

THE PROFESSIONAL DEVELOPMENT NEEDS AND INTERESTS OF
SECONDARY ENGLISH LANGUAGE TEACHERS IN NORTHEAST MEXICO

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Abstract: The smooth and successful implementation of any educational reform is largely dependent on the quality of the teachers' training. Regarding the National English Program for Basic Education (PNIEB, for its acronym in Spanish) implemented in secondary schools in Mexico by the Secretaría de Educación Pública last year, teacher training strategies have neglected the changes in the understanding of the profession. This paper presents the results of a government-funded survey that investigated the characteristics of 297 secondary school English language teachers in northeast Mexico, in terms of their education, teaching experience, professional development track, as well as their views and attitudes toward different modes of professional development.

KEY WORDS: TEACHERS, PROFESSIONAL DEVELOPMENT, ENGLISH, MEXICO, EDUCATIONAL NEEDS

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LAS NECESIDADES DEL DESARROLLO PROFESIONAL Y LOS INTERESES DE LOS PROFESORES DE INGLÉS DE SECUNDARIA EN EL NORESTE DE MÉXICO

Resumen: *La instrumentación exitosa de toda reforma en educación depende en gran medida de la calidad de la formación de los docentes. En el caso del Programa Nacional de Inglés para la Educación Básica (PNIEB), puesto en marcha el año pasado en escuelas secundarias de México por la Secretaría de Educación Pública, las estrategias de formación de profesores han soslayado los cambios en la comprensión de la disciplina. Este trabajo presenta los resultados de un estudio de encuesta con fondos gubernamentales que analizó las características de 297 profesores de inglés de escuela secundaria en el noreste de México en cuanto a su nivel educativo, experiencia docente, formación profesional, así como sus perspectivas y actitudes hacia distintas opciones de desarrollo profesional.*

PALABRAS CLAVE: PROFESORES, DESARROLLO PROFESIONAL, INGLÉS, MÉXICO, NECESIDADES EDUCATIVAS

INTRODUCTION

Secondary teachers throughout Mexico face the challenge of a curriculum reform. In the case of English language teachers the reform has taken the form of the *Programa Nacional de Inglés para la Educación Básica* (National English Program for Basic Education, PNIEB, for its acronym in Spanish), whose implementation started in 2009. The purpose of the PNIEB is to prepare students to show “multilingual and multicultural competencies to successfully respond to the communication challenges of the global world; build a broad view of linguistic and cultural diversity; and demonstrate appreciation for their own and other peoples’ cultures” (Secretaría de Educación Pública, 2011: 9). The PNIEB will eventually include standards for language teaching and learning; guidelines for materials design, evaluation, certification of language competencies, as well as criteria for teacher development activities and programs. However, three years have passed since the creation of the program and no guidelines or criteria related to the professional development actions that would meet the needs of the program are available yet.

The field of English language teaching (ELT) has developed a variety of strategies to improve the teachers' knowledge and abilities. Strategies fall into one of two strands (Johnson, 2006; Kumaravadivelu, 2003; Richards, 2008; Vélez-Rendón, 2002). One strand is focused on the managerial aspects of professionalism regarding what teachers should know, and what quality consists of. This strand represents the views of education bureaucracies, teaching organizations, and regulatory bodies. Generally, actions that correspond to this "top-down" strand promote short term courses and international certifications. Teachers are trained in the use of the methods promoted by international book publishers, and training programs are based on the opinions and intuitions of course designers. Although these actions may have positive effects on the teachers' learning, their top-down approach is disconnected from the teachers' everyday reality turning them into consumers of theories and approaches that become irrelevant once the courses and workshops are over.

A second strand of strategies for teacher development focuses on the teachers' own views of teaching, and on the processes by which they reflect on their beliefs and practices concerning the field. The actions taken from this "bottom-up" perspective are long-term, and involve helping teachers become autonomous, strategic researchers and decision makers that engage in knowledge-construction activities in collaboration with other members of their communities of practice (Burns, 2000; Crooks, 1997; Freeman and Richards, 1996).

Although there is still no theoretical framework for the way in which teachers learn to teach, how they relate theory to practice, and how they construct their belief systems, there are some notions of how they develop knowledge about teaching. Research conducted in other countries in the past decade revealed, for example, that previous experiences as language learners influence their way of teaching in the classroom much more than what they learn in teacher education programs (Johnson and Freeman, 2001). Studies have also found that even though teacher education programs allow them to understand and use some concepts of teaching discourse (Richards, Ho, and Giblin, 1996), the readings and discussions they engage in during courses do not always have an impact on what they do in the classroom (Johnson, 1994). Research results also indicate that the actions and decisions that teachers take in the classroom are more closely related to their belief systems and contextual factors connected with administration matters, than with what they learn in certification courses (Burns, 1996).

