context we are. (Teachers' collective diary. (Teachers' collective diary. Session #4 transcription, March 8th, my translation).

And, in the final CoP session she defined community as "Collaborative work" (Twelfth PRaL session transcription, June 14th, my translation). Some other examples of how teachers defined this community are throughout the knitting of the twelve PRaL sessions.

Cata: I think this community is important and to have the space to learn from others is valuable. (Teachers' collective diary. Session #3 transcription, March 1st, my translation) (See appendix E).

Yome: it is like a work where we interact. Where we learn.
Luisa: working together.
Red Haired: interacting.
Luisa: experiences.
Red Haired: practice, because we learnt things.
(Twelve CoP session, second focus group transcription, June 14th, my translation).

My perception, as a researcher, on the teachers' CoP definitions and the way they constructed their own meaning, connected to the word knitting, that is to say.

Knitting: it means to put together the concepts we know and their theory: our purpose is not to devalue what we already know, but to rethink from theory and to give sense to what we already know and do. (Researcher's journal, April 19th, pages. 51-52, my translation).

In the final analysis, the questions and definitions analyzed showed how the teachers' process to construct the meaning for their own CoP changed. In this sense, Johnson (2006) states that to construct knowledge from a socio cultural perspective results in the participants' transformation a well as the whole process, but it implies a mediated movement from external to internal mediation controlled by participants. Certainly, the opportunity teachers had to reflect about their own community meaning enabled them to knit a more meaningful definition as a group.

A second aspect to be highlighted has to deal with the visit of a public university teacher and what this meant for the community. She shared and talked about her experiences in education and in her life. She presented her work meeting teachers' requirements. For this visit, during the previous 8th PRaL session at the CoP teachers defined suggestions and ideas of what they wanted to learn and how. This opportunity showed how the teachers were truly engaged in their TPD process and how this mutual

engagement allowed them decided the agenda the outside visitor should follow. To the questions, what do we want to learn? What do we want her to explain to us? The teachers said.

> Cata: strategies to apply, for example in the classroom, general strategies that we can use in different topics.
> Yoha: so, strategies to teach English, right?
> Yome: yes, and some strategies to teach students how to write in English.
> Snow White: well, at the university they work many strategies focus on reading, so we should look for aspects about reading, for kids. Such as literature.
> (Eighth PRaL session transcription, May 3rd, my translation).

As it was examined during the analysis process, data showed that the teacher from the public university encouraged the CoP teachers to take risks and trust each one's expertise.

> University teacher: (comment about the CoP class stages) it has all the sense and it validates, validates this process, that is, what we have to tell. This does not emerge from sitting, reading and that is. Because, you rethink, go back and look back again.
> University teacher: but, if the content is connected to something I could transfer, I said "ah! I already know about that, what I don't know is how to say it in English, but I already know it. If you ask me I will tell you".
> University teacher: and we will be taking risk according to our own possibilities, because it is not what others say, but what I say, I will take risk, so I will do it. In mathematic too, adding, ah! So, I say "that something plus something" kids already know how to add, so I will teach them plus, equal, and that is. Is it going to be easier to say that? Yes! but we have to start from one point, not all at the same time.
> (Tenth PRaL session transcription, May 24th, my translation).

During and after the session with the university teacher, data showed how teachers made some connections to their own classes and process at this CoP. For instance, Cata said, "Ah! I know this story in Spanish, vamos a cazar un oso, un oso grande, ¿quién le teme al oso? Nadie, so to find the bear, we have to cross the river, we have to hike a mountain and to go down". To what the University Teacher said, "so, now you teach it to your students in Spanish and then in English" (Tenth PRaL session transcription, May 24th, my translation). Another example was Red Haired's intervention, "what you said about

what students already know, I mean, for example, if students already know animals, let's say mammals, how we can transfer this knowledge to English to make students more secure about what they are learning. Indeed, if we teach our students an unconnected or unknown topic, for example geometric figures, they will feel lost. But if we teach them something they have learnt and now we use this in English. They will see a more coherent connection" (Tenth PRaL session transcription, May 24th, my translation). And, Luisa recognized how valuable this time was for her when she said "I lost my nap time today" "but it was worthwhile" (Tenth PRaL session transcription, May 24th, my translation).

To sum up, teachers were knitting their CoP as a process. As it could be analyzed teachers were willing to learn, to share and to get more connections from different sources as well as creating their own definitions about the process they were knitting. Hence, Wenger et al. (2002) define the stage of maturing as, the growth the community has and that brings the participants to shift from sharing tips to developing new and more complete areas of knowledge (p.97).

Certainly, the data analysis also showed how teachers were engaged in different activities that provoked on them the willingness to continuing being part of this CoP, as well as their mutual engagement. That is, how the community sustained and continued growing in its stewardship stage and how the teachers shared their own professional experiences. Two examples for this phase were the teachers' participation and their construction of a shared leadership. First, during the PRaL session 9th, Red Haired, Snow White and Yome were in charge of leading the session.

> Yoha: Red Haired and Snow White are going to share that, and Yome too, ideas or
> activities and strategies that they are working in her post-gradual studies.

Red Haired: ok, girls, I will tell you. I am studying a master in "profundización", with vulnerable population.
Yome: Snow White, we should. Maybe one of these days, we teach them to do things in JClip. For example, she who has first grade and she who has second grade, it will be useful for planning their classes here, and do them interactive.
Snow White: I am in the master. Well, in the master, we are starting the thesis too, but the specialization focused more on the use of ICTs.
(Ninth PRaL session transcription, May 17th, my translation).

And, second teachers constructed leadership as they shared during the PRaL sessions. Since the very beginning of the first stage teachers started dialoguing and negotiating on what ideas and lines would guide this CoP, as evidenced   in this short except interaction.

Snow White: we can organize something from elementary school until high school. Where we could talk in same language and organize a process for students to follow.
Read Haired: as English center does, by levels. I mean, that we can know that if a child is in third grade is because he/she is in an specific level, and we already know what is it (*).
Snow White: that is, aja.
Red Haired: and that we teach English according to the context, because (*).
(*) Snow White: the amount of hours students have for English class.
Red Haired: yes, the hours per week.
(Focus group #1 transcription, Feb 8th, my translation).

In addition, during the session number three, teachers planned a complete unit from the English curriculum and developed the classes, step by step.

Red Haired: sure, with a song and with the vocabulary Cata has said, we can teach colors. And in the second class we teach colors again, but related to shapes.
Yome: the name-
Red Haired: the name, with the name and the color. And in the third class we build a house.
Snow White: we can build the house… and, then we can associate it with numbers, "how many circles are there?" I mean, cuantos circulos, cuantos…
(Third PRaL session transcription, March 1st, my translation).

About this interaction, I wrote this comment in my personal journal,

"The power and the work is in teachers' hands, this was their class planning" (Researcher's journal, March 1st , page. 16, my translation).

Finally, from the data analyzed at the final focus group, 12th PRaL session, the teachers decided on two actions to implement for the following PRaL sessions, these actions kept some relation to the final stage of transformation described by Wenger et al. (2002). The first decision made by the teachers was to send a requesting letter to the principal, for having meetings regularly, one day per month. Red Haired said: "Yoha I think that there will be homework, one, is to write the letter that we are going to present to the principal to request the authorization, and maybe from the university you could include some support, in order for him to give us the space easily" (Twelfth CoP session, second focus group transcription, June 14th, my translation). The second action was about the shared materials. They agreed to say that it is necessary to be more systematic with the resources shared. In this sense, Snow White suggested, "maybe, to take some time from next session to explore together the folder" (Twelfth CoP session, second focus group transcription, June 14th, my translation).

Together with the future actions, at the end of this session, teachers came also to mention the principles they thought were relevant during the knitting of their own CoP.

Snow White: engagement.
Yome: engagement.
Cata: to be interest-
Yome: the desired to learn other thing (*) and something new.
(*) Cata: and to improve our practice, our teaching practice.
Red Haired: that is-
-Snow White: like the engagement with our students, I think-
- Red Haired: I think that is the main principle, indeed, we are here because, our engagement to offer something great at the class-
-Yome: something with quality.
(Twelfth CoP session, second focus group transcription, June 14th, my translation).

All in all, the knitting of this CoP between elementary and high school English teachers showed how it was constructed by the participants. That is, how they constructed the meaning of their own community, the way they gave value to share and to maintain it growing, and how they came together to go beyond and to propose new goals. Although, teachers at the CoP suggested great ideas for the coming sessions, most of these proposals were part of the transformation stage of the CoP, which was not analyzed during this research study. In fact, as this proposal aimed to understand a CoP initial stage and knitting, stages such as maintaining and transformation within a community like this, are suggested to be analyzed in deep during further research studies, because they take much time to grow and spread to other contexts.

Teachers' Expectations and Ideas for their own TPD

During the first focus group, the teachers talked about their relation with TPD, and to the question "how do you define Professional Development?" they defined it within the framework of the perennialist orientation described before by Imbernón (2007). Some of the teachers' definitions:

> Luisa: it is related to the job.
> Yome: it is what we have studied.
> Red Haired: ¿teaching classes?
> Yoha: how do we study in relation to English, if there is training, how do we prepare English classes?
> (Focus group #1 transcription, Feb 8th, my translation).

