



A Critical Look at Language Teacher Practices Using the KARDS Model

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Agenda

- Background
- Context
- Questions
- Method
- Results
- Conclusions
- Q&A

Background

Language learning and teaching history shows us:

- Receptive notions
- Productive behaviors
- Personal factors
 - learner beliefs
 - attitudes
 - age
- Classroom practices
 - perceptions
 - working environments
 - institutional policies

Clear need for a shift in instructional practices

Background (cont.)

Particularity

- Situational understanding-the holistic interpretation of situations and improving those

Practicality

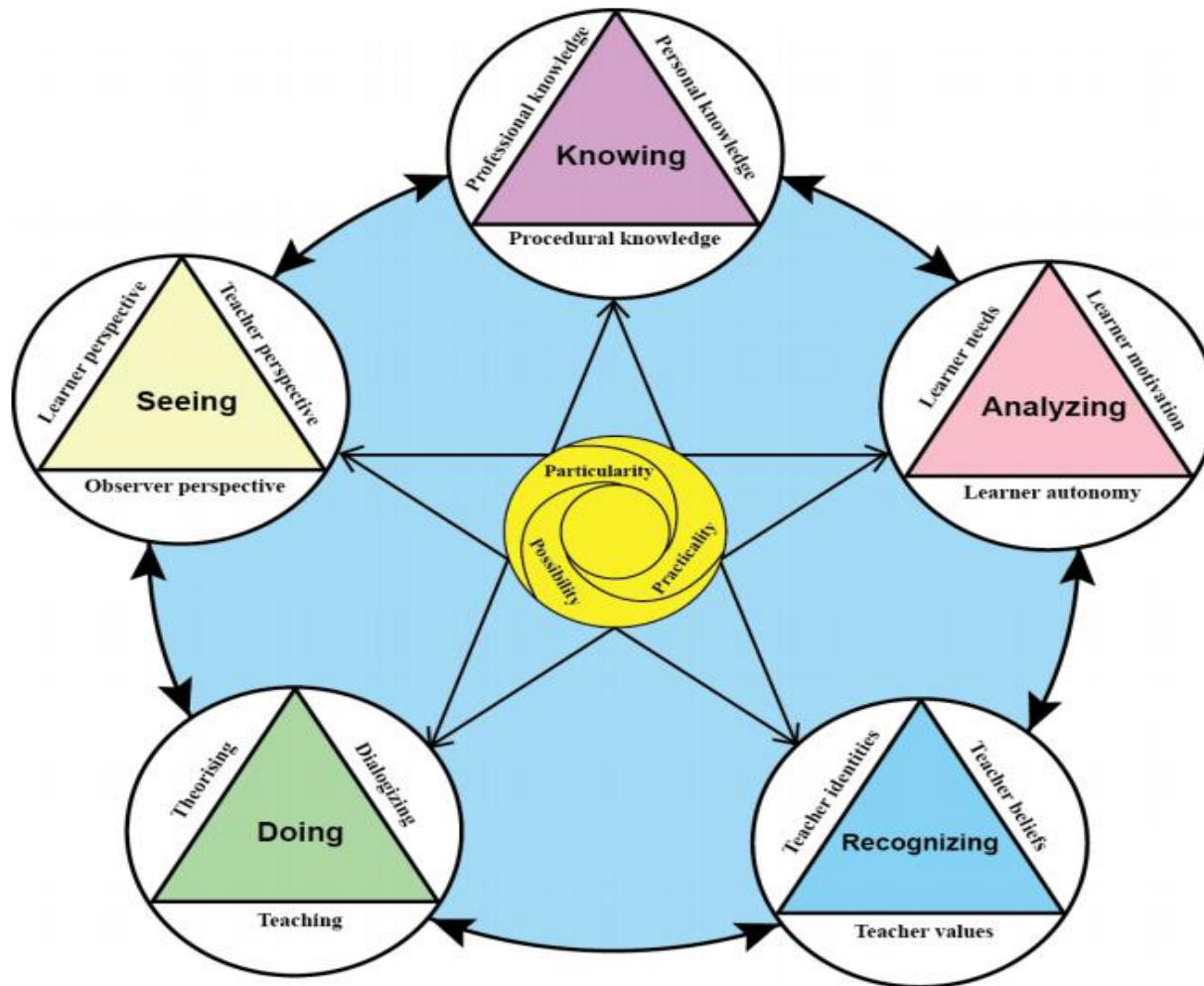
- Theory and practice/producer and consumer

Possibility

- Classroom reality is socially constructed and historically determined

Kumaravadivelu (1994)

Background (cont.)



