



Initial Physical Education Teacher Training Model In Contrast To The English Teacher In The Colombian Context

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Abstract

This article explores some theoretical models with which teachers are trained, especially English and physical education teachers, formulating approaches and suggestions with the voice of the researchers, making an analysis of their postulates projecting the trends of today and the educational future of these teachers. The objective was to analyze the principles and parameters to be considered for the training of physical education and English teachers, establishing those that are common to them and that by the demands of the globalized world, which should be taken into account by the degree programs that educate these teachers.

The methodological approach of this study was based on the qualitative method, with an interpretative emphasis by the researcher, who used the interview to collect the information, this instrument was chosen for the advantages offered for this research; in conclusion, it is evident the need for a model for the training of teachers, both English and physical education, which considers the fundamental pillars of education at the moment.

Keywords: teacher training models, novice teacher, physical education, English, globalization, needs.

1. Introduction

In recent times, global and educational dynamics have focused on the qualification of teachers, seeing it as the central axis of change, glimpsing the need to be reoriented, thus this purpose has been reflected in policies directed by government agencies in the Colombian context, which seek to take into account the needs of the school so that they are reflected in the study criteria of educators, an aspect that had been overshadowed by the institutions responsible for guiding teachers.

It can now be seen that this perspective leads us to mention UNESCO for having expressed its concern about these issues, presenting guidelines that support the education of novice teachers.

From this horizon, the Colombian state has outlined a series of policies and provisions to be considered by the institutions that educate teachers, which should tend towards a critical, reflective, and analytical vision that leads them to consider interdisciplinarity, among others, as a fundamental guideline in their professional field, taking diversity, inclusion, and multiethnicity as a directional line, seeking to achieve quality education at the national, regional and local level for this new millennium.

However, it can be seen that these types of policies create controversy when they are enacted, even though they recognize that future teachers need to develop skills that point to the trends outlined in this new millennium, which is why they should be taken into account in their initial training stage, to consolidate their professional projection, Hence the importance of directing their academic world from the beginning towards the frontiers established by the State, but without neglecting the empowerment of their cultural and social identity, all this to achieve the projection of an integral professional.

Under this perspective, it is necessary to study some training models proposed by different educators, which have been considered by degree programs that educate future teachers in Colombia.

Based on the criterion of examining the most representative models in the pedagogical field, we now explain in detail what they involve so that we determine their incidence in the teaching practice of novices in the area of English and physical education.

1.1 Literature Review

1.1.1. The Practical-Craft Model

Castillo (2012) explains here teaching is conceived as acquired activity in the educational field, related to a learned action in the educational trade, assimilated through lived experiences, then knowledge is measured by the mastery achieved in the practice, i.e., only learned by doing it.

Similarly, it should be added that knowledge is transmitted from one generation to another, in such a way that it is learned only when exposed to certain experiences, implying that learning is based on imitation, regardless of how it has been, for the case that concerns us in this writing, it is the replication of the action exercised by the expert teacher, that will be transmitted through eras, indicating it is acquired by assimilation of the action of teaching, which inexperienced teachers have been exposed to.

This theoretical construction leads to mention Davini (1995) who explains that in this model there is a "configuration of thought and action, which, historically constructed, are maintained over time, insofar as they are institutionalized and incorporated into the practices and consciousness of the subjects" (p. 20), in other words, knowledge is conceived as a good that prevails, because it is not transformed and endures over time. (p. 20), in other words, knowledge is conceived as a good that prevails, because it is not transformed and endures over time, from which follows the conception of static and repetitive knowledge.

It should be noted then, elements are established to examine external factors, configuring a series of archetypes that determine the type of teacher being educated, without considering that every educational process is different from others, since multiple factors mediate and influence the education received by the teacher, which turns out to determine components of his pedagogical actions, so that, it is unlikely that teachers develop pedagogical learning process exclusively by imitation, as proposed by this model.

