

# From Teachers' Theory to Teachers' Practice: How Do Teachers Learn?: A Case Study of Two Spanish Teachers in the Elementary School



Rocío Domínguez, *Universidad Peruana de Ciencias Aplicadas (Lima, Peru)*

## Background

Larsen-Freeman (1983) refers to the process of teacher education as a process of preparing people to make choices. She states that in order to make “informed choices” about teaching, teachers must “*first be aware of the implications of their current teaching practices* [emphasis mine]” (p. 266). Other key elements listed by Larsen-Freeman for teachers to make “informed choices” are an open attitude, the transformation/ accumulation of knowledge, and skills development. In turn, Fullan (1993) affirms that teachers’ theories or beliefs may change as a result of experience. He concludes that there is a reciprocal relationship between beliefs and behavior. In other words, trying new practices may lead to questioning one’s underlying beliefs, and examining one’s beliefs can lead to a change in behavior.

In this line of thinking, Bartlett (1990) states that when teaching practices are contested, teachers may begin to search for alternative courses of action consistent with their new understanding. As an example, Brooks (2002), an experienced university instructor of foreign language (FL)

methods and supervisor of student teaching interns, highlights how his beliefs about teaching Spanish as a FL were challenged when his teaching methods did not work in the classroom as he had expected. He returned to foreign language teaching at the elementary level after more than a decade. His comments on the lesson he learned from this experience follow:

The methods class now seems a very sanitized version of the reality of classroom life. My feeling about methods texts in this regards is that, although the “ideal” foreign language lessons they present are grounded in the latest research, what happens in a real classroom is different and sometimes exasperating, to say the least... It’s my feeling, however, that the theory *does* work. The difficulties, at least for me, were to be found in creating a comfortable match between the theoretical aspects (e.g., communicative language teaching, student-centered classrooms, etc.) and the daily goings-on in the classroom, where things really do become messy. (79-80)

As he mentioned, Brooks perceived a mismatch between the theory and the

reality of the classroom. Rather than disregard the theory, he seeks a match between it and the reality in the classroom, trying to make sense of this new experience. In this article, I explore the relationship between teachers’ beliefs and teachers’ practices. Data presented here come from the processes that two teachers discovered while implementing an innovation.

According to Markee (1997), changes in teachers’ beliefs together with changes in teaching materials and methodological skills constitute “primary innovations,” or “the core dimensions of teaching and learning (p. 53).” The relationships among these three aspects of primary innovation are not simple. Methodological skills and pedagogical values are expected to emerge in the process of adopting new teaching methods. Furthermore, Fullan (1982) affirms that the innovation process “has frequently overlooked people (behavior, beliefs, skills) in favor of things (e.g., regulations, materials) and this is essentially why it fails more times than not. While people are much more difficult to deal with than things, they are also much more necessary for success” (p. 249).

**Rocío Domínguez** (Ph.D., Carnegie Mellon University) works as a consultant for the GTZ (Deutsche Gesellschaft für Technische Zusammenarbeit) regarding bilingual education programs in Peru. For the past eight years, she has taught various language courses at

the college level. In 2002, she earned CMU’s Graduate Student Teaching Award for her contributions in the teaching and mentoring of undergraduate students.

Evidence of no change in teachers' practices after in-service training has been presented by Hoetker and Ahlbrand (1972), Long (1983), and Shapiro-Skrobe (1982). On the other hand, Bailey (1992) presented evidence of changes in teachers' practices after having implemented new teaching methodologies. Bailey gathered data from sixty-one language teachers in university contexts. Due to these contradictory results, further research is needed.

Furthermore, Donald Freeman (1989) suggests a look closer at the *nature* of change. He affirms that "change does not necessarily mean doing something differently; it can mean a change in awareness.... [Change] is not necessarily immediate or complete" (p. 38). Some changes can be directly accessible by the change agent and therefore quantifiable. Other changes may not be observable; they may occur over time, with the change agent serving only to initiate the process. Finally, he affirms that "some types of change can come to closure and others are open-ended" (38).

In this article, I report part of the findings of a curriculum action research project that I conducted in a Spanish Foreign Language in the Elementary School (FLES) program at a public suburban school district in Pennsylvania to examine changes in beliefs of two Spanish teachers after they were introduced to PACE, a teaching methodology for enhancing second language literacy (Domínguez, 2002). It is my intent to answer the following questions:

1. What is the relationship between teachers' beliefs and teachers' practices?
2. How do teachers' beliefs change over time?
3. What is the nature of these changes?
4. How can changes in teachers' beliefs be triggered?

## The Spanish Program

The Spanish FLES program began in 1995 as an initiative of the District Superintendent' (Tucker, Donato & Murday, 2001). A Foreign Language Program Committee was created as a mechanism for making decisions concerning priorities for the implementation of the program, and for providing feedback to the School Board. The Committee consists of the school superintendent, the principals (at the elementary, intermediate, middle, and high schools), the School Director of Instruction, the Spanish teachers, and Richard Tucker and Rick Donato, faculty members from two universities in the Pittsburgh area. To date, this committee has met and continues to meet approximately once a month

---

***"...one of the goals of the K-5 program is to prepare the students to be able to participate in a more rigorous content-based program in grade six."***

---

during the academic year. After considering various factors, including the results of a community survey, the committee chose Spanish and decided to make its study compulsory for all children (twenty minutes, five days a week) beginning at the kindergarten level. The implementation of a Spanish content-based FLES program in September 1996 for all kindergarten children in the district was proposed to the School Board. The proposal included the extension of the program with the systematic introduction of new cohorts of kindergarten youngsters in subsequent years.

Currently, Spanish is taught in grades K-6. There are ten to eleven sections per grade. The total number of students per grade is approximately 250, with 24 students per classroom. The presence of students of Hispanic background is very small. There may be one or two Hispanic descendant students per grade, if any. In grades K-5, six teachers are responsible for delivering Spanish, one teacher per level, whereas in grade six Spanish is taught by two teachers. This arrangement is expected to continue in grades 7-12. In grades K-5, Spanish is taught 20 minutes a day, five days per week, while in sixth grade the time doubles to 40 minutes a day, five days per week. Thus, one of the goals of the K-5 program is to prepare the students to be able to participate in a more rigorous content-based program in grade six. In grade six, Spanish is equal in importance and in allocation of time to other "core" subjects such as reading, English, science, and social studies. In contrast, in grades K-5, Spanish is considered a "special" course together with computers, library, music and gymnastics.