Data also showed how the teachers had experienced TPD. Most of the comments the teachers made during the first focus group connected to the lack of support, the lack of continuity, but also their own desire to improve their practice. In relation to the lack of support and lack of continuity, the teachers said:

Snow White: negative aspect, I had not had another TPD different from the given at the university (Focus group #1 transcription, Feb 8th, my translation).

Yoha: in professional development, at the same as Snow White, during my career at the university was the only one. I attended to one offered by the municipality, it was like a course, about English about strategies, when I arrived it was in Spanish, so it turned into a discussion about why it should be in English. I said really? I came to look for strategies and they started fighting. (Focus group #1 transcription, Feb 8th, my translation).

Luisa: I have not been in any training about this subject. (Focus group #1 transcription, Feb 8th, my translation).

Yome: they (municipality) offered some courses that were almost during the whole year, before. But when the current government changed they did not continue them. So, after that they has not offered courses and nothing else. (Focus group #1 transcription, Feb 8th, my translation).

The teachers also talked about the way they were planning their own classes and

how they looked for opportunities to improve their practices. In the focus group, the

teachers said:

Yome: positive aspects, what I have learnt by my own, because I have so many English knowledge gaps, indeed I had to take many courses. I have to be looking for and looking for teaching it. (Focus group #1 transcription, Feb 8th, my translation).

Red Haired: my sister is who helps me; I mean we prepare the class together. I tell her, "sister I am going to work this topic" so, she sends me material and we practice it. (Focus group #1 transcription, Feb 8th, my translation).

The data also evidenced the teachers' ideas and comments about what they wanted

for their own TPD. These are some extracts:

Snow White: learn to innovate every day with the students, in order for them to learn. (Focus group #1 transcription, Feb 8th, my translation).

Yoha: focus from the context, I mean, because the English we teach here, maybe here, is not the same teaches in other school.
Our professional development starts from here, from what we have, our community and the materials we have, and also the time that we have to teach. (Focus group #1 transcription, Feb 8th, my translation).

Undoubtedly, the data showed that this TPD proposal focused on teachers' own

reflections upon practices and beliefs evoked on teachers a need to share their own last

experiences on different TPD process offered before. That is, how teachers defined TPD,

how they had experienced it, and finally, what they wanted from it. In regards to the

concept of TPD, Imbernón (2007) highlights the importance of inquiry orientation to do

research in class and to do collaborative work, which indeed, asks teachers to reflect upon

their practices and to become social reformers at the school context. For instance, the ideal

TPD for these teachers included a space to share knowledge, teaching techniques, and

resources from and for their real context instead of the training or top down courses

provided by the government or other people. What is more, teachers claimed for

collaborative work.

> Snow White: also, to share ideas and materials, and that we might have an
> organized structure to work from elementary to high school, in order to have
> common goals. (Focus group #1 transcription, Feb 8th, my translation).

> Yoha: great that we might share and say, "hey! I have this idea, why do we
> implement it at planning? And that we could change or adapt it. (Focus group #1
> transcription, Feb 8th, my translation).

> Yoha: construction teacher Luisa, construction. So, look at the book we did today
> (Facebook profile book, activity) could we use it in other subject?
> Cata: for example, I can use it at fifth grade. We can work personal information and
> other things.
> Luisa: an informative text.
> Red Haired: in social sciences, with communities to know where they live, who they
> with.
> Snow White: even in sciences.
> (First PRaL session transcription, Feb 15th, my translation).

> Cata: I liked our class planning for first grade very much, since we are learning
> methodology and many strategies for class. (Teachers' collective diary. Session #3
> transcription, March 1st, my translation) (See appendix F).

In brief, the space and questions described above offered the teachers the

opportunity to listen to each other's experiences and definitions of Professional

Development. This opportunity enabled them to recognize themselves as colleagues who face the same situations in terms of TPD. That means, "They may feel empowered of their own knowledge and practices but also feel confident when listening to and analyzing other teachers' experience. It would also provide a space where they could adapt these experiences to their own needs and generate class opportunities, which allow them to feel engaged" (Hoban, 2002, p.97).

How Teachers Conceived English at this CoP

The final category present throughout the data analysis was how the teachers worked or wanted to talk about English. According to the data analyzed, in this CoP, the teachers were more interested in learning how to teach this language to their students. Here there are some extracts that showed their opinions:

> Red Haired: and, if we foster English subject, students are going to have more knowledge, because of the importance of this subject, not only name, colors. But teach them more. (Fourth PRaL session transcription, March 8th, my translation)
> Snow White: I liked very much the session. It gave me ideas to work in class.
> Snow White: I have already worked with my sixth grade students the book that we worked today. I liked it very much, because it is useful to work not only English content, but values too.
> (Teachers' collective diary. Session #2 transcription, February 22nd, my translation)
> (See appendix G).

Teachers also proposed to practice English during the time students were in the school, and use the language outside the classroom.

> Red Haired: I do not know how crazy this idea is, but that we should practice more English in the school, not only in the classroom, but also from the entrance door, we should greet in English, we should ask permission to go to the bathroom in English. So, that we could create the habit of using the language. (Fourth PRaL session transcription, March 8th, my translation).

> Yome: what do I want to learn? What we have been saying, some strategies to know how to teach this language to my students. (Eighth PRaL session transcription, May 3rd, my translation).

In this final analysis, the researcher identified that the teachers, especially from elementary levels, changed their idea of English as big problem to be solved. For example, Yome said, "I do not know any about English!" "I do not speak English" (Focus group #1 transcription, Feb 8th, my translation), and Red Haired said also "no, for me English is, I mean, I feel scared of English" (Focus group #1 transcription, Feb 8th, my translation). These teachers indeed changed the way they conceived English and used it to speak in the community, for instance,

> Yome: My name is Yome.
> I have black eyes, I have black eyes, I have black skin, I am forty one years old, I prefer the sand and the rain, rain?
> I am married.
> I have one daughter, I love the drink Del Valle, eh I am (¿?), I like listen to music, I have short hair.
> (Four PRaL session transcription, March 8th, my translation) (see appendix H).

> Red Haired: I expected that children develop an efficient though that allows them to participate in different areas that the curriculum has. (Teachers' collective diary. Session #9 transcription, May 17th) (see appendix I).

In essence, the data showed how the flexible framework presented granted the teachers the possibility of working on the two proposed components equally, the disciplinary and the pedagogical knowledge, in connection to what Freeman (1988) defines (As cited in Cárdenas, González and Álvarez, 2010, p. 52). That is, they gave meaning to learning English in order for them to teach it to their students, as well as to share teaching experiences from different subjects. Also, the teachers changed their view of English, from a big trouble to a means of communication beyond the classroom.

<center>**Discussion**</center>

This multiple case study aimed at understanding how elementary and high school English teachers in a public school knitted a CoP as a framework for their own professional development process. This study showed how they worked another way of PD, a space where they built and shared experiences within their own realities. This process gave teachers the opportunity to knit their own path as a community and to value their own and other colleagues' expertise and reflections. In fact, Imbernón (2014) and Diaz-Maggioli (2003) define this PD as meaningful and give great relevance to teachers as owners of their own professional growth and learning process.

The results from the study suggested that the knitting of this CoP as a framework for elementary and high school English teachers' development offered them the possibility to construct their own meanings to define their community. Also, they found and generated new alternatives for their own PD. The findings showed how these teachers constructed their view of English as a language within their own school and how they empowered themselves as teachers.

To begin with, findings evidenced how the teachers from this CoP had the opportunity to construct their own meanings to define themselves and their community during this process. In detail, teachers' definitions and conclusions showed how they moved in different stages. First, they started recognizing their fears and feelings about English classes and the lack of linguistic Competence, as well as a generalized interest of sharing materials and pedagogical experiences. From this recognition, teachers started defining community as the opportunity to share experiences that can be applied in their own classes. Second, teachers' free and spontaneous participation showed how relevant

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was to construct a comfortable environment in which they could feel secure and listened to with respect. The fact that they have been working at the same school and that their daily experiences were listened to and valued, transformed these sessions in a real community. Certainly, the teachers were able to recognize their limitations and asked for help or even they brought life experiences to this space, as Luisa expressed it, "I am not good for English, but in this moment, I was thinking, hey! What English class will I have to plan for this week? In order to prepare it and bring it" (Sixth PRaL session transcription, April 19th, my translation). These teachers' experiences corroborated what Wenger, McDermott and Snyder (2002) describe as the CoP stages, potential, coalescing, maturing, stewardship, and transformation. However, during the knitting of this CoP the stages were on an ongoing process, since they evolve as they and the community grow.