1.1.2. The Academicist Model

The guidelines outlined in this model state the central axis of scientific knowledge, which is why teacher training is directed toward the concept that the teacher dominates. This idea is reaffirmed by Castillo (2012) who highlights the importance of disciplinary knowledge, explaining that the pedagogical approach is not important, if exists understanding and erudition of a specific area, giving relevance to this component for making the teacher's work in the classroom viable, indicates that disciplinary knowledge is the most significant.

This quick digression creates a breach between the erudition and the pedagogical knowledge, which every teacher should keep since the specific intellect of the teacher's specialty predominates and not their pedagogue actions, requires a didactic domain, which is supposed to be in a dialogical, integral, and interacting relationship where both pieces of knowledge are nourished and complemented to each other.

In this way, a dichotomy is established between the thinkers and the applicators of theory, generating a discordance between theory and practice, elements that should be in synchrony, since they complement each other continuously in all pedagogical actions, Kumaravadivelu (2003) makes this clear when he explains that this model establishes a difference between experts, it means, the connoisseur of theory, and the teacher in charge of transmitting knowledge, thus undermining the existing dialogue between knowledge, making invisible the pedagogical knowledge that assists the classroom teacher.

Thus, it can be seen that this model is based on the development of the master class, where the teacher explains and transmits knowledge, while the students listen to what the teacher says, then, the least important thing is the participation and knowledge of the learner, consequently, the pedagogical activity is unidirectional and falls entirely on the teacher or the expert, or on the one who knows the transmitted knowledge.

It should be added here that, the function of a practitioner would be to reproduce knowledge from experts, ignoring the possible active participation of the teacher, especially in a beginner since, an expert often does not allow to follow his intuition, obey the guidelines of the expert, silencing his voice, his innovation initiatives, as well as his condition of being an active and participatory teacher, leading him to be simply a repeater.

1.1.3. The Reflexive Model

At this point of the discussion, we briefly examine some authors such as Allwright (2005), Alsina (2007), Brockbank and McGill (2002), Esteve (2004), and Esteve, Melief, and Alsina (2010), who emphasize that communication, negotiation, and exchange of ideas are fundamental for the practice of teaching, which requires teamwork, characterized by being collaborative, committed, reciprocal, respectful and concerted.

From this, community work is highlighted, which in the words of Wenger (1998) emphasizes that all activity is developed in a joint, participatory, and collaborative manner, being mediated by the observation, analysis, and study of all phenomena recorded by the participating members, who will be in search of common welfare.

It is worth revealing that the training of teachers in their disciplines, relies to a large extent on the effective accompaniment of the **teacher practice director**, as the one who guides the group work, thus directing the navigation chart of their pedagogical actions, being feedback, providing opinions, comments, suggestions, which will be considered in the staging of the actions undertaken by this inexperienced, which in turn enriches the qualification of this teacher, strengthening his professional empowerment.

This description might be incomplete without mentioning Imbernon, (2012) who recognizes the importance of the tutor teacher or practice director, conceiving him as an inventor of possibilities, facilitating the novice's performance, thus highlighting the dialogic, egalitarian, and inclusive communication, where all feelings are valid, including mistakes that are conceived as a learning opportunity and/or search for alternatives, where the hierarchical relationship between the teacher and the student disappears, based on an interaction between peers, which gives room for the difference, as well as respect, making the opinions of the participants in fundamental axes, highlighting here the importance of listening and being listened to, by having the opportunity to validate their contributions, thus achieving the ability to be an assertive, effective proposal, in their appreciations.

This idea is endorsed by the voices of González, Ramírez, and Salazar (2020) who underline the relevance of the practitioner in this model, conceived as a thinking subject of his pedagogical actions, defined as a thinking being who has an accumulation of previous experiences, with which he is willing to consider them with the new knowledge, with an investigative capacity that allows to refute or validate many of the paradigms learned throughout training, taking as a reference theoretical guidelines, which, when contrasted with reality, give rise to discernments, when immersed in the context of teaching practice.

1.1.4. The Post-Method

To continue with the same topic proposes the post-Method is taken, the main source, Kumaravadivelu (2003) considers that no method contemplates all the situations involved in teaching, nor considers the particularities of the school contexts where the beginning teacher starts his pedagogical experience.