This study was conducted to obtain information about the current professional development needs and interests of secondary education English language teachers. The aim is to design a proposal for professional development based on the current practices of teachers. Specifically, the study was intended to respond to the following research questions:

1. What are the teachers' professional development practices?
2. What are the teachers' professional development needs?
3. To what extent are they interested in research-based teaching?

RESEARCH METHODS

The sample

Non-probability, convenience sampling was used; the participants were drawn from the part of the population which was readily available and convenient—reducing costs and making data collection relatively fast—and the participants in the study were 297 secondary English language school teachers in the state of Tamaulipas. They taught in 32 municipalities, and they were enrolled in English language courses specifically opened for secondary education teachers, offered by the University of Tamaulipas in six cities.

The participants were 70 per cent female and 30 per cent male teachers. Their ages were mostly in the range between 26 and 55 (92%); only a small percentage were younger than 26 and older than 55 (8%). Most of them had an undergraduate degree (79%), some had a master's degree (15%), and a smaller number had high school or technical studies (6%). The undergraduate degrees were in the field of education (68%), and other fields such as accounting and engineering (32%). Very few reported having the Teaching Knowledge Test certification (11%), and even fewer indicated that they held the TOEFL certificate (5%). Almost half of the participants taught 19 hours or less per week (46%); 54 per cent taught 20 hours or more; 68 per cent had six or more years of teaching experience, while 32 per cent had five years or less. Almost all the participants had tenure in their teaching jobs (97%).

Design of the study

This study used survey methodology. Survey research is a common type of quantitative, social science research used to obtain attitudinal, behavioral, and factual information (Dörnyei, 2003). In survey research, the researcher administers a standardized questionnaire to a sample of respondents. A questionnaire was created by a university professor with PhD studies in Education, and a PhD student (see questionnaire in the appendix). The decision to use a questionnaire was based on its capacity of wide application and its efficiency in terms of researcher time, researcher effort, and financial investment. The project includes other data collection techniques such as interview, focus group discussion and classroom observation. This report, however, focuses only on part of the data collected by means of the questionnaire.

Instrument

The questionnaire contained one open-ended and 48 closed-ended questions. These questions were about the teachers' (a) educational and career development, (b) professional development needs and interests, and (c) attitudes towards research-based teaching. The instrument was written in Spanish to ensure a better comprehension of the items and response options.

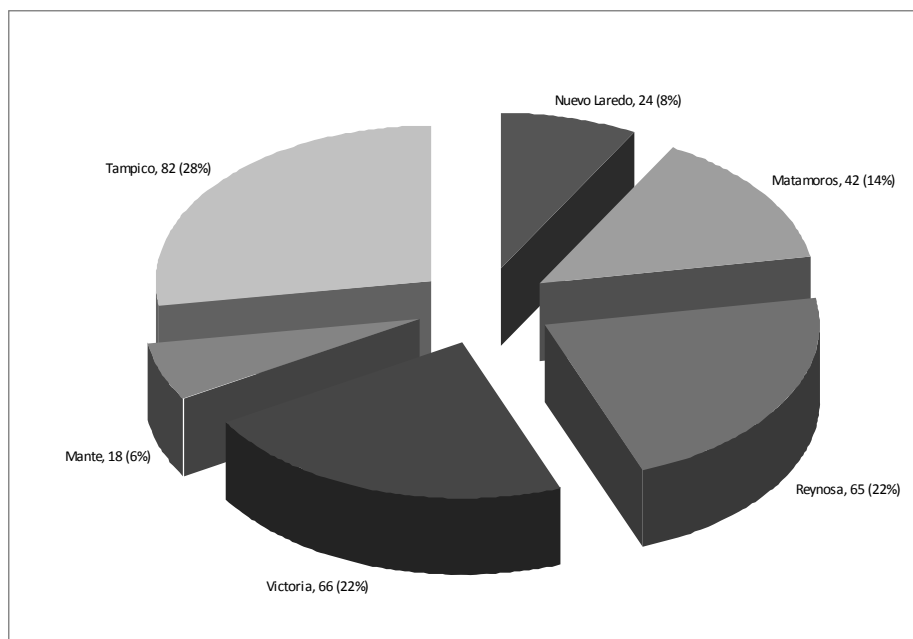
The instrument was piloted three times on samples of 10, 16 and 12 secondary school English language teachers. After every trial the researchers discussed the appropriateness of the procedures and of the instrument; moreover, the questions that were considered unclear or confusing by the participants of the pilot test were corrected.