Along with the construction of the community meaning, the school administration allowed teachers the space to meet regularly, teachers also suggested to continue working next year by presenting a letter to the principal. Commonly, in school contexts principals and coordinators are more worried about external requirements, such as tests, the amount of students at the school, etcetera. So, they do not pay much attention to providing feasible spaces for teachers' professional growth, which is a claim Sierra (2016) and Álvarez, Cárdenas and González (2015) made. By way of contrast, this CoP showed its members and the school administrators how ideally and rewarding to have elementary and high school English teachers helping and supporting each other during the whole process was. First, they shared experiences and ideas from their other post-gradual studies and classes. Second, their learning process turned into a collective construction, where members were relevant. Finally, from this collective construction, they saw themselves as peers within the

community, as Cata shared, "I think this community is important and to have the space to learn from others is valuable" (Teachers' collective diary. Session #3 transcription, March 1st, my translation). All these examples demonstrated and encouraged school administrators to allow the spaces for the meetings and possible future ones.

Beyond generating academic discussions or linguistic learning spaces, this CoP provoked a dialogue between elementary and high school English teachers, which helped them to recognize commonalities between themselves. That is, teachers, who shared similar situations and questions when planning or teaching English classes to their students at school. For example, teachers talked about how they felt when students asked them for unknown vocabulary and the ways they answered, suggesting using dictionaries or leaving them for later. The way teachers at this community shared and constructed the process, broke down the common conception of high school English teachers as the knowledge owners and opened the door to rethink the way teachers from these two levels communicate, as Snow White said, "Share my knowledge and learn from my colleagues" (Focus group #1 transcription, Feb 8th, my translation). In this same sense Red Haired shared, "this first time, it was nice to share my ideas with others and at the same time listen to their own ideas" (Teachers' collective diary. Session #9, May 17th transcription). Therefore, a vision like this inspired elementary and high school English teachers to come up with their best ideas and strategies in order to construct a more meaningful and complete TPD process, as the one suggested by Diaz-Maggioli (2003), Imbernón (2007), Day and Sachs (2004), and Vergara, Hernández and Cárdenas (2009). Which aimed to be long term and implied collaborative work between the teachers at this school that encouraged them to seek new and extraordinary proposals when teaching English.

In the second place, the findings provided a clear view of how the teachers at this CoP found and generated new opportunities for their own TPD. Traditionally, TPD in Colombia has been considered to be scarce, discontinued, and decontextualized. Although, English school teachers have had the opportunity to attend different training English courses or to receive resources from the national government, local authorities or private or publics entities, the coverage of these proposals was focused on some groups and regions. Most of the teachers, especially elementary ones, were not included at all. The knitting of this CoP nonetheless demonstrated how the teachers worked on a bottom-up perspective of PD, because they were focused on their own teaching and learning needs, as Diaz-Maggioli (2003) and Cárdenas, González and Álvarez (2010) claimed. For instance, the teachers from this community constructed their TPD as a contextualized, collective, and dialogic process within a comfortable and respectful environment. This type of space offered them the opportunity to value their own expertise and recognize other teachers as peers, who share and learn together.

This experience motivated teachers to define and construct their own TPD as a great and contextualized process. The teachers concluded that a successful TPD was a space to meet, share, and plan class opportunities, and this implied recognition from and for peers as well as learning together. In spite of all the constraints they experienced, they valued this community as a space, where they felt empowered as their voices and ideas were taken into account during the whole process. For instance, Cata said, "The experience with peers is, I mean, when you listen to what other person does (*), it is the biggest learning that we could have" (Twelfth CoP session, second focus group transcription, June 14th, my translation).

Actually, Imbernón (2012) describes this space as a place where he participants may exchange, reflect and learn about their own practices (p. 2).

Furthermore, the knitting of this space gave the teachers the opportunity to share resources, teaching knowledge, and some techniques to enrich their TPD. As the teachers' conception of TPD was to share what they knew and to learn from other teachers, they saw great relevance on the collective and collaborative construction described by Diaz-Maggioli (2003) for collaborative study groups. Notably, teachers' desire to share resources and teaching experiences was evidenced from the first session and throughout the whole process. That is, the knitting of this CoP and the way the teachers trusted each other, valued and respected other colleagues had a strong effect on this collective construction of resources. For instance, they agreed to say that in spite of their great usefulness of these resources, it was necessary to be more systematic with them. They recognized that it would be better to categorize and prioritize them according to what teachers really needed at this school. Therefore, they proposed this idea as a goal to fulfill in future sessions. This core goal connected to what Wenger et al. (2002) highlighted during the maturing stage of a CoP and the principle of share repertoire. That are when the core members see gaps or different needs in the community knowledge and make proposals to fulfill these aspects, as well as the opportunity these teachers had to share and adapt their own resources, teaching techniques and experiences.

Community members also enriched this TPD process with the participation of an outside visitor, and their own investment on time and willingness. When the teachers at this CoP had the opportunity to work with a university teacher, they saw a wide range of possibilities in connection to their needs. This teacher's outside perspective brought

information into a dialogue about what the community was achieving and might achieve, as Wenger et al. (2002) also describe as open dialogue between inside and outside perspective (p. 54). This outside visitor made a real connection with the teachers and energized their engagement in the process, because she listened to them and then planned her space in the session based on the teachers' answers and real needs (i.e., teachers agree on some proposals to work during this session and teachers participated actively during this session). This opportunity showed how a common top-down TPD could be also designed and thought from an effective bottom-down perspective, a perspective in which the teachers were in charge of their own learning process, and the outside expert came into a conversation to share knowledge, not to impose it upon the teachers.

Moreover, during this research study the teachers also changed their view of English and the fears they had when teaching it. One of the conclusions elementary and high school teachers arrived at when teaching this language was how they felt when they forgot or did not know a word in English and the comments other teachers and students might have in relation to this situation, that is their lack of some linguistic aspects. Naturally, the uncertainty to teach a language we do not know or which is not our mother tongue will make us feel scared and insecure. In Colombia with the implementation of the National Program of Bilingualism (2004), the authorities demanded teachers at school to meet some requirements in term of linguistic knowledge. They asked them to reach or have a specific language level, as well as for students. These demands and the scarce support provided by the government, made teachers, especially at elementary levels to consider this as a very difficult task to do. Although, the CoP teachers felt also this kind of fear and uncertainty, they could realize that they had enough capacity and expertise to understand and do the

work; that they could connect what they already knew about teaching other subjects with the way they could teach English, and use students' previous knowledge in support of this whole process. For example, Red Haired expressed this "one of thing I learnt was to contextualize a lot, or to plan real situations, with meaning for English classes" (Twelfth CoP session, second focus group transcription, June 14th, my translation). The findings showed how the teachers found also a great significance on contextualizing and using English in all spaces at school, not only within the classroom. In this case, this CoP strengthened the teachers' idea of using the language in other spaces; in fact, they felt capable and confident of the wide range of their possibilities and opportunities of using English at the school.

Although the development of the linguistic component was supposed to work with the pedagogical component, the teachers reframed the linguistic proposal into sessions to plan English classes and share activities to work with students. That is, they worked on the abilities to give instructions to students, class management, and curricular choices (Freeman 1988, as cited in Cárdenas, González and Álvarez, 2010, p.52). Actually, I identified that elementary and high school teachers gave a more complex meaning to teaching English, a meaning that went beyond grammatical aspects, for instance, Red Haired proposed "we should practice more English in the school, not only in the classroom, but also from the entrance door, we should greet in English…" (Fourth PRaL session transcription, March 8th, my translation). Certainly, the opportunity teachers had to consider and understand English as a school subject associated with other subjects and work it from students' previous knowledge, encouraged them to think of the wide range of possibilities and strategies on how to teach it, despite their linguistic worries. Particularly,

the space the teachers shared with their own colleagues and the outside visitor helped them to see a real connection between teaching English and the way they actually have taught other subject at the school. This connection made stronger the teachers' idea of planning and teaching English as a cross-curricular subject.

To conclude, the results also demonstrated how teachers saw themselves as empowered people when they listened to and valued other teachers' ideas and reflections, took responsibility of their own learning process, reflected, and proposed on how to construct their own path. The fact that teachers felt empowered in the way they did, demonstrated that their role of technicians and passive participants should be reevaluated and their claim to be listened to and taken into account should be included in Colombia TPD proposals. When teachers have the opportunity to contextualize the way they learn, create new ways of teaching from this process, and work collaboratively within a community, they might feel owners of their professional growing process. This conception is connected to what Cochran-Smith and Lytte (1999) describe as the purpose of Communities when constructing teachers' empowerment within a political and social stance. Places where teachers are invited to come together to talk, reflect, discuss, write and think. In contrast to the description of TPD in Colombia, the results from this study indicated that the teachers constructed their own path to feel empowered and leaders of this community, because their voices, ideas, and reflections were the starting point of this process. As a result, the teachers took some risks, first at proposing and renegotiating the CoP planned activities, for instance, they shared about their own post-gradual studies in order to make connection with the CoP sessions. Second, they constructed a plan that included some stages to follow during planning and teaching English, and they thought

about the possibility and the way to inform and connect other teachers to this collective construction.

