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A CONTEXT VISION

The teacher who wants to teach must reflect

El docente que quiere enseñar debe reflexionar

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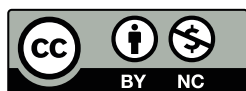
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ABSTRACT

Through this paper, the intention is to show the importance to analyze how in the educational process, it is necessary that teachers have an objective and reflective sight of their own teaching practice, well a teacher who is not able to evaluate their own performance stalls and mechanizes in front of new challenges that this process implies. In this way, it presents a relevant methodology to reach this aim: *Lesson Study*, well through joint planning, implementation, evaluation, and reflection with other teachers it is possible to get to the transformation in the classroom. The results, then, of pedagogical practice in language through orality, reading, and writing moments, in a public school in Bogotá are analyzed.

RESUMEN

A partir de este trabajo, se pretende mostrar la importancia de analizar cómo en el proceso educativo es necesario que los docentes tengan una mirada objetiva y reflexiva frente a su propia práctica de enseñanza, pues un maestro que no es capaz de evaluar sus propios desempeños se estanca y se mecaniza frente a los desafíos y retos continuos que implica dicho proceso. De este modo, se presenta una metodología pertinente para lograr este fin: la *Lesson Study*, pues a través de la planeación, implementación, evaluación y reflexión conjunta con otros colegas maestros, se puede llegar a la transformación en el aula. Se analizan, entonces, los resultados de una práctica de enseñanza de Lengua castellana con los momentos de oralidad, lectura y escritura, en un colegio público de la ciudad de Bogotá.

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1. Introduction

On numerous occasions, teachers tend to conceive their teaching practice as a repetitive action. Many of them have been teaching for several years and visualize the art of teaching as the simple repetition of concepts and content. Still, today, some teachers have vertical relationships with their students, who think that the only goal of education is a grade and that the more of them lose the subject, the better the teacher is. This situation has caused many students demotivation, and lack of interest and perhaps has led students to also live their learning process in a mechanical and monotonous way, with the sole purpose of meeting requirements that the teacher likes.

However, there are also many teachers who today have wanted to reevaluate their teaching practices and find other ways so that the teaching and learning process can be carried out differently, without only thinking about providing a grade at the end of the period, but, on the contrary, they encourage the apprentices to want to prepare themselves, developing in their processes of autonomy, critical sense, love for reading, and participation, among other strengths that will help them in their current and future life.

Thus, the teacher who decides to re-evaluate his action in the classroom must go through a reflection process that leads him to think about what he really wants to achieve through his teaching practices, what must certainly change so that his work is more meaningful, motivating, useful and effective for your students. A teacher who wants to impact his educational community must be willing to objectively observe his daily life in the classroom and turn this space into a research laboratory, in which the challenges brought by the educational process are overcome every day. However, this is not an easy task, since getting rid of teaching practices so deeply rooted in their profession brings new challenges, requires extra effort on the part of the educator, requires time for observation, analysis, application, evaluation, and reflection in a cyclical and with enough impartiality to really transform the work in the classroom.

Following the above, through this text, we want to demonstrate how a process of reflection in the classroom can influence a perspective of change in teachers and how through dialogue and professional feedback, they can find various approaches that had not been contemplated before in specific teaching practice. In this way, the reflection experience carried out by three teachers of the master's degree in pedagogy of the Universidad de

la Sabana will be presented, who, through a reflection cycle of Lesson Study, observed a Spanish language class in a public school from Bogotá. For this purpose, in this space, the background of the institution, the course, and the teaching practice of the professor will be shown; along with the methodology used; the most significant findings, and the conclusions that were derived from this exercise.