## Spanish Teachers' Profiles in Grades 3-5

The majority of the teachers hired for the Spanish program report having two certificates, one in FL teaching and one in elementary education. All teachers were graduated from universities located in Pennsylvania. In addition, teachers at all grade levels reported having studied abroad in a Spanish-speaking country for at least two months. Particularly, Spanish teachers in grades 3-4 reported having traveled to different countries in Central America on several occasions. Mia<sup>2</sup>, the

third grade teacher, was graduated in 1994. After her graduation, she taught at a variety of different schools and levels until she was hired by the district in the summer of 1999. Unlike the Spanish teachers in grades three and five who were graduated during the past decade, Norah, the fourth-grade Spanish teacher, was graduated in 1971. After her graduation, she earned a Masters of Arts in Teaching from a university in the Pittsburgh area. She taught Spanish at the high-school level for two years in a public school in the Pittsburgh area. Then, she stopped teaching for a period of time due to family matters, until she was hired to teach fourth grade in the Spanish program in the summer of 2000. Finally, Olivia, the fifth-grade teacher, was hired in the summer of 2001. She has a certificate in FL teaching and an undergraduate concentration in Latin American Studies. In addition, she recently received a Master of Arts in Teaching Foreign Languages from a university in the Pittsburgh area. The fifth-grade teacher had one year of FL teaching experience when she was hired by the district.

## Spanish Literacy as a Challenge across the Curricula

Classroom observations that I conducted during the 2000-2001 school year revealed that, across levels, students are taught in the target language with authentic materials. Oral and written materials are given to the students including videos, short stories, maps, songs, and pictures representing authentic pieces taken from the traditions of Spanish-speaking countries. Two teaching practices across levels caught my attention as a researcher. First, I observed that students are given little opportunity to read in the target language. In the majority of observed lessons, students received only Spanish oral input. For example, across levels students listened to stories in Spanish read by their teacher. Occasionally, students in grades 1-4 were requested to read aloud words or sentences introduced by the teachers. According to the teachers, no reading comprehension was promoted at any level. Reading in Spanish was understood as "reading aloud," not individually but as a group. Secondly, according to the teachers, they first introduced the vocabulary, then moved on to phrases and sentences, and finally, introduced the students to the whole text. Students were required to do a variety of activities practicing isolated vocabulary before performing role-play activities. These practices not only conflicted with the assumptions of teaching a FL in context, but also with other teaching methodologies that favor the teaching of a language from the whole to its parts (Goodman, 1986; Fountas & Hannigan,

1989; Hudelson, 1994; Skilton-Sylvester, 1998, Adair-Hauck & Donato, 2002). As for writing, after learning the Spanish alphabet, first graders started copying models from short sentences, while second graders wrote short phrases and sentences describing pictures. Across levels, the Spanish curricula did not contain explicit objectives for Spanish literacy. The Spanish curricula in grades 3-4 revealed no activities to enhance creative writing in Spanish. Creative writing includes activities in which students are guided to construct meaning by creating written texts (Hornberger & Skilton-Sylvester, 2000). According to Spanish teachers in grades 2-4, writing activities were limited to fill-in-the-blank exercises as well as picture descriptions using short phrases, a practice which showed no continuity in the implementation of Spanish writing in grades 2-4. It also showed that literacy activities in grades 3-4 were not demanding and challenging. Finally, the fifth-grade curriculum contained many activities for reading and writing, but the lack of adequate literacy activities in grades 3-4 led me to believe that reading and writing in Spanish turn more difficult for children and thus, student outcomes at this grade level may be lower than they could be. Therefore, at the upper levels, the development of Spanish had become a challenge for the Spanish teachers.

### **An Innovative FL Teaching Method in Fifth Grade**

Concerns raised by the Spanish teachers in grades K-4 and by the principal of the intermediate school about Spanish literacy development in grades 3-4 motivated the development of a procedure for working collaboratively with the Spanish teachers over the course of the 2001-2002 school year. This procedure led to curricular discussion, innovation, and reform. During that school year, the Spanish teachers were expected to discuss and determine goals for Spanish literacy in grades K-5 as well as to implement these goals. At the first meeting in August, Olivia, recently hired as the Spanish teacher for grade five, suggested using an innovative FL method called PACE (Presentation, Attention, Co-construction and Extension) for implementing Spanish literacy in grades K-5. She reported using PACE for her lessons.

**The PACE Model.** This model was developed by Adair-Hauck and Donato (Adair-Hauck, Donato & Cumo, 1994; Adair-Hauck & Donato, 2002) for implementing FL instruction. PACE is grounded in both Vygotskian psycholinguistics and a storytelling approach. The PACE model emphasizes the importance of meaning-making, authentic context, and connected discourse in L2 development. Thus, it

---

***“The PACE model emphasizes the importance of meaning-making, authentic context, and connected discourse in L2 development.”***

---

embraces a content-based instruction (CBI) approach. The PACE model stresses the importance of whole, connected, or unified discourse as a starting point in L2 development. Unlike bottom-up processing models which fragment the language system by encouraging students to learn grammar rules and vocabulary before using them to communicate, the PACE model encourages students to use language communicatively from the very beginning of the lesson. With PACE, the teacher may also focus on literacy development by engaging students in creative writing projects or in reading comprehension activities. Unlike other models, this model acknowledges the role of the teacher in negotiating new language vocabulary, forms, and explanations. The model also acknowledges the role of the learner in that it incorporates what the learner brings to the classroom setting.

During the first phase of the PACE model—presentation—the teacher uses a storytelling approach to introduce a text to the students. The main goal of the presentation phase is that students receive comprehensible input so that they can understand the meaning of the text. The second phase of the model—attention—is brief. This phase is devoted to calling students' attention to some aspects of the language of the text. Whereas in the presentation phase students are required to focus on *meaning*, in the attention phase they focus on *form*. The teacher highlights any language features that are systematic in the text (e.g., specific vocabulary, subject pronouns, present tense). During the third phase of the PACE model—co-construction—students, with the teacher's assistance, are helped to become aware of selected features of the target language. From the Vygotskian perspective, with teacher assistance, students can co-construct the meaning of the new element. The cycle of the PACE model concludes with the extension phase. This phase is crucial since the teacher has to encourage the learners to use the selected linguistic features in a variety of activities. These activities should be oriented toward promoting interpersonal communication among the students while they have an opportunity to use what they have learned. The teacher can also focus on literacy development by engaging students in creative writing projects or in reading comprehension activities.