Kumaravadivelu (2006)

Context

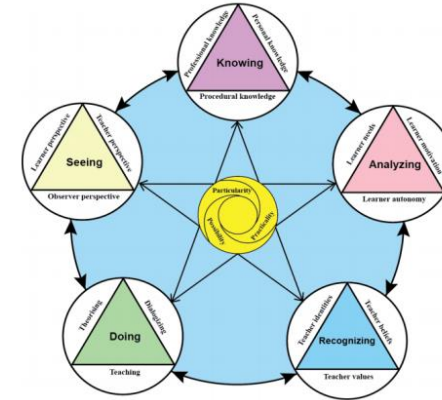
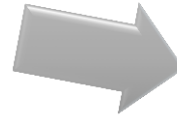
Highest Degree	Place	<i>n</i>	Frequency	# Years teaching	<i>n</i>	Frequency
MA Applied Linguistics	Alaska	1	11.1	0 to 5 years	3	33.3
MA TESOL	UCF (Central Florida)	1	11.1	6 to 10 years	4	44.4
MA TEFL	Puerto Rico	1	11.1	16 to 20 years	1	11.1
MA ELT	Colombia (enrolled)	2	22.2	21 plus years	1	11.1
MA ELT	Colombia	1	11.1			
MA LIS	USF (South Florida)	1	11.1	Total	9	100.0
MA Applied Linguistics/TEOL	UIC (Chicago)	1	11.1			
MA Communication	UCAM (Canada)	1	11.1			
Total		9	100.0			

Research Questions

1. Do teachers in practice possess these proposed qualities?
2. How do they meet or not the postmethod condition?

Method

Teacher personal responses
 Reflective journals
 Classroom observations
 Student evaluation of teachers



The teacher obviously demonstrates the traits or behaviors incorporated within the category.

There were noticeable demonstrations of the traits or behaviors incorporated within the category.

At times there were demonstrations of the traits or behaviors incorporated within the category.

The traits or behaviors incorporated within the category were rarely noticed.

None of the traits or behaviors were noticed within the category.

Results:

Teacher personal responses

Teachers commented on their strengths as a language teacher, their personal theory or approach to language teaching, how they imagine themselves as a language teacher inside the classroom, and the roles they depict outside the classroom (e.g. institutionally, politically, and personally).



Results:

Teacher personal responses

Describe your personal theory of practice or approach to language teaching.

- **Direct Method:** through oral discussions (about a topic assigned in class syllabus), students develop ideas, use of grammar and vocabulary. I encourage used of language through questions.
- **Presentation, Practice, production:** usually used for grammar- I present a grammar topic (i.e.: adjective clauses) students interact with me through the process (identify pronouns, identify if adjective clause is info needed or not...), students get to complete guided activity, and finally they produce their own clauses.
- **Task based:** usually as per the book or other cases I bring related to the topic students have developed.
- **Communicative language teaching:** Manage to make topic relatable to students through question about personal experience and previous knowledge (i.e. interaction with call centers when speaking about telephoning skills, or customer relationship management) - students are able to use authentic language, work and improve fluency and pronunciation, introduce and use contextualize vocabulary- no memorization. Motivate students to connect with content.

Results: Teacher Reflective Journals

Teachers answered questions:

- Demonstrate the types of activities they chose
- The types of analyses they engaged in regarding their students
- The possible difficulties and their reactions to them
- Their perspectives on the overall learning activity inside the classroom



Results: Teacher Reflective Journals

DOING:

In BE V this week **we worked on connecting old reading** to current reading topic on virtual teams. We watched some videos to help **supplement the reading**. We also worked on some new **reading skills and** discussed why they are important/how they improve reading skills. Then the students worked on applying these skills. The last thing we did for the week was **an in class debate**.

Results: Teacher Reflective Journals

ANALYZING:

I noticed my students felt really interested in the topic because they actively discussed and expressed their ideas about the topic. They got into their roles during the debate and **showed proactive participation** to let others hear their voice. Their only questions were grammatical or related to vocabulary. **They knew how to organize the information** and what they wanted to say. They still need to work **on the grammar structure** of the first conditional. I noticed a lot of **mistakes while they were writing**

Results: Classroom observations

		Frequency	Percent
Theorizing	Rarely noticed	1	12.5
	At times noticeable	1	12.5
	Noticeable	6	75.0
	Total	8	100.0
Teaching	Not noticeable	2	25.0
	Rarely noticed	2	25.0
	At times noticeable	2	25.0
	Noticeable	2	25.0
	Total	8	100.0

Results: Student evaluation of teachers

Teacher # (student=)	Q1	Q2	Q3	Q4	Q5
1 (n=18)	5	4,9	5	4,8	4,7
2 (n=32)	4,9	4,9	4,8	4,8	4,8
3 (n=11)	4,7	4,9	4,6	4,6	4,7
4(n=17)	3,9	3,3	4	2,6	3,5
5(n=16)	4,7	3,8	4,7	3,7	4,1
6(n=2)	5	5	5	5	5
7(n=9)	5	5	4,7	4,9	4,9
8(n=16)	4,6	4,6	4,8	4,6	4,5
Total n=121	4.7	4.6	4.7	4.4	4.5

Conclusions

Most of these in-service teachers possess most of the proposed qualities within the KARDS model.



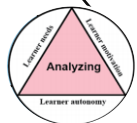
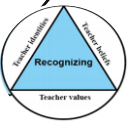
Knowledgeable of the content and how to teach it.



Gap exists between teacher perceptions of practice and the observed practice.



Lack of critical approaches among teachers toward contextual particularities, fostering student critical thinking, and enabling more reflective and critical practices.



- A wider range of in-service teacher practice research which challenges and helps teachers meet the postmethod condition.





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