

LEARNING TO RESTRUCTURE LESSON PLANS THROUGH A PRIMARY SCHOOL
LESSON STUDY GROUP

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DEDICATION

To my family who always believed in me. To Celeste who is my endless source of
happiness.

To my husband who always supported me through this journey and our beloved baby to
come.

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ABSTRACT

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Teacher learning, from a socio-cultural perspective, involves educators in a dialogical relation where knowledge is co-constructed and learning becomes a shared responsibility. Recently, the EFL teacher Professional Development field has addressed the issue of offering educators alternative strategies to pursue long-term learning and improve their pedagogical practices along with colleagues. Drawing on these, the present case study aims at exploring how primary teachers restructured their lesson plans as evidence of their learning in a Lesson Study Group at the workplace.

This qualitative instrumental case study reports the finding of two (2) selected primary teachers who voluntarily accepted to participate in the study. Data collection procedures entailed audio-recorded meetings, interviews, class observations, teachers' reflections and analysis of lesson plans. Findings showed that teachers managed to restructure their lesson plans to include 6 Shelter Instruction Protocol features: activating students' background knowledge, displaying clear content and language objectives,

implementing strategies to make content concepts clear, implementing a variety of scaffolding techniques, providing opportunities for content and language use and promoting interaction. Nonetheless, promoting higher order thinking skills and learning strategies, and integrating language skills were 2 features studied but not implemented by teachers due to limitations of knowledge about topics and possibilities to put them in action.

Throughout this paper, a Lesson Study Group is argued to be a grounded Professional Development strategy that offers in-service teachers the possibility to increase their knowledge base and skills to plan, become self-oriented towards improving practice and boost their motivation for their job. Additionally, the conditions that facilitated teacher learning in this professional learning community are discussed, i. e.: integrating theory and practice, promoting structured discussions through protocols, developing collegial talk among participants, gaining a sense of belonging towards the group and changing perspectives about class observations. Besides, limitations for teacher learning at the workplace such as administrator's lack of support and decontextualized school policies are obstacles educators faced during this study.

Finally, conclusions from this study call different stakeholder to recognize teacher learning as a long-term process, which requires changes in Professional Development policies at the school, university and country levels.

Key words: EFL professional development, teacher learning, lesson study group, learning community, lesson plans, SIOP Model.

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Introduction

The EFL teachers' professional development field (PD field hereafter) has as primary objective to improve teaching and learning processes. Throughout history, the PD field has offered different conceptualizations of what teachers need to know, learn and perform to improve their practices. A sociocultural perspective about teacher learning in this field highlights the importance of "practitioner knowledge" for teachers, since this knowledge is directly bounded to real life issues and reflects how educators translate the disciplinary knowledge into the classrooms (Johnson, 2009, pp. 22-23). Similarly, Cochran-Smith and Lytle (1999) assert that teacher learning can be defined as "Knowledge of practice" which entails having teachers' conjointly building knowledge and theorizing from their realities to change practices and impact the community (p. 280). Under this perspective, educators are called to work collaboratively to create knowledge, learn and improve practices.

Currently, the PD field offers a myriad of models for teachers to enroll, from workshops and onetime events to promote teaching strategies up to long-term learning processes that foster grounded changes in pedagogical practices (Diaz-Maggioli, 2003; Freeman, 1989; Johnson, 2009). Likewise, the PD field has been called to closely follow the process that teachers undergo when attempting to improve students' learning process. One fundamental artifact used to regulate teachers' practices is lesson plans, which are individually built for the most part and reflect educators' views about how teaching and learning should take place.

Recently, EFL teachers in Colombia have faced a growing concern about bilingual education in private schools. Educators are often found planning and teaching content areas such as Science and Social studies without the appropriate disciplinary and pedagogical knowledge. Frequently, they struggle to structure coherent lesson plans for students to learn both the content concepts and the language required. In this context, the Sheltered Instruction Observation Protocol Model (SIOP Model hereafter) is born as a pedagogical approach based on Content Based Instruction (CBI hereafter) principles to make content concepts manageable to students while they move forward in the English language development process (Echevarria, Vogt & Short, 2008, p. 5).

In the Colombian literature, there are few studies reported about CBI. On the one hand, local scholars at the university level have explored the effects of CBI courses on students' communicative performance, class participation, content learning, and language skills development (Corrales & Maloof, 2011; Serna & Ruíz, 2014; Gómez, Jiménez & Lópera, 2011,). On the other hand, at the school level an even smaller number of researchers have analyzed the impact of implementing CBI units and curriculum on students' engagement to learn the target language (Hidalgo & Caicedo, 2011; Cadavid, 2003).

Regarding the SIOP Model, two studies are found in Colombian literature. On the one hand, Salcedo (2010) who carried out a study about introducing SIOP Model components to professors in a private college, concluded that the SIOP Model served as guidelines during the lesson planning process. However, professors pointed out that some SIOP Model components such as “comprehensible input” are not fundamental when students reach an intermediate level of language development (pp. 91-92). On the other hand, Rativa (2013) undertook a research project about implementing some features of the

SIOP Model component called “Lesson delivery” to promote the use of English with sixth graders in a public school. Conclusions highlighted the SIOP Model as a viable foundation for teaching English in schools that pursue an immersion program. (pp. 182-183). Even though the previous studies support the selection of the SIOP Model features to restructure lesson plans, no studies were found about how teachers can modify lesson plans as they learn about the SIOP Model features in a professional community.

Locally, the task of planning and delivering content and language lessons has increasingly been trouble posing for EFL teachers, and it is also the case at the school where this study took place. Teachers were often confused about how to balance language and content instruction in such ways that learning was promoted. To better understand this reality, I conducted a pilot study on March, 2015 in which I collected data from two different procedures: a) I analyzed Social studies, Science and English lesson plans from all EFL teachers in the different levels of the primary session (pre-kinder, kinder, transition and 1st grade) in the light of relevant SIOP Model features. The objective was to find out how teachers designed the lesson plans, and which principles embedded in SIOP Model, if any, were included and which ones were disregarded. b) I carried out a semi-structured group interview with these teachers to explore in depth their thought about lesson plans in terms of the challenges they usually found, relevant information, activities they included and routes for improvement.

Data indicated that teachers had diverse ideas about how to plan content and language integrated lessons and which SIOP Model sound practices should be included to structure consistent lesson plans. Equally, teachers felt that planning and delivering content areas in English arose questions such as what strategies to follow, what the focus of the lessons should be, how to balance both content and language knowledge, how to offer the

accurate support for learners, among other. All in all, teachers had no common ground to discuss issues happening in the classroom and propose working solutions.

Therefore, with this study I aimed to tackle teachers' concerns about the lesson planning process and explore their learning regarding the SIOP Model features in a professional community. Thus, I posed the following research question: To what extent did primary school EFL teachers restructure their lesson plans to include SIOP Model features as they are involved in a Lesson Study Group (LSG hereafter)? In this way, lesson plans were to be socially restructured and implemented to promote teachers learning and change in practices. As for the common ground to theorize from, the SIOP Model was chosen as the theoretical knowledge teachers required in the institution. Consequently, this study offered in-service teachers the opportunity to reflect upon their reality, analyze current theories about the SIOP Model, restructure lesson plans and undertake actions to change their practices, which is a cohesive strategy to activate their "practitioner knowledge" (Johnson, 2009, p. 23) and build "Knowledge of practice" (Cochran-Smith & Lytle, 1999 p. 208). Thus, the following objectives were to be obtained with this research project:

General objective:

- To explore how primary teachers restructured their lesson plans as evidence of their learning about SIOP Model features in a Lesson Study Group at the workplace.

Specific objectives:

- To identify changes in lesson plans and classroom practices based on learning gained about the SIOP Model features in a LSG.
- To build a more context-coherent lesson planning process for primary school teachers in the institution.

- To illustrate how a LSG at the workplace can favor teacher learning.

Accordingly, I created a LSG with four teachers from the primary section of a private school located at the south border of Medellín. In this institution, EFL teachers were in charge of teaching English, science and social studies subjects through English. They were assigned to plan lessons for one or two of the subjects previously mentioned and share these lessons, materials and resources with the teachers in the same grade level. For instance, as one of the 1st grade teachers, I was in charge of planning English for me and for all the 1st grade teachers in the school. We were also required to hand in the lesson plans for a complete academic term (a two month period) 4 weeks in advance. This was the reason why the first stage of the LSG cycle had a variation. Participant teachers and I did not start creating lessons from curricular targets as LSG cycles are presented in the literature, but revising and restructuring the lesson plans each one of us had already planned individually. I made the variation to adjust this PD model to the lesson planning process demanded, since planning ahead of time was an institutional policy at the school.

To understand this issue of how teachers restructure lesson plans, I selected two teachers. These teachers had been working in the institution for 3 and 7 years, which allowed them to have particular perspectives on the school policies, and how the content and English lesson planning process had been undertaken at school.

Findings from the study suggested that both teachers managed to restructure lesson plans to include SIOP Model features which gave lesson plans a backbone to balance content and language learning. Educators also developed the conditions for teacher learning at the workplace as they participated in the LSG. Additionally, teachers voiced their concerns about the limitations they faced to modify lesson plans and made a call to school administrators to support teachers' initiatives to improve practices, and change lesson

planning and pedagogical policies already installed in the institution. Besides, this study illustrated a broader issue about how to implement changes in pedagogical practices and support the process of changing teachers' perspectives concerning their profession and the content and language lesson planning process. In like manner, this research also provided school administrator and different stakeholders with key actions to implement if they are committed to introduce school reform and educational change in general.

In the following sections, I first present the theoretical framework where I describe the sociocultural theories of teacher learning and teacher learning community, LSG and SIOP Model that guided this research. In the setting section, I portray the school and current state of planning policies and curricular guidelines in the institution where this study took place. Subsequently, in the methods section, I offer a detailed description of the participants, the structure of the LSG, the data collection and analysis process, and the action taken to assure trustworthiness. In the findings section, I illustrate the outcomes of the study regarding how teachers restructured their lesson plans, which SIOP Model subcomponents were included or disregarded in the lesson plans, the conditions developed to achieve teacher learning as well as the limitations faced. After that, in the discussion section, I review the conditions for teacher learning developed, the LSG dynamics and the limitations teacher encountered through the lenses of relevant theories and studies in the field. At the end of this manuscript, I elucidate the conclusions, implications for different stakeholders and suggestions for further research derived from this study.

Theoretical Framework

This study analyzes teacher learning from a sociocultural perspective and is guided by theories of teacher learning as defined by Cochran-Smith and Lytle (1999) and teacher learning communities as discussed by Lave and Wenger (1991) and Lieberman and Miller (2008). In this section, I elucidate the theories mentioned above, what the SIOP Model is and how it serves the purpose of guiding teachers in planning and delivering content-based lessons for English language learners (ELLs). Following this, I explain the connection between the SIOP Model and LSG as a PD strategy to familiarize teachers with SIOP Model practices and encourage them to change lesson-planning features. As I do this, I depict possible gains and limitations that such an intervention can generate for teacher learning and the PD field.

Teacher Learning and Teacher Learning Communities

Cochran-Smith and Lytle (1999) consider teacher learning in three dimensions: “Knowledge for practice”, which refers to the knowledge base about subject matter, educational theories and foundations for teaching (p. 254); “Knowledge in practice”, which means the knowledge teachers gain from their practice and experience, for instance, the practical knowledge teachers have derived from good practices (p. 262); and “Knowledge of practice”, which entails teachers networking to construct knowledge with colleagues, being able to theorize and connect with the larger community (p. 273). For the purpose of this study, I draw on their concept of teacher learning as “knowledge of practice” which is socially co-constructed and embeds an “image of teachers and other group members constructing knowledge by conjoining their understandings in face-to-face interactions with one another over time” (p. 280). Within this social construction of knowledge, teachers are

called to bring about change into their practices, classrooms, schools and the broader context to make teaching and learning a more pleasant and fruitful experience (p. 280).

Likewise, recent developments in the PD field have advocated for alternative approaches to achieve teacher learning (Lieberman & Miller, 2008, pp. 7-8), for instance teacher learning communities. A community can be defined as "a group of people who are socially interdependent, who participate together in discussion and decision making, and who share certain practices that both define the community and are nurtured by it" (Bellah et al. 1985, as cited in Grossman, Wineburg, & Woolworth, 2001, p. 8) Along similar lines, Lave and Wenger (1991) define teacher learning within "communities of practice", where meaning and knowledge are co-constructed as members of a community share relations, common concerns and views of the world to adjust practices and contribute to the field (pp. 97-100).

Lieberman and Miller (2008) further explain that teacher learning in professional communities takes place when educators are able to establish collegial talk; theorize from their knowledge and the critical review of theories; make connections between professional learning and practice; de-construct and co-construct teachers' roles and identities: go public with their teaching practices; be open for critical feedback; take advantage of opportunities to influence colleagues; recreate themselves as educators; refresh their teaching career and assume leadership roles. As a result, teacher professional communities engage educators in re-conceptualizing practices for situated learning, theorizing and making grounded contributions to the field (pp. 19-38).