The Spanish teachers in grades K-4 welcomed Olivia's idea of implementing PACE. They agreed to implement the PACE model for one unit lesson because its implementation was expected to be time-consuming. A unit lesson can span approximately four weeks for a 20-minute class. Teachers needed to design new activities and prepare new materials for their PACE lessons. Olivia's initiative was supported because (a) PACE is consistent with latest findings in the research on FL teaching, (b) this method promotes literacy development, (c) it is appropriate for content-based instruction, and (d) the initiative came from inside the Spanish program.

**Expectations on Teachers' Performances.** Aside from discussing and determining Spanish literacy goals, the Spanish teachers were expected to implement PACE one time during the year. Teachers in grades 3-4 were expected to become aware of the implications of their usual practices with respect to FL reading and writing. Finally, based on my classroom observations, I presumed that some parts of the PACE model might be perceived as challenging for teachers. According to the Spanish teachers, they were accustomed to introducing stories to their students, going “from the parts to the whole.” Thus, we expect that PACE would be perceived as very different in that respect, since this method advocates the presentation of texts from the whole to the parts.

### **A Case Study of Two Spanish Teachers**

Brindley and Hood (1990) state that “despite the constant changes of fashion that characterize language teaching, we know relatively little about how and why innovations come to be adopted or rejected” (p. 233). As a response to their concerns, this study provides a closer look at changes in teachers' beliefs while teachers implement an innovation. This study also responds to Wagner's (1988) call for empirical evidence on how teachers learn. I address the following questions:

- (1) What is the relationship between teachers' beliefs and teachers' practices?
- (2) How do teachers' beliefs change over time?
- (3) What is the nature of these changes? and
- (4) How can changes in teachers' beliefs be triggered?

Data was collected from nine sources: (1) the transcriptions of regular monthly meetings with the Spanish teachers, (2) the researcher's notes, (3) copies of a teacher's notes from the meetings, (4) a

---

*“Data was collected from nine sources...”*

---

teachers' questionnaire and check-list, (5) transcriptions of individual interviews with the K-5 Spanish teachers, (6) transcriptions and notes of classroom observations in grades 3-4, (7) copies of teachers' relevant lesson plans (2000-2001, 2001-2002) in grades 3-4, (8) teachers' student reports, and (9) K-5 Spanish Curricula (September, 2001; June, 2002). In line with Denzin and Lincoln (2002), in qualitative research, the use of multiple sources “reflects an attempt to secure an in-depth understanding of the phenomenon in question” (p. 5).

This study was limited to the Spanish teachers in grades 3-4 because the fifth grade teacher, Olivia, had introduced PACE to her fellow teachers.

### **Data Sources**

**Transcriptions of the meetings.** During the 2001-2002 school year, the six K-5 Spanish teachers and I met once a month at the school in order to discuss changes to the K-5 Spanish curricula. Each meeting lasted three hours approximately. Discussions at the meetings were tape-recorded and later transcribed verbatim. Teachers signed consent forms to allow for use of the data. At the end of each meeting, the teachers and I planned the agenda for the following meeting. Discussions at the meetings were expected to be a valuable source of data for understanding the teachers' perceptions of PACE.

**Researcher's notes.** As the researcher, I wrote detailed notes of my impressions of the meeting and kept records of these notes after each meeting. I also took notes to record insights about one-to-one conversations among the Spanish teachers. These data were triangulated with other pieces of data such as interviews, check-lists, and teacher's responses to questionnaires.

**Copies of a teacher's notes of the meetings.** Discussions at each meeting were also documented by the same teacher, who voluntarily took notes throughout all the meetings. The teacher's notes were used to cross-reference the transcriptions of the meetings and the researcher's notes.

**Questionnaire and check-list.** Spanish teachers in grades 3-4 filled out one questionnaire and one check-list after having implemented their PACE lessons (see appendices A and B). Teachers were told that their feedback was part of the discussion at the meetings. They were also aware that the feedback would be used in this study. The questionnaire contained very

specific questions about the implementation of the PACE lesson as well as questions about their perception of PACE. The check-list served to cross reference information gathered in the questionnaires. Data gathered from teachers' questionnaires and check-lists were compared with data collected from the teachers' individual interviews as well as with other sources of data.

**Teachers' individual interviews.** Toward the end of the year, the Spanish teachers in grades K-2 were interviewed in order to collect data on their reactions to the monthly meetings. The Spanish teachers in grades 3-4 were interviewed after they had conducted their PACE lessons. In the case of Mia, the third-grade teacher, she was interviewed twice because she implemented two PACE lessons. All interviews were audio taped and later transcribed verbatim. The teachers were told that their feedback would be used for this study and not for internal school purposes. As a researcher, I wanted to create a relaxed atmosphere for the Spanish teachers in grades 3-4 so that they would share their impressions about the PACE model with me honestly. The teachers had the prerogative of disclosing their opinions to the rest of the group.

**Transcriptions from classroom observations in grades 3-4.** During the year, PACE lessons were audio-taped and transcribed verbatim in grades 3-4. Teachers agreed to teach at least one unit lesson using the PACE model. A unit lesson required three to four weeks to be completed. Classroom observations included all four phases of the PACE model. Six to seven lessons were observed: four lessons on the presentation phase, one on the attention phase, one or two on co-construction, and one or two on the extension phase. Classroom observation was conducted during the period between December 2001 and March 2002. Procedures for classroom observations as well as for giving feedback to the teachers (Markee, 1997) were discussed with them at the meetings. From the classroom observations, I prepared questions on each teacher's implementation of PACE to be discussed later during the individual interviews. As a classroom observer, I focused on certain parts of the lesson previously discussed with the teachers in order to provide them with the feedback they requested. I reconvened individually with the teachers to discuss these episodes with them.

**Copies of teachers' relevant lesson's plans (2000-2001; 2001-2002).** Lesson plans (2001-2002) for the units implemented with the PACE model were gathered as well as lesson plans for the same topic in the previous year (2000-2001). I wanted to direct teachers' attention to the

similarities and differences between PACE lessons and lessons on the same topic that had been taught in the previous year by the same teacher.

**Teachers' student reports of students' writing in grades 3-4.** PACE lessons implemented in grades 3-4 contained writing activities on which students were assessed. The Spanish teachers were instructed to provide me with reports on assessments of individual students' writing activities. Teachers in grades 3-4 have reported not having evaluated students in Spanish reading comprehension but only in Spanish writing in the past years. Teachers' student reports were a source of reference in order to evaluate the Spanish writing goals that were discussed in the monthly meetings with the teachers. My intention was to get the teachers to focus on student outcomes.