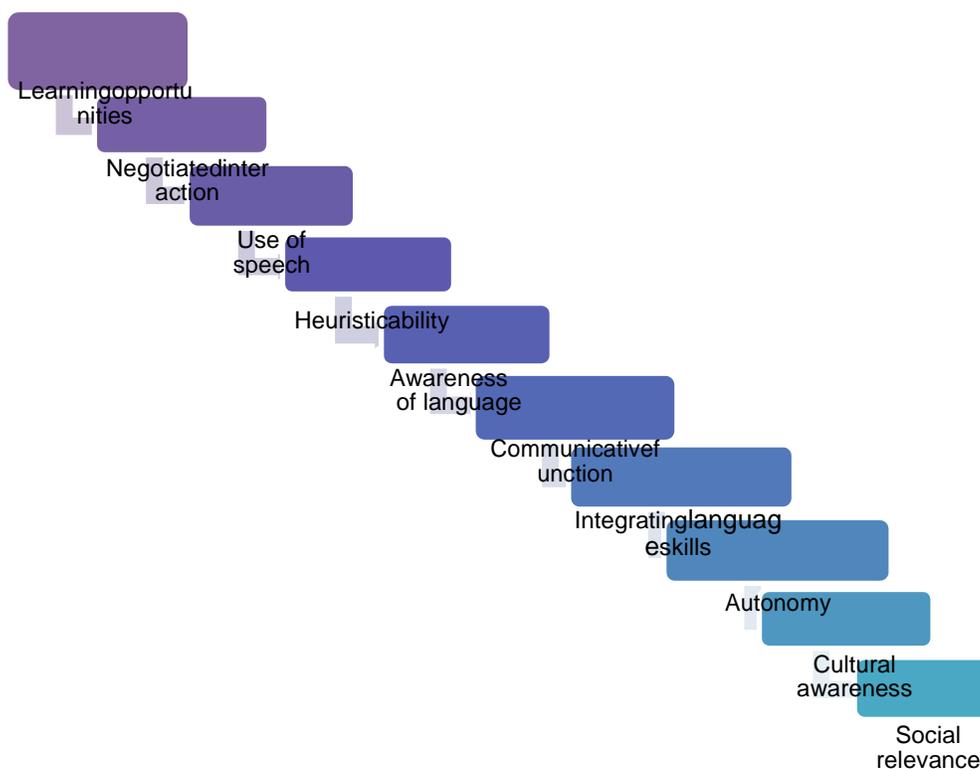
Here is important to recognize the preponderant role that is given to this learner, defining his responsibility in decision making, identifying all the particularities of the context where he begins this teaching practice, it is evident that this can be applied, both for the English teacher, as well as for the physical education teacher, In both cases, the need to put theory and practice in interlocution is highlighted, to make room for the formulation of theoretical concepts, product of the pedagogical exercise, for which reason, the new teacher in his discipline must be able to apply and experiment multiple pedagogical strategies.

Before, should be noted that this author affirms that the teacher is the master of his pedagogical exercise, which drives him to carry out methodological bets, the product of his research and ingenuity, motivating him to create and innovate other ways of teaching, because of his experiences and reflections, thus strengthening his pedagogical activity.

Now it is understood how the inexperienced teacher in any discipline can become a creator, innovator, or re-evaluator of theories acquired throughout his pedagogical and life experience, projecting them in the planned activities, directing him to act, decide, promote, and organize any pedagogical initiative, always taking into account the theoretical principles, Kumaravadivelu (2003) ratifies this when he says that the teacher who is guided by the *post method is an educator* with "the ability to look back, critically and imaginatively, to derive explanatory principles to the task of analysis, having a look with a future perspective, to make a planning" (p.10).

It is added then, that this author highlights opportunities of the pre-service teacher, based on the ability to solve problems, so, predictably, he will be able to "*theorize*" his teaching, emancipatory and creative actions, thus turning uncertainty into a challenge, throughout his learning, will be nurtured by pedagogical experiences, in such a way that he will be able to search for other ways of teaching which, together with critical thinking, the ability to question and his ability to be surprised by any situation that arises or occurs to him, will allow him to be restless and with the impetus to propose pedagogical alternatives.

