Universidad de Guanajuato

Campus Guanajuato

División de Ciencias Sociales y Humanidades

Departamento de Educación

Maestría en Investigación Educativa

Título de la Tesis:

Pre-service teachers' conceptualization of reflection: A case study

Por:

MA TESOL Hilda Karina Caselis Ramírez

Noviembre 2023

Directora de Tesis:

Dra. Patricia Marie Anne Houde

Lectoras:

Dra. Yolanda Coral Martínez Dorado

Dra. Sylvia Catharina van Dijk Kocherthaler

Dra. Krisztina Zimányi

AGRADECIMIENTOS

PROLOGO

El propósito de esta investigación era principalmente entender cómo conceptualizaban la reflexión un grupo de docentes en formación de secundaria, además de identificar cómo es que llevaban a su práctica docente esta conceptualización y qué era lo pensaban o sentían los estudiantes de secundaria al trabajar con estos docentes en formación para ver si había una correlación entre lo que los docentes en formación decían y lo que hacían en el aula. Todo esto se llevó a cabo siguiendo un enfoque cualitativo, siguiendo una metodología de estudio de caso, implementando la observación, la narrativa y los grupos focales como técnicas de recolección de datos.

Los resultados indican que los participantes de este estudio tuvieron herramientas para conceptualizar la reflexión indicando que para ellos es principalmente una herramienta o proceso que los ayuda a identificar sus áreas de oportunidad y fortalezas. Por medio de las observaciones fue posible identificar que algunos de ellos llevaron a su práctica docente lo que indicaron en sus narrativas, como lo que entendían por reflexión, lo que sugiere que tuvieron una internalización del concepto. Sin embargo, algunos de ellos no solo no llevaban lo que sus palabras indicaban a la práctica, sino que incluso llegaron a tener acciones contrarias, algunos otros mostraron que estaban en el proceso pero que tenían que seguir trabajando de acuerdo con lo que decían en sus narrativas y lo que hacían en su práctica docente.

La reflexión parece ser uno de los rasgos predominantes que cualquier docente debe de tener ya que por medio de ésta es que se puede llegar a tener un desarrollo docente continuo y no terminar estancados en una zona de confort en la que podemos quedarnos como técnicos sin llegar a ser reflexivos. Este estudio me dio la oportunidad de identificar la importancia de que, para llegar a ser reflexivo, es necesario entonces primero saber qué significa la reflexión para cada individuo y cómo la interiorizan para que ésta llegue a ser un rasgo permanente de su desarrollo docente.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I: INTRODUCTION

1.1 Introduction

Reflection in teacher education has played a central role in the preparation of new teachers. According to some authors such as Schön (1983), and Zeichner and Liston (1996), teaching pre-service teachers to reflect is teaching them to 'think like a teacher.' It seems that teaching teachers to 'think like a teacher' is mainly achieved during the training period. Zeichner and Liston (1996) state:

> Reflection as a slogan for educational reform also signifies a recognition that the process of learning to teach continues throughout a teacher's entire career, a recognition that no matter how good a teacher education program is, at best it can only prepare teachers to begin teaching. (p. 6)

In other words, the process can start during the teacher training period, without talking specifically about the study program they are studying during their training period, nonetheless it is an endless process. Defining teacher education, Lyngnes (2012) indicates that these programs "operate on the basis of the notion that reflection is an important characteristic of a professional teacher and that promoting reflection is vital to pre-service teachers' professional learning" (p. 2). Many programs state that it is necessary to develop reflectiveness in teachers, though, I considered that it was necessary first to know how pre-service teachers conceptualize the term in order to make them aware of it and then start their process as reflective teachers, which is what this research aims to analyze. The study was carried out over a period of six months. The participants of this research were seven pre-service teachers studying the B.A. in Secondary Education in the area of teaching English at a teacher training college in the State of Guanajuato that focuses on

preparing secondary school Teachers in different areas. This college is located in the State of Guanajuato, Mexico. A more comprehensive description of the context is presented in section 'research contexts' of this chapter.

Taking into account the aim of this study, a literature review of how reflection has been taken in the teaching field is presented and discussed. Understanding of what teacher education, teacher development, and teacher training mean appeared to be important to have a better comprehension of the phenomenon. This investigation follows a qualitative approach that follows a case study methodology. Ideas and beliefs of a small group of people, in this case, seven pre-service teachers, are the focus of the research.

It is important to indicate the terminology used in this document when referring to the different actors involved in the research, in the analysis and in the conclusion:

- Pre-service teachers or teachers in training refer to the participants of the research.
- Secondary school students denote the students that pre-service teachers were teaching during their practicum period.
- Trainer teacher refers to the teachers that participants had during their training period and the researcher.

This thesis is organized in five chapters. Within the first chapter, I present my motivation to carry out this study, its justification as well as the research question, context, and participants of the research. The final part of the first chapter is the description of each of the following chapters.

1.2 My motivation for the research

Throughout the years, based on my experience both as a language learner and a BA

in Teaching English student as well as teacher, I have observed that the teacher is a significant source of motivation within the classroom. I have been able to witness that what we do within the classroom has a significant influence not only on students' learning, but also on them as individuals. I remember that when I was studying at secondary school, I was incredibly excited to have one teacher for every single subject. I used to think that this was going to be remarkable and that my learning was going to be much more meaningful because I was going to have a different person for each class, and it would make me pay more attention to the content of each subject. However, it was not the case, at least not with most teachers. It seemed that they were more interested in finishing what they had on their syllabus and lesson plans than in my learning. I recall well that most of them did not even know my name. According to their comments, some of them used to say my last name because it was weird, but not my first name. I never found the 'connection' I was expecting to have with my teachers to make me feel more involved in their classes. Not much appeared to have changed when I went to high school. It was disappointing to see that most of the teachers gave the impression to be more interested in other matters instead of their students' learning. So, we ended up bored and not at all involved in classes. Trying to train teachers who were attentive in their students and felt passion for their profession was one of the reasons why I decided to become a teacher educator.

Reflection is a concept that I came across for the first time when studying the BA in Teaching English at the University of Guanajuato. It seemed to be presented as the answer and the ultimate solution for every problem within the classroom. However, I had a different outlook. Perhaps this happened because I started using reflection as a language

student and not as a teacher, where the purpose is entirely different and because reflecting as a student does not follow the same process as reflecting as a teacher. As student, I saw reflection as a description of the different situations and events I experienced. I described the different strategies I used to learn, but I did not go deeper in what it meant for my learning or my training as a teacher. I think I used reflection at a superficial level as a student, it was mainly to describe the learning process. Later on, I started to be a teacher educator, I realized the importance of reflection not only in my teaching, but also in approaching my students. At this point, as teacher trainer, I finally was able to understand the value of reflection. I did not just write a description of what I was doing, but I started to ask myself about the why and how of the different situations I was facing. In addition, and as a consequence of this discovery, I became aware of the areas I needed to keep developing to improve my teaching and my students' learning. I made decisions according to what I was writing, analyzing, and reflecting. I also understood that this is a never-ending and valuable process. The concept of reflection had different meanings depending on the moment and experiences I was going through. Initially, I never took a moment to sit down and think deeply and thoroughly about what reflection meant to me. Perhaps my growth as a teacher would have been different if I had done this. Because of the above, I believe it is essential for pre-service teachers to take a moment and conceptualize what reflection means, and understand what reflection is for them.

When I started to work at a secondary teacher training college, I decided to become familiar with the whole study program, not just with the content of the classes I was going to teach but the whole curriculum. As I read the program, I new that several of the subjects in the program mentioned reflection. I was frequently told in meeting with

authorities that the school's focus was to develop reflective practitioners. Essentially, the school's mission is to "train professionals in education, who can take an ethical, humanistic reflective and critical role, which helps to the integral development of students" (phrase taken from a poster in the school's director office). Bearing this in mind, I assumed (wrongly, as it turned out) that students were already familiar not only with the concept of reflection, but also with the practice of it. However, this was not the case, as I came to comprehend when I started observing different situations in the classes I taught.

One of these situations was when I asked students to keep a reflective journal during their practicum. When I said this, students asked me to provide specific questions they had to answer in their reflective journal. I believe it is essential to have some guiding questions, nevertheless, they were expecting to have specific questions from their teacher such as a questionnaire where they had to describe situations or aspects related to their practicum.

Another situation that made me wonder what they understood by reflection was when I observed them teaching. I saw traditional classes; their lesson plans suggested traditional methods. It means a classroom where the teacher is the only source of knowledge and students are passive actors who receive that knowledge. They did not seem to consider their students' needs, and learning styles, among other factors. The previously said raised my curiosity to understand how pre-service teachers conceptualized reflection.

In this section, I described where my motivation came from to carry out this research. In the following section, I shall talk about the justification of this study. I contemplate this research might have consequences not only for my development as a

researcher, but also in my development as a teacher.

1.3 Justification

It appears that one of the main concerns in the institution where I work and according to the study plan 1999 for teachers training colleges in Mexico, which is the one followed by the participants in this research, indicates that constant reflection should be promoted in normal school students about the adaptations that requires disciplinary and content knowledge to teach adolescents, taking into account the interests and cognitive development of young people. It means teachers who can apply strategies to know their students, develop practices according to students' needs and reflect on their teaching practices to change, modify, or adapt what is necessary while looking for students' improvement in their learning. Having been a teacher trainer for some years and after the experiences I mentioned previously, I have realized that before trying to enable teachers to become reflective practitioners, it is central to understand first what pre-service teachers understand by reflection.