Scholars have identified numerous gains for teachers, the teaching and learning process and education at large derived from being involved in such communities, as well as some limitations. On the one hand, benefits for teachers include but are not limited to

reflecting about the classroom practice in a proactive way, believing in “self-agency” to become the major producers of change in the teaching and learning process, being valued as colleagues who create and receive knowledge, displaying attitudes such as being open-minded, understanding of the diverse nature of events happening in the classroom, sharing responsibilities for successful pedagogical practices and students’ achievement, and being willing to experiment ideas and implement solutions at hand (Lieberman 2000; Newmann & Wehlage, 1995; Padwad & Dixit, 2008; Wood, 2007). On the other hand, limitations focus on the fact that the conditions to create a teacher learning community are scarce to find in schools at all levels. Meier (1992, as cited in Lieberman, 2000) illustrates the minimal circumstances for a learning community to germinate, being those, spaces in time and place for teachers to converse about their practices, opportunities to access colleagues’ classrooms to observe and comment on each other’s teaching task, and the time to develop and work towards common goals for them as teachers and their learners (p. 222). These conditions are uncommon to find in elementary and high schools across United States (Little, 1993 as cited in Lieberman, 2000, p. 222) and so are in schools across Colombia, since teachers are concerned with large numbers of administrative requirements and often find themselves confine to working in isolation to comply with numerous contextual demands.

Nonetheless, when a learning community is born, along with the development of a sense of belonging and commitment for teachers, they are also engaged in both subject-matter learning and the dynamics of maintaining the professional community active and solid (Lieberman & Miller, 2008, p. 39). Under this perspective of teacher learning in communities, a LSG is a plausible PD strategy to foster teachers’ learning and growth within the school context.

Lesson Study Groups (LSG)

Lesson Study is a Japanese professional development strategy that has been echoed worldwide due to its characteristics of a grounded, practice-driven, collegial and research-oriented approach to continuing teachers' growth (Saito, Murase, Tsukui & Yeo, 2015; Murata, 2011). Scholars frame LSG as a cyclical process where “each factor is connected and networked as a rhizome with no particular finishing point” (Saito et al., 2015 p. 10). The main goal is improving teaching and learning for the school community. In this respect, teachers recognize that observing and reflecting on their teaching and learning process, making sense of the rationale behind their practices and changing them as result of the research lessons, allow them to reshape general beliefs and assumptions of education and generate “Local proof” changes in instructional processes (Lewis, Perry & Murata 2006, p. 6). Accordingly, LSG is a professional learning strategy in which teachers, as a group, get actively involved in learning from colleagues and contribute to the ongoing process of improving the teaching and learning practices (Fernandez & Yoshida, 2004, p. 2).

Regarding the cycle of LSG, Lewis, Perry & Murata (2006, p. 4) identify 4 main steps: step 1 formulating long-term goals derived from the curriculum; step 2 planning the research lesson; step 3 conducting and observing the research lesson and; step 4 reflecting and discussing accounts from the implemented lesson to enlighten future instruction. Following these steps in the LS cycle, language teachers, as in the case of this study, have opportunities to review their practices in the light of new teaching and learning perspectives, learn from colleagues and their experiences in the classrooms, share a common language and ground to theorize from, and have an impact on students learning processes which is the ultimate goal of LSG in schools (Suratno, 2013, pp. 34-35).

Researchers in the field have reported the benefits that teachers have gained after taking part of a LSG, such as; increasing teachers' knowledge base and skills, becoming self-oriented towards common goals and improvement without being mandated, gaining mutual trust with colleagues of the group and displaying a critical attitude towards theory and practices (Honigsfeld & Cohan, 2006; Groves, Doig, Widjaja, Garner & Palme, 2013). In like manner, researchers have disclosed limitations for LSG to work effectively within the school contexts. Some constrains refer to the amount of time and commitment teachers should have to be fully involved in such a process, the high level and steady support required by the school community and administrators, the classroom culture to negotiate the possibilities of having colleagues observing the lessons, and the open attitude to inquire about instructional practices and learning processes, thus the LSG can move forward (Groves et al. 2013; Suratno & Iskandar, 2010; Chassels & Melville, 2009).

As for the common language and ground that teachers shared in the LSG proposed for this study, the SIOP Model served as the basis for teachers to reflect on and plan their lessons given that it embraces a suitable approach for the school where the study was conducted. Additionally, it offered a rich departure point for students' language and content learning, which is one of the foundations of the school.

Sheltered Instruction Observation Protocol Model (SIOP Model)

The SIOP Model is a researched-grounded construct first developed as an observation tool for researchers who, based on extensive inquiry with teachers, “evolved [the Model] into a lesson planning and delivery approach with 30 features of instruction grouped into eight components” (Kareva & Echavarria, 2013, p. 240). Content-based instruction is the former instructional practice for ELLs and the foundation for sheltered instruction which refers to an “approach for teaching content to English learners (ELs) in

strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development” (Echevarria, Vogt & Short, 2008, p. 5). Also this model can be found in the literature as sheltered instruction (SI), specially designed academic instruction in English (SADAIE), Content and language integrated instruction (CLIL) or programs called content-ESL (p. 13). The SIOP Model draws on sociocultural perspectives since it outlines that language acquisition is fostered through meaningful use and interactions between teachers and students, among students and between students and relevant materials for their schooling future (Echevarria, Richards-Tudor, Chin & Ratleff, 2011, p. 429).

The 8 components that the authors proposed are: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Review and Assessment (Echevarria, Vogt, & Short, 2008). For the purpose of this study and considering contextual and practicality issues, I chose to present teachers with the SIOP Model as whole, but focused on 12 features of the 30 instructional features proposed. In this way, The SIOP Model features became more accessible for educators, being aware of the institutional context and the myriad of tasks teachers need to get done by the end of the day.

The subcomponents chosen belong to 6 major components of the 8 listed above. Components called “Lesson Delivery” and “Review and Assessment” were purposefully uncovered since they are specifically concerned with detailed observations of the delivery of lessons in terms of percentages, and evaluation of the quality of instruction and learning. These components diverted the study from its primary focus, which was to evidence how teachers could modify their lesson plans according to the SIOP Model features studied and

discussed. (See appendix A for a summary SIOP Model components, features, 12 features selected).

Along the study, the 12 subcomponents selected were grouped and reduced into 8 features with the purpose of displaying clear instructional features to teachers; these features were coherently related among them, likely to be observable, manageable and closely tied to teachers' reality. The 8 features were; activating students' background knowledge, displaying clear content and language objectives, implementing strategies to make content concepts clear, implementing a variety of scaffolding techniques, providing opportunities for content and language use, promoting interaction, promoting higher order thinking skills and learning strategies and integrating language skills.

Considering this framework, EFL teachers at my school can find a friendly, coherent and grounded model to adjust their lesson plans and make content and language lesson comprehensible to engage learners.

Sheltered Instruction Observation Protocol Model and Lesson Study Groups

The literature reports various studies focused on analyzing and implementing the SIOP Model as a PD strategy through networks and learning communities (Echevarria & Vogt, 2010; Calderón & Zamora, 2014; Kareva & Echevarria, 2013; Short & Echevarria, 1999). For instance, in their macro research project from 1997 to 1999, Short and Echevarria (1999) created partnerships between researchers and teachers in four school districts of the west and east coast of U.S.A to familiarize educators with the SIOP Model and bring it to practice. Soon, researchers became aware that teacher and instructional change take time, but it is a task worth undertaking. Researchers report that it was more manageable for teachers to start the process focusing on isolated features of the major components of the Model such as using visual clues rather than trying to cover a

component completely (pp. 12-17). Similarly, Herrera (2013) suggested a reduced “five-feature teaching proposal”, out of the 30 features that the SIOP Model contains, since it could turn overwhelming for teachers to adjust scheduling, materials, and context to the complete Model (p. 263). Following the same path, this study introduces EFL teachers to 8 SIOP Model features to give educators the opportunity to take ownership over them and introduce them into their lesson plans and teaching practices.

Regarding the connection between SIOP Model and LSG, Honigsfeld and Cohan (2016) carried out a research project wherein LSG was the strategy to foster teachers’ reflection upon their practice, and encourage them to move from their personal experience-based knowledge towards a more professional co-constructed knowledge (p. 5). Participant teachers in this study “collaboratively planned content-based lessons, observed each other teaching these lessons, discussed their observations, reflected on the SIOP techniques and their impact on student learning, and prepared lesson study reports” (p. 3). Likewise, my study focuses on bringing teachers together to discuss about SIOP Model subcomponents, follow the LSG cycle to evidence the applicability of these features into their classrooms and explore possibilities for improvement.

Authors from the previous study also point out that, within a time frame of a year, teachers could get familiar with key concepts of the SIOP Model and partially implemented them in the classroom. Researchers also warn about the LS meetings being difficult to sustain in time, deriving in casual hall conversations. In contrast, they assert that the SIOP Model has the structure to be steadily implemented in schools through time (p. 7). Reasonably, it is likely that a LSG disappears in time from an educational context without the required support by administrators and the school community. Nonetheless, although the SIOP Model can be approached by teachers in isolation, it is the professional learning

community which fosters teacher and educational change. Similarly, teachers need to become heartened, committed and convinced about how the unique combination of LS and SIOP Model can benefit their pedagogical practices, their learners and genuinely impact the whole school community and society at large.

To sum up, in this study teacher learning in community was explored as participants had the opportunity to analyze SIOP Model features and modify lesson plans in the LSG. Besides, it provided accounts about how teacher learning can take place within the workplace, its benefits and limitations in a local context. Finally, it illustrated a grounded PD strategy oriented to engage teachers in life-long learning, become reflective and critical towards their practices, and capable of introducing change in the classroom and the institutions.

In the next section, I describe the setting in which this research project took place. Thus, the readers can have a complete picture of the contextual conditions and requirements that were considered to design this study. Correspondingly, I depict the curriculum status, lesson planning policies and practices that made the foundations for the research question of this study.

Setting

This study was conducted in a private school at the south border of Medellín. The school was founded 11 years ago and has rapidly grown. Nowadays, the institution is constituted by three sections: the primary section, which includes grades from nursery to 1st grade; the elementary section, which encompasses from 2nd grade to 5th grade; and the high school section which comprises from 6th grade to 11th grade. Regularly, there are 2 groups per grade, each group with a maximum of 33 students. Each section counts with a coordinator in charge of the behavioral affairs and the organization of school academic and extra activities. Additionally, in the primary section an assistant teacher helps students with their school processes in every classroom.

The school expects to become bilingual in the short term and adopted an immersion approach to teaching English. As a result, content subject areas like science and social studies are taught in English; also, English is taught with an intensive instruction schedule per week. In addition, the institution claims to work under the teaching for understanding pedagogical foundations. Thus, students are called to build knowledge and discover learning through a critical problem solving approach. Despite having these underlying principles as the school pedagogical foundations, there are no clear-cut guidelines about how to approach teaching content subjects through English. For instance, the teachers have no clear practical guidelines regarding what and how to plan consistent content and language classes. Additionally, the official document called “mallas curriculares”, provided for teachers as the backbone to structure the language and content lessons, is often confusing, repetitive in topics and reduces the content classes to vocabulary review lessons.

The lesson planning process at school follows a strict policy that mandates teachers to carefully plan a complete academic term (2 months period) and hand in the lesson plans 4 weeks in advance to subject leaders and section coordinators along with the materials. Teachers view this policy as an obstacle to introduce changes in their lessons as the academic term evolves and students respond to activities planned.

Regarding PD opportunities offered at school, Saturday and after school workshops have been the strategies favored by administrators. Although teachers are encouraged to pursue PD programs outside the institution, no support in terms of financial aid or discharge of academic load is put in place. As a result, teachers complain about the scarce opportunities for continuous PD and the lack of a through line across the workshops they attend during an academic term.

Within this context of uncertainty about content subject lesson planning, inflexible policies and limited PD opportunities, this research project was born and convoked 4 primary teachers of science, social studies and English to start a LSG. The section coordinator was committed to make schedule arrangements for the participant teacher to meet every other week during 3 hours. The participant teachers displayed a positive attitude towards the activities proposed for the LSG and actively engaged in accomplishing them. From the original group of participant teachers, 2 were selected as the cases to deeply explore in this study, Luisa and Dulce. Participant teachers' names were changed for pseudonyms to protect their identities.

Methods

Having in mind the main goal of this study, which was to determine how two primary teachers could restructure their lesson plans to include 8 SIOP Model features as they were involved in a LSG, I framed this research as a qualitative instrumental case study (Stake, 1995, as cited in Creswell, 2003, p. 62). On the one hand, according to Creswell (2007) gaining insights about a case within its real-context is at the core of a qualitative case study (p.74). On this regard, this study intended to explore how teachers modified their lesson plans in the light of what they learned about SIOP features and is suitable for their particular circumstances. Likewise, teachers' reality was analyzed both as colleagues participating in a LSG and as professional implementing lessons into their classrooms. On the other hand, this research was an instrumental case study because I expected to inform the language teaching PD fields on how teachers can restructure their lessons after being involved in a LSG, using detailed descriptions and in depth analysis of the two cases I selected from the LSG members. Similarly, this study is focused in depth rather than breadth to analyze the issue of teachers restructuring lessons, since two cases were selected to have a detailed analysis and gain rich data to better understand the experiences teachers went through (Patton, 1990, p. 165).

Participants

Participants in the LSG were 4 primary English teachers. However, for practicality issues in this study, I selected 2 participant teachers using a purposeful sampling (Patton, 1990, p. 169). These participants offered plentiful information to explore the issue of restructuring lesson plans in a professional community and manifested "the phenomenon of

interest intensively” (Patton, 1990, p. 171) from the beginning of the research process. The subsequent paragraphs attempt to thoroughly describe both participants.

Luisa is a 29 year-old teacher and graduated in 2010 from a public university in Medellin. She holds a bachelor’s degree in Foreign Language Teaching and has been teaching English for 11 years. Additionally, she has been a full time transition teacher in the school for 7 years. Along this time, she has been working as a self-contained teacher who is in charge of planning English for all the transition groups and teaching English, Science and Social studies lessons in English to 6 year-old children.