**Curricula in grades 3-4 (September, 2001; June, 2002).** A copy of the K-5 curricula before and after the implementation of the PACE model was collected. The K-5 curricula (June 2002) contained the revisions and curricular changes made during the year. In order to document the innovations made, I compared both curricula.

### **Data Analysis.**

Data gathered were analyzed in order to find evidence of changes in teachers' beliefs toward foreign language teaching. These pieces of data were, in turn, compared to teachers' lesson plans (2001-2002) and to portions of the new versions of the Spanish curricula in grades 3-4 for evidence of change.

**Participant's checking.** In curriculum action research, only the participants involved in the study can validate the data (McKernan, 1991; Wolcott, 1999). With this in mind, a copy of the data analysis was given to all the Spanish teachers for their review and comment. This allowed me, as a researcher, to address ethical concerns and to ensure discretion by letting each teacher corroborate my interpretation of the data. I wanted to avoid missing points and possible misunderstandings, and to add triangulation to the data analysis.

Norah, the Spanish teacher in grade four, had no comments on the draft, but Mia and Olivia, Spanish teachers for third- and fifth-grades respectively, agreed that my interpretation “...was an accurate description of what we did and what happened.”

### **Findings: The Implementation of PACE in Grades 3-4**

After defining the literacy goals for grades K-5 (Dominguez, Donato & Tucker, in press), the Spanish teachers implemented

their PACE lessons. According to Olivia, "Mia set herself up for success." Since Mia was an active participant in foreign language meetings, showed collaboration with others, and asked for feedback before implementing lessons, she was "confident." In grade three, Mia implemented the PACE model twice during the current year, exceeding my expectations since all the Spanish teachers agreed to do it once only. Mia mentioned that she wanted to try it twice because "one time is not enough to understand it fully" (Researchers' Notes, Mia: 2/8). According to my notes, during the implementation of PACE in grade three, Mia showed a great commitment to doing her job. She also seemed very confident and open to suggestions.

Mia's FL training took place between 1989 and 1994. In her words, "many things have changed over the years [in FL teaching].... We can always learn new things; meanwhile the old ideas have value and we should be able to find a happy medium." Mia's first thought about PACE was that this method resembled her actual practices. Later on, she added that some "things are quite similar and some are different" between PACE and her own teaching practices. For example, the pre-listening activity, the presentation, and the extension phases are similar to what she usually does in class. However, the key issue here is the sequence. Mia reported telling stories to students after having first gone through the words as well as through the phrases. Using the PACE model involves presenting the whole story first. Once the meaning is understood by the children, the teacher then focuses on grammar. The language learning process goes from the whole to the parts.

Norah's first attempt in implementing PACE (late October through mid-November) failed. She interrupted the PACE lesson shortly after she started the presentation phase because she did not understand how to continue implementing it. Unlike Mia, Norah perceived PACE as different from her usual practices. At the first meeting she expressed that PACE implies teaching "backwards," meaning that the teacher presents the language from the whole to the parts. Data from Norah's check-list (distributed in March) showed that these differences did not prevent her from thinking that PACE somehow resembles her usual teaching practices (Check-list Norah, 22). Similar to Mia, Norah expressed that this method did not constitute a true innovation because her usual practices involve both pre-listening activities and storytelling. These data led to the conclusion that Norah has contradictory beliefs: on one hand, she thought that the presentation phase was very different from her usual practices, but

---

*"According to Olivia,  
Mia set herself up  
for success."*

---

on the other hand, she declared PACE as being similar to her usual practices. Norah reported coping well with the newness of this method, feeling optimistic throughout the whole process, and trying to see this experience as an experiment. (Check-list Norah, 13, 14, 15). The fact that Norah perceives PACE as somewhat similar to her previous practices may have facilitated her second attempt at implementing PACE. Both teachers reported that they would implement more PACE lessons in the following year. For more details on why the Spanish teachers have adopted PACE, see Dominguez (2003).

**Teachers Prefer to Learn from Other Teachers.** Data gathered in grades three and four confirmed my expectations that teachers can influence their fellow teachers positively when they have an opportunity to share their experiences with one another. According to Norah, she had a better understanding of PACE when listening to other teachers' experiences with PACE. In her check-list, she indicated having relied greatly on other teachers' past experience as guidance for developing her lesson plan and having asked some questions about PACE to her fellow colleagues at the meetings (Check-list Norah, 3 and 5). It seems that teachers prefer to learn from colleagues' experiences rather than learning from books or articles. These findings are consistent with Fullan's (1993) statement about teachers preferring to rely on their colleagues as a source of knowledge and skill. In the same line of thinking, Brooks (2002) wrote:

I will encourage student interns to seek out others with whom they can engage in professional conversations about their work... It is important to share views, experiences, feelings, and ideas, to explore reasons why an instructional event did or did not seem to work. Involvement in dialogic partnership with my colleague proved invaluable and was a tremendous support mechanism for me... (82)

---

*"...teachers welcomed  
feedback from 'support  
groups'—usually fellow  
teachers—with whom they  
discussed the development  
of the changes they  
implemented."*

---

Norah also expressed her gratitude to Mia for her valuable feedback at one of the meetings. In turn, to the question "Did Liliana's (Spanish teacher in grade two) experience on her PACE lesson have any impact on you? Mia responded:

Yes because I felt like I could start formulating things in my mind because reading through [the article on PACE] I had some ideas but this kind of help me formulate it more concretely... because some ideas in my mind ...didn't really click... so I think it does help to hear each others doing this because we can share ideas even though someone doesn't do things the same way we have something to pull from.... (First Interview Mia. 3f #1)

These data are consistent with evidence coming from a study of innovations among language teachers conducted by Bailey (1992). She found that teachers welcomed feedback from "support groups"—usually fellow teachers—with whom they discussed the development of the changes they implemented. Interestingly, participants in Bailey's study were different from the participants in this study. In Bailey's study, participants were either M.A. candidates in language teaching, teacher trainers, or faculty members in a university context—in any case, atypical of the population of practicing teachers. Despite differences in participants' characteristics, their conclusions were similar to those of the teachers in this study.