As mentioned by Eikenberry (n.d) in Chesswas (2011):

As professionals and individuals who want to make a difference, reach our goals, achieve more, to in fact, unleash our potential, we need to be continuous learners. And to be continuous learners, we must learn to realize the importance of reflection. (p. 6)

According to my understanding, before trying to train future teachers on reflection or trying to tell them what reflection is, it is important then to know and understand first what they know and think about reflection. To guide this research, I posited one main

question and two secondary questions, which I present in the next section.

1.4 Research question

As mentioned above a lot has been written about developing reflective practitioners. Nevertheless, it seems that more needs to be explored regarding teachers' conceptualization of reflection. Thus, I would like to discover what they understand by reflection and then observe how they apply the comprehension of the concept of reflection they have to their teaching practicum. Therefore, the main research question is:

- How do pre-service teachers understand and define the concept of reflection?

The two secondary questions are:

- What evidence of pre-service teachers' conceptions of reflection can be observed in their classroom teaching?

- In what way do the students of these pre-service teachers perceive their teachers as being reflective?

1.5 Context of the research

This research was undertaken with a group of seven pre-service teachers. These seven pre-service teachers were part of a group who were studying the third year of the BA in teaching English in Secondary School at a teacher training college in the State of Guanajuato, Mexico. The main purpose of this institution is to prepare secondary school teachers in areas such as: Spanish, Mathematics, Biology, English and Telesecundaria (This is a kind of junior high school where there is one single teacher for the whole group, as the middle school and they used to teach using a TV). The area of specialization of the

participants for this research was English. It is necessary to mention that the entry

requirements do not include a language requirement. It means that students can be

accepted at the college with little or no prior knowledge of English, even if they will

become English teachers.

The program lasts four years. During the first three years, they take a variety of

classes related to four different training domains. The first one is called "general training

for basic education" (*Formación general para la educación básica*). The central purpose

of this domain is to prepare teachers to know the general structure of the Mexican system

of education. It means they learn how the Mexican Ministry of Education is organized,

and what the implications for them are once they become part of the system. The second

domain is called "common training for all secondary areas" (*Formación común para*

todas las especialidades de secundaria). The purpose of this domain is for teacher

trainees' students to know, the age-related characteristics of teenagers. It means cognitive

development. The third field is called "specific training related to the area" (Formación

específica por especialidad). This domain focuses on the specialty students choose.

Students who will become English teachers have subjects related to the teaching of

reading and writing in English, to mention some.

In addition to these three domains, there is a fourth domain, that is related to the

practicum. This domain involves one subject per semester. As part of their first and

second semester, in this domain, students carry out observations in secondary schools. In

the second year (semester three and four), they are required to do a field practicum each

semester. In the third year (semester five and six), they practice by teaching two classes

for two weeks each semester. Within these classes, students are expected to put into

practice the knowledge they have acquired in their studies of the three different fields mentioned before. They must attend two practicum periods. The Teacher Training Colleague oversees doing all the administrative work to look for spaces for pre-service teachers to develop these periods of practicum. The teacher responsible for the practicum subject, must observe students at least once during these two practicum periods.

This research was carried out over a period of six months from, January to July 2016. The practicum period was performed in secondary schools in the State of Guanajuato, Mexico. The participants were teaching 1st grade, 2nd grade, and 3rd grade, comprising all the grades of secondary school in the Mexican System. The participants in this research were studying in semester six; thus, their periods of field practicum were two weeks long. During practicum periods, pre-service teachers become teachers of real classrooms in secondary school. Pre-service teachers are accompanied by the secondary school teacher (the teacher responsible for the group) and their college practicum teacher.

Having provided the general context of the research, in the next section, I shall present an insight into the structure of the thesis.

1.6 Structure of the thesis

In the first chapter, I presented information related to different aspects of this research project. These aspects were: introducing the research topic, motivation, justification, the research questions approach, the context, and the participants. The main purpose of providing this information is to have a general panorama of the research.

The aim of the second chapter is to display and discus relevant literature on topics related to the topic under study. The topics are reflection, teacher education, teacher development, and teacher training.

The methodology used in this study is described and justified in Chapter Three. This research is a qualitative case study using ethnographic techniques. The analysis of the data gathered on the phenomenon under study can be found in Chapter Four. I exhibit themes, extracts from the data, and analysis. To achieve this goal, I use the concept of 'thick description.'

The last chapter sets forth the conclusions of the. On the one hand, I answer the research questions, and argue the findings to better understand the phenomenon I studied. On the other hand, I narrate the learning process I went through as a reflective practitioner for my professional development during this investigation experience.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

Having introduced the purpose of the study, research question and approach, as well as the context of the thesis in Chapter 1, in this chapter, I will examine literature relevant to this research. I will discuss different approaches to reflection, teacher education, teacher training and teacher development to better understand the topics under scrutiny. The dialogue and understanding of different authors will provide me with arguments to support my views in the data analysis and discussion of data.

The theory related to reflection is presented in a chronological manner to offer a better panorama of its evolution. Given that reflection appears to be an applicable topic within teacher education, teacher training and teacher development, I will also review these concepts.

2.2 Reflection

Reflection is a topic that has been studied for decades in various fields. For this study, comprehending the notion of reflection within the field of teacher training is necessary. According to Dewey (1933), reflection implies "the active, consistent and careful consideration of any belief or supposed form of knowledge, in the light of the grounds that support it, and the further conclusions to which it tends" (p. 6). In other words, all of us as people and, in this case as teachers, have our beliefs and knowledge, when something happens, and we reflect about it, we take into consideration those beliefs and knowledge seeking a future impact on our lives. The author states that we as teachers often start our reflective process when we encounter a challenging situation or an

unplanned event that cannot be solved immediately.

Dewey (1933) notes that "Reflection involves not simply a sequence of ideas, but a consequence, a consecutive ordering in such a way that each determines the next as its proper outcome, while each in turn leans back on its predecessors" (p. 2). Thus, reflection can start with a critical incident meaning a situation, behavior, action or occurrence that impacts teachers in the classroom, but it could continue with some further ideas and beliefs related to that critical incident. This action is supposed to take us to a consequence; it might mean something, "it involves also the relation of signifying." (p. 7). In other words, we give meaning to a situation depending on our beliefs and background. Dewey declares that reflection "implies that something is believed in or disbelieved in" (p. 8). We reflect upon something we know or observe depending on our personal position, perceptions, conceptualizations, and thoughts.

Reflective thinking, according to Dewey, involves two main stages "1. A state of perplexity, hesitation, doubt; and 2. An act of search or investigation" (p. 9). The first process is the one that makes us pay attention to a situation and observe something that perhaps we have not seen before. The second process is the activity we continue doing once we identify the situation and are interested in finding a solution. Furthermore, within these processes, Dewey (1993) proposed five different steps in reflection "(i) a felt difficulty; (ii) its location and definition; (iii) suggestion of possible solution; (iv) development by reasoning of the bearings of the suggestion; (v) further observation and experimentation leading to its acceptance or rejection." (p. 72). It can be said that steps (i) and (ii) are part of the first subprocess where we find ourselves in a state of perplexity and where we start to pay attention to a situation. Steps (iii), (iv) and (v) can be part of the

second subprocess where we start to investigate a possible solution for that situation. In addition to having a follow-up for solutions, we decide to use the information and observe the results.

Grounded on Dewey's words, I would argue that beliefs are the main influence on what we do about a specific situation. When we face that specific situation, we look forward to seeing what we think or believe about it. Considering that background, we make decisions. These decisions have consequences in the future. It means reflection often comes when we face a *critical incident* and look back and forward on our experiences, beliefs, and thoughts to influence future decisions.

Another prominent author who has published extensively about reflection is Schön (1963, 1967, 1973, 1983 among others). This author focuses on how reflection may improve any profession, not only teaching. For Schön, professionals seem not to be confident enough regarding their knowledge and the way they implement it in their practice. Furthermore, the author suggests a model of Technical Rationality where professional knowledge is involved, explaining that it "consists in instrumental problem solving made rigorous by the application of scientific theory and technique" (Schön, 1983, p. 21). The Technical Rationality model, according to the author, provides a background to connect a process called 'reflection in action.' He suggests that the model of Technical Rationality "… fails to account for practical competence in 'divergent' situations…" (p. 49). It means situations that can be solved through exploring alternative solutions. These solutions can come out from empirical experiences. He proposes to look for "an epistemology of practice implicit in the artistic, intuitive processes, which some practitioners do bring to situations of uncertainty instability, uniqueness and value

conflict." (p. 49). Based on my experience, it is challenging, and every so often it appears to be impossible to bring theory into practice. This might be because we try to apply theory as it is without any adaptation or modification according to the context and our personal experience and knowledge, what he called *intuitive processes*. I understand that this epistemology of practice tries to build a bridge and find a stronger connection between theory and practice through this *intuitive process*. Schön proposes that reflection in action as a process can be effective to solve situations through intuitive processes that, in this case teachers can use when they face unique or uncertain events. He states that reflection can happen mainly at two different times. *Reflection-in-action* involves when one reflects about things, situations and events that are happening, the contributions of this author did not apply reflection to a teaching situation, but in terms of institutional organization. According to Schön, we make use of knowledge we have at the moment and look for an immediate solution, asking questions to find immediate answers. While acting upon habitual activities, reflection-in-action may be insufficient if we resist immediate change.