Now, it is pertinent to add that, in the Post-Method pedagogy, Kumaravadivelu (2003) establishes ten (10) macro strategies, as shown in Table 1.

Table 1. Macro strategies of Post-Method pedagogy. Source: Kumaravadivelu. Own elaboration.

Here, it is worth making a parenthesis, to clarify that this author proclaims the inexistence of a perfect and unique method, which satisfies all the needs required by a teacher in his discipline because it must consider the conditions and particularities of each school context and its incidence in the pedagogical exercise developed by the novice when he is given the participatory role.

On the other hand, Kumaravadivelu (2003) explains that the teacher must make decisions, undertaking educational actions according to the environment where the teacher works and the moment in which they must be adjusted, considering the correlation between theory and practice, to open up the theoretical foundations, which allow proposing solutions to the challenges in the pedagogical exercise. Now it is pertinent to remember that an inexperienced teacher of any discipline can be a "*theorizer*", being in contact with the school environment, leading him to be an innovator and creator of the new school, thus assuming his role as a researcher and inquirer of his teaching experience.

It is necessary to grant without ambiguity that the autonomy of the teacher is important in this method, emphasizing that the teacher of any specialty is the one who decides how to teach, how to act, and how to respond to different situations, both academic and administrative, experienced in the school, either by the directors, the same curriculum, or the institution.



Having said that, it can be seen how the novice teacher is decisive and committed to his teaching performance, where his observational, reflective, and analytical skills are sharpened, encouraging him to make autonomous and responsible decisions in school situations.

At the same time, we can appreciate how the inexperienced teacher defines and develops his practice, in response to the effective accompaniment of the director of teaching practice, who provides him with tools to empower and promote decision making decision-making niches himself in the search for alternatives and answers to situations, thus promoting security in his teaching performance.

This analytical-reflective dynamic, of a theoretical and epistemological nature, leads to the establishment of points of convergence with the reflective processes proposed by authors such as Allwright (2005), Alsina (2007), Brockbank and McGill (2002), Esteve (2004) and Esteve, Melief, and Alsina (2010), who highlight the power of dialogue, concertation, listening skills, and reciprocity among members, strengthened by the difference, it is evident that this theoretical approach, maximizes learning opportunities, specifying that the future teacher, regardless of their field of knowledge, will be sensitive to the facts occurred, inside or outside the school context.

All this leads to the highlight of the role of observation in the apprentice teacher since it is well known that higher academic institutions in education offer the possibility of approaching other sources of information, which, together with their reflections and their ability to discern the facts examined, will enhance their research perspective.

Now we explain the ten macro strategies proposed by Kumaravadivelu (2003) in the Post-Method pedagogy, the first one defines that the teacher in any field must *maximize learning opportunities*, a situation that leads him to weigh all the facts, to nurture learning situations and to boost the investigative acuity of this novice.

The relevance of the second macro strategy called *permanent negotiated interaction* is the dialogue among equals, generated among academic peers, as it is a direct source of knowledge, strengthening at the same time their pedagogical and intellectual actions, which indicates that their voice is as important as that of the expert teacher.

The third macro strategy refers to the *use of discourse*, recognizing different forms of communication by the practitioner and the student, in any knowledge, characterized by being fluid, spontaneous, respectful, egalitarian, and inclusive, where there is no room for the interruption, opening the use of assertive language and facilitating the teaching of a discipline.

The fourth, called *heuristic ability*, aims at designing and adapting activities with effective learning, through the correct use of the language, according to the school context where teaching practice is developed, suggesting the use of academic language, according to the attended school population.

The fifth refers to *language awareness*, recognizing the purposes of language when in contact with the community, emphasizing that the grammatical aspects of the language must be considered, and being aware of the richness of the language when it is used.

The sixth specifies *the communicative function of the language*, emphasizing the functional use of the language, for which it is suggested that greater importance be given to the cultural aspects associated with the language, so that when learning a language, the opportunity to use it in a natural, daily and contextualized way is also provided, highlighting the particularities of the language being taught.