Procedures

Data were collected in the facilities of the public state university where the teachers from the Department of Secondary Education of the *Secretaría de Educación de Tamaulipas* (SET) were taking special English language classes, as a result of an agreement between both institutions. Data collection took four weeks and was conducted by the researcher and three assistants. Collection started in Ciudad Victoria, and continued in Nuevo Laredo, Matamoros, Reynosa, Ciudad Mante, and Tampico (Figure 1). Teachers were not given a

time limit to respond to each item individually. Completing the questionnaire took an average time of 14 minutes. After data were gathered, they were put through the SPSS program. The next step was to calculate frequencies and percentages. The results are presented in the following section.

FIGURE 1: DATA COLLECTION POINTS AND NUMBER OF QUESTIONNAIRES COLLECTED



Source: Made by the author.

Results

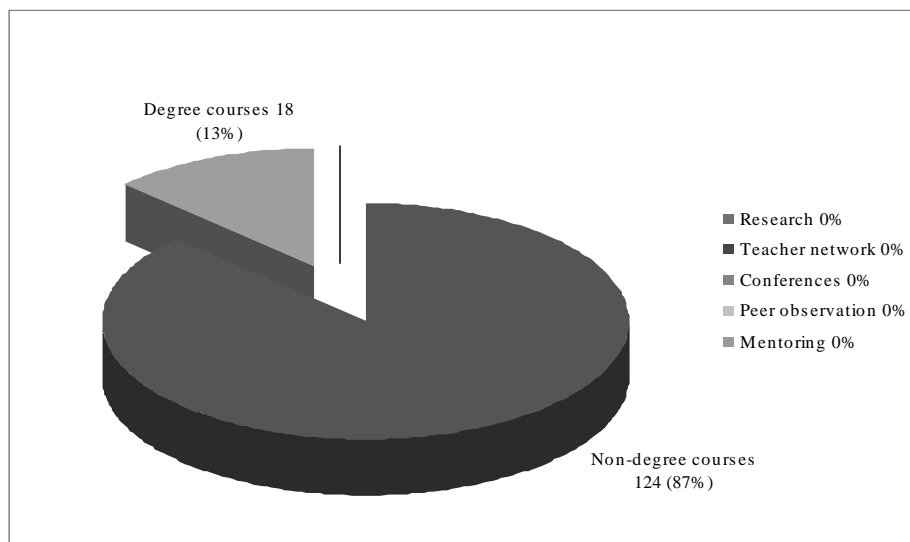
Results are presented in relation to the research questions they respond to.

What are the teachers' professional development practices?

To investigate the professional development practices of the participants in the study, item number 22 of the questionnaire is related to the activities they had participated in the previous year, and provides a set of options for them to

select. The response options were: *courses, conferences, degree programs, peer observation, teacher networking, research, and mentoring*. Results indicated that out of the 297 teachers, 142 took courses (48%), and 155 did not participate in any professional development activity in the previous year (52%). Out of the 142 courses teachers took, 124 were non-degree (87%), and 18 were courses that led to a university degree (13%). Other professional development strategies such as mentoring, peer observation, conferences, networking, and conducting research were not marked by the teachers. Results are shown in the following figure.

FIGURE 2: IN WHICH OF THE FOLLOWING DID YOU PARTICIPATE LAST SCHOOL-YEAR? (N=142)



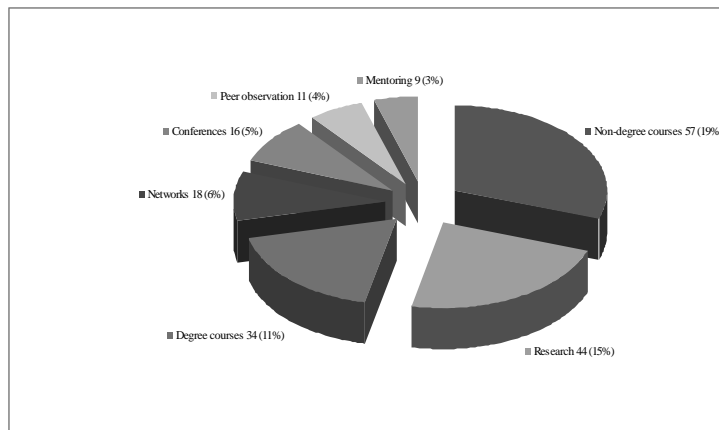
Source: Made by the author.