Given that reflection-in-action may not be sufficient, Schön (1987) calls for reflection-on-action. The author defines the latter as when one thinks back on what happened earlier and "we take our thought about what we have done in order to discover how our knowledge in action has contributed in an unexpected result." (p. 36). This author explains reflection as immediate actions (reflection-in-action) we develop in the moment when a situation happens or after it happened (reflection-on-action). As Dewey, Schön discusses the use of our *thoughts* or beliefs to develop these immediate actions.

Killion and Todnem (1991) as well as van Manen (1991) first coined the concept

of reflection-for-action. This refers mainly to the decisions that are made for future actions within the planning and the classroom and "is the desired outcome of both previous types of reflection" (Killion and Todnem, 1991, p. 15) the 'both previous' were reflection-in-action and reflection-on-action. Figure 1 shows a summary of what has been said by Schön (1987), van Manen (1991) and Killion and Todnem (1991).

Figure 1: *Reflection ON-IN-FOR Action*
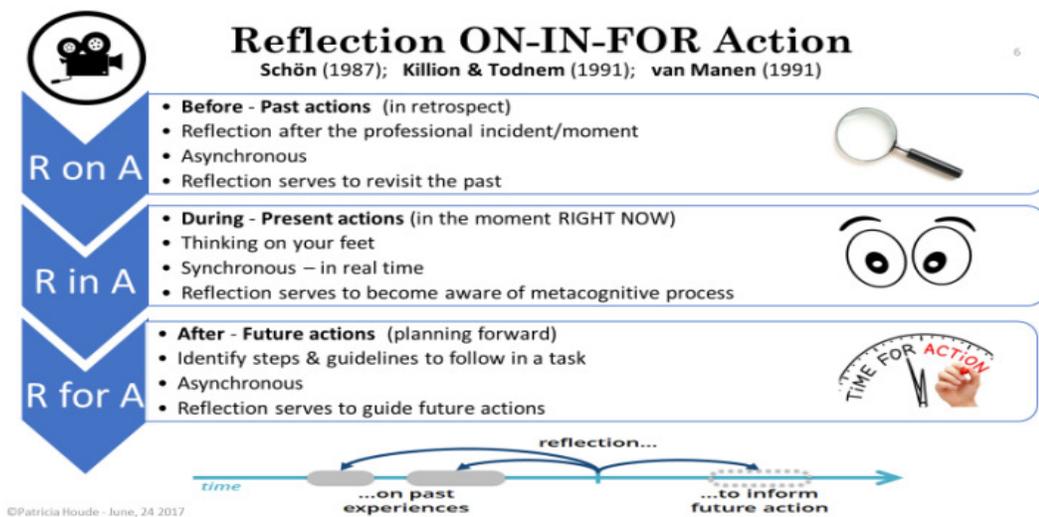
Note: brief description of authors contributions related to reflection ON-IN-FOR action. Taken from (Houde, 2018, p. 28)

Manen (1991) writes that "it is impractical not to plan" (p. 103). He suggests that for teachers to be pedagogically prepared, they need to plan. This preparation is a result of reflection before action because we need to think ahead of in a systematic manner to be prepared and to have a guide. However, as commented by the author, it is important for the planning to have a level of flexibility and for us to keep the imaginary situation we had when we were designing the lesson.

Later, Farrell (2007) also took the concepts to introduce them to the teaching

process stating that:

> Reflection-on-action focuses on the cognitive process of teaching that depends on
> retrospection for analysis. […], while reflection-in-action is the ability to frame
> problems based on past experiences, a type of conversation that takes place
> between the practitioner and an uncertain situation at the time of the occurrence of
> that situation. (p. 5)

As just mentioned, Farrell takes these terms from Schön (1983), and Killion and Todnem (1991), nonetheless, we can see some differences. One of them is that when talking about reflection, Schön does not focus just on teaching, but for different professions while Farrell refers to reflection within the field of education, specifically to EFL/ESL teaching. He also mentions that this term is different from the others in that it is proactive in nature, "Teachers can prepare for the future by using knowledge from what happened during class and what they reflected on after class" (Farrell 2007, p. 6). Nonetheless, it seems that this last author provided a name to the concept that was said by Dewey when he stated that we go back in our thoughts and beliefs to find a future solution or answer about a specific situation. One of the main contribution the author made with these three concepts was that he utilizes them to the specific field of EFL and ESL. He (2007) provides a series of benefits teachers may gain when reflecting:

> It frees the teacher from routine and impulsive action. It helps teachers become more
> confident in their actions and decisions. It provides information for teachers to make
> informed decisions. It helps teachers to critically reflect on all aspects of their work.
> It helps teachers to develop strategies for intervention and change. It recognizes
> teachers are professionals. It is a cathartic experience for practicing (and novice)

teachers. (p. 7)

The sole practice of reflection might not be enough to obtain these benefits, some other factors may influence this. Some of these factors might be the quality and depth of their reflective process, teacher training and teacher development, concepts discussed later in this chapter. This could be the case because training provides us with theoretical and technical knowledge that we can change, modify, and adapt. These modifications, changes, are made considering our thoughts and beliefs that might offer us development into our profession and then get these benefits.

Another factor that can influence gaining the benefits mentioned can be the level of reflection we can carry out. In other words, we need to bear in mind the level of reflection identified by Day (1993). Day's view of reflection can be attributed in the 90s. One of the premises he proposed that much attention is paid to the need for teachers to reflect, but not that much about the opportunities teachers can find at different levels to be reflective. Day (1993) states that there are three levels of reflection. The first one is where teachers focus their reflection on classroom actions or teaching behaviors. The second level of reflection is when they find justifications for these actions based on educational theories, something that can be achieve if teachers have the knowledge of these theories, perhaps obtained through teacher education. It means teachers perform some actions in the classroom and they justify the performance of these actions with the theories, methodologies, and strategies they have learned. The third level of reflection mentioned by Day is when teachers bear in mind the first two and analyze them from an ethical, moral, and social perspective.

Until this moment, none of the authors mentioned above have suggested these

categories. These dimensions or standpoints are valuable because they are not neutral. We, as teachers and as people, have different ideas about ethics or ethical issues within our profession. Our moral values impact our behavior in the classroom and then social dimensions involve in aspects that need to be considered when coming to conclusions about our actions, not as individuals, but as people that are part of communities and whose actions may affect others. According to Day (1993), we can reach the levels of reflection in different order, through confrontation and reconstruction. To do so, teachers also need to be analyzed and discussed with others as said, thinking as part of a community. Through this dialogue, listening to others, not just ourselves, we might confront the moral and social perspectives. Listening to others can help us to see things in a different manner. It also may help us share our own perception and analyze who we are as teachers. In addition to the latter, to have an analysis from an ethical, moral, and social view we should consider our sociocultural context, as well as that of our students and include that information into account when planning and deciding what we are going to use in class.

Farrell (2015) developed a framework for reflective practice specifically for TESOL professionals. Within his framework, he also talks about the moral and social perspectives. The author comments these viewpoints at the first level or stage of his framework *philosophy*, teachers must work doing an introspection of the self. At the principles level or stage, where teachers consider their beliefs and assumptions and conceptions of the teaching/learning field. The third level or stage is related to the relationship between the theory and the practice, but it is where teachers integrate the reflection they do about their philosophy and their principles to create this connection. The three levels or stages lead teachers to doing what they do in the classroom, which is

the practice stage/level. Level four 'Beyond practice' is where we teachers get closer to the social and moral perspective. At this stage we find reflection because we are supposed to analyze the impact that sociocultural, moral, affective, political, and emotional dimensions have in the teaching practice.

The authors cited above have noted reflection-in-action, reflection-on-action and reflection-for-action. About these concepts Day (1993) comments: "Reflection in, on and about the action, despite its complexities, is a necessary part of survival in the classroom for, at least initially, it serves to reduce many variables which exist in any given situation" (p. 87). It seems that so far reflection has been an isolated activity that is performed at the moment a situation happens, after this situation happened or to analyze how and why this situation happened that way, and make the necessary changes, modifications, or adaptations to act upon future events. As stated by Day (1993) "reflection is a necessary but not sufficient condition for learning. Confrontation either by self or others must occur" (p. 88). This means that, we can reflect on a situation or event we face in the classroom, but we need to progress in our analysis and, as said by the author, 'challenge' ourselves or being challenged by others to claim that we have learned. I understand this as leaving our comfort zone and seeing ourselves or asking others to observe us from a different perspective. This perspective, from what I understand, can be related to observing ourselves as reflective teachers and not just as technicians.

So far, I have described and discussed how different authors define reflection. It seems now necessary to continue and contemplate how these ideas may be implemented. As the following authors explain, we can become reflective humans.

2.2.1 Reflection as process

Richards and Lockhart (1996) consider that reflection is a process. They describe a reflective approach as "one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practice, and use the information obtained as a basis for critical reflection about teaching" (p. 1). According to the authors, reflection occurs when we ask ourselves several questions related to our teaching context. These questions involve observing not only our teaching practices, but also our beliefs and context and students' beliefs and context about the teaching-learning processes. We observe ourselves in different situations and ask why we solved problems in the manner we did it. These authors describe this process as one that is done mainly by the teacher himself, analyzing different aspects of the teaching context. This process seems to be close to what Dewey, Schön and Farrell note when they focus on the reflection completed by the self.

Two authors who suggest that for us to be involved with the process of reflection, we need to ask ourselves what happens in our teaching practice, why things happen like that and how we act in specific situations are Zeichner and Liston (1996). They enunciate:

> If a teacher never questions the goals and the values that guide his or her work, the context in which he or she teaches, or never examines his or her assumptions, then it is our belief that this individual is not engaged in reflective teaching (p. 1).