In short, it is relevant to mention that all the language policies and the programs the National Government has launched so far, are somehow, disconnected from the teachers' realities in their own school contexts. Hence, teachers have to do their best effort to understand these policies and to contextualize them to their classes. That is, most of the teachers work isolated, especially elementary school teachers who were given the hard part, because most of them do not know English, as observed and described by McNulty and Quinchía (2007). However, the opportunity described in this research study suggests that the knitting of a CoP will become a useful strategy to build a bridge between English school teachers, both elementary and high school ones. Teachers will also have the space to rethink their PD as an opportunity to share experiences, to learn from others, to create a common repertoire, and to work together constructing learning within a social constructivist process. Nevertheless, this strategy does not deny the great opportunity to work with experts or with the programs and initiatives enacted by the national government, because within a CoP teachers might analyze and contextualize them, that is, to make the most out of these proposals.

Limitations of the Study

During the analysis and discussion process, I saw that the knitting of a CoP is a complex process, which asked to devote a lot time and effort. From this process, some limitations emerged such as the teachers' attendance and the desire to be in the sessions, time and dates planned for the sessions, principals' willingness to support the process and the use of English. First, the knitting of this CoP as well as the teachers' attendance to the

sessions depended much more on their desire to be part of it. Indeed, in order to start with the process, I talked with the teachers individually to know if they wanted to participate in the project and to agree on a time and space to work. Although we had scheduled the sessions and the classroom for meetings, the teachers did not attend all the sessions. For instance, during the 12 PRaL sessions, only in six of these sessions, the teachers could meet all together, but in two of them, the teachers arrived late. Actually, during the meetings there were many interruptions, such as noise or other teachers, the coordinator or students, who came in to ask questions or to look for something. I think these types of limitations are difficult to avoid, and they might affect the time devoted to the research study as well as the planned activities, certainly, these two aspects should be thought, revaluated and contextualized very carefully throughout the implementation, in order to have a complete and rich data for the analysis process.

Second, some of the sessions planned had to be reorganized or made shorter in time, because of teachers' strike, the university teacher's visit, school activities and the teachers' vacation. These were some of the causes to change the sessions, because they overlapped with the schedule agreed for this year. These unexpected situations forced me to rethink and to plan with teachers a new agenda for the last sessions, which included, the teachers leading and sharing one session, the university teachers' visit and the final focus group to collect teachers' reflections about the whole process as well as their suggestions.

Furthermore, although it was a space agreed with the teachers, we had to ask permission to the principal. In fact, during the twelve CoP sessions, the principal allowed the teachers one space to work in a different time schedule, (See appendix J). This space was not easy to be agreed on, because school dynamics depends on somehow the

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principal's and teachers' willingness and on what is considered relevant and with a great impact for the school. I firmly believe that with a stronger and solid awareness of the relevant processes this community implies, principals, coordinators, and teachers themselves will be opened to join and work on these initiatives.

Finally, although I planned a linguistic component to work with the teachers at the CoP, their needs and suggestions about including more pedagogical aspects to the tentative plan, did not leave enough time to immerse the teachers in English activities. Thus, a meaningful and contextualized process of acquiring a foreign language and making teachers aware of the implications of learning and teaching it, should be considered for further research studies like this.

Implication for Teaching

The implementation of a CoP as a framework for TPD in a public school context goes beyond the simple fact of creating a space to share ideas. Actually, this CoP empowered the teachers' role at school, changed their view of English, and the way it is taught to their own students. First, the teachers began to own this process; they conceived themselves as the owners and leaders of this construction, which encouraged them to define their roles within the CoP. It is worthy to recognize that when the teachers saw themselves as a relevant part of the teaching and learning process, they took risks of proposing, planning, and connecting what they knew to English teaching.

Actually, the teachers changed their conception of English as a difficult language to teach, to English as a bridge to connect the real school context and the students' previous knowledge. This new view of English will let them first to construct and contextualize the

way they teach this language to their own students, and second to generate new opportunities to include their whole school in this language learning and teaching process.

Implication for Research

In case of applying this proposal of knitting a CoP as a framework for teachers' professional development process in other contexts, there are some aspects to be considered. One, during the CoP sessions the researchers or the coordinator should include more spaces to stop, think, and evaluate the process, in order for the community to grow solid. Questions and written reflections might encourage teachers to discuss possible changes. Second, the planning of the agenda and the activities to work during the first sessions should be constructed collaboratively with the group of teachers. In this way, modifications will not cause big trouble during the rest of the CoP sessions. Third, the researcher and the teachers should invite the principal and the school coordinators to the sessions, because this opportunity might help increase their awareness of the CoP meaning and relevance. Consequently, it will result in the growth of school support for the community. And fourth, the CoP members should find different strategies that help them keep participating in team teaching activities, where they can plan and teach classes together, to then reflect about what happens during the process and finally have the opportunities to reorganize or restructure the planning content and objectives according to the specific group's needs.

Conclusions

Concerning the findings and the discussion of this research study, I conclude that the knitting of a CoP as a framework for elementary and high school English teachers brought these teachers into a dialogue and enabled them to construct their own TPD as a real community. At the same time, the teachers had a space to share and empower their own practices, which encouraged them to see their learning process as unique, feasible, and a collective bottom-down process.

The teachers at this CoP found and generated new opportunities for their own PD. The TPD constructed during this study allowed teachers to recognize that their realities and expertise were relevant and that they are the point of departure to enrich and make a solid process for their professional growth. As this TPD was contextualized, collective, and developed within a dialogic process, the teachers felt motivated and free to participate and construct their own definition for community and the future path it should follow. I think that one of the cornerstones of this process was how valuable teachers found this proposal and how their willingness and engagement made this a solid group of English teachers learning together.

On the other hand, this research study was an opportunity for all teachers to understand that they have valuable ideas and knowledge. They shared from a diverse and wide range of expertise from their work at this school and other teaching contexts, even their personal experiences were brought into the community. This space allowed them to reflect about the appropriateness of all the shared resources. In fact, they recognized how important is to be selective, because all the resources have to fit and give answers to the real context. They mean that these resources and materials should be extremely connected

to what the teachers' context and their students require or need. What is more, the teachers at this CoP experienced the value and rewarding experience of having dialogues with colleagues. They comprehended that all of them have something to teach and something to learn, and that they are able to work in a different way, that implied breaking down isolation, listening to, and trusting others, as well as recognizing the power of each one of them.

Equally important, the teachers who participated in this community conceived English as a language that can be thought and taught not only from grammatical or linguistic perspective, but also from a contextualized and connected one. The teachers had the opportunity to see this language as a way to connect what they already know about teaching in general from other subjects, which included dynamic activities, pedagogical reflections, and general contents. They also saw a great relevance on taking into consideration their students' previous knowledge, which helped them to make a real connection to what learning a new language implies. As a result of these reflections and ideas, the teachers from this CoP constructed their own proposal for working English in a contextualized form, and to plan it as a cross-curricular subject. In this case, this proposal makes school teachers a clear invitation to forget their fears about teaching English, and to make it a contextualized and real language at their own school.

When a school teacher mentions the word "empower", they think that this conception or characteristic is difficult or even impossible to achieve. Conversely, this study showed how the teachers at this CoP empowered themselves. The first element to do it was valuing what teachers already did, which were their personal and professional experiences, ideas, reflections, and expertise; the second one, the risk-taking at proposing

and renegotiating activities, resources, and future actions; and the third one, bringing their own post-gradual studies into the community dialogue in order to share and make connections to the whole group; and finally, constructing an English class plan by stages for their school. In fact, the idea of having teachers working and reflecting together implied more than a collective construction; it also implied their own recognition as empowered and experienced human beings.

Further Research

As time was limited, it would be a great idea for further research to focus on how CoP encourages teachers to make connections to other teachers at school and how this space opens the possibility for them to construct a project to teach English as a cross-curricular subject, especially for elementary school teachers who have to teach all subjects.

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APPENDIX A

FIRST FOCUS GROUP SUGGESTED DIAGRAM AND QUESTIONS
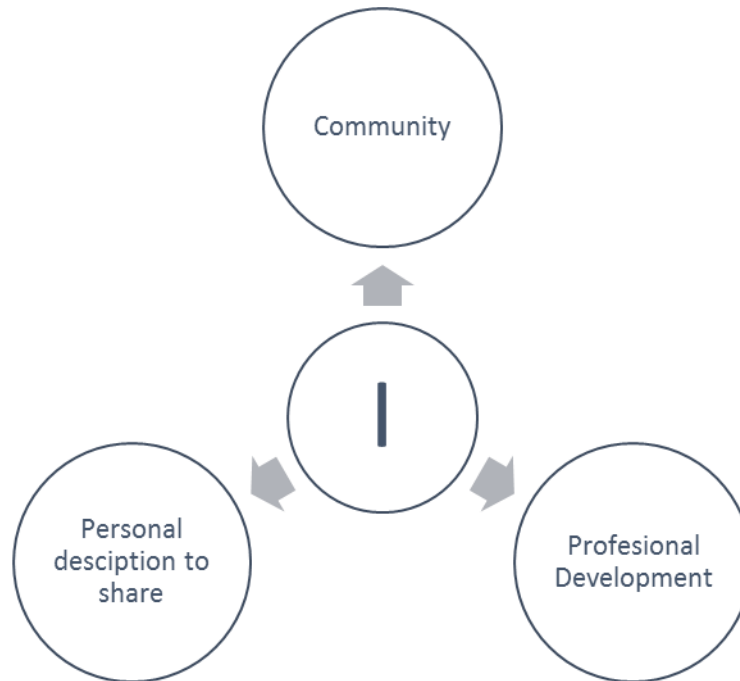
1. Who am I?