At the beginning of the study, Luisa showed a receptive attitude towards becoming part of the LSG because she was concerned about teaching content subjects in English to young learners. Despite the fact of being familiar with CBI, she aspired to gain detailed knowledge about making content and language lessons work better to support students’ learning processes. I selected Luisa as a case because, in the early stages of the LSG, I could realize that her contributions to the discussions were always linked to the school reality, due to the vast experience she had at this workplace. Luisa also offered the point of view of an English teacher who plans English as the subject matter, but delivers both English language arts and content lessons through English. In addition, she attended all the LSG meetings, prepared the assignments and, openly shared her opinions and concerns with the rest of the members of the group.

The second participant I selected was Dulce. She is a 29 year-old teacher who also holds a bachelor’s degree in Foreign Language Teaching from a public university in Medellin. She graduated in 2010 and has been an English teacher for 9 years. In the school of this study, she has been working for 3 years as a full time self-contained first grade

teacher. She plans Science and Social studies subjects for all 1st grade groups and teaches English, Science and Social lessons for the same population.

At the beginning of the study, Dulce pointed out the difficulties she faced when planning content subjects. She also felt eager to make her lesson planning process a more pleasant activity for her and propose more enriching learning experiences for students as well. I selected Dulce because she offered the standpoint of an English teacher who plans content areas and delivers both English and content subjects through English. Dulce was also selected due to her active participation in Science and Social studies school department meetings. Consequently, her contributions to the LSG discussions were enriched with the insights from other meetings she attended with subject area leaders at the school. She also displayed a committed attitude towards the LSG activities and she was always willing to share her viewpoints and concerns about the lesson planning process.

Regarding academic preparation, both teachers hold a bachelor degree in foreign language teaching from the same public university in Medellín. They have also enrolled in different courses and PD workshops offered by the school about assessment, best teaching practices, teaching for understanding and classroom management, among others. Both teachers agreed that during their university studies they became familiar with CBI in the methods courses. However, nowadays when planning and teaching they often find themselves in contradiction with what they know about CBI and the school academic policies and requirements stated in “Mallas curriculares”.

The Lesson Study Group (LSG)

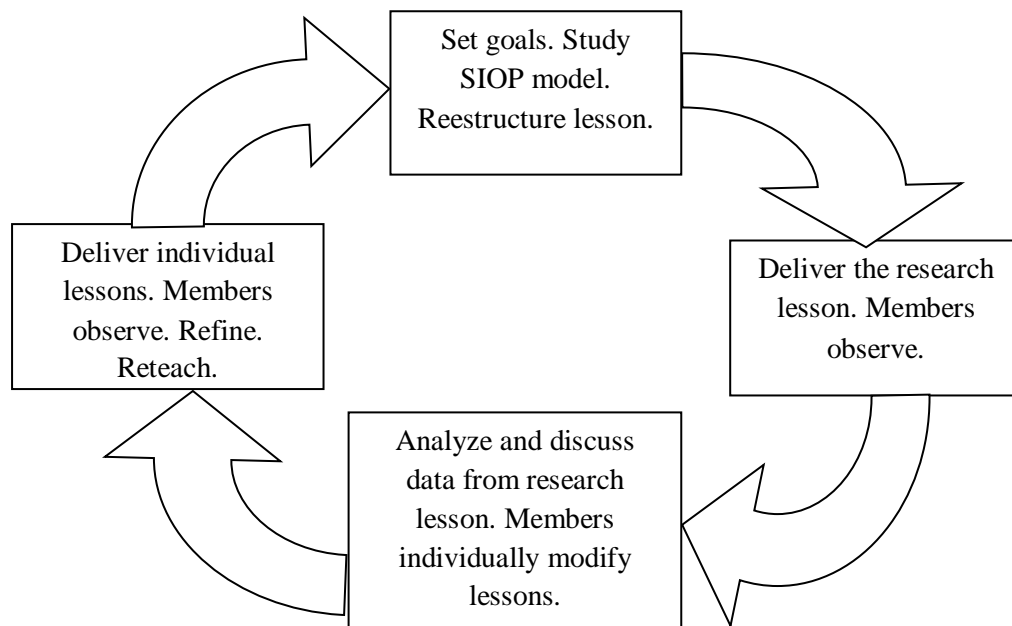
The LSG was created as an in-service professional development strategy for 4 primary English teachers in the school, who voluntarily accepted to participate in it. We met every other week from October to December 2015, for approximately 2 hours and a

half for a total of 6 meetings (See appendix B for the LSG program and readings). LSG sessions were mostly in Spanish, but readings and videos were in English. As a result, teachers were free to decide the language they wanted to use for participation and discussions in the group. After Christmas break, we met every other week from February to May 2016 to carry out the second cycle of the LSG. Although no formal data collection procedure took place during this cycle, it offered me an opportunity to gain accounts about teachers' views and perceptions regarding the learning community through informal talks.

In regard to the school organization to support the intervention, the primary coordinator designated an assistant teacher to cover the classes while the participant teachers were in the LSG meetings. Teachers added this participation in the LSG as a professional development activity in their professional portfolio, a mandatory document at the school.

In this institution, teachers are asked to hand in the lesson plans for their classes for a full academic term (a two month period) within 4 weeks in advance. Given that planning ahead of time is an institutional policy, participant teachers and I did not start creating lessons from curricular targets set by the institution; rather we began restructuring the lesson plans that teachers had already designed the previous academic term. Therefore, the first stages of the LSG cycle which, according to the literature, refer to developing “goals for long-term student learning and collaboratively plan lessons to bring those goals to life” (Hart, 2008, p. 33) were adjusted to this contextual demand as shown in figure # 1.

Figure 1. LSG cycle 1



During the LSG meetings we read about CBI and the SIOP Model subcomponents, reflected and discussed the readings using specific protocols (See appendix C for an example of the protocols used for discussions), modified lesson plans, implemented the research lesson, observed and reflected about issues raised from the research lesson and, individually modified and implemented lessons along with member observations. My role within the LSG was that of a participant-researcher. I selected the readings and the protocols to follow during the meetings. I scheduled observations among teachers, proposed the research lesson to be conjointly restructured and the observation protocol. Moreover, I collected and analyzed data throughout the whole process.

Data Sources

The sources of information for this study were semi-structured interviews, class observations, audio recording of meetings, and analysis of lesson plans in three different stages of the LSG process.

Two semi-structured interviews took place, the first during the pilot study and the second at the end of the first cycle of the LSG process. The goal for the first, which was a focus group interview, was to deeply explore teachers' views about content areas planning and the challenges they face. The second, which was an individual interview, served to unveil teachers' thoughts concerning their learning of the SIOP Model features and the rationale behind the decisions they made about lesson plans after being involved in the LSG.

As for the observations, I carried out three semi-structured observations during this study; one of these observations was part of the LSG cycle and provided valuable data for the research about how teachers' practices actually reflected the SIOP subcomponents discussed and included in lesson plans from multiple perspectives. These observations took place at the beginning, middle and end of the data collection process.

The purpose of the first observation was to evidence the connections between what teachers reported in the focus group about planning lessons for the content areas and how lessons were actually implemented within the classroom. The second observation offered accounts about how a lesson plan based on the SIOP Model was delivered, its dynamics and points for improvement. The last observation provided information about how participant teachers developed the lessons they modified after learning about the SIOP Model features. These lessons were observed not only by me as the researcher but also by other members of the LSG, using the same protocol. When observing Luisa and Dulce's lessons I focused on the way they presented the lesson, for instance whether they displayed clear content and language objectives, which was one of the SIOP Model features thoroughly discussed. I also zeroed in the opportunities offered to students to use both the language and content concepts worked in class, opportunities for interaction, scaffolding

strategies, and all the SIOP Model subcomponents studied during the LSG (See appendix D for the observation protocol). In addition, I paid careful attention to the correspondence between the lesson plans that Luisa and Dulce previously restructured, and how classes were actually implemented in the classroom. Thus, how teachers reorganized the lesson plans, delivered the lessons and their overall learning could be evidenced in the development of the lessons in class.

After every cycle of observations, we had feedback sessions with a specific protocol called “New designs” (McDonald, J., Mohr, Dichter, McDonald, E. 2007, p. 66) in the subsequent LSG meeting. During these sessions, I aimed at deeply exploring how Luisa and Dulce’s lesson plans were coherent with the insights from the observations, clarify rational behind their practices and their purpose with the activities within the class. LSG members had first the opportunity to read all the observations. Then, they filled in the protocol with “clarifying questions” for the teacher who implemented the lesson to further explained an activity, a respond from students or any other aspect that provoked a question; “warm feedback” which refers to positive remarks they concluded after reading the observations; “cool feedback” meaning points for improvements, aspects from the lesson that the other members of the group would have done differently; finally, in the “new designs” section of the protocol, teachers wrote suggestions to improve the lesson and make it more SIOP Model connected (See appendix E for the “New designs” protocol).

The 6 Audio-recordings of LSG meetings aimed at gaining insights into the reflections, contributions to modify lesson plans and negotiations of meaning teachers made during the group discussions. Likewise, audio-recordings served to unveil teachers’ views about the SIOP Model features discussed, and their feasibility to be implemented in teachers’ lesson plans. These recordings provided rich data to illustrate interactions and

dynamics that influenced Luisa and Dulce's learning about SIOP Model subcomponents within the LSG.

The last data collection procedure was the analysis of 3 lesson plans per participant teacher. At the beginning, I analyzed lesson plans from all the participants in the LSG to better understand how teachers structured the lesson plans and who could potentially be rich-information cases. In the middle of the LSG process, I collected the lesson plans teachers modified to analyze how the SIOP Model subcomponents were included and contrasted with the data from the observations. Particularly, in the cases of Dulce and Luisa I analyzed the lesson plans to highlight where SIOP Model features could be found or were absent. Then I triangulated the lesson plans with the information from the observations and the feedback sessions to include SIOP Model features that were observed in the lessons but not specifically written in lesson plans. After that, I encouraged Dulce and Luisa to improve the lesson plans, taking into account the suggestions from the feedback sessions and SIOP Model features that could probably work for their classes. At the end of the data collection process, I analyzed Dulce and Luisa's lesson plans for the subsequent academic term to explore how they modified these teaching artifacts in such a way that their learning about the SIOP features discussed in the LSG was evidenced.

Regarding the ethical issues of the study, participant teachers voluntarily signed a consent form from the beginning of the process (See appendix F for consent form). By signing this form, teachers were aware of the objectives of the research project and agreed to facilitate the data needed to carry out the study. Besides, educators were free to withdraw participation from the LSG at any time without consequences for their job stability.

Within the ethical considerations, my role as insider researcher was explicitly portrayed from the beginning of the research process bearing in mind both advantages and

disadvantages it might bring to the study. Regarding the advantages, I agreed with Bonner and Tolhurst (2002) (as cited in Unluer, 2012, p. 1) who affirmed that some benefits the insider researcher can experience are having greater knowledge of the group's culture, confidence and established interactions which facilitate the access to information, knowledge of the institution dynamics, policies and power structures, and possibilities to expand missing data during informal conversations (Unluer, 2012, p. 5). Among the disadvantages encountered avoiding bias as the data collecting and analysis process took place was a challenge. This is why, the role of my thesis advisor as an "external academic advisor" (Rooney, 2005 as cited in Unluer, 2012, p. 8) was crucial to offer an outsider's perspective and minimize my possible bias.

Data Analysis

For the purpose of analyzing data, I used the model of "Qualitative content analysis" (Hancock & Algozzine, 2006, p. 59). In this model, the authors explain that researchers can "determine analytic categories" following a deductive approach and "establish grounded categories" following an inductive approach.

In this study, the "analytic categories" mainly derived from the theory about SIOP Model subcomponents and teacher learning. For instance, within the category called "Restructuring lessons" there was a subcategory called "SIOP components implemented" which referred to the SIOP Model features teachers put into action in their lesson plans such as "activating students background knowledge", "content and language objectives", and the activities they proposed for each feature such as "act-out, role play", "comparing images", among others.

Regarding the "grounded categories" in this study, they primarily came from teachers' accounts regarding their participation and gains in the LSG and the obstacles they

faced to restructure lesson plans. To illustrate this issue, the category called “limitations when restructuring lessons” encompassed subcategories which referred to the contextual impediments teachers found during the process of modifying lesson plans such as “lack of administrative support” and “lack of focus in Mallas curriculares”.

As for the coding process, I used the qualitative data analysis software called “NVivo” which allowed me to count number of entries and recurrences of categories in data sources. In this software, I uploaded the rough data, that is, the transcripts of the LSG meetings, the transcripts of the interviews, the observations, the teachers’ reflections and the lesson plans, and I read multiple times. Meanwhile reading the information, I gave preliminary codes to chunks of data, for instance I coded everything referring to limitations using this word at the beginning of the code and trying to be specific in the other words of the name, like “limitations _ administrative support”, “limitations _ lack of time”, and so on.

Along this process, I went back to the preliminary codes and refined them with the constant support of my advisor. As a result, I could group pieces of information referring to the same issue within and across sources, gave encompassing names to the main categories and clearly defined why a subcategory belonged to a specific main category. In fact, at the beginning of the coding process I had “increased motivation to plan” as a subcategory within “restructuring lesson”. After analyzing the categories with my advisor numerous times, we decided that teachers increased their motivation to plan thanks to the impact the LSG had on them. Additionally, we realized that the main category called “LSG dynamics” needed to become an umbrella code to include the subcategory about increased motivation to plan. As a result, we modified the name for “LSG dynamics _ impact”. At this way, the subcategory called “increased motivation to plan” could be included since teachers

increased their motivation to plan thanks to the gains they made from the LSG cycle process, implementing changes in their practices and gaining confidence as professionals.

At the end of the coding process, I could come up with patterns and themes across data. As a result, the main categories of my study were: a) restructuring lesson, b) LSG dynamics and impact and c) limitations when restructuring lessons.