The seventh emphasizes the need to *integrate linguistic skills*, taking a holistic view of the use of all skills (listening, speaking, reading, writing, and thinking) in a language, so that the future teacher, during the development of the practice, is expected to make the learner master all these skills, thus making the teacher understand and communicate with others, respecting differences and learning rhythms.

The eighth speaks about *autonomy*, associated with the awareness that must be held about learning decisions, which never ends, therefore, the teacher in whatever discipline demands a permanent and solid commitment, which leads to its continuous updating and qualification, for the sake of autonomy, making him aware of the impact of this action, in his pedagogical action.

The ninth principle addresses **cultural awareness**, especially about the English teacher in training, because risks of abandoning the culture of the native language to assume that of the language he/she is learning.

Hence the importance of strengthening their cultural identity, is indispensable in the defense of the values of their idiosyncrasy, corresponding to their national identity and even more so in these times of globalization, where there is a danger of being replaced by foreign ones.

The last macro strategy deals with **social relevance**, which leads the novice teacher, regardless of area, to the identification of local problems, to lead him/her to belong to his/her community, in contrast to the global nature of the topics that the language to be learned suggests, demanding a permanent social responsibility.

All these considerations allow the construction of new methodological forms, which aim at the formation of a teacher who generates theories based on the implementation of effective teaching models, applied in real contexts, which make viable the formulation of explanations based on the intervention and the forms of their pedagogical actions, which respond to the experienced crisis in the school contexts of the moment, to generate pedagogical proposals in line with global trends, putting them in dialogue with local ones, giving priority to the latter.



Finally, it is pointed out that these postulates intend to form a visionary teacher, with the capacity to investigate his pedagogical activity, based on self-observation, self-evaluation, reflection, and constructive criticism, applying different instruments in the collection of information, becoming speakers of their models, regardless of the area of their domain, making possible the dynamics of the formulation of theories based on their successes and failures, in contrast with the theories postulated by prominent and considered authors in their discipline.

2. Method

This section presents the applied methodological elements in this approach, which were undertaken with the qualitative and interpretative paradigm, which, according to the perspective of Ramírez and Ortiz (2021), highlights the researcher's voice concerning the observed phenomena.

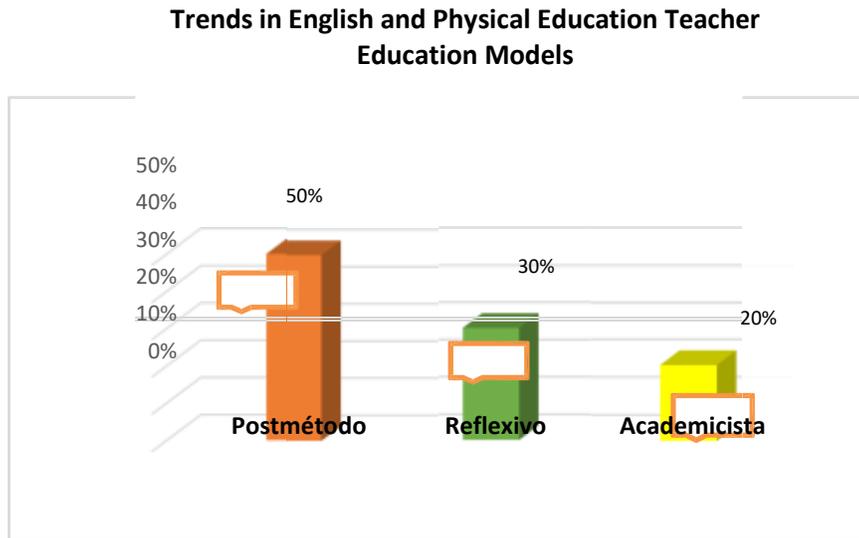
It should be noted that in this study a group of 30 trainees was taken as a sample, 60% of them were from the English area and 40% from physical education, through an interview designed under the guidelines proposed by Moreno and Ramirez (2020), for ratifying the ease to be applied.