2. Professional development and I. how it has been so far? Describe negative and positive aspects about it. How do I want it to be?

3. Community and I. who are the others participants for me? How do I participate? What do I expect from this relation?

PRAL OPPORTUNITIES. SUGGESTED FRAMEWORK.

Main topic: Who am I?		
Cycles	**Days**	**Curricular Engagement Activities**
First	**1** Getting to know the CoP.	✓ Ideas about the CoP objectives. ✓ Share with teachers the plan for the CoP framework. ✓ Reflect about new ideas teachers want for the PRaL opportunities at CoP.
	2 Let me introduce myself.	✓ Teachers will practice some description. ✓ Teachers will read aloud a short text about personal description[1]. ✓ Teachers will describe themselves. ✓ Share the work to the group.
	3 Let me introduce myself	✓ Possible samples for future classes. ✓ Share to the group.
Second	**4** Let me talk about people I love.	✓ Preview activity: share pictures of families. Collective construction. ✓ Listen and read a text about families[2]. ✓ HOMEWORK
	5 Let me talk about people I love.	✓ Preview activity: ✓ watch a short video about families differences (https://www.youtube.com/watch?v=MIm_H01Z6Ss) ✓ Let us talk about the video ✓ View moment. ✓ Review moment.
	6 Let me talk about people I love.	✓ Preview moment. From the last activity. ✓ Possible samples for future classes. ✓ Review moment: remember any class we have taught (any subject), and think about how to make a connection to English class.
Third	**7** Teaching English in Colombia.	✓ Reading about the inside and outside guidelines for teaching English at elementary and secondary levels. ✓ Teachers will write the own reflections about these documents read on shared journal.

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[1] See texts set.
[2] See texts set.

	8 Teaching English in Colombia.	✓ Connecting to new outsiders' ideas and reflections.
	9 Teaching English in Colombia.	✓ Planning class together. ✓ Teachers will share to the CoP. The format to present the final lesson plan is free.
Fourth	10 Let me describe my interests	✓ Preview moment. ✓ View moment. ✓ Share to the class. ✓ Homework: ask teachers to bring short dynamic activities to start the next session.
	11 Let me describe my interests	✓ Teachers' space to share the activities. ✓ View moment. ✓ Review moment.
	12 Reflecting final meeting.	✓ Teachers' reflections about the process. Advantage and disadvantages. ✓ Teachers' recommendations for future sessions. ✓ Sharing reflection time. And saying see you later.

Texts sets.

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PRAL OPPORTUNITIES. TEACHERS' COLLECTIVE CONSTRUCTION FINAL FRAMEWORK.

Main topic: Who am I?		
Cycles	**Days**	**Curricular Engagement Activities**
First	**1** Focus group session.	✓ Ideas about the CoP objectives. ✓ Share with teachers the plan for the CoP framework. ✓ Teachers proposed ides for the PRaL opportunities at CoP.
	2 Let me introduce myself.	✓ Practicing English. Facebook profile activity. ✓ Pedagogic reflection about the process of knitting the CoP stages. Teachers' new proposals to the new plan.
	3 Let me introduce myself.	✓ Practicing English. Personal description. Speaking and drawing activity. Video about people descriptions. "It is okay to be different" (see text sets) Read aloud from the video. ✓ Pedagogic reflection about basic learning rights for elementary and high school levels.
Second	**4** Let me talk about people I love.	✓ Practicing English. Review of the agreements and greetings. Review of the last session activities and reflections from teachers. ✓ Class planning. Collective construction of preliminary English class stages.
	5 Let me talk	✓ Practicing English. Greetings and useful English expressions. Yome and Red Haired's

	about people I love.	presentations about their personal descriptions in English. ✓ Stop and Think activity. Reflections about the process. Aspects to change or restructure. Teachers' conclusion about the activities developed.
	6 Let me talk about people I love.	✓ Practicing English. Greetings. Sing and dance a song. Baby shark song (see text sets) Describe families' pictures. Talk about their own families. Read aloud activity. Mom and Dad stories (see text sets) ✓ Teachers' space to talk about their ideas for more activities, linguistic or pedagogic.
Third	**7** Class planning space.	✓ Practicing English. Remember some words related to big categories. A game. ✓ Reading English texts. Cambourne's model of learning conditions. ✓ Teachers renamed their English class stages.
	8 Team teaching.	✓ Practicing English. Questions about their activities outside the school, "How was your weekend?" ✓ Team teaching proposal stage. ✓ Ideas and suggestions for the outsider visitor.
	9 Teaching in action.	✓ Practicing English. Greetings. ✓ Teachers' own class examples following the class stages designed. ✓ New time schedule for next sessions. ✓ Team teaching planning time.
Fourth	**10** Teachers' interventions.	✓ Teachers leading the session. Red Haired, Yome and Snow White's interventions.
	11 Outsider visitor' intervention.	✓ University teacher's intervention.
	12 Final focus group.	✓ Teachers' reflections about the process. Advantage and disadvantages. ✓ Teachers' recommendations for future sessions. ✓ Sharing reflection time. And saying see you later.

APPENDIX C

NODES IN NVIVO 10
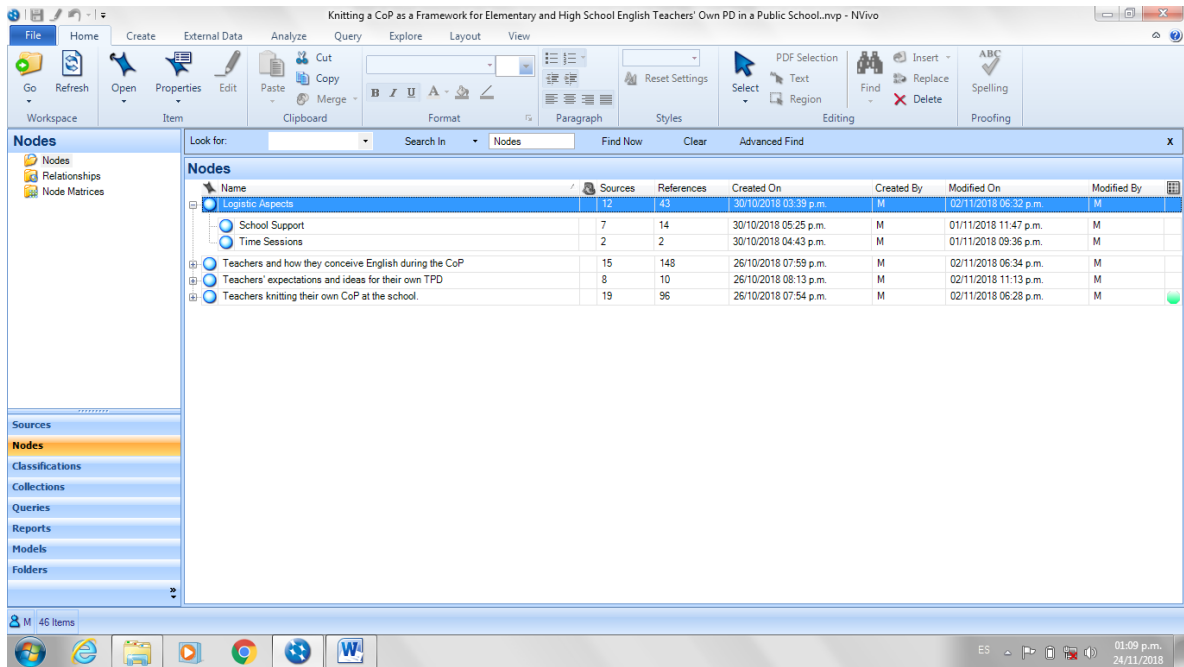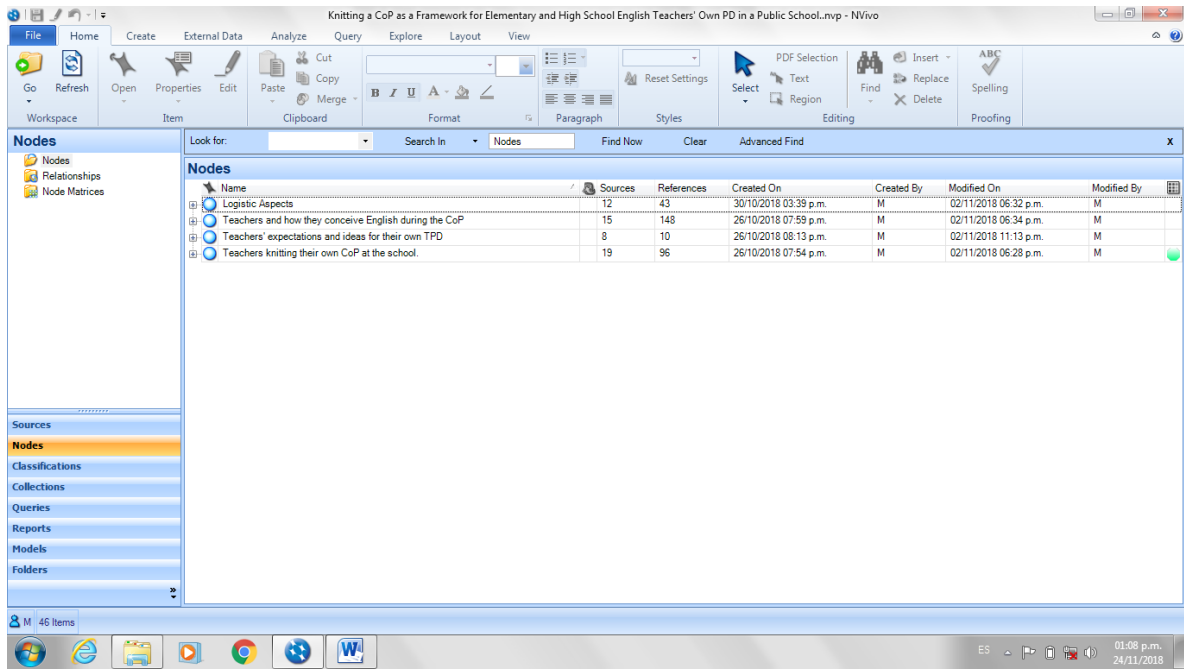
NVivo software window — "Knitting a CoP as a Framework for Elementary and High School English Teachers' Own PD in a Public School..nvp - NVivo"