Results seem to indicate that the professional development practices of teachers are limited and dependent. Those practices that involve autonomy, self-initiative, and decision-making are not in the day-to-day social activities in which the teachers get involved.

What are the teachers' professional development needs?

Even though teachers do not participate in a variety of professional development activities, they valued the impact these activities can have on teaching. Item 22 also requested them to mark the impact of the strategies on a scale that included the categories *none*, *low*, *moderate*, and *high*. Results revealed what they considered to have a *high impact on teaching*: 57 *taking courses* (19%); 44 *conducting research* (15%); 34 *obtaining a degree* (11%); 18 *networking with other teachers* (6%); 16 *attending conferences* (5%); 11 *participating in peer observation* (4%); and 9 *participating in mentoring activities* (3%). These results are shown in figure 3.

FIGURE 3: HOW DO YOU PERCEIVE THE IMPACT OF THE FOLLOWING PROFESSIONAL DEVELOPMENT ACTIVITIES ON ENGLISH LANGUAGE TEACHING?



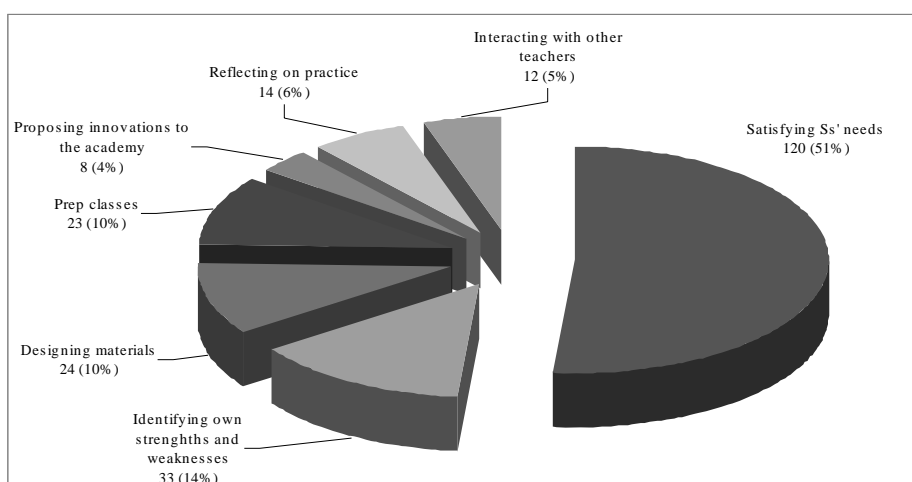
Source: Made by the author.

The disparities between what teachers do and what they perceive as valuable for teaching may suggest a need for guidance or support. Teachers probably require opportunities for a better understanding of how to work independently and collaboratively to induce personal growth, as well as that of their colleagues.

To identify the participants' professional development interests, questionnaire item number 21 inquired into what they considered most important for teaching English. As shown in figure 4, out of the 297 teachers, 120 considered

to strengthen their professional development in order to satisfy students' needs as most important (51%); 33, to identify their own strengths and weaknesses (14%); 24, to design materials (10%); 23, to prepare classes carefully (10%); 14, to reflect on practice (6%); 12, to interact with other teachers so as to find solutions to common problems (5%); and 8, to propose innovations to the academy (4%).

FIGURE 4: WHICH OF THE FOLLOWING ARE MORE IMPORTANT FOR TEACHING? (N=297)



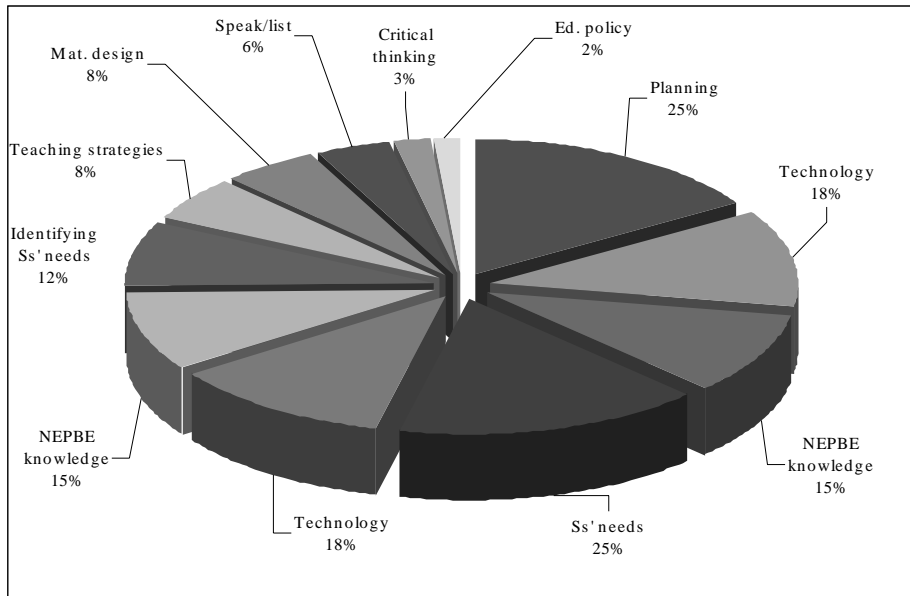
Source: Made by the author.