Trustworthiness

Throughout the research process, I followed a “Methodological triangulation” (Guion, Diehl, & McDonald. 2002, p. 2) since I applied different data collection instruments such as interviews, observations, audio-recordings and document analysis. After this process, similar categories came up. I also had regular meetings with my thesis advisor who worked as an “outsider to “audit” fieldwork notes, and subsequent analysis and interpretations” (Lincoln and Guba, 1985 as cited in Glesne, 2006, p. 167). My thesis advisor constantly provided feedback about the data analysis, the categories, and the findings in order to refine them and have a coherent organization to answer the research question. Additionally, I used member-checking as proposed by Glesne (2006, p. 167), during this process, I shared my earlier findings and interpretations with the participants who verified whether they felt reflected in the interpretations or there were possibilities to introduce new interpretations first disregarded.

Throughout this session I described the research design, participants and data analysis procedures. In the next session, I attempt to portray to what extend the two participant teachers achieved learning about SIOP Model and restructured their lesson plans during the LSG process.

Findings

The objective of this research project was to know the extent to which two primary English teachers could restructure their lesson plans to include SIOP Model features as they were involved in a LSG. Throughout this section, I will explain how both teachers, Luisa and Dulce, restructured their lesson plans to include 6 SIOP Model features out of 8 subcomponents studied, the conditions that the LSG provided to make teacher learning happened and the limitations participant teachers faced when restructuring lesson plans.

SIOP Model Subcomponents

During the LSG cycle, participants had the opportunity to modify lessons in the light of the readings, discussions and feedback as well as to implement their lessons. Both participants showed progress in including 6 SIOP Model subcomponents in their lesson plans: activating students' background knowledge, displaying clear content and language objectives, implementing strategies to make content concepts clear, implementing a variety of scaffolding techniques, providing opportunities for content and language use and promoting interaction. Nonetheless, there were two (2) components that posed more concerns than possibilities to be implemented: promoting higher order thinking skills and learning strategies, and integrating language skills. These subcomponents will be described at the end of this session.

Activating students' background knowledge. At the beginning of the study, data indicated an absence of activities to trigger students' background knowledge in teachers' lesson plans. When analyzing these artifacts, teachers tended to start the planning by introducing the topic and concepts of the lesson. For instance, in Dulce's first Science lesson plan she introduced the topic with a video, and then she asked comprehension and

prediction questions, and had students drawing what they saw in the video (See appendix G for Dulce's science lesson plan # 1 - week 1). Likewise, when teachers were asked why this situation happened, Dulce commented that activating students' background knowledge was an individual effort some teachers made as the lessons flew, not a distinctive feature to introduce topics.

After the discussions about this subcomponent took place in the LSG, both Luisa and Dulce started to include a variety of strategies to activate students' background knowledge in lesson plans such as mind maps, brainstorming and questions. Both participants expressed that including this kind of activities may lead learners into making connections and contextualize knowledge. As an example, in Dulce's third social studies lesson plan, she used a video, questions and a mind map to explicitly activate learners' previous knowledge about the topic of traffic signs (See appendix H for Dulce's social studies lesson plan # 3 – week 8).

In sum, participant teachers acknowledged the importance that this SIOP Model feature has in learning. That is why, they restructured their lessons to include opportunities to openly activate students' background knowledge and facilitate connections with new learning.

Displaying clear content and language objectives. At the beginning of the LSG, teachers expressed their concerns about implementing this subcomponent in their lesson plans. They argued that there was a lack of strategies to display objectives and students were too young to be aware of lesson goals. This last concern is illustrated in the following intervention.

I think that from certain age, I do believe age plays an important role here, for me, I don't know, it is important. For instance, a child in second grade is able to begin with a self-assessment, that child can think about the objectives and assess where the lesson wanted to get and where she/he has arrived (LSG meeting #3, Luisa, 10/282015)

After analyzing this SIOP feature in the LSG meetings and having the opportunity to observe how this subcomponent actually worked during a lesson, both participants agreed that displaying objectives was paramount for students to self-monitor their learning. As a result, teachers used strategies such as examples, illustrations and key words to make lesson objectives comprehensible for students. They also included objectives in their written lessons plans in two different ways; Dulce wrote objectives as part of the introduction of the class and Luisa wrote objectives separately at the beginning of the lesson (See Appendix I for Luisa's English lesson plan # 3 – week 4). Nonetheless, both teachers wrote general objectives for their lesson plans and did not differentiate between content and language objectives, a salient aspect of this SIOP Model subcomponent that we discussed in the LSG.

Participant teachers also voiced their concern about the lack of clear objectives in “mallas curriculares” which was reflected on the absence of objective in their lesson plans. This drawback will be explained in the findings section regarding the limitations teachers faced when restructuring the lessons.

Implementing strategies to make content concepts clear. Data showed that, at the beginning of the process, teachers reviewed content concepts and the pertinent vocabulary to understand the content inconsistently. In some lesson plans, teachers introduced the concepts and went straight to the guided and independent practice activities. In other lesson plans, concepts and relevant vocabulary were introduced once and not

regularly reviewed. Both teachers accepted that this aspect was not written in lesson plans and they thought it was up to the teachers to make content concepts comprehensible, trusting the expertise of being primary teachers. In a LSG meeting Dulce commented:

I think it is what we do every day, the question, the drawing, the sound, the video, the image... even jumping, because we do everything, we are like in the movies, we do what's needed to make students understand. I think that for us, primary teachers it's like obvious, we are wide open about the strategies that we implement because I even think we invent things to help students understand (LSG meeting # 2, Dulce, 10/21/2015).

As the LSG progressed, participants coincided that strategies to make content concepts clear should be consistently stated in lessons and implemented in classes. As a result, four strategies were explicitly written in lessons: discussions and talks, videos, power point presentations and written information. For instance, in Dulce's 3rd lesson plan, students reviewed the vocabulary and concepts about natural and man-made resources through a power point presentation, a video, a game and a hands-on activity (See appendix J for Dulce's social studies lesson plan # 3 – week 5).

In sum, teachers could identify the importance of explicitly writing and implementing different strategies to make content concepts clear as well as reviewing these concepts and vocabulary several times and in different ways through the lessons.

Implementing a variety of scaffolding techniques. From the beginning of the study, scaffolding techniques were neither explicit nor regular on paper since teachers believed these strategies should be part of the teachers' own pedagogical practices. The first observation I carried out in Dulce's classroom gave accounts about her efforts to model the performance expected to students, even though it was not stated in the lesson plan. After introducing the topic, Dulce represented the pronunciation and the type of questions and answers expected during the activity. However, there were no other procedures aiming at

scaffolding students through the learning process different than the teacher attempts. The following extract from Dulce's class illustrated this issue.

Teacher constantly models, asks students to spell the words and helps them when they do not know the spelling of a word... As the class progresses students give more complete answers to the teachers' questions. When it is students' turn to give the answers, they give more complete answers following the structures practiced (Class observation #1, Dulce, 10/26/2015).

During the LSG meetings, this subcomponent was perceived as fundamental for English language learners to build knowledge. Nonetheless, participant teachers commented on the need they have as professionals to count on a wider repertoire of scaffolding techniques and know how to name the ones they are actually using. For instance, Luisa and Dulce discussed how color-coding worked during an implementation without properly naming it.

Luisa: And don't they feel limited when watching the other students, I mean, the students who have difficulties, I think how could they have felt watching the other friends, maybe they felt more motivated?

Dulce: I do think they felt more motivated and willing to do the activity too, like my friend can do it, then I can do it too, I know what I need to use, the structures were like so repeated during the center that they had them [the structures] internalized and they could use them, so it was something really nice (LSG meeting #4 Luisa and Dulce, 11/11/2015).

By the end of the LSG, both participant teachers could implement strategies in their lesson plans such as modeling, repetitions, act-outs, images, involvement of all students and watching more capable pairs. Equally, they displayed these pedagogical practices in their classes as shown in Dulces's 3rd observation (See appendix K for Dulce's observation # 3). In this lesson, she used modeling, think aloud, summarizing and giving examples to support students in understanding the content concepts and using the target language.

Providing opportunities for content and language use. Data showed that opportunities for students to use content and language were limited to individual learners'

participation and worksheets. Teachers explained that, although they would like to spend more time in giving students different opportunities to use content and language, the lesson planning process at school was not flexible enough for them to manage the pacing of lessons. The following extract from Dulce's class showed students orally participating and writing as the ways to use content and language.

One student goes to the board to answer question 2. Teacher counts down from 5 to 0 for students to finish writing on their notebooks. When the teacher asks questions students raise hands to answer and participate. The rest of the class is writing both the question and the answer in the notebook (Class observation #1, Dulce, 10/26/2015).

During the discussions about this topic in the LSG meetings, both Luisa and Dulce acknowledged that providing more opportunities for students to use knowledge will eventually lead to substantial content and language learning. In the following extract, Luisa suggested that color-coding could be a useful strategy to apply language knowledge. In the subsequent quote Dulce confirmed the effectiveness of this strategy after the implementation of the lesson.

Luisa: Yes, because kids are not going to know at the beginning that the yellow papers are singular objects and the red ones are plural, but as long as they see the color there they kind of realize about it, at least the smart ones (LSG meeting #3, Luisa, 10/28/2015).

Dulce: And something that surprised me... the analysis skill students had, because in my center there was one student who, after showing them the vocabulary, he could say that red cards were singular and green ones were plural. For me, was like surprising, because I thought, well, at that age, they are not conscious about that process, but he could do it and I thought it was really positive (LSG meeting #4, Dulce, 11/11/2015).

After teachers noticed learners' positive response to the opportunities offered, both educators decidedly provided students with different activities to use content and language such as discussions, hand-on activities, poster sessions, etc. Equally, they combined similar topics during the term to maneuver through the rigorous lesson planning process at school

and spend more time in giving students chances to use knowledge. For instance, in Dulce's Science lesson plan # 3, she proposed a discussion, a brainstorm, a poster and online games to provide students with a variety of opportunities for content and language use (See appendix L for Dulce's science lesson plan # 3 – week 7).

Promoting interaction. Regarding this aspect, both Dulce and Luisa tended to promote only teacher-student interaction through direct participation in whole group activities. During the LSG meetings, participants explained their concern about promoting other interaction patterns, since they thought it was difficult for the teacher to monitor learners' work and students usually tended to use L1 when interacting only with partners. On this regard, Luisa commented:

They start an activity in pairs or in groups and they start to shout and everybody is like haaa they're talking loud. Boys please quiet, it's so hard sometimes and they don't speak in English! So, that's not going to be like the principal goal (LSG meeting #2, Luisa, 10/21/2015)

As the LSG continued and the research lesson was implemented, both Dulce and Luisa concluded that interaction among learners helped them gain confidence to use L2 and motivation to participate in the activities. The following discussion between Dulce and Luisa about students working in a group and asking questions, illustrated this claim.

Dulce: I saw this like a very positive aspect, because kids, well we think that students in centers they use an "spanglish" or just some vocabulary, but what I did see was students using the language a lot, they even used complete structures such as: What color is this? Is this red? Is this blue? And I thought that was something really positive, like a big progress.

Luisa: That was like the same I perceived, students did use the language and were motivated, they participated using English, then, it was impressive for me (LSG meeting #4, Dulce and Luisa, 11/11/2016).

Although both teachers identified the importance of promoting interaction in their classes, only Dulce explicitly included activities such as pair work and questions in her

lesson plans. In the last observation I carried out in her class, students were encouraged to work in pairs and solve a task, which gave kids the opportunity to learn from others and allowed the teacher to move through groups and pay close attention to students' progress in the task.

SIOP Model components discussed but not implemented. After reading and reflecting about how to promote higher order thinking skills and learning strategies in the LSG, teachers concluded that they needed to further explore these subcomponents to try to implement them in their classes. Teachers expressed that they needed to become familiar with these SIOP Model features, analyze their practice to become aware of the ways they are actually using these subcomponents, if there are any, and finally implement them. Luisa reflected on this issue in the last interview.

About higher order thinking skills, we are working on that, but it is a topic that we could analyze in depth, and as we study it, we gain knowledge and we talk about the learning strategies we are working on or the thinking skills that we already worked, but it is a topic that sometimes we are not conscious about what we are actually doing (Final interview, Luisa, 11/30/2015).

In like manner, teachers agreed on the importance of integrating the language skills. However, they alerted about writing skills being disregarded in lesson plans and difficult to address with young learners. Teachers declared that there is a strong emphasis in developing students' oral communication in pre-k, kinder and transition, consequently, the writing skills lag behind and are lately developed in first grade. Dulce pointed out this issue in a LSG meeting.

Students do express themselves in English, but what do we do so they can really produce something, especially in writing, not so for the little ones, but I do feel that maybe in first grade, we lack including this skill in our plans (LSG meeting # 3, Dulce, 10/28/2015).

After reflections within the LSG, teachers suggested strategies to integrate language skills, such as guided writing, describing pictures and having conferences with students about their writing process. Nonetheless, there was no evidence of either teacher including these activities in their lesson plans.

The modifications in lesson plans presented above occurred thanks to some conditions developed within the LSG, which allowed teacher learning about SIOP Model features to take place. In the subsequent session, these conditions are described.

LSG Conditions for Teacher Learning

Participant teachers reported that they were able to restructure lesson plans given that the LSG provided certain conditions for them to reflect, discuss and learn, being those; fostering collegial talk, changing perspectives about observation, making connections between theory and practice, developing a sense of belonging and increasing motivation to plan. Detailed description about these conditions will be provided in the following sections.

Fostering collegial talk. Both participants stated that being involved in discussions and providing each other with feedback constituted a solid path towards learning. For instance, Dulce concluded that questioning each other's practices and reaching agreements made her feel confident enough to implement changes in lesson plans. In like manner, Luisa affirmed that planning with colleagues, as teachers did during the LSG cycle, led them to consider activities and class dynamics that, when planning in isolation, were usually disregarded. She expressed this view in the following extract.