2. Background

The Hernando Durán Dussán IED school is an educational institution of the official sector, located in the town of Kennedy, more precisely in the Dindalito neighborhood. This school has a particular characteristic and it is that for several years it was in concession with the Nuevo Retiro Foundation. Five years ago it was retaken by the District and at first, all its teachers belonged to the provisional staff of the SED. In mid-2015, the entire staff was renovated and in most cases, new teachers came to occupy the positions appointed in the public sector and some others transferred by resolution. The PEI of the school is called: "Walking the path of affection, respect, and solidarity for social transformation." In the educational institution, the Significant Learning approach is implemented through which it seeks to facilitate learning through what the student already knows (foreknowledge), which provides the scaffolding for the acquisition of new knowledge.

Within the profile of the Duranista student, characteristics such as autonomy, reflection, criticism, creation, proposition, solidarity, empathy and responsibility, and respect for oneself, the other, the other, and the environment are considered. In the educational institution, there is a group of suitable teachers committed to education, many of them have been prepared through master's and doctoral studies, which has allowed the development of various projects with firm theoretical bases, aimed at expanding processes of learning in the educational community. At a general level, at the Hernando Durán Dussán institution, teachers show a general interest in applying teaching practices that truly lead to understanding and learning.

On the other hand, the course with which the class observation was developed is 804, it has 40 students between the ages of 12 and 15. Last year was the most conflictive course of the seventh grades, but with the correct accompaniment from group management, coordination, and teachers, there was a substantial

change in their attitude. This year, there have been good results in terms of the attitude of the students and also concerning the silent reading project carried out on Thursdays and Fridays in the class space designated for the Spanish Language, today there are very few students who have not found a book they like and want to read during the 15 minutes of class reserved for that purpose.

Regarding the teaching practice of the teacher, it can be seen that there is a high commitment to improving the communication skills of the students. Orality activities are applied in all classes, which allow students to express themselves freely and confidently, learning the importance of listening and being heard and respecting the point of view of their classmates. In the same way, every day with the 15 minutes of silent reading and its adequate follow-up, it has been possible for the majority of students to start reading independently and for pleasure. This year, a rigorous writing process has not yet begun but is expected to develop through planning, implementation, and review exercises. With course 804 there are two weekly meetings, each lasting 2 hours since the institution's schedule is designed in blocks, which allows more extensive work time with students.

In this way, both the institution and the students, and the teacher's teaching practice are contextualized, to analyze in more detail the observations that were made in this reflection process.

3. Methodology

The methodology used to carry out this Lesson study was developed in a group of three elementary school teachers: a Philosophy teacher, a Social Sciences teacher, and a Spanish Language teacher.

The first step to initiate this reflection consisted in defining the problem. To achieve this objective, a review of the class plans of each one of the teachers was carried out, an attempt was made to find common topics and it was observed which of the plans was closest to fulfilling the objective of developing the skills of speaking, reading and writing with students. After this analysis, the Spanish Language class was chosen, in which he was willing to work on the recognition and appreciation of Colombian indigenous cultures through reading, orality, and writing.

In this way, having the focus of the lesson, we proceeded to design the experimental lesson, for which

various moments of the class were planned: motivation, pre-knowledge, reading activity, orality activity, and writing activity. The class would end with the process of hetero, co, and self-assessment. At this time, the standard and the DBA that would be taken into account for the said class session were also defined.

To continue with the moments of the Lesson study, the Spanish language teacher recorded the class with course 804. After this, she shared the video of the class with the other two teachers, who, through observation, made feedback with their objective and constructive comments regarding the classroom experience. Based on these observations, a LOFA was carried out in which the limitations, opportunities, strengths, and threats of the lesson were evidenced.

Following this, the analysis of the feedback from the other two teachers was carried out, who suggested that special care should be taken with time management since many activities were carried out for the time of one hour of class. In the same way, it was suggested to the teacher to review the resources implemented before the class application, because at the time of the pre-knowledge, the students had to put together some texts that were not completely legible and this caused confusion. Likewise, it was suggested that for the moment of writing, in which the students had to design a meme based on aboriginal cultures, the basic process of writing should be taken into account: planning, production, and revision, in addition, it was suggested to carry out an evaluation rubric, which would help to better understand the parameters required for the production of texts.