On this basis, they distinguish between reflective teaching and technical teaching. The authors wrote that reflective teachers are those who can pose and solve problems about their practice, which the authors also term as 'framing' (posing) the problems and 'reframing' (solving) them. Technical teachers, conversely, do not question their goals, or

examines their assumptions when confronting issues and just follow what others tell them to do. These authors note that this movement of seeing teachers as reflective practitioners is "also a rejection of top-down forms of educational reform that involve teachers only as conduits for implementing programs and ideas formulated elsewhere" (p. 4). In other words, some teachers bring to their teaching practice just what others tell them to bring, without going into a deeper understanding of why and how they are developing their practice. It seems, then, that reflection is an option for teachers to take what others tell them to do and move forward to observe situations, find alternative solutions for that situation and act on it also using their knowledge and context.

The above-mentioned, seems to be close to what Kumaravadivelu (2001) says when he distinguishes 'professional theories and personal theories.' The author states:

Professional theories are those that are generated by experts and are generally transmitted from centers of high learning. Personal theories, on the other hand, are those that teachers develop by interpreting and applying professional theories in practical situations while they are on the job. (p. 540)

Professional theories seem to be then what teachers, specialists, and educators tell us to do, while personal theories are the manners, we take that information and apply it into our own context according to our thoughts, beliefs, and experiences. The author also writes "… in reality, the expert-generated theories, professional theories, are often more valued whereas the teacher-generated personal theories, are often ignored." (p. 40). This differentiation, according to the author, "has, in part, influenced the emphasis on reflective teaching" (p. 540). The author mentions that there exists a suggestion for teachers to build their own practices through the application and evaluation of professional practices. He

identifies that these suggestions might not be feasible because teachers are seen as the ones who just apply the *expert-generated theories*. Therefore, it is challenging for teachers to become reflective teachers. First, because they are not perceived like that and second, because the application, analysis and evaluation of the professional theories do not let teachers enough space or time to reflect on their own practices and construct their personal theories. About these, difficulties Zeichner (1996) asserts that:

> Despite the lofty rhetoric surrounding efforts to help teachers become more reflective, in reality reflective teacher education has done very little to foster genuine teacher development and to enhance teachers' roles in educational reform. Instead, an illusion of teacher development has often been created that has maintained in more subtle ways the subservient position of the teacher. (p. 541, as cited in Kumaravdivelu, 2001)

Berliner (1988) indicates that teacher education programs have not succeeded in making pre-service teachers more reflective. The author mentions that pre-service teachers are not ready to be reflective practitioners because they have not faced different kinds of experiences that could help them to be reflective.

> The teacher education programs that have tried to make use of the notion of reflective practice or to change the practical argument of pre-service teachers may be misguided… novice teachers may have too little experience to reflect on …[Until] extensive classroom experience has been acquired, there may be too little in the minds of pre-service teachers about what actions might be realistic, relevant, appropriate moral, and so forth (Berliner, 1988 as cited in Kagan, 1992, p. 161). In other words, the theoretical knowledge pre-service teachers may have, might be

insufficient to develop their level of reflection and teaching practice. According to the author, pre-service teachers need to have much more experience in front of a group to have the tools and practical knowledge, so they can apply them and start to develop their reflective practice. However, all of us, even if we do not become teachers, have been students in schools (classrooms) for at least 12 years before getting enrolled in higher education. Then, what about this experience? It means that the author thinks this earlier experience does not count since being a student is different from being a teacher.

McIntyre (1992, as cited in Bramald, Hardman and Leat (1995), mentions that the practice of reflection is complex to achieve with pre-service teachers. According to the author, few student teachers will demonstrate "critical reflection" (defined by broader ethical social and political concerns), a type of reflection, which the author remarks, "is rarely practiced even among experienced teachers" (p. 30). If it is rarely practiced even by experienced teachers, then we could think it is even less practiced by pre-service teachers that lack the necessary experience to practice reflection. With regard to the Mexican context of education, could it be that it is hard to reflect because students have experienced transmission education rather than a type of education where they have to think and learn how to learn?

As we can see, there are some arguments for and against the idea that pre-service teachers or even in-service teachers can become reflective practitioners. Nonetheless, the question arises: Why becoming a reflective practitioner is so problematic? Can it depend on the knowledge transmission method used in the Mexican education system? Could it be related to teacher education? In order to answer these questions, it is necessary to know and understand the meaning of teacher education, teacher training and development.

2.3 Teacher education, training, and development

To better understand the relationship or the impact becoming a reflective practitioner has in the development of a teacher, it is necessary to understand the conceptual meaning of teacher education, training, and development. Teacher training is seen as top-down and instrumental, while teacher development is bottom-up and may involve reflection. There is not a unified view of what these concepts mean or if they interrelate with each other. Several authors have discussed and defined these three terms. The authors included in the discussion of these terms are shown in the following chart. The table 1 below provides a general view of not just the organization of these sections, but how these authors describe the terms mentioned above and, in a manner, how some of these terms could interrelate, or not, with each other.

Table 1: *Description of the terms Teacher education, training and development*

Teacher Education	Mendéz López (2004) Teacher education embraces training and development	Wallace (1991 in Crandall 2000) Training and education the same but different from teacher development	Richards and Nunan (1990 in Mathew 2014) Training and Education different	
Teacher training	Mann (2005) Teacher training introduction and familiarization	Richards and Farrell (2005) Training: short-term and immediate goals	Widdowson (1997 in Crandall 2000) Training solution-oriented	
Teacher development	Méndez López (2004) Teacher Development is a personal and individual process	Mann (2005) Personal and moral dimensions	Richards and Farrell (2005) Long-term goals	Evans (2002) Concept not clear Keiny (1994 in Evans 2002) Construction of own theories of teaching. Bell and Gilbert (1994 in Evans 2002) Teacher development = teacher learning

Note: This chart shows the authors included in this thesis that provide definitions of the terms related to Teacher education, training, and development.

After doing this exercise of reading and selecting the authors I was going to present, I realized that there is not a unified view of what they meant. I was able to observe that there seems to exist an area where they interrelate with each other That is for I am going to call that area the 'gray area.' This interrelation appears to be also on the distinction of pre-service and in-service teachers or pre-service teacher education (PRESET) and in-service teacher education (INSET) as mentioned by Mann and Walsh (2017). The authors state, "we can say that PRESET is the training and education received before starting to work as a teacher and INSET is the training and education received during a teacher's career" (p. 46). Here they do not differentiate between teacher education and teacher training, but the distinction they make about pre-service and in-service teachers: pre-service teachers, teachers who have not worked yet as teachers and in-service teachers, teachers who are working already. The authors observe "Although there is a well-established distinction between PRESET and INSET, it is not always possible to sustain this distinction." (p. 46). It can be said then that the three main terms discussed in this section apply to both IN and PRE contexts.

2.3.1 Teacher Education

This section focuses mainly on providing definitions for teacher education. Teacher training and teacher development are part of teacher education, as mentioned by Méndez López (2004). The author distinguishes between training and development, but she indicates that both make teacher education:

Teacher education embraces training and development. Both terms refer to the

need for improvement in teachers, but the distinction is that training implies

that somebody else is going to prepare teachers whereas development is

considered to be a personal and individual process. (p. 71)

When the author writes about improvement, she refers to growth teachers might

get with training but also the internal process this training needs to have. As mentioned by

the same author then, teacher training and teacher development conform teacher

education. This informs us that the differentiation is only between these two terms

(teacher development and teacher training) but not between them and teacher education.

Some authors seem to agree with this distinction, or at least with part of it and some others

do not.

In the same line as Méndez López, Wallace (1991) states that "The distinction is

that training or education is something that can be presented or managed by others;

whereas development is something that is done only by and for oneself." (cited in

Crandall, 2000, p. 37). Wallace does not see training and development as part of the

teacher education as Méndez López, but the author sees training and education as terms

related to something that comes from the outside or from others and development as

something that comes from inside of oneself as mentioned by Méndez López.

Richards and Nunan (1990) provide an interesting distinction between training and

education. They say that "education involves teachers in developing theories of teaching,

understanding the nature of teacher decision making and strategies for self-awareness and

self-evaluation" (cited in Mathew, 2014, p. 29), on the other hand training "is one-off,

usually short term and compulsory for getting a job" (p. 29). The main difference I can

observe from Richards and Nunan's definition, compared to Mendez Lopez, is that

teacher education seems to be a long-term process where teachers learn different methodologies, techniques, and how to apply them in the classroom, while teacher training is short-term process where teachers get information with a specific purpose. It can be understood that teacher education, teacher training and teacher development seem to go hand in hand. Nevertheless, the statement that teacher training and teacher development are part of teacher education seems to be the one that more authors discuss. Thus, to have a better understanding of where this distinction lies, more definitions of teacher training are provided in the following section.

2.3.3 Teacher Training

As mentioned in the previous section, teacher training can be seen as part of teacher education, but what are the implications of teacher training? It is important, to understand the role of teacher training within the field of teacher education. Richards and Farrell (2005) indicate:

> Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. (p. 3)

Here Richards and Farrell (2005) suggest that teacher training is a more specific task and that it happens when teachers are prepared for a precise job or position or when they are going to teach for the first times. The authors also note that "the content of training is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books" (p. 3). It means that training comes mainly from experts in the field and that it is seen as recipes that can be taken or

followed from books. These authors also mention that training refers to understanding basic concepts of the teaching field and to know how to apply those basic concepts in the teaching practice.