I think that when we gave our opinions to organize a lesson, it was not only my opinions or what I wanted to do; instead, the other workmates listened and suggested changes. Also, when we observed our classes, we could give comments about it would be good to do this, or we could have complemented the lesson with another activity. These are things we learn from each other, since when we plan in isolation, sometimes we don't think about other kind of activities, but when someone else observes you, another person has more ideas, and together, well, two

brains think more than one. Then, we can have more creative ideas for all of us and our students. (Final interview, Luisa, 11/30/2015)

All in all, both teachers recognized the impact of the LSG in fostering a collegial talk since it opened spaces for sharing accounts, taking into consideration others' ideas and ultimately improving lesson plans.

Changing perspectives about observation. At the beginning of the study, Dulce and Luisa revealed that observations were intimidating and a source of nervousness. Even though participant teachers knew observations were focused on activities and students' response, they still wanted students to be engaged in all the activities and the lesson to be free from mistakes. The following quotation described this concern.

I don't know but when someone observes you, that's not something normal, I think it is natural in human beings to feel nervous. When you feel observed, you get blushed, you feel uncomfortable, you want everything to work otherwise you feel embarrassed, and things like that. It is not about not preparing the lesson because we do plan the lessons but anyways you feel afraid and embarrassed (LSG meeting # 3, Luisa, 10/28/2015).

After the second and third observations, both Luisa and Dulce agreed that observing each other's classes led to improvements in practices. Participant teachers changed their views about observations since they saw strong connections between the lesson plans built within the group and the outcomes or drawbacks found in the delivery of the lessons. Additionally, they felt less stressed because they regarded that both the lesson planning and delivery were a common effort rather than an individual attempt. In the final written reflection, Dulce pointed out this view.

I even felt comfortable when observing my coworkers and being observed by them, I felt no pressure because I knew that the implementation of my class was the result of the whole group work, I knew that those actions and activities I implemented in my class were going to lead us to reflect on the good things and check those that needed to be modified (Final written reflection, Dulce, 11/30/2015).

To conclude with, after the LSG process, teachers regarded observations as new opportunities to reflect about their pedagogical practice and improve the lesson plans taking into account others' perspectives about the actual classes.

Making connections between theory and practice. Both participants agreed that the LSG allowed them to connect theory and practice because they could study the SIOP Model components and implement them in their lessons almost simultaneously. For instance, Luisa compared the way she studied at the university, where she became knowledgeable about theories but rarely had the opportunity to put them into practice, and the LSG, where she was encouraged to use the classroom as a laboratory to try everything she was learning. Luisa depicted this view in the following extract:

I am very happy in the group, I feel it is a great advantage we have because we are studying and at the same time we are applying what we consider appropriate in our classrooms and for our students. We read a lot information, we express our ideas, we share our opinions and then, we apply those things in our classrooms, it is excellent because at the university we had a lot of information but not all the time we could implement those strategies or take them into account in our daily life (Final written reflection, Luisa, 11/30/2015).

As a result, both participant teachers acknowledged that the LSG served as a space for them to bridge the long-established theory and practice gap. Teachers also assured that connecting theory and practice is a yardstick for teacher learning to take place.

Developing a sense of belonging. Throughout the LSG meetings, participants displayed a committed attitude towards assignments, discussions, observations and meetings since the LSG became a space for them to voice their concerns and find support. For instance, Dulce contrasted her primary expectations for the LSG and the sense of belonging she developed by the end of the process.

I had the idea that I was going to be reading a lot and writing papers, going to plenary classes... from the first meeting on I realized I was completely wrong, those

ideas went away and I knew that the LSG was going to be a space in which all of us were going to enrich our professional life with ideas, experiences, knowledge and practices. The LSG meeting became so important to me that sometimes it was the most relevant moment of my day and why not my week (Final written reflection, Dulce, 11/30/2015).

Both participants recognized the LSG as a space to echo their ideas, perspectives and concerns. Equally, they cooperated to build a proper learning environment for all participants in this learning community.

Increasing motivation to plan. On this regard, only Dulce indicated that the LSG helped her to increase motivation to plan social studies, in contrast to her feelings at the beginning of the LSG. In the early stages of the LSG, she expressed being uncomfortable planning this subject because of the lack of clarity in “Mallas curriculares”. Nonetheless, in the last interview, she assured that this time, she felt encouraged to plan this subject consistently with what was learned in the LSG.

...When we went to the practical part was very enriching for me, I could take away the boredom I got for Colombian social studies, since for me planning this subject was the most boring activity in the world. Then, I tried to look for different strategies to make this subject less tedious for me and plan something students will really enjoy and learn from (Final interview, Dulce, 11/30/2015).

Along with the conditions provided for the participants to learn and restructure their lesson plans, participants faced some limitations, which addressed administrative and academic factors. A detail description is offered in the following section.

Limitations to Restructure Lesson Plans

Teachers experienced some limitations to restructure lessons due to lack of administrative support in terms of flexibility, induction process, materials and timing, and lack of clarity in “Mallas curriculares”. Both issues directly affected teachers’ views and possibilities to take risks to restructure lesson plans.

Lack of administrative support. The absence of institutional backing was reflected in four facets; flexibility, induction process, materials and timing. These features are explained in the following paragraphs.

Flexibility. Regarding this aspect, teachers claimed that, in the school, educators are not autonomous to take into consideration students' needs and manage the pacing of lessons accordingly. For instance, one school policy states that Spanish is not allowed during lessons that are taught in English, which participant teachers considered to be a blurred view of what English language learners require when facing a lesson in a second language. This situation limited teachers in proposing activities to support students in building knowledge from L1 and prevented learners from fully understanding content concepts. The following interaction between Dulce and Luisa illustrated this issue.

Luisa: Those are topics that at least, you need to say them in Spanish so children have a clear idea about what we are talking, and from there we can start to talk in English, to say words and show how to say things in English.

Dulce: I think that is closely related to what Sandra said in a training session and it's that we cannot be disconnected from Spanish.

Luisa: And it is here where it is not permitted, here is where we cannot translate or use Spanish.

Dulce: Because I get to the point in which I see myself overwhelmed and I say ok, the topics is like this, since there is no way that we waste time trying and trying in English and I see students so confused. Then I say I will explain this in Spanish (LSG meeting #1, Luisa and Dulce, 10/04/2015).

The lack of flexibility was also reflected in how the lesson planning process was structured at school, because teachers must plan a complete academic term 4 weeks in advance. This procedure allowed no room for educators to have a reflective practice since they could not follow a cycle of planning, teaching, reflecting and improving subsequent lessons. Luisa argued this aspect in the final interview.

Sometimes I start thinking about activities that could be done in a different way, according to the needs we notice in class, what else I can do, but as these lesson

plans are done for a long period of time and everything is done with a lot of time in advance, it is something difficult to do in this school. It would be good that we can apply it and as things happen we can make changes, implementing strategies that we learn in the next lesson plans (Final interview, Luisa, 11/30/2015).

Induction process. Another limitation to successfully restructure lesson plans in the light of CBI principles is the lack of a complete induction process for upcoming teachers. According to participants, in this induction process, the area leader should provide clear guidance in terms of what is expected in the content and language lesson plans. Both participant teachers showed their concern with the following interaction.

Dulce: I think that some people believe that a bilingual school is just to teach vocabulary in English in all the subjects but not content, then comes the problem. I think upcoming teachers should be aware that it is not the vocabulary, that it is a content taught through English, it should be focused in that sense.

Luisa: Yes, that's why I say that the [area] leader should be a person with the knowledge to explain how topics should be worked, from which perspective...sometimes everything is repetitive and as Dulce said it is only the vocabulary (LSG meeting #1, Luisa and Dulce, 10/14/2015).

Materials. One salient limitation to restructure lesson plans was the troubles teachers have faced when asking for appropriate materials to develop the classes. Often there is a negative or a delay in handing in the materials. Consequently, educators have diminished the amount of materials they require from the administration. Luisa expressed this concern in the following extract.

Luisa: Sometimes when I plan, I plan with that fear, I planned this and I am going to ask for all these materials and if they say no, then, what for do I plan this anyways, I better do another activity. So, I sometimes stop myself from doing things too (LSG meeting #2, Luisa, 10/21/2015).

Timing. Both teachers insisted that lack of time was a drawback, especially time allocated for teachers to share ideas, get feedback and modify lesson plans before handing them to coordinators. The following excerpts showed this concern in both participants.

Dulce: The words time and space call my attention a lot, because I think that this kind of activities require time for the teacher, not for us to plan by ourselves at home and imagine things alone, but real time to share ideas between the teachers that share the subjects.

Luisa: Yes, I also wrote time to share ideas, organize lessons, ideas in common, at least like we did last year, we has two or three days that we gathered to check the lesson plans and say let's change this activity or so (LSG meeting #2, Luisa and Dulce, 10/21/2015).

Lack of clarity in “Mallas curriculares”. Data made evident an objection teachers had regarding the “Mallas curriculares”. Both participants assured this institutional document was neither clear nor coherent in terms of topics, sequence and objectives. Luisa explained that sometimes, educators read the information in “Mallas curriculares” and ended up teaching only the vocabulary listed there. As a result, the Social studies class turned into a vocabulary class. Additionally, Dulce argued that “Mallas curriculares” failed to support teachers in the lesson planning because content and language objectives were not clearly stated and teachers got confused when planning and delivering the lessons. Also, this document presented repetitive topics within the same level and among different grades, which made students lose interest in the topics and drained teachers' creativity, resourcefulness and motivation to plan. Dulce presented this issue in the following words:

I do see that the first, second and third terms have the same topics, and themes are repeated the whole year, so kids get bored first of all. Second, I cannot invent things again because I already killed my brain planning activities for the first term, and then I have to do the same process for the second term but even worst because the topics are the same (LSG meeting #2, Dulce, 10/21/2015).

All in all, although teachers voiced certain limitations that hindered the process of restructuring lessons, they could include SIOP Model components in their lesson plans which reflected teacher learning during the LSG process. In the subsequent section, these findings are discussed based on relevant theories and studies carried out in the field.

Discussion

The findings of this study reveal that participant teachers restructured their lesson plans to a significant degree thanks to the LSG. Both educators managed to include tasks and strategies to activate students' background knowledge, display clear content and language objectives, make content concepts clear, implement a variety of scaffolding techniques, provide opportunities for content and language use and promote interaction. At the end, Luisa and Dulce adjusted their lesson plans to six SIOP Model features from the eight features discussed during the work of the LSG. Consequently, it can be claimed that, for the participant teachers, learning about SIOP Model subcomponents as a socially constructed endeavor, took place in the professional community developed at the school. These findings echo Cochran-Smith and Lytle (1994 as cited in Cochran-Smith and Lytle, 1999) concept of teacher learning as knowledge-of-practice, which embarks teachers in dialogical inquiry to co-construct learning with the objective of “understanding, articulating, and ultimately altering practice and social relationships in order to bring about fundamental change in classrooms, schools, districts, programs and professional organizations” (p. 279). In the case of this LSG, it brought about change in the teachers' classrooms.

Throughout this section, I first argue that LS is a grounded PD strategy that offers educators the possibility to increase their knowledge base and skills to plan context-coherent lessons, to become self-oriented towards improving practice and to boost their motivation for their job. Then, I discuss the conditions that made teacher learning possible in a professional learning community at the workplace, specifically in a LSG. I Finally, I discuss how contextual limitations such as administrator's lack of support and school

policies can hinder teacher learning at the workplace. These issues are enlightened by theories about teacher learning, teacher learning communities, LS and similar studies carried out by local and foreign scholars.

A LSG as a Plausible and Grounded PD Strategy

The experience with the LSG offered a myriad of benefits for teachers. Three benefits of our LSG were: enhancing teachers' knowledge base and skills to plan lessons, becoming self-oriented towards improving practice and increasing motivation to plan lessons. These advantages make possible to claim that LSGs are a sturdy practice that fosters teacher learning and educational change in the long-term.

Enhancing teachers' knowledge base and skills to plan lessons.

The LSG allowed participant teachers to broaden their knowledge about lesson planning based on the SIOP Model subcomponents and the development of skills. That is, as the LSG progressed teachers had the opportunity to increase their theoretical knowledge about some SIOP Model features through readings and discussions. Along the way, they were making decisions about what subcomponents, why and how to implement them in their classroom, improving their skills to plan. Dulce and Luisa were encouraged to include the subcomponents discussed in their lesson plans, to eventually be observed implementing their lessons. These LSG dynamics engaged them in being rigorous when planning and finding ways to bring the components studied to life. Likewise, in their study about the implementation of LSG with pre-service teachers, Chassels and Melville (2009) found that, when candidate teachers were in the lesson planning stages, they reminded each other about the concepts learnt, the curriculum priorities and the strategies studied regarding pedagogy. In this way, pre-service teachers supported each other in being demanding with their lesson plans, critical to include the body of knowledge constructed and committed towards their

professional development (p. 750). Thus, a LSG creates the possibility for teachers to support each other to broaden their knowledge, improve their lesson plans and strengthen their pedagogical practices.

Becoming self-oriented towards improving practice. The LSG dynamics served teachers to recognize themselves as the experts in their classrooms and consequently, as the ones called to improve their teaching and learning practices. When teachers observed each other classes in the light of a commonly agreed observation protocol, they structured the analysis of their practice, the feedback and critical suggestions towards clearly stated goals. This reinforces what Padwad and Dixit (2008) state about teachers in professional learning communities accepting classroom problems as opportunities to grow and approach their practice with a strong belief in self-agency, it means, a strong belief in their skills to try out different solutions and find strategies to improve the current situations (pp. 7-8).