Roughly, half of the teachers were more interested in satisfying students' needs, which may reflect the high demands that the PNIEB is placing on teachers regarding issues of evaluation. The program specifies that teachers must be ready and able to evaluate the students' competencies before, during, and after their intervention in order to teach them according to their needs.

To continue investigating the teachers' needs and interests, question number 20 required them to mark the type of knowledge they considered would strengthen their teaching. The options of response included a wide variety of topics; some of them were more technical, while others, more theoretical. Participants were more interested in practical knowledge. The group of teachers that answered the questionnaire marked knowledge of the following items as

important in order to improve their teaching: 72, lesson planning (25%); 51, use of technology (18%); 44, knowledge regarding the pedagogical approach of the PNIEB (16%); 34, knowledge of how to identify students' needs (12%); 23, knowledge about teaching strategies (8%); 23, materials design (8%); 16, speaking and listening development (6%); 7, critical thinking (3%); 6, educational policy (2%); 4, second language reading and writing (1%); 3, autonomous learning (1%); and 2, action research (1%). These results are shown in figure 5.

FIGURE 5: WHICH OF THE FOLLOWING WOULD STRENGTHEN YOUR TEACHING? (N=297)



Source: Made by the author.

Although 68 per cent of the participants had six or more years of teaching experience, 32 per cent had studies in fields not related to education, and only 5 per cent had a teaching certificate. These could be the reasons for the interest of one fourth of the teachers in knowing more about lesson planning. The students' skillful use of technology in comparison with the teachers' possibly

explains their interest in knowing about the use of technology to strengthen their teaching. Finally, due to the incipient stage in the implementation of the PNIEB, it seems reasonable that some teachers consider that knowing more about the program would enhance their teaching performance.

To what extent are they interested in research-based teaching?

Research-based teaching refers to systematic ways of collecting and analyzing evidence from teaching, documenting teaching and learning classroom experiences, as well as making what is perceived and learned from these processes visible to others. Classroom research can be very helpful when changes in teaching practice are needed. Most teachers, however, do not see themselves as researchers, and conceive research activities as difficult or unattainable.

In this study teachers were given a set of statements that expressed views on classroom research. They were asked to evaluate them with the use of a Likert scale that included five categories: *strongly agree*, *agree*, *undecided*, *disagree*, *strongly disagree*.

As table 1 shows, teachers had positive views on classroom research. Considering the 297 teachers of the sample, 249 strongly agreed, and agreed with the statement that classroom research can help them in the future (84%); 229 strongly agreed, and agreed that doing research positions English teaching as a recognized profession (77%); 247 affirmed that research is necessary for the professional development of EFL teachers (83%); 261 asserted that research helps teachers identify and solve teaching problems (88%); 264 considered that all teachers can learn to do classroom research (89%); 264 reported that they were interested in acquiring the abilities to do classroom research (89%); and 235 were interested in doing classroom research (79%).

This disposition to learn about teaching through classroom research can lead to high levels of professional development in the long run, as long as proper support and guidance is given to teachers through a well-planned strategy that involves the use of technology and different techniques to identify and meet students' needs.

TABLE 1: PARTICIPANTS' VIEWS ON RESEARCH-BASED TEACHING (N=297)

QUESTIONNAIRE ITEM	STRONGLY AGREE/ AGREE		UNDECIDED/ STRONGLY DISAGREE	
	Frequency	%	Frequency	%
41. Doing classroom research can be of great help for me in the future.	249	84	48	16
42. Doing research positions English teaching as a profession.	229	77	68	23
43. Research is necessary for the professional development of EFL teachers.	247	83	50	17
44. Research helps teachers identify and solve English teaching problems.	261	88	36	12
45. All teachers can learn how to do classroom research.	264	89	33	11
46. I am interested in acquiring the abilities to do classroom research.	264	89	33	11
47. I am interested in doing classroom research.	235	79	62	21

CONCLUSIONS

An analysis of the data obtained led to the following conclusions. It is urgent that EFL teachers be guided into new and varied ways of professional development, considering that some secondary education teachers do not have studies in education and the majority does not have teaching degrees.