Nodes

Name	Sources	References	Created On	Created By	Modified On	Modified By
Teachers knitting their own CoP at the school.	19	96	26/10/2018 07:54 p.m.	M	02/11/2018 06:28 p.m.	M
Answer to Teachers' expectation and ideas	2	7	30/10/2018 03:41 p.m.	M	02/11/2018 05:31 p.m.	M
Applying to teachers' own classes	2	5	30/10/2018 03:37 p.m.	M	01/11/2018 09:08 p.m.	M
Ash for checking their own work	1	1	30/10/2018 04:13 p.m.	M	30/10/2018 04:13 p.m.	M
Clarificating Ideas	2	4	30/10/2018 03:38 p.m.	M	01/11/2018 08:27 p.m.	M
Collective Construction	3	4	30/10/2018 04:44 p.m.	M	02/11/2018 06:05 p.m.	M
community support	1	2	01/11/2018 09:07 p.m.	M	01/11/2018 09:17 p.m.	M
Confrotable Enviroment to work	12	71	30/10/2018 03:39 p.m.	M	02/11/2018 05:47 p.m.	M
Connection to other sbujects at school	9	28	30/10/2018 03:35 p.m.	M	02/11/2018 05:51 p.m.	M
Connection to their own Classes	6	9	30/10/2018 05:16 p.m.	M	02/11/2018 06:01 p.m.	M
Connection to their own lives	5	14	30/10/2018 04:26 p.m.	M	02/11/2018 06:10 p.m.	M
CoP constraints	1	1	01/11/2018 11:52 p.m.	M	01/11/2018 11:52 p.m.	M
CoP Joint enterprise	2	4	01/11/2018 11:29 p.m.	M	02/11/2018 05:45 p.m.	M
CoP lead the Agenda	7	17	01/11/2018 08:41 p.m.	M	02/11/2018 05:25 p.m.	M
CoP principles	1	6	01/11/2018 09:34 p.m.	M	01/11/2018 09:47 p.m.	M
CoP stages. Potencial	4	17	01/11/2018 08:55 p.m.	M	02/11/2018 12:00 a.m.	M
CoP Teachers' Definition	6	15	26/10/2018 08:06 p.m.	M	02/11/2018 05:59 p.m.	M
CoP Teachers' engagement	11	27	26/10/2018 08:14 p.m.	M	02/11/2018 06:02 p.m.	M
Different School issues	1	3	30/10/2018 03:43 p.m.	M	30/10/2018 04:40 p.m.	M
Learning Opportunities	6	12	26/10/2018 08:42 p.m.	M	02/11/2018 06:24 p.m.	M
Mediation on the process	7	17	30/10/2018 03:40 p.m.	M	01/11/2018 11:23 p.m.	M
Resources Construction	1	1	30/10/2018 03:38 p.m.	M	30/10/2018 05:24 p.m.	M
Share power	8	14	30/10/2018 03:36 p.m.	M	02/11/2018 06:04 p.m.	M
Share repertoire	10	75	01/11/2018 08:37 p.m.	M	02/11/2018 06:07 p.m.	M