For instance, in this study, Dulce and Luisa recognized that, before being involved in the LSG, activating students' background knowledge was an absent element in their lesson plans and classes. At the end of the LSG, both teachers took actions to include this subcomponent in their lesson plans. After vigorously discussing its importance and pertinence in their classroom, they envisioned possible strategies to move their practices towards providing opportunities for students to activate background knowledge about the topics and make connections with previous learning. In like manner, Wood (2007), when portraying two learning communities, argues that the essence of a learning community is to manage teachers to believe in themselves as creators and promoters of systematic change in their practice (p. 290). Consequently, ongoing improvement of their teaching profession becomes their goal to pursue in a daily basis.

Increasing motivation to plan lessons. Being involved in a LSG allowed teachers to gain motivation towards lesson planning and the teaching job in general. In Dulce's case, for example, she boosted her motivation to plan social studies, which was a confusing subject for her. By the end of the LSG, she addressed this subject with clear objectives regarding content and language, what she expected from students and the pedagogical strategies that could foster both content and language learning according to the SIOP Model components. This finding shows a stark contrast with the benefits found in the literature about LS since it is not common to find specific reference to increasing motivation in teachers to plan lessons. According to Saito et al. (2015), an explanation to this contrast could be that, in literature, the LS itself is the school wide strategy to plan lessons with the goal of improving teaching and learning practices in the school community (p. 10). Nonetheless, in this study, the LSG functioned as a trigger for teachers to increase motivation to plan, since they had to continue planning the subjects according the school policies and the assigned time. Consequently, a LSG can help to generate motivation in teachers towards planning context-coherent lessons and improve their professional practice. After analyzing the benefits and reasons why a LSG is a legitimate strategy to foster teacher learning at the workplace, it is fundamental to explore the conditions derived from this PD strategy that also facilitated teacher learning.

Conditions that Facilitate Teacher Learning

This study focused on achieving teacher learning about how to restructure lessons based on the SIOP Model subcomponents. This objective was accomplished thanks to a series of conditions that permitted teachers to co-construct knowledge during the LSG meetings and the activities undertaken. The conditions that facilitated their learning included integrating theory and practice, promoting structured discussions through

protocols, developing collegial talk among participants, gaining a sense of belonging towards the group and changing perspectives about class observations. These attributes that participant teachers developed are discussed below.

Integrating theory and practice. Having the opportunity to discuss about SIOP Model components, implement them and reflect on the outcomes was fundamental for teachers to reconcile theories and practice and, consequently, build knowledge. For instance, Luisa and Dulce agreed that the experience during the LSG cycle allowed them to constantly maneuver between theory and practice. The on-going process of discussing, planning, implementing, observing, providing feedback and starting all over again, helped them to bridge the well-known gap between what theory suggests and what reality demands. This claim is supported by Cochran-Smith and Lytle's (1993 as cited by Lieberman & Miller, 2008) concepts of "inside /outside knowledge", being "inside knowledge" the one coming from the rigorous scrutiny of pedagogical practices and, the "outside knowledge" the information coming from relevant literature consulted to illustrate and expand issues. The authors argue that the meeting point and balance established between both sources of knowledge allows teacher learning to happen and professional communities to move forward (pp. 21 -23).

Consequently, it is fair to state that a LSG is a promising PD strategy to strengthen teachers' skills to theorize from their practice and establish a relation where practical and professional knowledge complement each other (Honigsfeld & Cohan, 2006, p. 4). This is also a salient characteristic of teacher learning in professional communities (Lieberman & Miller, 2008, pp. 216-27). In this particular community, finding the balance between theory and practice was a demanding task that participant teachers undertook through discussions. On this regard, discussions played a paramount role to mediate the co-construction of

knowledge. In the subsequent paragraphs, well-constituted discussions are presented as a condition for teacher learning in a professional community.

Promoting structured discussions through protocols. Having participant teachers follow specific protocols aided to structure the LSG discussions and made possible teacher learning. Teachers were involved in dialogical dynamics through protocols that allowed reflection, the convergence of opinions and the co-construction of knowledge, characteristics that are at the core of teacher learning. According to Cochran-Smith and Lytle (1999) teacher learning embarks educators in “deliberating about what it means to know and what is regarded as expert knowledge” (p. 279).

The protocols used during the LSG were chosen based on the topic and purpose of the discussions. For instance, some protocols addressed outside sources like the readings about the SIOP Model components. This kind of protocols helped teachers to organize their notes while other participants explained an article and structured their reflections. Other protocols zeroed in analyzing observations to come up with proposals for further changes in lesson plans. Both Luisa and Dulce used the protocols consistently as the basis for their interventions during the meetings, the record of the topics covered and the journal for their reflections, questions and conclusions. Similarly, Wood (2007), in her study comparing learning communities in two different schools, asserts that the successful learning community used protocols as “a tool rather than a prescription” to support teacher learning in their own terms and pace, as the discussions developed within the community (p. 289).

Using protocols allowed participant teachers to have structured discussions as the basis to develop collegial talk among educators and take opportunities to learn from peers. The following paragraphs illustrate how achieving collegiality to debate within the group was fundamental for teacher learning.

Developing collegial talk. Within the LSG, both participants developed collegial talk, which means that teachers were open to questioning, agreements, disagreements and discussions about the SIOP Model components and their pedagogical practice. As Cochran-Smith and Lytle (1999) state teacher learning is the product of mutually respectful discussions and efforts to disclose school issues and innovate in proposing changes into the school reality (p. 286).

The development of collegial talk was reflected throughout the LSG meetings and the agreements teachers achieved about how to restructure their lessons and implement them based on the SIOP subcomponents. For instance, Dulce and Luisa exchanged opinions about the best way to provide opportunities for students to use content and language knowledge. At the end of the discussion, both educators reached an agreement about implementing color-coding as a strategy to accomplish this objective. This consensus allowed teachers to structure the activities together, implement them and reflect on the outcomes based on the observations. In this way, teachers not only shared the ideas and reached agreements but also shouldered responsibility for the outcomes and the further improvements. Regarding the concept of teachers sharing both ideas and responsibilities, Newmann and Wehlage (1995) agree that successful restructures in schools take place when teacher learning communities are supported to share efforts and responsibilities for students learning and improvements in pedagogical practices (p. 10).

Along with the development of collegial talk and the shared responsibility derived, another factor that allowed teacher learning was the sense of belonging gained during the LSG process, which made possible a deep commitment and trust among participants.

Gaining a sense of belonging to the group. During the LSG, it was evident that a sense of belonging to the group flourished in Luisa and Dulce, which provided the

confidence for them to express their thoughts and engage in critical discussions. This growing sense of belonging could be explained thanks to the good rapport, common goals and learning environment we established since meeting one. The fact that all the participants in the LSG were teachers from the same session with similar concerns, helped to create a tension-free atmosphere where participation was viewed as a commitment with everyone's learning. In their conclusions from a study conducted to implement a LS project with researchers and three schools, Groves et al. (2013) observe that the reciprocal feeling of trust among the participants brought them together to plan as a team, address common goals, co-construct contextual knowledge and, eventually encouraged them to maintain the learning community (p. 13). As a result, it can be claimed that as teachers gain a sense of belonging to the group, they also gain trust in their peers, commitment to work cooperatively, desire to learn within the community and change some traditional views, for instance, their impressions about class observations as explained next.

Changing perspectives about class observations. Participant teachers realized about the benefits of allowing colleagues to observe their classrooms and give feedback as a way to construct knowledge and learn. Although, being able to open the classroom doors for colleagues has been a trouble posing issue for teachers engaged in learning communities, authors such as Suratno and Iskandar (2010) assure that this is a characteristic from the classroom culture which often demands sustained commitment and trust from participants (p. 43). According to Lieberman and Miller (2008), one of the benefits of learning communities is that teachers get accustomed to go public and be critical towards their own practice to pursuit the goal of improvement and learning (pp. 24-25).

Transforming teachers' perspectives on classroom observations is a fundamental factor for learning within a LSG since observations are at the core of its dynamics. For

instance, in this study, teachers actively participated when the observation protocol was proposed and discussed in the meetings; they even had the opportunity to modify it. Educators also planned the lessons together and contrasted them with the observation protocol to be used. All these actions were embedded in the LSG dynamics and emphasized the role of teachers as conjointly responsible to construct knowledge (Groves et al. 2013, p.13). In like manner, in Groves et al.'s (2013) study, they found that, as the LSG grew, the feelings of trust and partnership were strengthened, and members started working as a community to generate knowledge (p. 13). As a result, class observations are no longer a threatening action but a possibility for learning.

The conditions disclosed above both nurture and are derived from our learning community. Nonetheless, teachers also faced some limitations to accomplish learning within the LSG. In the forthcoming subsection, these obstacles are further discussed.

Limitations for Teacher Learning at the Workplace

Largely, two constraints can hinder the possibility to implement a LSG as a steady PD strategy at the workplace. On the one hand, administrators' lack of support in terms of flexible policies, timing and materials is an obstacle for teacher learning as a long-term process. On the other hand, administrators imposing pedagogical policies, which are far from being grounded in local-proof theories, prevent educators from initiating changes in their practices.

Administrators' lack of support. Teacher learning at the workplace is hindered by the lack of thoughtful analysis of administrative policies in terms of flexibility, materials and timing. This study demonstrated that administrators' inflexible policies such as asking teachers to plan a complete academic term and handing the lesson plans a month in advanced for revision, force teachers to plan in isolation, inhibit them from modifying the

lesson plans as the academic term progressed and erase the foundations of a LSG. Consequently, the whole LSG dynamics loose coherence to become a steady planning strategy since they are detached from school policies. In this sense, the literature emphasizes the fact that LS should be born as a strategy for school reform, that is, a strategy to encourage the school community to add efforts and find working solutions to get everybody in tune with a common vision of reform (Saito et al. 2015, pp. 13-16).

Additionally, when administrators are not willing to provide the time and materials for teachers to meet regularly, plan collaboratively and innovate in their practices, the entire LSG process and its benefits are inhibited. This issue can be explained due to administrators' lack of awareness about what the educational community needs and demands, since their vision of education and the school process deeply differ from the one teachers usually have. Similar results were found in Chassels and Melville's (2009) study. In this study, teachers expressed that time to plan in collaboration was barely allotted during a school day and, administrators often have quiet structured and rigid views of schooling which take them to implement policies that hindered the entire teaching and learning process (p. 744). Besides, teachers start to feel that their efforts are pointless and get discourage to sustain the learning community.

Another potential hazard to teacher learning at the workplace is when administrators impose policies for teaching practices from their managerial stance. This source of limitations is detailed below.

Administrators imposing pedagogical policies. When administrators intrude the pedagogical practices and set policies to regulate them, it is likely to create a mismatch between what the teaching and learning process demands and what the school expects. It can be claimed that imposing pedagogical practices from an organizational stance turns the

teachers' efforts to improve practices into an exhausting and unfruitful task. For instance, Dulce and Luisa realized about the importance of building content concepts in L1, since the SIOP Model encourages teachers to use L1 as a resource for comprehension.

Unfortunately, a school policy dictated that the use of L1 in content and English lessons should be avoided. On this regard, Saito et al. (2015) vigorously argue that, instead of working on opposite directions, administrators and teachers should work collaboratively towards common goals (p. 13). Similarly, Groves et al. (2013) claim that a crucial factor for a LS initiative to succeed is that administrative staff such as subject leaders and, ideally, the school principal must be involved in setting goals, planning, observing, providing feedback and proposing new designs (p. 11). In this way, administrators become sensitive to classroom demands and thoughtful when setting school policies.

All in all, throughout this discussion section it was claimed that LSGs serve the purpose of a grounded PD strategy that searches for continuous improvement in pedagogical practices as its foundations suggest (Saito et al. 2015; Murata, 2011). On the same regard, the conditions that facilitated teacher learning in the LSG were illustrated. For instance, it was demonstrated that bridging the gap between theory and practice, structuring discussions through protocols, developing collegial talk, gaining a sense of belonging to the community, and changing perspectives about class observations prepared the ground for teacher learning to take place. Finally, it is also asserted that for teacher learning to happen in the workplace, it is mandatory that administrators support and commit on this venture along with the whole school community. Consequently, limitations such as administrator's lack of support and intrusions in pedagogical practices can be lessened and, the collaborations for a long-term school improvement and change can take place.

Conclusions

The findings from this study have shown how primary teachers managed to restructure their lesson plans, in the light of SIOP Model components, as they were involved in a LSG within the workplace. The conclusions driven from this study are explained throughout this section, as well as the limitations, implications for different stakeholders and ideas for further research in the field.

In this study, teachers demonstrated learning about the SIOP Model subcomponents as they restructured their lesson plans, became aware of their pedagogical practices and recognized the possibilities to improve. Additionally, it suggests that teacher learning at the workplace is possible when a number of conditions are developed. The conditions for teacher learning generated throughout this research include; teachers finding a balance between theory and practice, being involved in structured discussions through the use of protocols, developing collegial talk, gaining a sense of belonging to the professional community and changing perspectives about classroom observations.

LSG is a grounded PD strategy for ongoing teacher learning at the workplace. Teachers could enhance their knowledge based and skills to plans thanks to the readings discussed and the various activities carried out during the LSG, such as setting common goals, planning conjointly, observing members' lessons, providing feedback to improve the lessons and starting the cycle all over again.

Furthermore, a LSG supports participant teachers in becoming self-oriented towards improving their practice. That is, teachers gain theoretical and practical resources to make thoughtful decisions about their practices, as they are actively involved in every stage of the

LSG. Besides, the LSG is defined by teacher self-agency, and encourages teachers to believe in themselves as promoters of change in the classroom (Padwad & Dixit 2008, p. 7). In this way, teachers acknowledge their fundamental role to commit and improve both the LSG and the classrooms.