**The Nature of Changes in Teachers' Beliefs toward Foreign Language Learning.** Mia's process may illustrate how teachers' beliefs start to change slightly after implementing PACE. Right after conducting her first PACE lesson (end of December 2001), she writes in her questionnaire: "I do not feel that you can use it [PACE] for every unit. Some topics do not lend themselves to be taught in this manner" (Questionnaire Mia, 13). However, she concludes: "It [PACE] can be a useful tool in instruction. It is very useful for challenging students to reach new levels." (Questionnaire Mia, 14). After implementing her second PACE lesson, in March, Mia confirms her initial impression:

I find that some lessons are working better when you go from the whole to the parts its because of the objectives of the lesson... which is in fact what PACE does. For other lessons it works better to go from the parts to the whole so I feel it is a really useful tool depending on what you are teaching.... (Second Interview Mia. 3g#1)

As Donato pointed out, the fact that Mia commented that one cannot use PACE for everything seems to suggest that her

orientation to instruction is “one size fits all.” Donato commented that “perhaps one other advantage these teachers had of working with you was a new way of viewing instructional strategies as tailored to the task, goal, and material not a recipe to be followed in every instructional circumstance.” (R. Donato, personal communication, September 2002).

Data from the second interview and Mia’s check-list (collected in April) indicated that Mia would continue using PACE in the future. Her actions reasonably lead me to believe that Mia’s beliefs toward teaching Spanish are changing. At her second interview, Mia expressed that she will use the second PACE lesson again next year because:

[With PACE] you give them a chance to decipher the rules of the language, and having made the connections it will stay with them and come to them easier... later in life. (Second Interview Mia. 3g#2)

Mia’s questioning herself about the consequences of teaching to memorize led to the conclusion that the teacher was becoming aware of the limitations of her previous teaching practices. These data support Bartlett’s (1990) statement that teachers begin to search for alternative courses of action consistent with their new understanding when their teaching practices are contested.

On the other hand, there is also evidence of a change in Norah’s awareness. She commented that she saw PACE as “a different way of teaching.” The following is an excerpt from her interview that illustrates this statement:

R: What have you learned from this experience?

Norah: Well, I guess you have to think that when I went to school I didn’t learn about this....

R: It turned out to be helpful for you?

Norah: Oh gosh yes! It’s just a different way of teaching

R: Is there any other lesson you are thinking to do with PACE?

Norah: After PACE I have to rethink everything, my lessons are going forward even though all my lesson plans were done last year I don’t even work with them anymore ‘cause I know they are old so I tried to think with my lesson now ‘cause I’ll never forget PACE now... it’s not like this one time and I don’t want to talk about PACE anymore now I’m more comfortable with it.... (Interview Norah. 3f#2, 3f#3)

In addition, Norah reflected on what may have caused the appearance of signs of creativity in students’ writing samples. She concluded that it might be due to a change of her own expectations concerning students’ writing (Meeting #8, Norah, 3). In the past, she never asked students for creative writing. She is realizing the extent to which she can increase her expectations on students’ outcomes.

In response to the first question—“What is the relationship between teacher’s beliefs and teacher’s practices?”—findings of this study show that teacher’s awareness of the implications of her own practices comes after the teacher has implemented the innovation. Teachers’ beliefs toward FL learning were impacted by new teaching practices, practices derived from the implementation of the innovation. For example, at the beginning of the trial period, Norah thought that PACE was about teaching “backwards,” a very simplistic explanation of the implications of implementing PACE. However, after implementing her PACE lessons, Norah realized that she might have positively influenced student creativity in Spanish writing by setting higher standards. On the other hand, Mia commented on the implications of using rote-memory-driven activities versus other activities that allow student to discover language “rules.”

With respect to the second question—“How do teachers’ beliefs change over time?”—data from this study show that teachers’ beliefs did not change overnight but rather teachers needed time to “digest” what they were learning. Their beliefs resemble “flashes” of awareness that occur from time to time. These data support Larsen-Freeman’s (1983) claim about the need for an open attitude. Data indicate that an open attitude is crucial for teachers to try the innovation in the first place.

Furthermore, in response to the question “What is the nature of changes in teachers’ beliefs?”, findings from this study support Freeman’s (1989) ideas on the nature of the changes. Evidence presented here indicates that the nature of changes in teachers’ awareness is qualitative rather than quantitative, open-ended rather than closed, and gradual rather than immediate. Data also indicate that teachers may have contradictory beliefs.

**Triggering Changes in Teachers’ Beliefs towards FL Learning.** Researchers into curricular innovation agree that communi-

---

*“...communication is a crucial component of the innovation process.”*

---

cation is an element that needs to be present throughout the innovation process (Kelly, 1980; White, 1987). Markee (1997) recommends that change agents promote the formation of communication networks as well as its institutionalization to ensure the diffusion of information. Brindley and Hood (1990) remind researchers that “curriculum implementation requires adequate support and coordination” (p. 240). In this line, Bailey’s (1992) study revealed that report presentations to administrators are well seen by teachers as a form of communication during the innovation process. After conducting a study of interaction among seven trainees in an ESL teaching practicum, Gebhard (1990) concluded that student teachers changed some aspects of their teaching behavior including the selection of lesson content and their treatment of the learners’ errors under the following circumstances: (a) when student teachers were given an opportunity to process aspects of their teaching through multiple activities; (b) when student teachers had a chance to talk about their teaching; and (c) when student teachers experienced a shift in context and begin teaching in a new environment (pp. 121-124).

In this study, teachers had different opportunities to interact with their fellow teachers as well as with myself. These opportunities consisted of group meetings with the Spanish teachers, meetings of the FL Committee, individual encounters with me before and after classroom observations, individual interviews, and e-mail. In addition, the Spanish teachers were required to answer a questionnaire, to fill out a check-list, and to write a report on student outcomes. A close examination of these data allowed me, as a researcher, to observe signs of changes in teachers’ beliefs toward FL learning. Data from a study conducted by Bailey (1991) revealed positive evidence of the use of diaries as tools for the training of teachers. In this study, teachers did not write journals.