M 46 Items

APPENDIX D

TEACHERS' ENGLISH CLASS STAGES

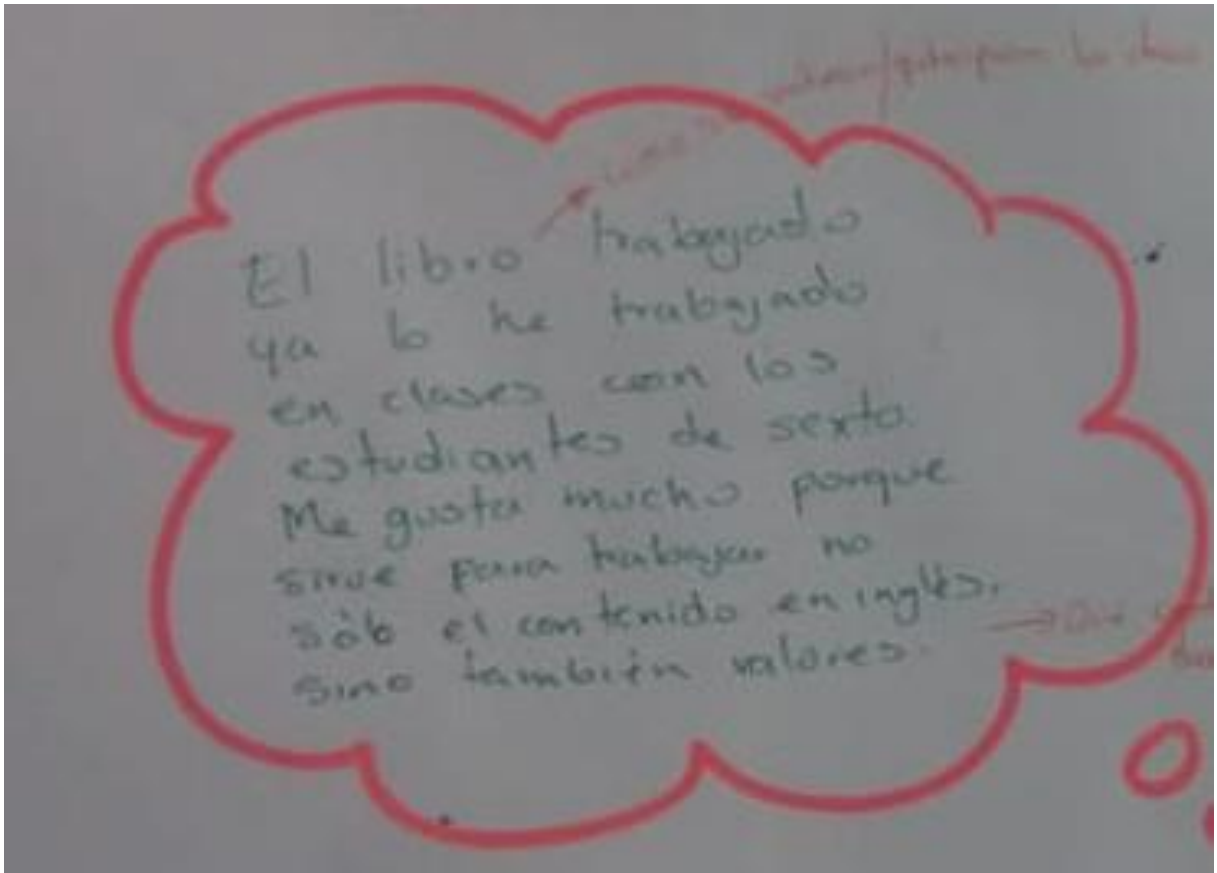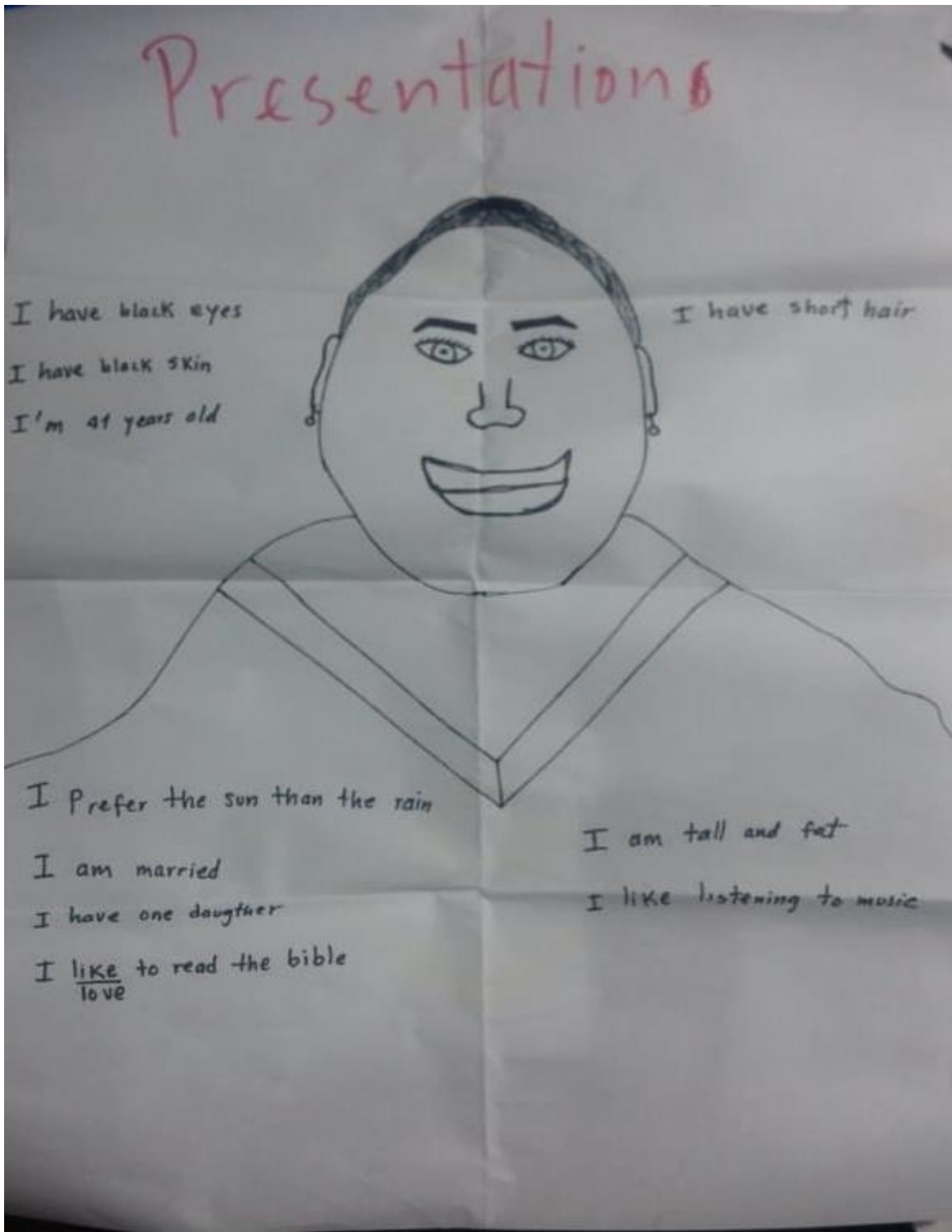**TEACHERS' COLLECTIVE DIARY. SESSION #3. CATA'S REFLECTION**
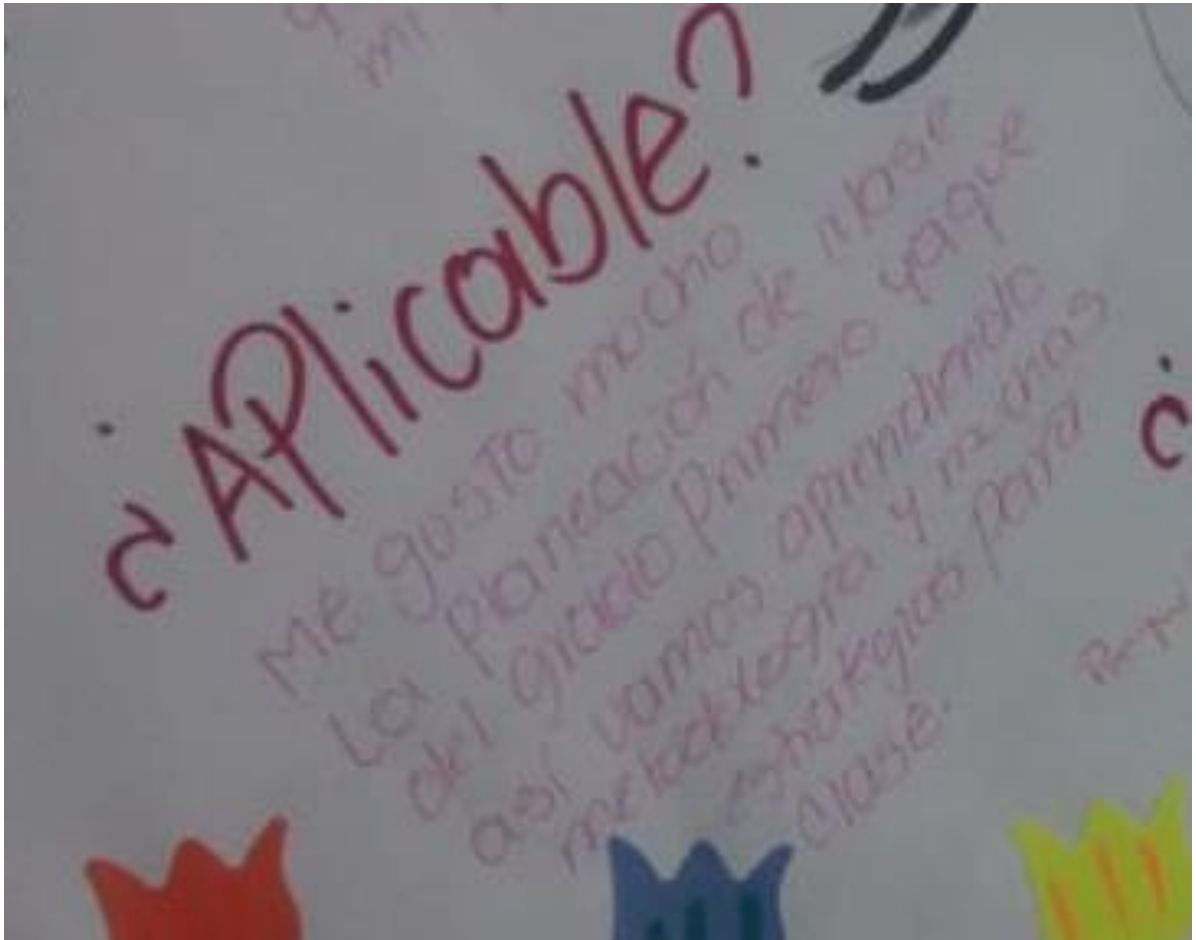
TEACHERS' COLLECTIVE DIARY. SESSION #2. SNOW WHITE'S

REFLECTION

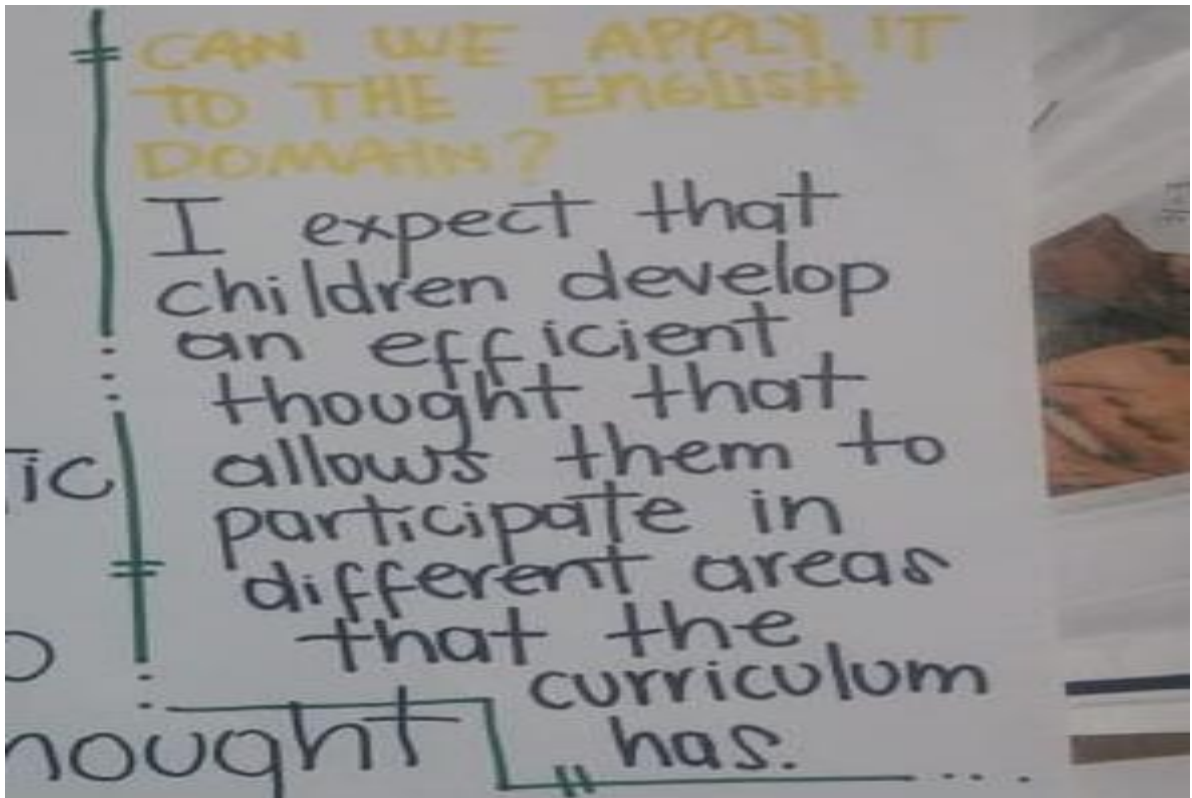**YOME'S POSTER PRESENTATION ABOUT HER PERSONAL DESCRIPTION**

APPENDIX J

SCHOOL WEEKLY AGENDA. CoP MEETING.