A LSG supports teachers in increasing their motivation to plan lessons and consequently their enthusiasm for the teaching profession. Having teachers involved in exploring theories, implementing changes in their pedagogical practice and reflecting on the observations to find points for improvement, equips educators with the skills and tools to search for strategies to restructure their teaching practices and use their classroom as the terrain for teacher inquiry. Additionally, teacher motivation to plan is also increased thanks to the possibility to broaden the knowledge base and find colleagues' support in a professional community. Thus, participant teachers find echo for their concerns and encouragement to try out working solutions.

Notwithstanding the positive results of a LSG for teacher learning, implementing such a PD strategy at the workplace brings certain limitations on the part of administrators such as; setting members' schedules to observe each other classes and have regular meetings, providing materials to innovate in the lesson plans, being flexible to plan lessons collectively and introduce modifications along the process, and adjusting school policies when needed. These obstacles jeopardize teacher learning at the workplace since educators find no coherence between what they are learning, the changes they need to implement and the administration support to make those changes happen.

Limitations of This Study

Despite the positive results of this study, limitations regarding the research design, my role as researcher-insider and the intervention need to be considered and explained.

Research design. This study compiles the views of participant teachers, their interactions during the LSG meetings, their accounts about class observations and the insights after the implementations of the lessons. Nonetheless, students and administrators views were not considered along the process. On the one hand, including students' perspectives and achievements in terms of their content and language knowledge would have provided the study with a yardstick to measure the significance of teachers learning in a LSG about SIOP Model subcomponents and students' overall improvement. On the other hand, considering administrators' views on the process, outcomes and limitations of implementing a LSG in the institution, would have contributed to understand the obstacles, suggest possible ways to overcome them and move forward in changing teaching and learning practices.

My role as insider-researcher. During this study, my role was both that of a researcher and an insider given that the participant teachers and I worked together in the same school section and had a close relationship. Hence, I shared most of the participants' concerns about the pedagogical practices and understood the situations that they strongly discussed regarding working conditions and limitations. Consequently, my insider role may have influenced my perspectives about participant teachers learning within the LSG and the limitations they expressed during the implementation of this PD strategy. On the whole, my role as insider-researcher may have influenced the final results illustrated in this study.

The intervention. Implementing the LSG itself posed limitations in term of the time to collect data and the regularity of the meetings. Regarding the time, the LSG cycle set specific moments for planning collaboratively, class observations and debriefing afterwards which were also fundamental occasions for collecting data. Unfortunately, the timing of the LSG sometimes mismatched the timing of the school and the myriad of

unexpected activities that emerged in a regular school day. As a result, the LSG program as well as the data collection plan had to be accommodated to cope with these contextual requirements. In the same manner, the LSG meetings were irregular at certain points because the school demands were first priority for the session coordinator and the LSG meetings had to be rescheduled in several opportunities compromising the data collection process.

This study also suggests some implications for different stakeholders about implementing PD strategies such a LSG that are further illustrated in the following subsection.

Implications

On behalf of teacher learning and improvement of teaching and learning practices at schools, which is the ultimate objective of a LSG, different stakeholders should assess their commitment and reconsider their perspective on what kind of PD should be offered to in-service teachers. This is why, schools administrators, teacher education programs, in-service teachers, professional development programs and facilitators in charge of those programs are called to revise their roles to promote grounded PD and educational change in our country.

School administrators. These stakeholders should encourage and support the implementation of LSG initiatives at the workplaces because the salient outcomes for teacher learning and the improvement of pedagogical practices have been demonstrated. Such support entails providing the time and resources for such a PD strategy to become a reality and prevail in time. In addition, school authorities should be open to suggestions and work conjointly with teachers to improve pedagogical practices at school. Moreover, they

should be willing to implement changes in school policies as they realize that teachers and the context demand them.

It is fundamental that school coordinators consider the time and space for the LSG meetings as a priority and have backup plans at hand to minimize the changes in the LSG program, since a change of a LSG meeting may delay the LS cycle and, as a result the data collection process may be compromised.

Teacher education programs. Prospective teachers should have the opportunity to explore grounded PD strategies such as LSG before entering the job market. This means, having pre-service teachers exploring what a LSG is, how it works and its benefits during their professional preparation. For instance, during the practicum, prospective teachers may work collaboratively in one institution and carry out this PD strategy within a specific context. In this way, pre-service teachers would have a clear picture of how their PD can take place at the workplace, and possibly demystify working at schools as an experience where the passion for the profession dies but, on the contrary, refreshes.

In-service teachers. Regarding teachers, they are called to both show commitment to participate in PD initiatives at the workplace and propose PD strategies for themselves and their colleagues. Within this context of teachers being empowered of their own PD, a LSG is a remarkable scenario, since it is ground born, organized by teachers and oriented towards school improvements (Groves et al. 2013, pg. 10). Additionally, in-service teachers need to build the trust to open their classroom to colleagues as a fertile ground to inquire, learn and improve the overall teaching and learning practices of the school.

Professional development programs. This study provides accounts on the relevance of having locally born PD programs. That is, PD programs based on the needs and demands of the context and developed by teachers and schools. Besides, PD programs

should embrace the school community to work conjointly and become a steady long-term PD activity at the workplace, in which teachers decide on what they need and assess their practice constantly (Diaz-Maggioli, 2003, para. 14). As a result, PD becomes beneficial to sustain teacher learning and school improvement.

Professional developers. People engaged in facilitating PD strategies such as a LSG should be sensitive of contextual demands and try to engage all school community with common goals, to set a common view of the school reform to be implemented so institutional actors work in concordance with the objectives. In this way, LSG can become a long-term endeavor and the results can endure over time.

Further Research

After analyzing teacher learning within a LSG and how educators managed to restructure lesson plans according to SIOP Model features, it would be worth exploring the impact of these restructured lesson plans on students' performance and achievements. As a result, teachers' attempts to improve their lesson plans and practices would be validated through students' learning. Similarly, it would be significant researching how a LSG can be sustained through time, how it develops as a professional learning community and how it fosters educational change and reform in a given context.

Likewise, further research can analyze how a LSG develops in a public school, where teachers have different concerns and needs to broaden their body of knowledge. In addition, teachers in a public context face specific circumstances and limitations such as country wide policies that underestimate their teaching skills and discourage teachers to pursue PD. Equally, it is worth studying how a LSG can develop across schools, where teachers have the opportunity to meet with colleagues from other schools and co-construct knowledge from a wide variety of contextual issues and backgrounds.

All in all, this study demonstrated how teachers could restructure lesson plans in the light of SIOP Model features as evidence of teacher learning. It also provided accounts about certain conditions required for teacher learning to happen at the workplace. Finally, it showed the usefulness of LSG as a locally coherent PD strategy for teachers to engage in learning and improve pedagogical practices.

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APPENDIX A

SIOP MODEL COMPONENTS, FEATURE, 12 FEATURES SELECTED

I. Lesson Preparation

- ①. Content objectives clearly defined, displayed and reviewed with students
- ②. Language objectives clearly defined, displayed and reviewed with students
- ③. Content concepts appropriate for age and educational background
4. Supplementary materials used to a high degree
5. Adaptation of content to all levels of student proficiency
- ⑥. Meaningful activities that integrate lesson concepts with language practice opportunities

II. Building Background

7. Concepts explicitly linked to students' background experiences
- ⑧. Links explicitly made between past learning and new concepts
- ⑨. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)

III. Comprehensive Input

10. Speech appropriate for students' proficiency levels
11. Clear explanation of academic tasks
- ⑫. A variety of technique used to make contents concepts clear

IV. Strategies

13. Ample opportunities provided for students to use learning strategies
- ⑭. Scaffolding techniques consistently used, assisting and supporting student understanding
- ⑮. A variety of questions or tasks that promote higher-order thinking skills

V. Interaction

- 16. Frequent opportunities for interaction and discussion
- 17. Grouping configurations support language and content objectives for the lesson
- 18. Sufficient wait time for student responses consistently provided
- 19. Ample opportunity for students to clarify key concepts in their native language

VI. Practice/Application

- 20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge
- 21. Activities provided for students to apply content and language knowledge
- 22. Activities that integrate all language skills

VII. Lesson Delivery

- 23. Content objectives clearly support by lesson delivery
- 24. Language objectives clearly supported by lesson delivery
- 25. Student engaged approximately 90% to 100% of the class period
- 26. Pacing of the lesson is appropriate to students' ability levels

VIII. Review and Assessment

- 27. Comprehensive review of key vocabulary
- 28. Comprehensive review of key content concepts
- 29. Regular feedback provided to students on their output (during lesson and after lesson)
- 30. Assessment of students comprehension and learning of all lesson objectives throughout the lesson

APPENDIX B

LESSON STUDY GROUP PROGRAM AND READINGS

Date	Topics	Assigned readings
October 15 th , 2015	<ul style="list-style-type: none"> ➤ Review of proposal. Consent forms. ➤ Team building activity: Goal sharing. ➤ Definitions: Lesson study group. Roles. Commitment. ➤ Program of the Lesson Study group: activities that we will do every session. ➤ Definition of CBI and main components: Snack. Assignment: Be ready to share your notes from what you read.	Jigsaw reading Brinton, D. M., Snow, M. A. & Wesche, M. (2003). Content-Based Second Language Instruction (3rd Ed, tex. rev.). Michigan, United States: University of Michigan Press. p. 26-44
October 21 st , 2015	<ul style="list-style-type: none"> ➤ Watch videos: SIOP model components (5 components) Lesson preparation: https://www.youtube.com/watch?v=o5xK5gP_Tbw Building background: https://www.youtube.com/watch?v=ytXeEFCTMbg Comprehensible input: https://www.youtube.com/watch?v=mTnHonxao70 Interaction: https://www.youtube.com/watch?v=GjOrFN6PEDg Lesson delivery: https://www.youtube.com/watch?v=GGFTImJmdmw ➤ Discussion of the components of the SIOP model. Draw conclusions. ➤ Analysis of facilitator's lesson plans on the light of SIOP model. Research lesson. Snack Assignment: Bring ideas for the observation protocol. Be ready to share your notes on your reading	Bring ideas for the observation protocol. Bring your lesson plans Jigsaw reading Echevarria, Vogt and Short (2008). Making content comprehensible for English learners: The SIOP model. Pearson education. p 24, 25, 31, 38, 58, 100, 102, 119, 140, 142,
October 28 th , 2015	<ul style="list-style-type: none"> ➤ Presentation of an observation protocol proposal for the implementation of the research lesson. ➤ Agreement on the observation protocol. Review the research lesson on the light of new components of the SIOP model. <ul style="list-style-type: none"> ➤ Teachers start to modify the own lessons individually on the light of the SIOP models components. Snack Assignment: check schedule to observe the research lesson. Continue modifying the own lesson plans	Observe research lesson and continue modifying the own lesson plan (Observation 1)

Lesson Study Group Program

November 11 th , 2015	<ul style="list-style-type: none"> ➤ Discussion about the observation of the research lesson (observation 1) ➤ Possibilities, limitations, concerns of implementing this kind of lessons. ➤ Reflection of the process of modifying the lesson plans individually. Snack Assignment: Implement lessons and observe a partner.	Implement the own lessons. Observe a partner.
November 25 th , 2015	<ul style="list-style-type: none"> ➤ Insights on the process of lesson implementation and observations. Snack Assignment: reading and notes.	Observe a partner.
December 2 nd , 2015	<ul style="list-style-type: none"> ➤ Analyze Observation 2 ➤ Insights on the process of lesson implementation on the light of what was learned about the SIOP model. Assignment and snack	Conclusions in a reflection paper.
December 9 th , 2015	<ul style="list-style-type: none"> ➤ Conclusions on the Lesson Study group. ➤ Conclusion on the learning process in the LS group. ➤ Conclusions about the usefulness of the SIOP model for our context. Assignment and snack	

APPENDIX C

EXAMPLE OF PROTOCOLS

Final Word Protocol – December 9th, 2015

Participants	Paragraph	Reflecting back	Final Word
Dulce			
Violeta			
Luisa			
Sofia			
Marta			



Adapted From:

McDonald, J. P., Mohr, N., Dichter, A., McDonald, E. C. (2007). *The Power of Protocols: An Educator's Guide to Better Practice*. (2nd ed.). New York, NY: Teachers College, Columbia University.

APPENDIX D

OBSERVATION PROTOCOL

Universidad de Antioquia - Escuela de Idiomas
Master in foreign language teaching and learning
Observation protocol

Observer:	Teacher:	Date:
Number of students:	Grade:	Time:
Lesson: (circle 1 options) Multi-day/Single-day	Topic:	Subject:

Objective: To analyze how the modifications made to a lesson on the light of some SIOP model components actually work in the classroom.

ASPECT TO OBSERVE	DESCRIPTION	COMMENTS
Preparation		
1. Content objectives and Language objectives clearly defined, displayed and reviewed with students		
2. Meaningful activities that integrate lesson concepts with various language practice opportunities.		
Building Background		
1. Links explicitly made between past learning and new concepts.		
2. Key vocabulary emphasized (e.g., introduced, written, repeated and highlighted for students to see).		
Comprehensible Input		

1. Clear explanation of academic task.		
2. A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).		
Strategies 1. Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds).		
2. A variety of questions or tasks that promote higher order thinking skills (e.g., literal, analytical and interpretative questions).		
Interaction 1. Frequent opportunities for interaction and discussion between teacher/students and among students, which encourage elaborated responses about lesson concepts.		
Practice/application 1. Activities provided for students to apply content and language knowledge in the classroom.		
2. Activities integrate all language skills (e.g., reading, writing, listening		

and speaking).		
Lesson Delivery 1. Pacing of the lesson appropriate to students' ability level.		
Review/Assessment 1. Comprehensive review of key vocabulary and content concepts		
2. Regular feedback provided to students on their output (e.g., language, content, work)		

Adapted from:

Echevarria, J., Vogt, M., & Short, D. J. (2008). *Making Content Comprehensible for English Learners: The SIOP Model*. (3rd ed.). Boston: Allyn & Bacon.