This does not imply that teachers do not have any knowledge of teaching. Almost 70 per cent have more than five years' experience. Identifying their own strengths and weaknesses was considered important to some of them, probably because they are uncertain of what they have learned from practice.

Degree and non-degree courses are the only professional development activities that the teachers engage in. They seem aware, however, that research impacts teaching more than degrees; what is more, the majority expressed their interest in developing research abilities. These results suggest that actions to promote more reflective types of professional development could be well accepted. Teachers need to know about, and experience other development practices such as peer observation and participation in teachers' networks to improve their teaching practice.

Further studies regarding the professional development needs and interests of secondary English language teachers in Mexico could focus on the participants' knowledge about and attitudes toward the PNIEB. Information obtained in the incipient stage of the program implementation could open the door to a diversity of teacher development strategies.

ACKNOWLEDGMENTS

This project was funded by *Consejo Nacional de Ciencia y Tecnología (Conacyt)-FOMIX-Gobierno del Estado de Tamaulipas*, code 177444.

I am grateful to the anonymous referees for their valuable comments on this manuscript.

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APPENDIX

Distinguido Maestro(a) de Secundaria:

Este cuestionario tiene el propósito de conocer sus necesidades e intereses de formación profesional, así como su forma de pensar sobre diversos aspectos relacionados con la enseñanza y el aprendizaje del inglés. Su finalidad es diseñar nuevas estrategias de desarrollo profesional. Le pedimos nos regale 20 minutos para contestarlo. No hay respuestas correctas o incorrectas, sólo formas distintas de pensar sobre los temas. Por favor conteste lo más sinceramente posible. La información que proporcione será confidencial por lo que no se le pide que incluya su nombre. Muchas gracias por su tiempo y su valioso apoyo.

Por favor marque con una cruz y/o escriba las respuestas

1. Nombre de las secundarias donde presta sus servicios: _____

2. Localidad donde presta sus servicios: _____
3. Municipio donde presta sus servicios: _____
4. Zona Escolar: _____ Su correo electrónico: _____
5. Subsistema educativo: 5.1 Federalizado _____ 5.2 Estatal _____
6. Secundaria: 6.1 General _____ 6.2 Técnica _____
7. Grado(s) de secundaria que imparte: 7.1 Primero __ 7.2 Segundo __ 7.3 Tercero __
8. Cantidad total de estudiantes que atiende en el presente ciclo escolar: _____
9. Sexo al que usted pertenece: 9.1 Femenino _____ 9.2 Masculino _____
10. Rango de su edad:

10.1 25 años o menos _____	10.4 Entre 46 y 55 _____
10.2 Entre 26 y 35 _____	10.5 Entre 56 y 65 _____
10.3 Entre 36 y 45 _____	10.6 66 o más _____
11. Marque en cada nivel educativo su formación académica hasta la fecha:

	11.1 Nivel técnico	_____
Bachillerato	11.2 Nivel medio superior (bachillerato)	_____
	11.3 Normal (3, 4 y 5 años)	_____
	11.4 Normal (nivel licenciatura)	_____
Licenciatura	11.5 Licenciatura de la UPN	_____
	11.6 Licenciatura en educación o áreas afines	_____

- 11.7 Especialización en educación o áreas afines _____
- Posgrado 11.8 Maestría en educación o áreas afines _____
- 11.9 Doctorado en educación o áreas afines _____
- Otros estudios en áreas distintas a la educación _____
- de cualquier nivel (especifique nivel y área) _____

12. **Certificaciones con las que cuenta.**

TOEFL

12.1 Si: _____ 12.2 Puntaje: _____

12.3 No: _____

TKT

12.4 Si: _____ 12.5 Banda: _____

12.6 No: _____

Otras certificaciones (Especifique): _____

13. **¿Tomó algún curso, taller o diplomado en el ciclo escolar que pasó?**

13.1 No tomé curso, taller y/o diplomado _____ (PASE A LA PREGUNTA 14)

13.2 Sí tomé curso, taller y/o diplomado 1
(de entre 30 y 50 horas) _____ (CONTINÚE CON LAS SECCIONES
DE MODALIDAD Y TEMÁTICA)