After feedback from the teacher, the group came back together and planned the next lesson. At this time, it was proposed to work for the class on Colombian aboriginal cultures from the social area, in a different school, but for reasons of continuity, it was decided to work again with the same group at the Hernando Durán Dussán school in the Spanish language class. . This time, the focus of the lesson would be focused on the reading of the myth of the literature class: Yuruparí.

Thus, the cycle of reflection began again, designing the lesson. The objectives for the class and the different moments were raised again. In the same way, a moment of motivation, pre-knowledge, and the development of activity for orality, another for reading, and a third for writing were projected. To optimize the class time, the pre-knowledge moment was allocated together with the orality activity. At this time, the students would

express their knowledge about the different regions of Colombia to locate each of the aboriginal cultures on the map, giving special emphasis to the Vaupés cultures, as the myth that would be read later (Yuruparí). He is originally from this region. At this time, it was also decided to continue working with the same standard and DBA from the previous lesson, since these pointed to the same objective of recognition of works of Colombian literature. In the same way, the fragment of the text that would be read by the students was adapted, and the reading was organized with the beginning of the myth, to motivate and invite the students to continue reading the text, until reaching its entirety. Also, the format was adapted for the moment of text production, in which the students had to anticipate the continuation of the myth through a story. For this purpose, a rubric was designed, through which students could know the evaluation and assessment measures for their text.

Following the parameters and recommendations of the first experience, the Spanish language teacher conducted the class and its respective recording. The video was shared with the other two teachers to reflect on what happened in class. Once again, a LOFA was carried out, through which the limitations, opportunities, strengths, and threats of this second lesson were evidenced.

From this feedback, it was concluded as an important aspect that time management, once again, was not adequate, since the number of activities was very extensive for one hour of class. In the same way, emphasis was placed on the moment of writing, since the students, after listening and following the reading of the fragment at the beginning of the Yuruparí text, had to create a story to anticipate what they believed would happen next in the myth, although this. Once the resource for this purpose was improved, since a format with 9 bullets and an evaluation rubric was delivered that allowed students to know how their production of texts would be evaluated, it was only reached at the time of planning the writing. For this reason, the teacher was recommended to resume the writing creation exercise in another class, to give continuity to the moment of creation and revision of the text.

4. Findings

The main findings found were presented, analyzed, and evaluated by the three participants in the Lesson

study. The main strengths (found at the time of orality and reading) were fed back to encourage the teacher to continue with the practice of these and in this way, ensure that their students continue in a process of motivation and interest towards learning. In the same way, the weaknesses (found mainly at the time of writing) were analyzed to overcome them in the teacher's daily teaching practice, which is expected to help in reflection and subsequent transformation in the classroom where this one performs.

Through the following triad, the pertinent discoveries for each of the communication skills will be presented:

4.1. Orality considerations

In the two lessons analyzed, it is evident that the teacher has consolidated a space for oral communication with her students, this is framed in relationships of mutual respect, proper use of the word, and active listening by the participants. As Beuchat affirms, the teacher must be an example for his students to develop orality, which is clearly observed in each of the interventions made by the students at the time designated for this purpose, since the teacher with his position, shows respect and interest in the use of the word of his students. Similarly, in the first lesson, students in groups of 4 people recount what they read in the assigned myth and the other students are listening attentively and reflectively [1].

In the same way, as stated by Gutiérrez and Rosas, the teacher must promote real communicative situations that favor the use of the spoken word sequentially, this is achieved at the time of the class in which the students express their pre-knowledge about the regions of Colombia in the second lesson since they show interest in participating to be heard by the other members of the class [2].

Finally, according to Nuñez, the interactive style of the teacher and the climate created in the classroom have great repercussions in improving the orality of the students, which is demonstrated in the general environment of the implementation of the two lessons, because the students of course 804 show relationships of empathy, respect and listening when developing oral competence [3].