APPENDIX E

NEW DESIGN PROTOCOL

New Design Protocol-December 9th, 2015

Clarifying questions	warm feedback	cool feedback
Dulce:		
Luisa:		
New Designing		

Adapted From:

McDonald, J. P., Mohr, N., Dichter, A., McDonald, E. C. (2007). *The Power of Protocols: An Educator's Guide to Better Practice*. (2nd ed.). New York, NY: Teachers College, Columbia University.

APPENDIX F

CONSENT FORM

UNIVERSIDAD DE ANTIOQUIA – ESCUELA DE IDIOMAS
MAESTRÍA EN ENSEÑANZA Y APRENDIZAJE DE LENGUAS EXTRANJERAS
PROPUESTA DE INVESTIGACIÓN: STRUCTURING CONTENT-BASED LANGUAGE INSTRUCTION LESSON PLANS IN A LESSON STUDY GROUP.

MARTA ISABEL BARRIENTOS MONCADA
CARTA DE CONSENTIMIENTO

Octubre 14 de 2015.

Cordial saludo.

Usted está invitado a participar en un proyecto de investigación que estaré llevando a cabo desde Agosto de 2015 hasta Junio 2016, aproximadamente, bajo la supervisión de la asesora Ana María Sierra Piedrahita, docente de la Universidad de Antioquia. Mi propuesta de investigación incluye pero no está limitada a realizar grabaciones de las sesiones del grupo de estudio sobre planeaciones de clase (Lesson study group), algunas observaciones de clase, análisis de planeaciones y entrevistas esporádicas, con el fin de hacer un análisis de cómo los profesores aprenden en comunidad a través de un "Lesson study group" y estructuran las planeaciones de clase basados en principios del enfoque de enseñanza-aprendizaje del Inglés a través de contenidos.

Si usted está de acuerdo en participar, deberá formar parte del grupo de estudio sobre planeaciones de clase conformado para esta investigación en nuestra institución educativa. Igualmente, será entrevistado varias veces durante el proceso y algunas de sus clases serán observadas. Las entrevistas, reuniones del grupo de estudio, al igual que algunas partes de las clases, serán audio grabadas con su previa autorización. La información que quede consignada en los materiales tomados de esas grabaciones será borrada cuando el proyecto haya llegado a su final. Su participación implicará ningún riesgo personal. Por el contrario, el objetivo de mi propuesta es contribuir con su desarrollo profesional y propiciar una oportunidad de aprendizaje en nuestra institución.

Los resultados de este estudio serán presentados en un trabajo final de investigación que será guardado en la Biblioteca Central de la Universidad de Antioquia y en la Biblioteca de la Escuela de Idiomas y serán enseñados a la comunidad académica. Igualmente, podrían ser presentados en conferencias locales y/o nacionales, y/o publicados en un artículo para una revista de investigación. Su nombre no aparecerá en ninguna publicación o presentación oral. Se utilizará un seudónimo para proteger su identidad.

Su participación en este proyecto es completamente voluntaria y usted tiene la libertad de retirarse del mismo cuando lo considere. Su elección de participar no afectará su estatus como docente en la institución. Si lo desea, puede hacer una copia de los resultados de la investigación cuando el estudio concluya.

Información de contacto

Si tiene preguntas acerca de este trabajo, por favor contacte a Marta Isabel Barrientos Moncada por celular al 300 528 1887 o por correo electrónico a: marta.barrientos@udea.edu.co, a la profesora Ana María Sierra Piedrahita por teléfono al 2195799 o por correo electrónico a: amsierra3@gmail.com (Universidad de Antioquia oficina 11-203) o a la directora de la Maestría en la enseñanza y aprendizaje de lenguas extranjeras Doris Correa Ríos por teléfono al 219 5797 o por correo electrónico a: Doris.correa@udea.edu.co (Universidad de Antioquia oficina 12-105).

MARTA ISABEL BARRIENTOS MONCADA

AUTORIZACIÓN: He leído la información arriba consignada y entiendo la naturaleza de este estudio. Estoy de acuerdo en participar en él y acepto las condiciones.

Firma: _____

Fecha: _____

APPENDIX G

DULCE'S SCIENCE LESSON PLAN # 1 – WEEK 1

<p><u>WEEK 1</u> January 12th - January 16th</p>	<p>First, the students will paste the network ideas on their notebook, then the teacher will show students the following videos video to introduce the topic:</p> <p>http://www.youtube.com/watch?v=tuE1LePDZ4Y http://www.youtube.com/watch?v=YbIqCRkYKIs</p> <p>Stop the video from time to time to check for understanding and ask students to predict what is going to happen with the teacher and the students depending on every change they take.</p> <p>Centers.</p> <p>Center 1: Ask students to draw in different sheets of paper three different things that we can classify into liquid, solid and gases, then paste them on a big cardboard.</p> <p>Center 2: Ask students to do the following activity.</p>	<p>Center 1 performance and center 2 activity: GRADE 1 (10%)</p>
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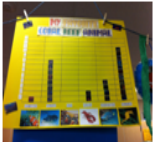

APPENDIX H

DULCE'S SOCIAL STUDIES LESSON PLAN # 3 – WEEK 8

	<p>Formato Planeación: Unidad Didáctica/ <u>Planning: Didactic Unit</u></p>	<p>Código: F-AC-002 Versión: 2 Página 10 de 6</p>
<p>WEEK 8 February 29th – March 4th.</p>	<p>Start the class by showing students some traffic signs and ask them to identify which ones they are looking at and when or where we see them. (Power point presentation is ready)</p> <p>Center 1: The teacher will show students the following video: http://www.youtube.com/watch?v=T4-Fjm_CCmU</p> <p>After watching the video ask students to tell you why they think it is important to have traffic signs around us and the consequences of not using them correctly. While they give you ideas make a map idea with their opinions.</p> <p>Center 2: Ask students color the traffic light and decorate it with they “<u>papel globo</u>”</p> <div data-bbox="620 1133 823 1585" data-label="Image"> </div>	<p><i>Homework: For next class students have to bring the mean of transportation they like the most and make a small presentation about it in English. Make sure they include the modes and means of transportation.</i></p>


APPENDIX I

LUISA'S ENGLISH LESSON PLAN # 3 – WEEK 4

Unidad didáctica/Didactic Unit		Código: F-AC-002 Versión: 1 Página 7 de 6
<p>Week 4 (February 1-5)</p>	<p>(MCC) Students will identify animals and some relevant information about them Vocabulary: Jelly fish, seahorse, starfish, seal Homework: In a piece of paper (half of a letter paper) write information about sea turtles</p> <p>1.(speaking) The teacher is going to show a big poster where students can see the ocean, around the poster she is going to have pictures of the different animals we are working on. Students need to name them and put them on the poster. So, the teacher is going to show them the words and they need to read them and paste them in the correct pictures. At the end create a graph taking into account students' preferences.</p> <p>2. (listening) https://www.youtube.com/watch?v=kmUZkhJvtQ0 https://www.youtube.com/watch?v=N70j0En97os https://www.youtube.com/watch?v=9eMcsqPxcbk</p> <p>3. (Writing and drawing) The teacher will give a dolphin booklet , and in the back They need to write the name and the color spontaneously. Then, color the dolphin. Example: My dolphin is blue.</p> <p>1.(speaking) The teacher will have a fishbowl, there she is going to have different ocean animals, the idea is to talk about the ocean, what they can see, so students are going to fish some ocean animals, they should say the name , the color and a characteristic about the animals. Example: fish, it is green and it swims</p>	 

APPENDIX J

DULCE'S SOCIAL STUDIES LESSON PLAN # 3 – WEEK 5

<p>WEEK 5</p> <p>February 8th -12th</p>	<p>During this week we are going to focus in explaining students what natural resources are, for this activity we need to bring different pictures of natural and man-made resources. (Power point presentation is ready!)</p> <p>Center 1: Show students the presentation again and ask them to watch it in silence, when they are finished ask them to tell you which objects they watched, when they do it write them in the cardboard, use a different marker when you write them, it could be red for natural resources and black for man-made resources. Ask children to reflect on the colors.</p> <p>Center 2: With the help of your assistant watch the following video in which students will learn what natural resources are and what man-made resources are. Ask children to play the games that are at the end with you.</p> <p>http://www.youtube.com/watch?v=ue9jPH31IVo</p>	<p>Homework: Cut and paste five different natural and man-made resources.</p> <div data-bbox="1117 541 1490 768" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; border-bottom: 1px solid black;">Natural resources</td> <td style="width: 50%; text-align: center; border-bottom: 1px solid black;">Man-made resources</td> </tr> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> <tr> <td style="font-size: small;">Name: _____</td> <td style="font-size: small;">Homework of application: _____</td> </tr> <tr> <td style="font-size: small;">Date: _____</td> <td style="font-size: small;">Date: _____</td> </tr> <tr> <td style="font-size: small;">Subject: _____</td> <td style="font-size: small;">Subject: _____</td> </tr> </table> <div style="text-align: right; font-size: small; margin-top: 5px;">  <p>COLEGIO CASABENE</p> </div> </div> <p>Grade 5: Homework 10%</p>	Natural resources	Man-made resources			Name: _____	Homework of application: _____	Date: _____	Date: _____	Subject: _____	Subject: _____
Natural resources	Man-made resources											
Name: _____	Homework of application: _____											
Date: _____	Date: _____											
Subject: _____	Subject: _____											


APPENDIX K

DULCE'S OBSERVATION # 3

<p>Comprehensible Input 1. Clear explanation of academic task.</p>	<p>With the agenda Ss can predict what the next activities are and prepare themselves for the following task. Ss say:</p>	<p>the agenda was very useful to check on the progress of the class and achievement of activities. next is a video, one ss turns off lights. Ss need to emphasize reading</p>
<p>2. A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).</p>	<p>T models and use visuals to help Ss use the voc. and practice the content. T models ≠ behaviors and Ss raise cards according to behaviors</p>	<p>T also used body lg, visuals, demonstration on how to use cards to judge behaviors</p>
<p>Strategies 1. Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds).</p>	<p>modeling, think-aloud when the T says: "ha! is it ok what the boys were doing? T provides scaffolding by giving the words for the roles orally in English</p>	<p>When Ss summarize the behaviors from the videos, the T wrote the roles on the board & asked Ss about the appropriate words to use. T also gives examples and models how to finish W.S. (do, don't, silence)</p>
<p>2. A variety of questions or tasks that promote higher order thinking skills (e.g., literal, analytical and interpretative questions).</p>	<p>A great variety of questions such as: give solutions for the situation presented on the video? acceptable/unacceptable behaviors? how can you help?</p>	<p>T encourages Ss higher order thinking skills. with questions about the videos.</p>
<p>Interaction 1. Frequent opportunities for interaction and discussion between teacher/students and among students, which encourage elaborated responses about lesson concepts.</p>	<p>T asks questions and Ss raise hands to answer. - Ss interact with materials (video) since they use the cards to judge Mr. Bean behaviors. - Ss discuss with each other about how acceptable behaviors were?</p>	<p>For example: At the church Mr. Bean is quiet! but sleeping (two Ss' conversation). Ss-ss interaction were? in discussion & W.S.</p>
<p>Practice/application 1. Activities provided for students to apply content and language knowledge in the classroom.</p>	<p>Discussion from videos. Use of cards to understand & judge behaviors. both by card content are reinforced</p>	<p>W.S. was meant to be done in pairs. Ss have another opportunity to practice.</p>

APPENDIX L

DULCE'S SCIENCE LESSON PLAN # 3 – WEEK 7

<p>WEEK 7</p> <p>February 22nd -26th</p>	<p>During this week teacher will introduce the definition of fauna and flora with the help of the following video:</p> <p>https://www.youtube.com/watch?v=z_VVXArq9KU</p> <p>Ask children to name the different living things they say in the video and write them down on the board in two different columns, one for flora and another one for fauna. Once students finish ask them to reflect on how we take care of nature in our country.</p> <p>Centers:</p> <p>Center 1: With the help of the teacher, students will create a fauna and flora poster with the images they brought, ask children to paste in the right part of the poster each of the images they were asked to bring. Ask them the differences between animals and plants: "what are the needs of the animals? What does a plant need to survive? Where do animals live? Where do plants live? How does a plant feed?"</p> <p>Center 2: With the help of the assistant play the following games in which students will divide animals and plants in the right category, they will also see what some of the plants' needs are, and the parts of the plant.</p> <p>http://www.sciencekids.co.nz/gamesactivities/plantanimaldif.html</p> <p>http://www.sciencekids.co.nz/gamesactivities/plantsgrow.html</p> <p>http://www.sciencekids.co.nz/gamesactivities/lifecycles.html</p> <p>For the notebook:</p> <p style="text-align: center;"><u>Fauna and flora.</u></p> <p>In the nature we have different living things that can be divided in two main groups, fauna and flora.</p> <p>The fauna refers to the groups of animals that live in one place in particular, and the flora refers to the group of plants, vegetables of fruits.</p> <p>Both fauna and flora need from each other to survive.</p> <p>(Ask children to draw a landscape that includes plants and animals)</p>	<p><i>Homework: Paste one image that describes both charts and then use 5 sentences to describe what you see there, for example: There are five flowers; The elephant is tall and grey.</i></p>  <p>GRADE 6: 10%</p>
<p>WFFK 8</p>		