Outlook

Editar y responder | Descargar | Ocultar correo electrónico

Word Online | Modo de accesibilidad | Imprimir | Buscar | Ayuda

MARTES 15 DE MAYO

ACTIVIDADES	Lugar/Hora	Responsables	Para tener en cuenta
Reunión de educadores	Sala de profes sede Kennedy. 12:00 m a 12:30 pm.	Directivos y docentes de primaria	Solo educadores de la sede primaria. Planear celebración día del niño.
Audiencias a estudiantes.	Rectoría.	Docentes y directivos institucionales.	Cada docente debe remitir y acompañar los estudiantes con los respectivos casos.
Pruebas de periodo	Secretaria. Durante la jornada	Docentes de todas las areas.	Las pruebas deben ser entregadas en medio digital e impreso.

MIERCOLES 16 DE MAYO

ACTIVIDADES	Lugar/Hora	Responsables	Para tener en cuenta
Dia E	Biblioteca IE Alfonso López. 8:00 am a 2:00 pm	Equipo directivo y docentes	

JUEVES 17 DE MAYO

ACTIVIDADES	Lugar/Hora	Responsables	Para tener en cuenta
Audiencias a estudiantes.	Rectoría.	Docentes y directivos institucionales.	Cada docente debe remitir y acompañar los estudiantes con los respectivos casos.
Consejo directivo	Rectoría. 10:00 am		
Reunión comunidad de práctica inglés.	Sede primaria. 11:30 am a 12:30 pm.	Comunidad de práctica inglés.	Solo docentes de la comunidad de práctica inglés, líder Yohana LLoreda.

VIERNES 18 DE MAYO

ACTIVIDADES	Lugar/Hora	Responsables	Para tener en cuenta

PÁGINA 2 DE 4 | ENVIAR COMENTARIOS A MICROSOFT 75%

Circular semana N° 18 de 2018

gonzalo alberto quiceno marin <gonquim@gmail.com>
Lun 14/05/2018, 7:38 AM
Usted; uisa1834 y 31 más

CIRCULAR SEMANA Nro. ...
573 KB

Descargar   Guardar en OneDrive

Gonzalo Alberto Quiceno Marin

---------- Mensaje reenviado ----------
De: **gonzalo alberto quiceno marin** < gonquim@gmail.com>
Fecha: 14 de mayo de 2018, 7:37
Asunto: Circular semana N° 18 de 2018
Para: uisa1834 <luisa18340@gmail.com>, gloel27 <gloel27@hotmail.com>, Sofia Duque Diaz <duquediazsofia@gmail.com>, "jarroyave0305@gmail.com" <jarroyave0305@gmail.com>, eustaquia <eustaqui.chaverra110@gmail.com>, maggy154

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APPENDIX K

PRINCIPAL'S COVER LETTER

Medellín, Noviembre 15 de 2017.

Sr.

Rector.

Institución Educativa.

Cordial saludo,

Yo, Yohana Lloreda Pico con C.C. XXXXXX de Montería (Córdoba) estudiante de la

Escuela de Idiomas de la Universidad de Antioquia en la Maestría en Enseñanza-

aprendizaje del Inglés, le solicito su aprobación para llevar a cabo un estudio investigativo

con las docentes que enseñan Inglés en los grados de primaria y secundaria. Este estudio

hace parte de la implementación de trabajo de tesis exigido en la maestría y tiene como

propósito Construir una comunidad de práctica como forma de desarrollo profesional entre

docentes de primaria y secundaria que enseñan inglés, un estudio de casos múltiple en

Medellín-Antioquia.

Este estudio incluirá dos entrevistas de 30 minutos cada una con las docentes antes

nombradas. A quienes se solicitará permiso para realizar grabaciones en audio de estas.

Observación de clases, diarios de campo colectivos. Asimismo, se realizaran 12 sesiones de

trabajo colectivo (horario consensuado) con grabaciones en video de las mismas. La

información recolectada al igual que los resultados del estudio serán compartidos durante la

disertación del trabajo de tesis. Como evidencia se espera que esta comunidad de práctica

siga sus reuniones durante el año escolar dentro de la institución educativa.

Con el fin de proteger la identidad y privacidad de todos los entrevistados y participantes:

docente de la comunidad educativa, se usarán seudónimos para cualquier presentación,

exposición o conferencia que se haga sobre el citado estudio.

Asimismo le dejo mis datos personales para su contacto y fácil verificación.

Su firma indica que ha leído esta carta y decide autorizar esta investigación. Va a recibir

una copia de esta para sus registros.

Nombre del rector de la institución (en letra imprenta):

_____

Firma: _____

Lugar y fecha: _____

Atentamente,

Yohana Lloreda Pico

Estudiante

Maestría en la Enseñanza y Aprendizaje de Lenguas Extranjeras Universidad de Antioquia

Yohana.lloreda@udea.edu.co

Celular: xxxxxxxxxxx

APPENDIX L

TEACHERS' CONSENT FORM

Universidad de Antioquia

Escuela de idiomas

Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras

Formato de consentimiento de los participantes y código de ética

Título del estudio:

Construcción de una comunidad de práctica como forma de desarrollo profesional entre docentes de primaria y secundaria que enseñan inglés.

Investigador principal:

Yohana Lloreda Pico. Cel. xxxxxxxx Correo electrónico: yohana.lloreda@udea.edu.co

Descripción de la investigación:

Usted ha sido invitado(a) a participar en un estudio que busca Construir una comunidad de práctica como forma de desarrollo profesional entre docentes de primaria y secundaria que enseñan inglés, un estudio de casos múltiple en Medellín-Antioquia. Este estudio se lleva a cabo como parte del trabajo de tesis exigido por la Maestría en Enseñanza-Aprendizaje del Inglés de la Universidad de Antioquia. Usted ha sido seleccionada porque es una de las docentes encargadas de dictar la asignatura de inglés en diferentes grados de esta Institución Educativa.

La investigadora en este estudio de casos múltiple será la docente Yohana Lloreda, asesorada por la docente Claudia Díaz.

Los datos que se recogerán en este estudio incluirán: entrevistas con grabaciones de audio de estas, observación de clases, sesiones de trabajo colectivo (horario consensuado) con grabaciones en video de las mismas y diario de campo colectivo.

¿Que implica mi participación?

Si decide participar en esta investigación, se le solicitará:

1. Dos entrevista (grupal, individual) con un tiempo máximo de treinta minutos cada una, en el lugar y horario convenido por ambas partes con anterioridad.

2. Participación y asistencia a las 12 sesiones, de una hora cada una, programadas una vez por semana cada ocho días.

3. Grabación de la entrevista y las sesiones de las reuniones: estas serán grabadas para lograr realizar una transcripción apropiada y correcta de la información allí obtenida.

4. Llevar y registrar reflexiones y comentarios sobre el proceso realizado en la comunidad de práctica en el diario campo colectivo.

5. Observación de clases y preparación de clases de manera colectiva.

¿Hay algún riesgo para mí?

Su participación dentro de la investigación no representa riesgo para cualquier participante.

¿Hay algún beneficio para mí?

El beneficio durante la investigación será de carácter reflexivo y pedagógico en el marco de la preparación y construcción colectiva del aprendizaje en relación al idioma inglés. Al igual que el análisis de las políticas gubernamentales y su impacto en las instituciones educativas, en este caso de carácter oficial.

¿Cómo se va a proteger mi confidencialidad?

La información dada en las entrevistas y el resultado del análisis de los datos recolectados durante la construcción de la comunidad de práctica, será protegida mediante el uso de

seudónimos a menos que usted autorice a la docente-investigadora a usar sus nombres reales.

¿A quién debo contactar si tengo preguntas?

Frente a inquietudes y detalles más profundos del estudio, pueden contactar a la docente Yohana Lloreda Pico, en el siguiente correo electrónico y número telefónico: Yohana.lloreda@udea.edu.co, Teléfono: xxxxxxxx.

Se reitera que su participación en este estudio es voluntaria y por lo tanto puede decidir retirarse del mismo cuando lo desee, sin ninguna consecuencia o afectación personal.

Su firma indica que ha leído este consentimiento, ha tenido la oportunidad de hablar con los docentes investigadores para resolver cualquier duda o realizar cualquier comentario al respecto de la investigación, y acepta participar de manera voluntaria. Va a recibir copia de este formato para sus registros.

Nombre del participante (en letra imprenta):_____

Firma: _____

Lugar y fecha: _____