**The Meetings of the K-5 Spanish Teacher.** In the Spanish program, communication has always played a key role since its start. The existence of the FL Committee, a permanent committee consisting of teachers, administrators, and members of the university partnership, constitutes a genuine communication network that provides a forum for discussing on-going issues of the Spanish program. With such background the suggestion to the School Director of Instruction of meeting with the Spanish teachers on a regular basis was accepted easily. The purpose of these meetings was to target issues such as teaching methodologies, goals for the K-5 Spanish literacy curricula as well as other issues of the FL classroom with all the Spanish teachers. During the academic year, K-5 Spanish

teachers and I met on eight occasions (3 full-days and 5 half-days) on their in-service days. These meetings were devoted to setting up the goals for K-5 Spanish literacy curricula, revisions of the K-5 Spanish curricula, and for discussing PACE lessons implemented in Grades K-5. Meetings were mandatory for all K-5 Spanish teachers. Throughout the year, attendance at the meetings met my expectations except for a couple of occasions when teachers had other school duties to attend to. At the first meeting, the group chose Jacqueline, the Spanish teacher in kindergarten, to take notes during the meetings as well as one person, Norah, the Spanish teacher in grade four, to serve as moderator. At this meeting, dates and times for the following meetings were also distributed. On every occasion, a few days before meeting, an agenda was sent to all the Spanish teachers—an agenda that was discussed with the teachers at the previous meeting.

Comraderie and teamwork were common at the meetings. For example, on one occasion, Mia and Liliana, the third- and second-grade Spanish teachers respectively, shared with their fellow teachers their feelings toward implementing something new: "...When you are about to do it, you want to stop and don't do anything" (Meeting #5, Mia-Liliana, 1). Data from my notes of the meetings indicated that, most of the time, K-5 Spanish teachers participated actively making suggestions, remarks, and comments throughout all the meetings. Evidence provided earlier in this paper indicated that Norah welcomed having an opportunity to get feedback from her fellow teachers at the meetings. Data from individual interviews indicated that all K-5 teachers agree on the advantages of getting together. At their interviews, the teachers agreed that the meetings gave them a chance to learn from each other as well as to discuss issues of the Spanish program. K-5 Spanish teachers have expressed positive views toward keeping the meetings as a mechanism to sustain articulation within the Spanish program. In summary, at the meetings throughout the academic year, teachers had a chance to think aloud, reflect, and to discuss the implementation of PACE and other issues related to the goals of the K-5 Spanish literacy curricula.

**Teachers' Interactions with a Change Agent.** In addition to the group meetings throughout the innovation process, a variety of individual interactions between the Spanish teachers and me were possible. As a change agent, my goal was to be available as much as needed by the teachers. Classroom observations provided a great opportunity for us to meet on an individual basis. We met before and/or after each lesson, depending on the teacher's schedule, on a daily basis for

approximately four weeks. These encounters varied in their duration. Some lasted approximately five minutes between classes, others lasted fifteen minutes when meeting during the teacher's preparation time, and others lasted even longer when meeting during lunchtime. These three types of encounters were balanced carefully so that teachers would not feel intruded upon. In total, meeting with a teacher lasted approximately twenty minutes every day. Finally, Jacqueline and Olivia, Spanish teachers in kindergarten and in grade five respectively, had access to my e-mail address because they felt comfortable using e-mail.

In response to the question "How can changes in teachers' beliefs be triggered?", findings of this study reveal that communication is a crucial component of the innovation process. By providing teachers with different opportunities to interact with their colleagues, change agents can increase the odds that teachers reflect on the newness of the innovation. Thus, the possibilities of triggering changes in teachers' beliefs may increase as well. These findings support those obtained by Gebhard (1990).

**Researcher's Feedback to the Spanish Teachers.** In their check-lists, both Spanish teachers in grades 3-4, Mia and Nora, acknowledge having received valuable feedback from fellow teachers as well as from me (Check-list Mia, 3, 5 and 11; Norah, 3 and 5). Data from Norah's check-list indicate that she was not entirely aware of some procedures involved in some of the PACE model phases (Check-list Norah, 10). These data are consistent with Norah's comment at one of our meetings:

[The focus on grammar] is where I need the most help from [Rocío] specially, she guided me through this because even though we focused on the verbs I also wanted to focus on the prepositions but that wasn't my primary focus but still wanted to be there so I was thinking "how I'm going to do this?"... I thought the focus on grammar was really neat, it was a nice flow but again [Rocío] helped me with this.... (Meeting #8, Norah, 1)

Mia and Norah were given feedback on their PACE lessons after they had implemented them. At the meeting on January 21, Mia presented her experience in implementing her first PACE lesson to the group. As a classroom observer, I took that chance to share with the other teachers the positive aspects we found in Mia's experience. A one-page handout containing my positive feedback to Mia was written and handed it out to all Spanish teachers. I wanted to call Norah's attention on my expectations on her PACE les-

son using Mia as a role model. For example, I pointed out that (a) the flow of Mia's lesson was appropriate for language learners; (b) her positive attitude in all the observed classes helped promote student participation; (c) the way she gave feedback to the students is appropriate for young language learners; (d) the strategies for modeling that she displayed were sophisticated; and (e) she managed to relate the topics for the five-minute warm-up to her current lesson. The same procedure was repeated with all teachers.

In the case of Norah, at the meeting on March 27, I complimented her for the appropriate flow of her lesson, her positive attitude, and the way she gave feedback to newcomers. Considering that Norah's experience in FL teaching is limited to two years, she exceeded my expectations; however, feedback given to her included suggestions for improving student-teacher interaction in the classroom, such as:

You may want to write directions on the board and let students translate for you. This strategy works very well for Mia. (Feedback for Norah, April, 2002)

This part of the feedback was given to her and to her supervisor. When giving her feedback, I used Mia as a role model.

## Conclusions

Findings from this study show that teachers need to be aware of the implications of their current practices (Larsen-Freeman, 1983) for making informed choices. Data reveal that teachers' awareness was raised only after their teaching practices were contested by implementing PACE, a new method for them. Further research is required on what is the appropriate timing for raising teachers' awareness. Data confirm Bailey's (1992) findings that change in teachers' attitude may be congruent with changes in teachers' behavior. In addition, this study responds to Bailey's call for more research among a broader population of teachers, namely, teachers who are not M.A. candidates, teacher trainers, or faculty members in university contexts.

Data presented here indicate that teachers questioned their beliefs by themselves. An important remark is that teachers' questioning their beliefs occurs in sporadic flashes during the innovation process. Evidence of changes in teachers' beliefs reveals them to be qualitative instead of quantitative, open-ended instead of closed, and gradual instead of immediate.

Findings from this study confirm that good communication among the participants in the innovation is indispensable

during the innovation process (Kelly, 1980; White, 1987; Markee, 1997; Fullan, 1999). Evidence presented here indicates that good communication among teachers may enhance their adoption of innovations because it allows teachers an opportunity to listen to and learn from each other (Bailey, 1992; Fullan, 1993). Data also show that by promoting different types of interactions (Gebhard, 1990) such as group meetings, interviews, student reports, writing questionnaire and check-list, the change agent may (a) increase the possibilities for teachers to reflect on the implications of their teaching practices; (b) increase chances for teachers to think about their strategies during the implementation of the innovation; and (c) increase the odds of triggering changes in teachers' awareness. Thus, in this study, communication is understood not only as the interactions that take place amongst teachers and between the change agent and teachers, but also it also refers to teachers' thinking aloud process during these interactions.