Now we are interested in extracting from what has been said so far, that the records of their contributions and opinions collected in this instrument, allowed an understanding of the research phenomenon in the formative process, in such a way that the researcher could translate what was said by these actors, through the interpretation of the facts detailed and studied as a group.

3. Results:

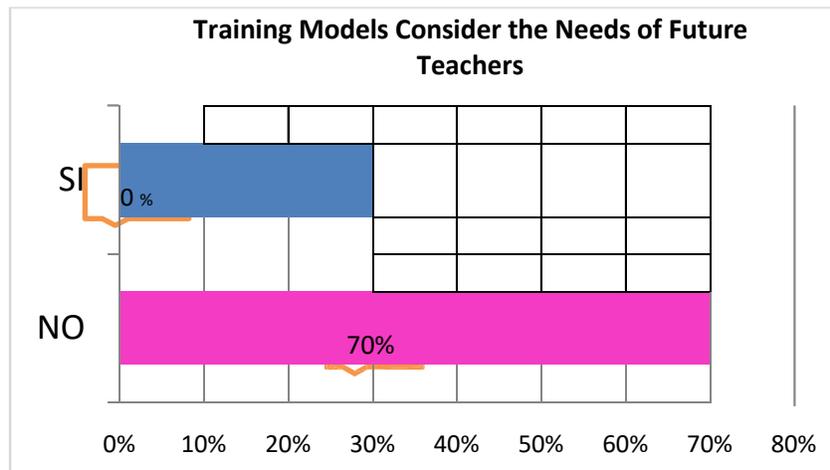
Concerning age and gender, it is important to point out that this group of participants comprised young people between 20 and 30 years of age, of whom 60% were women and 40% were men.

On the other hand, we inquired about the tendencies of the predominant training models in the field of physical education and English, table two (2) shows these results, defining which model had the greatest tendency in their education.

Table 2. Trends in English and Phys. Ed. teacher training models. Source: Own

As can be seen, in this group of future teachers, was considered that the method that best suited their training and research needs corresponded to the post-method, continuing in order with the reflective method, evidencing the tendency towards the combination of these two methods, given that this establishes as a fundamental part of its development, reflection, and criticism by the novice teachers, facing all the events that occur in the school context, related to the problems of life, as well as with the teaching of their discipline.

Table three (3) corresponds to the inquiry as to whether the teacher training models presented here take into account their needs or, on the contrary, whether they are not aware of them, showing the second tendency, with 70%, a margin that is quite indicative of the urgency to consider flexibility in the educational models or proposals, such as those presented here, which ultimately lead to recognize and support teacher education with a training model.

Table 3: Training models consider the needs of future teachers. Source: Own elaboration

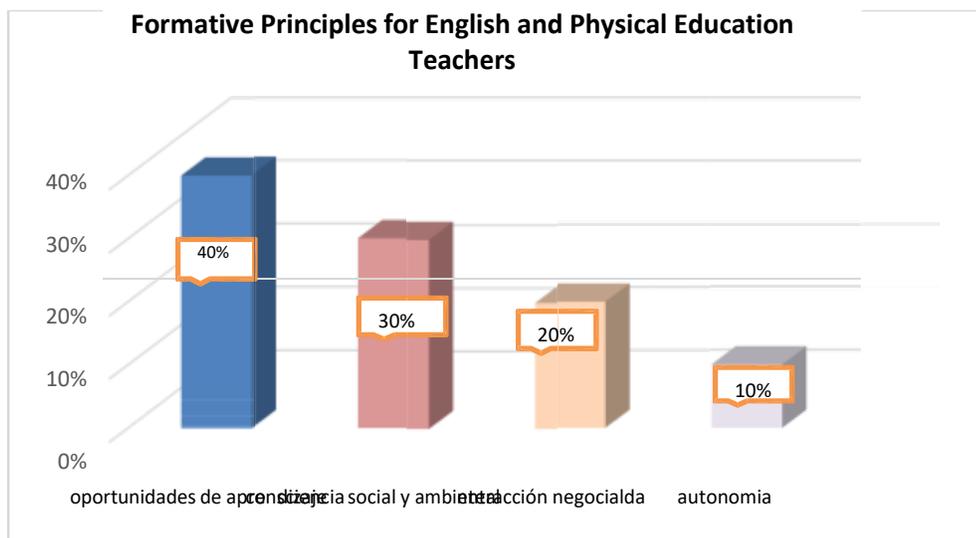
Acknowledge, future teachers demand the recognition and identification of existing pedagogical models, which serve as input to be in search of new didactic orientations, which serve as a tool to promote changes within the school context in determined time and space, giving importance to the updating of progress in the area they teach, which is why they should always be considering the pedagogical trends of the moment.