According to Mann (2005) "The role of teacher training is to introduce the methodological choices available and to familiarize trainees with the range of terms and concepts that are the 'common currency' of language teachers" (p. 104). This idea proposes that teacher training is more focused on the technical and theoretical aspects of teacher education. It means to provide trainees with knowledge related to methodologies, theories, techniques, activities, and material development, among other aspects related to the teaching field and the application of all of them in the classroom. The author also writes:

> Pre-service training or initial teacher education has the function of giving
>
> guidance to possible pedagogic choices, training strategies, L2 methods,
>
> course design and course book materials. This can provide stability and
>
> security for new teachers and is 'a necessary stage of development for
>
> professionals. (p. 105)

Mann considers the function training has for pre-service teachers. However, as we can see, there is not a significant difference between this definition of teacher training and the one presented by Richards and Farrell (2005). It might mean that the role or implications of teacher training might be the same for pre-service and in-service teachers. The difference may be, according to the definitions, that for pre-service teachers the training is both general and specific as well as providing a closer guidance while in-service teachers might need just to be provided with the knowledge but not necessarily

with that closer guidance. Richards and Farrell (2005) seem to agree that this refers mainly to the theoretical and technical aspects and concepts when preparing teachers. As mentioned by Widdowson (1997, cited in Crandall, 2000) teacher training is solution oriented. It means that trainees are provided with specific instruction in practical techniques for them to have enough knowledge and try to solve the problems they can face. It implies, that teacher training comes mainly from external influence, people, and factors, as mentioned by Richards and Farrell when they talk about experts. However, according to the definitions, it does not happen in a specific period of time. It means it does not happen just at the beginning of the process of teachers' education, but it can be when teachers need to be prepared for a new task and it can be in a short period of time. For example, according to Freeman (1989) training "has some limitations, the most relevant of which is the fragmented view of teaching it takes" (cited in Méndez López 2004, p. 71). Here the author proposes the relationship teacher training can have with teacher development when he suggests 'a more holistic approach to teacher education'. The author observes, within this 'holistic approach', that teachers need to consider their thoughts, beliefs and attitudes about teaching and not just the conceptual or methodological knowledge they might have about it. This point leads us to comprehending in depth the concept of teacher development. This concept is presented in the next section.

2.3.2 Teacher Development

When defining teacher education, Méndez López (2004) stated that teacher development "is considered to be a personal and individual process" (p. 71). But what does this mean within the field of teacher education and what is its role is? According to

Evans (2002), the concept of teacher development is not clear. She declares that

"Definitions of teacher development are almost entirely absent from the literature: even

those who are generally considered leading writers in the field do not define precisely

what they mean by the term" (p. 124). This ambiguity, according to this view, can lead to

varied interpretations of the term. There is an assumption that some authors use the terms

'professional development', 'professional growth' and 'teacher development'

interchangeably. As a result, Evans (2002) suggests that the definition provided by Keiny

(1994) is more explicit. Within this definition, the author notes that a teacher's

professional development includes the teacher investigating their practice to construct

their own theories of teaching. It seems to be close to what was later described by

Kumaravadivelu (2001) as *personal theories*. This idea suggests that teacher development

is highly linked to reflection and reflective practice.

Mann (2005) also distinguishes between the terms 'professional development' and

'teacher development'. He writes that "professional development is career oriented and

has a narrower, more instrumental, and utilitarian remit. Arguably, teacher development is

more inclusive of personal and moral dimensions" (p. 104). This means that teacher

development embraces the teacher as a person, his beliefs and identity and the manner

these beliefs and identity are constructed through time according to external and personal

experiences, but what was also mentioned by Day (1993) about the moral dimension or

perspective that is imperative when thinking about our teaching practices. This dimension

also advocates that teacher development involves several different aspects of teachers, and

that the personal and professional aspects should have balanced growth.

According to the definitions, teacher development can be seen then as a life-long

process where teachers might be involved in growth. This growth can be influenced by others (teacher training) but it is mainly related to how teachers take others' influence and construct their own practice. It means, it is an ongoing process involving a constant evolution of teachers' ideas and perceptions. Richards and Farrell (2005) mention:

> Development generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflection review and can hence be seen as 'bottom-up'. (p. 4)

The authors propose that this is a process, but it is not a process that teachers go through just when they are at school studying to become teachers (pre-service teachers) or receiving training (in-service teachers). This is a process we experience during our whole career and where we might have experience growth as teachers and as people if we reflect on our practices.

Bell & Gilbert (1994) offer an interpretation of the term: "Teacher development can be viewed as teacher learning, rather than as others getting teachers to change" (as cited in Evans 2002, p. 126). They identify and describe three types of development, which are personal, professional, and social:

> The process of teacher development can be seen as one in which personal, professional, and social development is occurring, and in which development in one aspect cannot proceed unless the other aspects develop also. (Bell & Gilbert, 1994 cited in Evans, 2002, p. 126)

This is closer to the definitions provided by Richards and Farrell (2005) when they

suggest that teacher development implies not only professional, but also personal development. Widdowson (1997) mentions that the distinction is that "teachers are engaged in the process, and they actively reflect on their practices" (cited in Crandall 2000, p. 36). Here we can see the direct relation between teacher development with reflection. Trainees must be part of dissimilar programs of teacher education or take different courses to be trained and not just get specific knowledge but apply that knowledge in the classroom. Though, the most significant growth can happen when they take all this knowledge, they relate it to their own experiences, beliefs, and assumptions, reflect on that and learn from the diverse experiences they have lived as teachers and students through this process.

These definitions of teacher education, teacher training and teacher development propose that they are different concepts, but that teacher training and teacher development are part of teacher education, where teacher education implies growth. This growth seems to be the relation these terms have with reflection.

As mentioned in the introduction of this section, there is no specific evidence to say that teacher training refers mainly to pre-service teachers and that teacher development refers to in-service teachers. Having discussed the terms teacher education, training, and development, it can be argued that teacher training and teacher development are part of pre-service and in-service teachers in different capacities. Firstly, when considering pre-service teachers, it can be said they have no experience teaching. However, they have spent at least 12 years at school where they have been in contact with diverse teachers experiencing different teaching practices that would certainly influence their own future teaching practices. The review of the literature advocates that teacher

development can occur if teachers evaluate and reflect upon their own practices. However, it cannot be said that because teachers are already in-service and have experience as teachers, they are able to reflect and evaluate our practices and assume that consequently they can be in incessant development.

2.4 Conclusion

Having discussed the relevant literature for the understanding of this study, such as reflection, reflection as a process, teacher development, education, and training, it is time then to offer an explanation of the way the research was conducted.

CHAPTER III: METHODOLOGY

3.1 Introduction

Chapter I explained and provided information about the context and the purpose of this study. In addition, some significant concepts and theories have been presented and discussed in Chapter II. This is the moment to elaborate on the methodology applied in my research. To develop this study, a qualitative approach was practiced. Because of the nature of this investigation, I decided to practice case study as a method to develop the inquiry; in this chapter, I am going to label case study methodology and how it was applied in this research. I will also define the ethnographic methods I implemented to gather data and the thick description I used to develop an in-depth understanding of a situation within the specified context.

To have a better comprehension of the approach, methods and techniques that will be defined, here is a reminder of the research questions:

Main questions:

- How do pre-service teachers understand and define the concept of reflection?

The two secondary questions are:

- What evidence of pre-service teachers' conceptions of reflection can be observed in their classroom teaching?

- In what way do the students of these pre-service teachers perceive their teachers as being reflective?

3.2 Qualitative methodology

My main objective when carrying out this study was to understand how pre-service conceptualize reflection and its influence in their development. In addition, I aimed to explore what they do in the reality of classroom practice. None of these aspects requires an analysis of numbers or statistics but instead a focus on thoughts, beliefs, and observations, which implies the use of a qualitative approach. Mackey (2005) indicates that qualitative research refers to a study that "is based on descriptive data that does not make (regular) use of statistical procedures" (p. 162). Qualitative research does not address numbers, but the reasoning and interpretations behind the events. Holliday (2007) writes that "[…], these studies are open-ended and set up research opportunities designed to lead the research into unforeseen areas of discovery within the lives of people [the researcher] is investigating" (p. 5).

When thinking about what to investigate we already have expectations. Holliday mentions that through a qualitative research approach, we get close to people's lives and their unpredictable behavior, which can lead us to areas that we did not even imagine or take into consideration in our initial expectations. I started this study with some ideas related to the topic. I knew I wanted to find some answers to help pre-service teachers, and myself, improve teaching practices through reflective practice. However, through time, some of those beginning ideas have changed or been modified. The essence of my main idea remains the same, but some aspects of it were adapted because of the process that was followed to develop this study. This is a common feature of qualitative research.

Morehouse and Maykut (1994) mention that "Qualitative research […] generally examines people's words and actions in narrative or descriptive ways more closely

representing the situation as experienced by the participants" (p. 2). Words and actions are aspects that I analyzed and studied to seek answers to the research questions. Furthermore, the authors suggest first outlining the study, considering eight different characteristics: "An exploratory and descriptive focus, emergent design, a purposive sample, data collection in a natural setting, emphasis on 'human-as-instrument', qualitative methods of data collection, early and ongoing inductive data analysis, and case study approach to reporting research outcomes" (p. 43).