**Limitations of the Study.** This study had three major limitations. Data were gathered during the 2001-2002 school year. Thus, I was only able to see teachers' first implementations of PACE. Although teachers have expressed their willingness to continue implementation of PACE in subsequent school years, this study does not provide any follow-up data. Second, although five Spanish teachers implemented PACE for the first time, the study was restricted to the Spanish teachers in grades 3-4. The study was limited to two teachers, in part, due to time constraints, and in part, because K-2 students are just starting to become familiar with Spanish literacy while my expectations of third and fourth graders were higher in terms of how much students can read and write in the target language. Finally, the third limitation refers to the Spanish program. This FLES program is unique in that the people involved are more open to making changes in the spirit of program improvement. For example, over the past years, teachers and school administrators have worked together with members of two local universities on a number of projects related to the Spanish program showing an open attitude to new trends in FL learning. Considering the Spanish program's background, the implementation of PACE was done under almost "ideal" conditions, conditions that many school districts do not have.

**The Role of a Change Agent.** From my perspective, change agents are responsible for facilitating innovations. In that regard, it is preferable not to warn teachers in advance of possible difficulties they may encounter. Raising teachers' awareness of forthcoming obstacles might create a negative reaction toward the implementation of

---

*“...strategic planning and flexibility are forces in continuous tension.”*

---

that innovation. Rather, I suggest that change agents wait until teachers experience difficulties and then help them in finding solutions. If teachers struggle, I recommend that change agents offer them choices for solutions rather than tell them what to do. As guides through the innovation process, change agents need to be available for teachers. Following Markee (1997) and Fullan (1999), it is important to take an opportunity to empower teachers, to give them the chance to make decisions regarding status quo or innovation as well as to be the ones responsible for its implications. In addition, Markee states that “adopters need to go through their own decision-making processes in evaluating a proposed innovation, and the time it takes for individuals to reach a decision inevitably varies considerably from person to person” (p. 177).

The innovation process, as I see it, depends greatly on the participants' creativity for coping with obstacles. When struggling, people are forced to develop strategies. For example, Norah learned to trust her fellow teachers' feedback. Learning to cope with change may have an impact for future implementation of changes. Data presented here reveal that during the innovation process, it is important for change agents to keep channels of communication open not only with teachers but also with principals and other administrators involved in the process. Olivia commented on my role as change agent that “[she] constructed an intricate web of communication throughout school year. [She] knew how to deliver info to the right people, problem solve, articulate ideas, and problem-solve more.”

While acting as a change agent during the innovation process, I learned that strategic planning and flexibility are forces in continuous tension. Sometimes, staying with the “original” plan may add an unnecessary rigidity to the innovation. Thus, change agents may devote a large amount of time and energy to managing the unpredictable. I also learned that establishing relationships with other people, and especially with people with different beliefs, was a constant challenge because it forced me to think differently; thus, it represents an invaluable source for learning.

**Notes**

- 1 Before 1995, the school had a FL program in the high school only.
- 2 All names have been changed.

**References**

Adair-Hauck, B. & R. Donato. (2002). The Pace model: A story-based approach to meaning and form for standards-based language learning. *The French Review*, 76(2), 265-276.

Adair-Hauck, B., Donato, R., & Cumo, P. (1994). Using a whole language approach to teach grammar. In K. Shrum and E. Glisan (Eds.), *Teachers' Handbook: Contextualized foreign language instruction K-12*. (pp. 90-111). Boston: Heinle and Heinle.

Bailey, K.M. (1992). The processes of innovation in language teacher development : What, why and how teachers change. In J. Flowerdew, M. Rock & S. Hsia (Eds.), *Perspectives on second language teacher education*. (pp. 253-281). Hong Kong : City Polytechnic of Hong Kong.

Bailey, K.M. (1991). *The language learning diary studies: the doubting game and the believing game*. Paper presented at the 1991 RELC Conference, Regional Language Center, Singapore.

Bartlett, L. (1990). Teacher development through reflective teaching. In J.C. Richards and D. Nunan (Eds.), *Second Language Teacher Education*. (pp. 202-214). Cambridge: Cambridge University Press.

Brindley, G., & Hood, S. (1990). Curriculum innovation in adult ESL. In G. Brindley (Ed.) *The second language curriculum in action*. (pp. 232-248). Sydney: National Centre for English Language Teaching Research, Macquaire University.

Brooks, F. (2002). “My theory is intact; however...”: Reflections on Teaching Spanish to Fifth Graders. *Foreign Language Annals*, 35(1), 73-84.

Domínguez, R. (2003). What May Lead FL Teachers to Adopt a New Teaching Methodology? To appear in *Pennsylvania Language Forum*, April 2003.

Domínguez, R. (2002). *Curricular Innovation in Elementary School: A Case for Spanish Language Literacy*. PhD thesis. Carnegie Mellon University.

Domínguez, R., Donato, R. & Tucker, G.R. “Documenting Curricular Reform: Innovative Foreign Language Education for All Children” To appear in Dwight Atkinson—Temple University Japan; Paul Bruthiaux—National University of Singapore; Vai Ramanathan—University of California at Davis (Eds.) *Studies in Applied Linguistics: English for Academic Purposes, Discourse Analysis, and Language Policy and Planning. Essays in Honor of Robert B. Kaplan on the Occasion of his 75th Birthday*.

Fountas, I., & Hannigan, I. (1989). Making sense of whole language: The pursuit of informed teaching. *Childhood Education*, 65(3), 133-137.

Freeman, D. (1989). Teacher training, development, and decision making: a model of teaching and related strategies for language teacher education. *TESOL Quarterly*, 23(1), 27-45.

Fullan, M. (1993). *Change forces: Probing the depths of educational reform*. London: Palmer Press.

Fullan, M. (1982). Research into Educational Innovations in HL Gray (Ed.) *The Management of Educational Institutions*. Sussex (England): The Palmer Press.

Gebhard, J. (1990). Interaction in a teaching practicum. In J.C. Richards and D. Nunan (Eds.), *Second Language Teacher Education*. (pp. 118-131). Cambridge: Cambridge University Press.