4.2. Reading Considerations

Garrido in his text *the good reader is not born, it is made*, argues that the best way to start a day of

classes is to see the teacher reading for a few minutes to generate joy for reading, in the second lesson observed, the teacher read aloud the fragment of the beginning of the Yuruparí myth, the students were following the reading mentally and from time to time the teacher with her intonation or with a pause made sure that her students were understanding what was happening in the story, this allowed the students to make observations out loud about what was being read, at which point the students liked what they read [4].

For Lerner, an important place should be given to reading even if it is not possible to evaluate the comprehension of everything that the students have read, in the two lessons, the students managed to read without the need to think about the grade, or thinking that at the end there was going to be an evaluation to see how much they had understood, they simply did it for fun, to follow the teacher's invitation at this moment [5].

Patte in his book *Let them read*, proposes that the key to reading for pleasure is to leave reference marks, to help situate the characters and the relationships between them, to express the tone, to convey the idea of the story, if at the time of the second lesson, the teacher had proposed a moment of silent reading, perhaps the students would not have understood the fragment of the text, since it had some confusing parts and some unknown words. Reading the myth of Yuruparí aloud and clarifying the meanings of words such as Payé, red-handed, pyhican, tuxiáua, among others, allowed understanding and reading for joy [6].

Lastly, for Chartier, the readings must be shared and become memorable. In the first lesson, the students had the opportunity to read to share their myth with the rest of the class, which motivated them to finish the text and the appropriation to be able to explain what had happened. In the second lesson, with the reading of the Yuruparí myth, the students were left with restlessness about what would happen in the text, and at the end of the class, they asked when the reading would continue, a fact that could lead to thinking that for many of them, the moment of reading was memorable and significant [7].

4.3. Writing considerations

Ferreiro, in his text *reading and writing in a changing world*, analyzes that in school the writing process is taken as a technique, which reduces the process of students in this skill [8]. At the time of writing, in the first lesson, an adequate process for the production of

texts was not taken into account, since it was simply assumed that the students were clear about the meaning of a meme and they were asked to create the text. without a clear and guiding guideline. In the feedback provided after the observation of the first Lesson, it was detected that it was necessary to further expand the concept of the text that was going to be produced and it was seen as a future strategy to develop a rubric that would allow the objective of the text to be clear, its structure and its valuation.

For Ong, orality must be destined to produce writing, which could be reflected in the first lesson, since the presentations, the videos presented and the points of view of both the teacher and the students, helped produce the class text carrier [9].

To finish, Bustamante and Dubs, in their text *from orality to writing*, suggest that a basic process must be followed for the production of written texts: planning, production, and revision, however, in the application of the First class, this process was not carried out, since students were asked to prepare a text without taking into account any of these moments. In the second class, an attempt was made to correct this weakness, however, due to lack of time, the anticipation of the Yuruparí text was left through a story, as a writing planning exercise, to be taken up again in the next class and thus be able to provide the relevant time required for the preparation of a written text [10].

Thus, through the process of planning, implementation, evaluation, and reflection through the Lesson study methodology, the three teachers had the opportunity to analyze and evaluate the moments of their teaching practice, because, although only one teacher carried out the application of the two classes, the other two classmates were also observing and reflecting on their own practice.

5. Conclusions

A process of reflection in the classroom through the Lesson study methodology can cause great changes in the practice of private teaching, because through planning, implementation, and evaluation through the observation of a team of teachers, it is possible to give findings that will lead to the transformation of the teaching process of teachers.

In the same way, it is necessary, as teachers, to lose the fear of class observation because although it is not an easy task to assume, it is the best way to start a real transformation of teaching practice.

Finally, the teacher who is committed to the educational process of his country must begin to generate changes through reflection, since a teacher who does not look at himself objectively is a teacher who stagnates and perpetuates in repetitive practice and mechanics.

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