As per the goal of qualitative studies, the result of this survey cannot be generalized, but it might provide a deeper understanding of specific situations in teacher education programs and in pre-service teacher observation activities in a specific context. However, since he/she is working with people, the focus or thoughts about the research goal or objective might change as unexpected situations can occur. Situations such as a participant does not want to continue being part of the investigation, or that the instrument(s) the researcher designed were not sufficient to get the information you needed, which would require a need for restructuring can appear. This process of adjusting the research methodology, according to Parlett and Hamilton (1976 as cited in Stake, 1995) is called *progressive focusing* and it does not mean the main purpose stablished at the beginning should change. Morehouse and Maykut (1994) indicate that it is essential to have a specific purpose when carrying out qualitative research. They mention, as well, that it is important to do it in the setting where the participants under investigation belong as this meaning is tied to personal context. Within qualitative methodology, the role of the researcher is not just to collect the data, but also to interpret it, a process which usually is

guided by the participants' words and actions. Thus, I can say that my role was is as a researcher, observer, and interpreter of the data. Having the above in mind, it is essential to select appropriate methods to gather data. The methods used for this research will be described in the following section.

3.3 Case study

One of the main purposes of the case study methodology is to investigate in depth a phenomenon within a specific context of a person, a group of people or a unit to provide us some knowledge about that group, people, or unit. Merriam (1988) writes that a case study is "an intensive description and analysis of a phenomenon or social unit such as an individual, group, institution, or community" (p. 8). This research fits Merriam's definition because I tried to do an in-depth analysis of a phenomenon in a group of pre-service teachers, which is the unit of analysis. Merriam notes, that "The unit of analysis, not the topic of investigation is what determines or characterizes a case study" (p. 8). The unit of analysis in this study is the group of seven pre-service teachers, which was an aspect that facilitated me decide that this was a case study. Yin (2012) writes "As a research methodology, the case study is used in many situations to contribute to our knowledge of individual group, organization, social, political and related phenomena" (p. 1). Another author that has provided information related to case study as a methodology Stake (1995), he claims that a case study refers mainly to the particularity and complexity of a single case to understand the activities of that single case within certain circumstances. He also remarks that the interest of case studies in education and social services are commonly people and programs. The main attention in this research is pre-

service teachers, which means people. Stake also argue that a case study is used to research a specific, complex, and functioning phenomenon. Following these words, I can say that this research fits into the category of a case study because my aim was to explore how something specific, pre-service teachers' reflection works in the complex process of teacher development and teaching practice during a specific period in a specific context.

Stake (1995) also maintains that it is crucial to know and identify three different kinds of case study. One is the intrinsic case study, which is useful when an issue arises and the researcher decides to develop the investigation not to learn about other similar cases, but to learn about that specific case. Another one is the instrumental case study, in which there is a previous established research question because somebody is looking to understand a phenomenon in general through a specific case or to solve a problem. The third type is the collective case study, which is almost the same as the instrumental case study except that an instrumental case study is completed with one teacher, person and/or situation and a collective case study is done with several people.

As mentioned before, the purpose of this research study was to have a better understanding of how pre-service teachers conceptualize reflection and how they take this understanding into their teacher development during classroom practice. I already had a research question when I started this research, and the main idea remains the same. However, as described in the context section, the participants of this study were seven pre-service secondary school teachers. Bearing the context in mind, I could classify this research as a collective case study (Stake, 1995).

Creswell's (2013) definition of a case study was also helpful to delineate the methodological framework.

a qualitative approach in which the investigator explores a real-life, contemporary

bounded system (a *case)* or multiple bounded systems (cases) over time, through

detailed, in-depth data collection involving multiple sources of information (e.g.,

observations, interviews, audiovisual material, and documents and reports), and

reports a case description and case themes. The unit of analysis in the case study

might be multiple cases (a multisite study) or a single case (a within-site study). (p.

97)

For this research, my sources of information included pre-service teachers'

narratives of their understanding of reflection, observations conducted by the researcher,

and a focus group interview with the pre-service students. This study as a real-life case

and understanding of what happens in pre-service teachers' development is a topic of

concern nowadays. I work as a teacher trainer, and it is something I face every single day.

The time spent collecting data was six months, so this is not a longitudinal study, but it fits

into one of the characteristics mentioned by Creswell when using a case study approach.

In addition, three different views were considered for the analysis of the data pre-service

teachers participants' view, their secondary school level students' view and my own

perspective as a researcher. Because of all the above, this research fits into the category of

case study.

As commented before, the different techniques used to gather data were pre-service

teachers' narratives, observations and a focus group interview, which I shall describe in

the following section.

3.4 Ethnographic methods

Studying the life of a group of people is not an easy task. It can be even more difficult if one wants to do it from an outsider's point of view. As a researcher in this study, I was completely immersed in the context where I was developing this research, not just as a researcher or an observer, but as their teacher at the school where the participants were studying. This last part is not going to be the focus of analysis, but as part of my data analysis, I will discuss how it helped me to be part of the unit of study and so go deeper into the participants' process in their professional development as well as trying to understand what reflection means to them. Because of my position as an insider, I thought using ethnographic methods was the best option to gather data.

Crowley-Henry (2009) states that "Ethnography is concerned with the study of a particular culture and relies, either partially or mainly, on participant observation (where the researcher immerses himself / herself in the customs and lives of the sample population under exploration and notes his / her observations in extensive field notes)" (p. 37). Although this project is not an ethnography, since I was not completely immersed in the research as another participant, but as the researcher and observer. However, I was using ethnographic methods and therefore it was critical for me to have a general understanding of what ethnography is. The ethnographic methods I used include, pre-service teachers' narratives, participant observations, and a focus group interview with secondary school students. The pre-service teachers wrote their definition or understanding of reflection as narratives at the beginning of the semester. Then I did two observations, and I used an observation diary as a collective data instrument. Finally, I conducted seven focus groups interviews one with a group of each pre-service teachers.

3.4.1 Narratives (written histories)

Using narratives in research was not very common, however, its utilized in social and educational research has grown in the last decades. As mentioned by Chase (2011), it has recently become more common to see the use of narratives in qualitative research. He writes that theorists define narratives as "… a distinct form of discourse: as meaning-making through the shaping or ordering of experience, a way of understanding one's own or others' actions, or organizing events and objects into a meaningful whole, of connecting and seeing the consequence of actions and events over time" (p. 421).

In this study, narratives were employed to collect data on how pre-service teachers defined reflection and how they had experienced it. I decided to work with narratives because I wanted participants to feel free to write what they wanted to express and for them to write in a more profound manner without feeling they had to provide specific answers for specific questions. At the beginning of the project, when the research was carried out, pre-service teachers wrote a narrative where they talked about their experiences with reflection and what reflection meant for them. The main indication was for them to define what they understood by reflection and how they had experienced it within their development as teachers. I collected seven narratives, one per each participant, but it was mainly in two steps. The first step was when I asked them to write what reflection meant for them, they had a day to give me that narrative. When I received these narratives, I read them and some doubts and questions emerged, so I returned those narratives to the participants with specific questions for them to answer.

3.4.2 Participant Observation

Creswell (2013) states that within qualitative research, observation is a key

instrument to gather data. He describes it as "the act of noting a phenomenon in the field setting through the five senses of the observer, often with an instrument, and recording it for scientific purposes" (p. 166). This means doing observation is not just going to the classroom, in this case, and seeing what is happening; it means using all the senses to observe more deeply the different situations that are happening there. For these observations, I kept an observation diary where I noted everything I observed. I employed participant observation because I was not just an observer from the outside, I am not a participant of the research, but I am immersed in the setting and the context of it. In addition, Mack et al. (2005) claims that "participant observation is a qualitative method with roots in traditional ethnographic research, whose objective is to help researchers learn the perspectives held by study populations" (p. 13). In this case, the observations helped me to gather data from one of the views that are included in their narratives.

I wanted to see if what pre-service teachers thought they did in their teaching practice was what they took to their classroom in real scenarios, and if there was a difference in their teaching practice at the beginning and at the end of the period, since they were consciously studying the use of reflection. Participant classroom teaching observation defined my view as an observer of the pre-service teachers' practice. Denzin and Lincoln (2000) reveal, "The oxymoron participant observation implies simultaneous emotional involvement and objective detachment" (p. 465). The observations had the main purpose of observing what was related to the research, however, writing down everything at the diary and moving away from this objective provided relevant data for understanding the main objective.

I did two observations of each participant, one in the first period of practicum and

another in the second one. Every observation lasted 50 minutes that was the class time. After that I asked each participant if he/she and I could have 5 minutes to talk about their class and I usually started asking them how they felt. Later on, I mentioned them some of the comments I had in my notes related to the observation of their class in order to know what they thought about my comments. While I was listening to them, I was taking notes of their comments in my diary.

Punch (2009) states that observations can be structured or unstructured. Due to the nature of this research, according to Punch, I conducted unstructured observations. He points out that in unstructured observations "the researcher does not use predetermined categories and classifications but makes observations in a more natural open–ended way" (p. 154). I did not have specific questions when I went to observe the participants; instead, I wanted to observe their behavior and actions when they were in a classroom setting which is why I used the diary to take notes about what I observed in general.