Goodman, K. (1986). *What's whole in whole language?* Portsmouth, NH: Heinemann Educational Books, Inc.

Hoetker, J. & Ahlbrand, W.P. (1972). The persistence of the recitation. *American Educational Research Journal* 6(2), 145-167.

Hornberger, N., & Skilton-Sylvester, E. (2000). Revisiting the Continua of Bilingualism: International and Critical Perspectives. *Language and Education*, 14(2), 96-122.

Hudelson, S. (1994). Literacy Development of Second Language Children. In Genesee, Fred (Ed.). *Educating Second Language Children: The Whole Child, the Whole Curriculum, the Whole Community*. (pp.129-158). Cambridge: Cambridge University Press.

Kelly, P. (1980). From innovation to adaptability: the changing perspective of curriculum development. In M. Galton (Ed.), *Curriculum Change*. (pp. 65-80). Leicester: Leicester University Press.

Larsen-Freeman, D. (1983). Training teachers or educating a teacher. In J.E. Alatis, H.H. Stern & P. Stevens (Eds.), *Georgetown University Round Table on Language and Linguistics*. (pp. 264-274). Washington, D.C.: Georgetown University Press.

Long, M.H. (1983). Training the second language teacher as a classroom researcher. In J.E. Alatis, H.H. Stern & P. Stevens (Eds.), *Georgetown University Round Table on Language and Linguistics*. (pp. 281-297). Washington, D.C.: Georgetown University Press.

Markee, N. (1997). *Managing Curricular Innovation*. New York: Cambridge University Press.

McKernan, J. (1991). *Curriculum action research. A Handbook of Methods and Resources for the Reflective Practitioner*. New York: St. Martin's Press.

Skilton-Sylvester, P. (1998). *Putting school/work back together?: A comparison of organizational change in an inner city school and a Fortune 500 company*. PhD thesis. University of Pennsylvania.

Shapiro-Skrobe, F. (1982). Interaction in elementary school ESL reading lessons before and after teacher workshops. Unpublished doctoral dissertations, Teachers College, Columbia University, New York.

Tucker, G.R., Donato, R., & Murday, K. (2001). The genesis of a district-wide Spanish FLES program. In Robert L. Cooper, Elana Shohamy and Joel Walters (Eds.), *New Perspectives and Issues in Educational Language Policy. In honour of Bernard Dov Spolsky*. (pp. 235-259). Amsterdam/Philadelphia: John Benjamins Publishing Company.

White, J. (1987). Managing innovation. *ELT Journal*, 41(3), 211-218.

Wagner, J. (1988). Innovations in foreign language teaching. *Classroom Research: AILA Review*, 5, 99-117.

Wolcott, H. (1999). *Ethnography: a way of seeing*. London: AltaMira Press.

## Appendix A

### Check-list for Spanish teachers

Please, think about the time you were planning and conducting your PACE lesson. The following is a list of several statements. Check those that, in your opinion, apply to your experience.

#### While planning my PACE lesson...

- It took me a while to decide what unit I was going to do with PACE.
- It took me a while to decide the lesson objective.
- I relied greatly on other teachers' past experiences as a guidance for developing my lesson plan.
- I didn't pay much attention to other teachers' experiences with PACE for developing my lesson plan.
- I asked some questions about PACE of my fellow colleagues at our meetings.

#### While doing my PACE lesson...

- I found that the presentation phase was easy to deal with.
- I found that the presentation phase demands more work than I expected initially.
- I asked my colleagues and Rocío questions for clarification purposes.

- I found that the co-construction and the attention phases were easy to deal with.
- I found that the co-construction and the attention phases imply some procedures of which I was not entirely aware before.
- I had more questions on how to conduct the \_\_\_\_\_ phase.
- I felt confident but I also asked for feedback from my colleagues and/or Rocío.
- I felt very confident about what I was doing and didn't ask for feedback.
- I felt \_\_\_\_\_ throughout the whole process.
- I think I did well coping with the 'newness' of this method.
- I tried to see this experience as an experiment. I did minor changes from class to class for fine-tuning.

#### When correcting my students' projects...

- I could observe good results in terms of students' oral outcomes.
- I couldn't observe any major differences in students' oral outcomes compared to those from last year.
- I could observe good results in terms of students' written outcomes. Please explain briefly and provide an example.
- I couldn't observe any major differences in students' written outcomes compared to those from last year.

#### In conclusion...

- I think that trying PACE once this year was enough for me to become familiar with this technique.
- I think PACE pretty much resembles my usual teaching practices.
- I think PACE resembles my usual teaching practices in some ways.
- PACE was completely new to me as far as my teaching practices are concerned.
- I may use PACE for teaching the same lesson next year.
- I don't think I will use it again.
- I think what I have learned from PACE is another way to teach grammar.
- I think what I have learned from PACE is a way to reinforce both reading and writing.
- I think that my teaching practices have expanded after using PACE.
- Some of my ideas about how to teach reading and writing in Spanish have changed a bit after using PACE.
- I don't think I have learned much from using PACE.

## Appendix B

### Questionnaire for Spanish Teachers

#### Querida profesora:

The purpose of this questionnaire is to get feedback from you about the areas where you struggle the most when designing and implementing a PACE activity. Please take your time to respond it. The questionnaire is anonymous.

I will summarize the information you provide together with the feedback from the other *profesoras*. This will be subject for further discussion at our meetings.

¡Muchas gracias por tomarse el tiempo para responder el cuestionario!  
[Thank you for taking the time to answer the questionnaire.]

1. Please state your instructional objectives for the lesson.
  2. Were the texts used in the PACE activity difficult to find/make? Please explain why.
  3. Were the visuals used in the presentation phase difficult to find/make? If so, please explain the reason(s).
  4. Did you struggle when planning TPR activities for the presentation? If so, please mention them.
  5. Was it difficult to guide students' attention during the lesson? Why?
  6. Please describe briefly how you focused the children's attention on the linguistic features. What "hints" or "helping questions" did you ask them?
  7. What extension activities did you design?
  8. In general, did the extension activities work? What worked and what didn't? Do you have an idea of why it didn't work?
  9. In your opinion what is the most difficult part of using the PACE model?
  10. How much did you have to adapt the model to your own purposes?
  11. Is your teaching style too different from the one required in this model? Please explain the differences.
  12. Do you see any advantages in using the model?
  13. Do you see any disadvantages in using the model?
  14. What is your final conclusion about the PACE model?
-