Modalidad

13.3 Presencial _____

13.4 Semi-presencial _____

13.5 En línea _____

Temática _____

13.6 Reforma curricular _____

13.7 Asesoría _____

13.8 Gestión _____

13.9 Desarrollo humano _____

13.10 Contenidos emergentes (interculturalidad, formación cívica y ética,
educación para la convivencia) _____

13.11 Inglés _____

Otro tema: especifique _____

14. **Marque con una cruz el nivel de la Carrera Magisterial en la que se encuentra:**

14.1 No estoy en Carrera Magisterial _____ (PASE A LA PREGUNTA 15)

14.2 Nivel A _____

- 14.3 Nivel B _____
- 14.4 Nivel C _____
- 14.5 Nivel D _____
- 14.6 Nivel E _____
15. Marque con una cruz el tipo de plaza que ocupa actualmente (puede marcar más de una).
- 15.1 Base _____
- 15.2 Interino _____
- 15.3 Honorarios _____
16. Marque con una cruz el número de horas de su jornada laboral semanal asignada a la enseñanza de inglés.
- 16.1 Menos de 12 horas _____
- 16.2 De 13 a 19 _____
- 16.3 De 20 a 29 _____
- 16.4 De 30 a 39 _____
- 16.5 40 o más _____
17. Marque con una cruz el número de años de servicio que tiene en secundaria enseñando inglés.
- 17.1 5 años o menos _____
- 17.2 Entre 6 y 15 _____
- 17.3 Entre 16 y 25 _____
- 17.4 Entre 26 y 35 _____
- 17.5 36 o más _____
18. Marque con una cruz el número de años de su experiencia laboral frente a grupo en cualquier asignatura.
- 18.1 5 años o menos _____
- 18.2 Entre 6 y 15 _____
- 18.3 Entre 16 y 25 _____
- 18.4 Entre 26 y 35 _____
- 18.5 De 36 o más _____
19. Seleccione tres condiciones institucionales que considere importantes para la implementación del PNIEB. Luego ordénelas del 1 al 3, poniendo 1 en la condición más importante.
- 19.1 Planeación y establecimiento de objetivos de parte de la supervisión escolar _____
- 19.2 Coordinación entre los jefes de academias _____
- 19.3 Formación académica continua de los asesores _____

- 19.4 Tiempo formalmente establecido para la impartición de las clases de inglés ___
- 19.5 Organización y distribución de cargas de trabajo ___
- 19.6 Disposición por parte del director de la escuela ___
- Otras condiciones (Especifique): _____
20. **Seleccione tres contenidos de formación profesional que requiere para fortalecer su práctica docente. Luego ordénelos del 1 al 3, poniendo 1 en el contenido más importante.**
- 20.1 Política educativa (interculturalidad, equidad, diversidad, educación inclusiva) _____
- 20.2 Enfoque pedagógico del PNIEB _____
- 20.3 Planeación de la enseñanza _____
- 20.4 Evaluación del aprendizaje _____
- 20.5 Identificación de necesidades de aprendizaje de los alumnos _____
- 20.6 Uso de tecnologías para la enseñanza de inglés _____
- 20.7 Desarrollo del pensamiento crítico y reflexivo de los alumnos _____
- 20.8 Estrategias didácticas _____
- 20.9 Disciplina y control de grupo _____
- 20.10 Desarrollo de competencias de lectura y escritura en inglés _____
- 20.11 Desarrollo de competencias de comprensión y expresión oral en inglés _____
- 20.12 Diseño y adaptación de materiales de enseñanza-aprendizaje de inglés _____
- 20.13 Aprendizaje independiente _____
- 20.14 Investigación acción _____
21. **Seleccione tres rasgos que considere los de mayor importancia en el desempeño docente. Luego ordénelos del 1 al 3, poniendo el 1 en el más importante.**
- 21.1 Fortalece su propia preparación profesional para atender las necesidades educativas de los alumnos. _____
- 21.2 Imparte asesorías en función de las necesidades y problemas educativos de sus alumnos _____
- 21.3 Dialoga con otros maestros sobre las problemáticas educativas para encontrar soluciones _____
- 21.4 Evalúa y retroalimenta a sus alumnos sobre sus trabajos _____
- 21.5 Propone innovaciones educativas a la academia de inglés para que actualicen y mejoren su práctica profesional _____
- 21.6 Participa activamente en las reuniones de academia _____
- 21.8 Diseña y adapta sus propios materiales de enseñanza _____
- 21.9 Asiste a congresos y otros foros de expresión profesional _____
- 21.10 Identifica fortalezas y debilidades de su propio desempeño docente _____

- 21.11 Identifica fortalezas y debilidades del desempeño académico de los alumnos __
 21.12 Reflexiona sobre su práctica profesional __
 21.13 Participa en comunidades de aprendizaje con otros maestros __
 21.14 Prepara sus clases con esmero __
 Otro (Especifique): _____

22. En el último año y medio, en cuáles de los siguientes tipos de actividades de desarrollo profesional ha participado y cuál cree que ha sido el impacto de estas actividades en su desarrollo como docente de inglés?