3.4.3 Focus group interviews

The third technique I used to gather data was focus group interviews. This technique can be beneficial when trying to gather data about the same topic with several people. I decided to use focus groups with the secondary school students taught by participating teachers in their practicum to have another view of the phenomenon that is being studied in this research. Maykut and Morehouse (1994) describe a focus group as "a group conversation with a purpose" (p. 104). They also mention that the primary purpose of conducting a group interview is "to understand what people experience and perceive about the focus of inquiry, through a process that is open and emergent" (p. 103). Kamberelis and Dimitriadis (2010) indicate that focus group interviews are basically

collective conversations and can be small or large, directed, or non-directed. Directed focus group are mainly when the interviewer has several guiding questions, and the interview is conducted mainly to answer those questions. This is the type of focus group I conducted. Non-directed focus group are basically interviews where the interviewer gives one starting question, but the conversation flows according to the participants' contribution. In this last type of focus group, it is not necessary for the interviewer to be there. The conversation can be recorded.

In total, there were seven group interviews, one for each of the seven pre-service teachers participating in the research. They were directed interviews, and they were completed at the end of the practicum period. The group interviews lasted between 15 and 20 minutes. The purpose of these focus groups was mainly to learn know what these secondary school students thought about the teaching practice of the pre-service teachers participating in this study. I prepared two main questions to guide the group interviews (Maykut & Morehouse, 1994). These questions were: "¿Qué piensan que es un buen maestro?" And "¿Qué piensan del maestro practicante que está trabajando en este momento con ustedes? After asking the questions, other topics naturally arose, and these conversations provided me with additional information about these secondary school students' perspectives of their pre-service teachers' practice (See Appendix 1). As mentioned by Maykut and Morehouse (1994), the main role I had during these interviews was as a moderator, giving students their turn to talk. With the verbal consent of the students, I recorded the interviews to have as much information as possible when doing the transcripts. The recording allowed me to concentrate on the discussion going on, instead of using notes of what the participating secondary school students were saying. I

thought that using written notes, might lose some valuable information because I could not be paying attention to everything the interviewees were saying and write the information at the same time. The pre-service teachers were not involved when I did the focus group, hence teenagers did not feel intimidated and could speak in a more open manner.

3.5 Thick description

The main purpose of this study is to gain an in-depth understanding of how pre-service teachers conceptualize reflection, and how they think they apply this understanding in their praxis. It was necessary to analyze the situation from different angles, and later it was necessary to establish a discussion and relationship between those views. Denzin (1994, as cited in Holliday 2007) provides a brief explanation of thin and thick description "a thin description simply reports facts, independent of intentions or circumstances and a thick description, in contrast, gives the context of an experience, states the intentions and meanings that organized the experience, and reveals the experience as a process" (p. 75). Related to this, Raufelder, Bukowski and Mohr (2013) mention that according to Geertz (1973) "a 'thin description' is concerned with actual practices, but the goal of a 'thick description' is to identify the 'interpretative' and 'meaningful structure' of these practices" (p. 4). It was therefore significant for me to include different perspectives. The first was the pre-service teachers' thoughts about reflection at the beginning of the research period. Subsequently, it was necessary to have a follow up to know how participants took their thoughts about reflection into the practice, so I did two observations. Finally, having another view, was significant to close the circle

and that is why the focus groups with secondary school students were conducted at the end of the practicum and the research period. A discussion between all these sources of data was built up to have a better understanding of the situation. Having the view of three different visions and putting them into a dialogue is what thick description does.

3.6 Pre-service teachers' participants

All seven pre-service teachers belonged to the same group and grade at college. They came from different towns within the state of Guanajuato. Their ages ranged between 20 and 25 years of age.

Since this is a case study, and because the interpretation of what the participants thought about reflection could be influenced by their personality, background and other personal characteristics, I will provide a general description of each one. This information can also help me understand their narratives better, their attitude in their practicum classrooms and how they were seen by secondary school students. Most of the information related to this description was taken from my researcher journal and from narratives written by the students. In the following lines I am going to introduce the participants under their pseudonyms.

Hanna - She was a 25-year-old woman. She was a committed student and she often participated often in class. She had a B1 level of English, based on the Common European Framework of Reference for languages (Appendix 3). She was creative not just when designing material, but when designing lesson plans and activities. It seemed she liked to take students' needs into consideration because she included activities to know students' preferences at the beginning of her practicum period.

Genaro - He was a 22-year-old man. He also had a B1 level of the language. Apparently,

he believed that an advanced level of the language was enough to become a good English teacher. Occasionally, he had problems with people around him because he was kind or arrogant.

Maylen - She was a 22-year-old woman. She apparently needed to be encouraged to continue studying and working. She seemed to like learning English and took every opportunity available to practice. Her level of English was B1.

Maya - She was a 21-year-old woman. The first time I asked all the students if they liked the language, Maya's answer was 'I hate it.' I wondered why she decided to be an English teacher if she hated the language. Then I found out that she was having a bad experience with her current English teacher. Actually, she told me that she did not know if it was the language or her teacher. Fortunately, during the first opportunities she had to practice teaching, she realized that the language was one of the aspects needed to be a teacher, but that it was not everything. She liked to be in front of a group and be in touch with teenagers. She dropped out of the English class she was taking and waited for another semester to start again and continue. Her level at the beginning of this research was A2.

Jorge - He was a 21-year-old man. At times, it did not seem clear why he decided to study this major. He had a basic level of the language A1. He was not constant in classes. He had numerous absences and poor grades, in all subjects. However, he was still studying and that must mean something. Also, he was one of the first people who said yes when I asked them if they wanted to participate in this research. It seems he was eager to learn but without putting in a lot of effort. He knew he needed to improve his language level if he wanted to be an English teacher, but he was not taking extra classes.

Berenice - Berenice was a woman who studied a lot. It seemed she was engaged with this

profession because she showed passion not only within the classes at the Teacher Training College, but also when she was in front of a group during her practicum. She was 21 years old. She had a B1 level of English, but she spent a lot of time studying it. She was taking extra classes; she pushed herself to read as much as possible in English, not just academic readings, but also for pleasure. She was a smart person. Nonetheless, she was experiencing issues with her confidence, and it seems this was affecting her development as a teacher because every time she was in front of a group, she got nervous.

Aida - She was 20 years old. She was always willing to learn and participate. She was committed to her career because she was always asking any person, she could for help to get more strategies and techniques for her teaching. Her level of English was A2, but she was putting an extra effort to improving her level. She went to the Self-Access Language Learning Center at college. She took extra classes in another school, and she also studied autonomously. She demonstrated that even when it was difficult for her, she spent time on the English reading some teachers and myself gave to her. Like Berenice, she had some problems with her confidence, but it seemed that this issue as even greater for her. She stuttered in past in presentations she had to do in her classes at the teacher training college, regardless of whether they were in English or Spanish. Her nervousness was even more evident when she was in front of a group of secondary school students.

3.7 Ethics

As explained in Chapter I, this study was carried out with people, analyzing part of their lives. Therefore, we need to think about ethical issues. Punch (2009) points out that "Ethical issues arise in quantitative, qualitative, and mixed methods and approaches, but

they are sometimes more acute in some qualitative approaches. This is because, while all social research intrudes to some extent into people's lives, qualitative research often intrudes more" (p. 50). What I did was to write an informed consent form that participants were asked to sign after reading it, so they knew the conditions of their participation and they were aware of the process (see Appendix 2). This step was just the beginning. The ethical issues within a research project are present not just at the beginning of it when asking participants to be part of the study and asking them to sign a consent form, but during the whole process of the research. As Creswell (2014) remarks, "The ethical considerations that need to be anticipated are extensive, and they are reflected through the research process" (p. 92). Not all of them are applicable to this specific research. Some of the ones mentioned are: disclosing the purpose, respecting the site, disrupting as little as possible, avoiding deceit, disclosing all results, anonymity, and respecting the privacy of participants. He also mentions how these issues should be considered during different phases of the research process.

At the beginning of the study, researchers should disclose its purpose. Creswell (2014) points out that it is essential for both participants and investigator to have the same understanding of the purpose because it can be disappointing, mainly for participants, to realize that what they comprehended as the study purpose is a different one that the researcher had in mind. Another ethical requirement was not to pressure participants into signing consent letters or to participate. At the beginning of the investigation, I thought I could include all the students I had in the class, around 17 people. I had assumed that all of them would agree to participate, which was not the case. When I realized that I could not assume something like that, I asked who wanted to take part. I explained the main

objective, what I was going to do, the time it was going to take and all the overall information for my students to have a general idea of the study and decide if they wanted to participate. Seven of them decided to take part and signed the consent letter.

Another phase mentioned by Creswell is the data collection stage. For this stage, the issues related to ethics that have impact on this research are to respect the site, disrupt in the classroom as little as possible and avoid deceiving participants, in addition to keeping the data confidential. Pre-service teachers knew that the purpose of my observations was not just the one specified for the class they were taking with me, but also for the study I was conducting. Moreover, I told them when I was going to observe them. I asked authorities and main teachers of those groups if I could carry out the focus groups interviews. I also asked teenagers before the focus groups interview if it was ok for them to audio record the conversation we were going to have, and they gave me their verbal consent for it. I asked teenagers before if it was ok for them if I recorded the conversation we were going to have.

During the data analysis phase, the issues noted by Creswell relevant for this research comprised: avoid disclosing only positive results and respect the privacy of participants. I tried to include all the different results I found when analyzing the data. This means I avoided involving only the positive results or the ones that I was expecting to have. Furthermore, and as explained before, I did not use the participants' real but pseudonyms to protect their identities. The process of data analysis is described in section

3.8. Data coding

When presenting the data analysis, it is important to provide a logical and comprehensive follow up to readers about the manner in which data is being presented. To

better handle this data, I coded it as follows:

- Participants' observations: As described above, I carried out 14 observations in total to the participants of this study, two per person. The tool I applicated for these observations was a diary. The names for this research are pseudonyms, this to protect participants' identities. The pseudonyms names are Hanna, Genaro, Maya, Berenice, Jorge, Aida and Maylen. For the coding of these observations, I used their names, the letter 'O', for observation and the numbers 1 and 2 for the first and second observations I did, (ex. Berenice's O1).