This idea is deepened a little more, to affirm that teachers who are developing their educational process in an institution of higher education, have a social and academic responsibility in front of the life expectations projected by young people, reflecting the public policies of the moment, for being immersed in a transforming liquid society, whose life purposes are seldom traced in the long term, but on the contrary, it is necessary to generate goals or objectives that allow them to get out of the uncertainty in which they live daily, to encourage them to create a more hopeful future because they are the projection of the young people they are in charge of.

Now, it must be recognized that there is a tendency to educate teachers under the guiding principles of the pedagogical models used long ago, at the time was a transcendental and timely trend for that time, but it currently does not meet the real needs and expectations of contemporary society.

Therefore, it is clear that the education of future teachers needs a holistic view, which contemplates the current society characterized by being fluctuating, liquid, and changing, this needs to be discussed and analyzed by the work team of the teaching practice, thus promoting a social conscience, with a capacity for communication and appreciation for the other, generating an institutional, social and contextual commitment, which makes viable the teaching performance of the novice.

Finally, we inquired about the principles that were considered fundamental during their teacher training; this result is illustrated in table four (4).

Table 4. Training principles for English and physical education teachers Source: Prepared by the authors.

This graph shows that the opportunity to learn was equivalent to 40%, specifying it as a formative principle that enriches their learning, which is fundamental for the cooperative exercise of feedback, which should be part of the teaching practice, allowing them to appreciate that their successes and failures strengthen their work as teachers, This way they will be able to reach a dialogue among peers, which will consolidate their condition as future teachers, giving them security and strength to their teaching performance, achieving empowerment and confidence, which will lead them to project themselves as an integral being.

It also happens that this vision makes it possible to see the teaching practice as a source of learning, where multiple factors and circumstances converge that constitute opportunities for the acquisition of pedagogical, interdisciplinary knowledge and being, fundamental in his educational performance, an opportunity to establish connections between the theoretical and the practical, between his being and what he does, which together with the expectations and interests of students, nuance the reflections and interpretations that the practitioner has, to turn him into an enabler of theories that meet the expectations of students, the context and the school environment where he develops the teaching practice.

Now it is pertinent to note from the statements made by the participants that 30% of them give great value to environmental and social awareness, an aspect that should be trained in future teachers, therefore, the programs that educate them will have to consider this subject, analyzing the relationships established between human beings and the environment, as well as their interaction, defining the problems and the consequences arising in the short, medium and long term, to project citizens with values, inviting them to promote campaigns on the rational use of natural resources.

4. Conclusions

The teacher training models considered in the field of education have become a navigation route for the teaching practice, as they are proposed within theoretical constructs, which seek to respond to the daily life of the school; in particular, the Post method is highlighted for proposing the synchronization between theory and practice, bridging the traditional gap between these components.

For the teacher in training, the accompaniment of the teacher director of practice is a key element, since can be the source of possibilities or pedagogical guide in the approach to mistakes, assuming them as opportunities, giving way to communication among peers, until empowerment is achieved in this new role.

The relevance of the Postmethod model is highlighted, since it conceives the novice as an academic peer, from the first moment the pre-service teacher assumes the practice, charging him with autonomy by giving him the voice, power, and credibility, making his pedagogical performance visible and valuable.

Finally, it should be noted that the novice teacher must support his education process in a pedagogical model, to strengthen and give confidence to his training as a teacher, being aware that any educational process is always in constant evolution and transformation, so that his education never ends, therefore, requires an awareness of teacher qualification characterized by being permanent, during the time he exercises his profession.

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