ACTIVIDAD	SÍ/NO	NIVEL DE IMPACTO EN DESARROLLO DOCENTE DE INGLÉS
Cursos o talleres	22.1 Sí __ 22.6 No __	22.2 Ninguno __ 22.3 Bajo __ 22.4 Moderado __ 22.5 Alto __
Conferencias o semanarios	22.7 Sí __ 22.12 No __	22.8 Ninguno __ 22.9 Bajo __ 22.10 Moderado __ 22.11 Alto __
Programa para obtener un grado (de licenciatura, maestría o doctorado)	22.13 Sí __ 22.18 No __	22.14 Ninguno __ 22.15 Bajo __ 22.16 Moderado __ 22.17 Alto __
Visitas de observación a otras escuelas	22.19 Sí __ 22.24 No __	22.20 Ninguno __ 22.21 Bajo __ 22.22 Moderado __ 22.23 Alto __
Participación en redes de docentes formadas específicamente para el desarrollo profesional	22.25 Sí __ 22.30 No __	22.26 Ninguno __ 22.27 Bajo __ 22.28 Moderado __ 22.29 Alto __
Investigación, individual o colectiva, en un tema que le interese a usted profesionalmente	22.31 Sí __ 22.36 No __	22.32 Ninguno __ 22.33 Bajo __ 22.34 Moderado __ 22.35 Alto __
Programa de acompañamiento o de asesoramiento	22.37 Sí __ 22.42 No __	22.38 Ninguno __ 22.39 Bajo __ 22.40 Moderado __ 22.41 Alto __

28.4 Acordar sobre los métodos y materiales de evaluación de los alumnos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.5 Conversar sobre el desa- rrollo de alumnos específicos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.6 Dar clase en colaboración con otro docente de inglés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.7 Observar a otros docentes y darles retroalimentación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.8 Ser observado por otros docentes y recibir retroalimenta- ción.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.9 Hacer investigación en el aula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.10 Coordinarse con los docentes de otras asignaturas para planear actividades y tareas relacionadas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

En seguida se presenta una batería de preguntas y nos interesa su opinión. Marque su respuesta con una cruz.

OPINIONES SOBRE EL PROGRAMA DE INGLÉS QUE IMPARTE	Muy de acuerdo	De acuerdo	Indeciso	En desacuerdo	Muy en desacuerdo
29. Aprender inglés es fácil para los alumnos de secundaria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. El tiempo destinado a la clase de inglés es suficiente para aprender a leerlo y escribirlo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. El tiempo destinado a la clase de inglés es suficiente para aprender a interactuar en forma oral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Contamos con materia es apropiados para la enseñan- za de inglés en secundaria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. El programa de inglés debe contar con exámenes estandarizados comunes para que todos los estudiantes del mismo nivel se evalúen con un solo instrumento.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. El programa de inglés que imparto es apropiado para las necesidades de aprendizaje de inglés de mis alumnos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Hay congruencia entre los objetivos y los contenidos del programa de inglés que uso.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Hay coherencia en los contenidos de cada nivel del programa de inglés que llevo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Los contenidos del programa de inglés que llevo son adecuados a las características de mis alumnos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Todos los alumnos pueden aprender el inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Para que los alumnos de secundaria aprendan inglés es necesario que el docente tome en cuenta los contextos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Las actividades grupales permiten que los alumnos mejoren su aprendizaje del inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPINIONES SOBRE INVESTIGACIÓN EN EL AULA	Muy de acuerdo	De acuerdo	Indeciso	En desacuerdo	Muy en desacuerdo
41. Me interesa hacer investigación en el aula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Hacer investigación en el aula puede ser de gran ayuda para mí en el futuro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. La investigación le da reconocimiento a la enseñanza de inglés como profesión.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. La investigación ayuda a identificar y resolver problemas en la enseñanza del inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Todos los docentes pueden aprender a hacer investigación en el aula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Me interesa adquirir habilidades para hacer investigación en el aula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. La investigación es algo necesario para el desarrollo profesional del docente de inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Me gustaría publicar un libro con otros docentes de secundaria sobre nuestras experiencias de enseñanza de inglés en secundaria.profesional del docente de inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. Por favor utilice las siguientes líneas para expresar cualquier inquietud o comentario.