- Participants' Narratives: The coding for this technique was again their names, but now with the capital letter 'N' for narrative, because there was only one collected narrative, (ex. Aida's N).

- Focus group interviews: I carried out seven focus groups interviews. These were with one secondary school group of each of the participating practicing teachers. Again, I used participants' names and capital letter 'FG' for focus group, (ex. Genaro's FG).

3.9 Data analysis process

Creswell (2013) indicates that qualitative data analysis "involves organizing the data, conducting a preliminary read-through of the database, coding, organizing themes, representing the data and forming an interpretation of them" (p. 179). The different phases mentioned by Creswell are not steps that can be followed in a specific order, instead we go back and forward between them, so that they "form a spiral of activities" (p. 179). There are a variety of published techniques for data analysis; it seems that even if we follow one of those techniques, we implement something new or different according to our purpose. Coffey and Atkinson (1996) claim that "There is variety in techniques

because there are different questions to be addressed and different versions of social reality that can be elaborated" (as cited in Punch 2009, p. 170). After reading some existing data analysis techniques, I primarily used the Data Analysis Spiral (Creswell, 2013).

Figure 2: *Creswell (2013) Data Analysis Spiral*
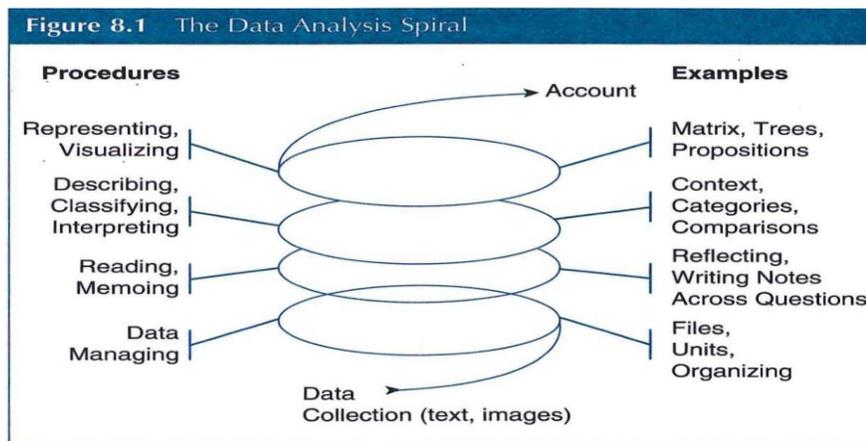
Note: This figure describes the process Creswell proposes for data analysis. It involves four main stages: Representing/visualizing, describing, reading, and data managing.

Creswell (2013) points out that with this technique "the researcher engages in the process of moving in analytic circles rather than using a fixed linear approach" (p. 182). The first thing I did once I had data from the three different sources (participants' narratives, observations, and focus groups interviews) was to organize them in digital files. I tried to read them without expecting to find something, but only to know what they contained. First, I read the participants' narratives, then the diary entries of the participants observations. Finally, I did the transcription of the focus groups to be able to read them carefully later.

Having done the above, I decided to construct a chart for each participant. This

chart included what I noted down about their observations, the transcripts of the focus

groups interviews and the narratives the participants wrote. The purpose of this activity

was to have the three different sources of data from each participant in one file and so read

them to identify common themes.

Table 2: *Data of the different sources of the same participant*

Participant Ai					
Observations Ai's O1/Ai's O2	Categories	Focus group Ai's FG	Categories	Narratives Ai's N	Categories

Note: this table illustrates the organization of the different data sources for each

participant.

Once I had the charts, I used different colors to highlight data I thought could be

organized into themes. At the same time, I wrote possible themes in the 'categories'

column.

Table 3: *Systematization' process*

Note: This table is an example of the systematization process. The colors illustrate

the categories that were emerging during the analysis.

Once I had completed this with each participant's information, I created another

chart where I organized what were the main themes with their corresponding subthemes.

In this chart, I compiled the extracts of data related to the different themes I had found.

The following chart presents the emerging categories organized in themes:

Table 4: *Main themes and sub-themes*

Main themes	Sub-themes	Extracts of data
Use of reflection	Conceptualization of reflection	See appendix 4 for all extracts
	Process and transition	Idem
	When and how they use it	Idem
Teacher development	Language level	Idem
	Prepared teacher/planning	Idem

Note: This table exemplifies the last step of the data analysis process where themes, subthemes and data extracts were put together.

3.10 **Conclusion**

As a summary for this chapter the approach, methodology and instruments of the research were described and explained. In addition, as part of the methodology the procedure followed for the data analysis and the ethics was also discussed. The presentation of the methodology includes main themes and subthemes found, which leads me now to present the data I collected.

CHAPTER IV: DATA ANALYSIS

4.1 Introduction

After presenting the general information about the study, the key concepts for it and the methodology followed when carrying out the research, I present the analysis of the data and the themes found during this analysis. I constructed a dialogue between the relevant literature and these themes to have an in-depth discussion and understanding about how pre-service secondary school teachers see and understand reflection during their training years as teachers.

The main themes and subthemes found after completing the systematization process were:

- Reflection

 - Conceptualization of reflection

 - Process and/or transition followed by pre-service teachers according to their understanding of reflection

 - When and how pre-service teachers use reflection

- Teacher development

 - Language level

 - Prepared teacher/Planning

These themes and subthemes are going to be analyzed in the order presented previously.

4.2 Use of reflection

In this section, I shall discuss data concerning participants' definition of reflection. Westbrook, Durrani, Brown, Orr, Pryor, Boddy, and Salvi (2013) claim that "The role of reflection in altering and improving practice has strong currency in teacher learning for

overcoming reutilization and can be seen as moving teachers from just thinking about how a lesson went, to more immediate reflection-in-action" (p. 15). The data collected for this project suggest that some of the participants saw reflection as an important tool, instrument and process that altered and improved their teaching practice. However, some others did not overcome the reutilization and stayed at the level of thinking about how a lesson went. The above will to be seen in the following themes.

4.2.1 conceptualization of reflection

Participants in this research indicated that they see reflection as a process, tool, or instrument they used to identify aspects of their practice. These aspects are mainly related to their strengths and weaknesses as teachers. For example, Berenice said:

Primeramente, creo que la reflexión es un proceso que permite identificar tus habilidades y áreas de oportunidad. Esta herramienta es sumamente importante que todo profesional deba adoptar, ya que, si se quiere mejorar el trabajo desempeñado, la reflexión es un punto clave para lograrlo. (Berenice's N)

The first time I observed her, she had a two-hour class. An exam was scheduled for the second hour of her class, but there was an administrative change that she was not aware of, and while in class, she had to adjust her plans so that the class would last two hours.

She realized this because she was telling students to get ready to go to the exam and they told her they had done it the day before. She turned and looked at me. Her face was turning into a hundred colors. She found a chance to get close to me and asked me: 'What do I do now?'. (Berenice's O2)

She did not know how to solve this, moreover, it was evident to students that she did

not have any idea what to do. This can be called, as revealed by Dewey (1933), a demanding situation she faced. It seems this made her think about her attitude and confidence in reference to unexpected situation because the second time I went to observe her, she seemed more confident:

> *I am so surprised with the change Berenice has done. She has a good classroom management. She does not look nervous at all. It seems she feels she is the responsible teacher of that group in the whole sense. I mean they are teachers in training and they have a main teacher when they go to their practicum, but for her it is as if she were the main teacher. (Berenice's O2)*

Berenice's actions, according to what her students said and what she wrote on her narrative, suggest that reflection is involved in her teaching. Additionally, her students also mentioned that during her practice she was able to solve problems within the classroom:

> ***Alumna 11:*** *Un día nos sacaron porque iban a poner las cortinas, y ese día a ella le tocó improvisar, entonces nos preguntó nuestros gustos e hizo como adivinanzas y nosotros teníamos que dar pista para que los demás compañeros adivinaran.*
>
> ***Alumna 3:*** *Fue donde más participamos todos y casi toda la clase fue en inglés.*
>
> ***Alumno 5:*** *Y- fue improvisada. (Berenice's FG)*

These comments seem to provide evidence that she recognized what she mentioned as 'her weaknesses.' The data implies that Berenice progressed from lacking confidence to tackling an unforeseen situation, to a teacher who was able to improvise. In Berenice's case, she encountered an inadvertent situation in her first period of practicum. Dewey (1933) stated that teacher might initiate a reflective process when they face a nonplanned

situation during their class.   It seems that this event helped her identify, as she pointed out, a weakness she had to work on, which was to improvise when something unexpected happened in class, or have a plan B. According to the data, she was able to make changes and modifications in her teaching, perhaps this was made through reflection, because she was able to get one of the benefits mentioned by Farrell (2007) which is to become more confident in their actions and decisions.

Another participant, Hannah, wrote that reflection was a process, as she mentioned in her narrative:

La reflexión es un proceso que permite analizar a profundidad cualquier acción que se haya llevado a cabo. Esta acción conlleva un propósito específico, la toma de decisiones para la mejora de dichas acciones. La reflexión puede llevarse a cabo antes, durante y después de las acciones implementadas. Del mismo modo, la reflexión permite analizar al exterior y al interior. En mi caso, he desarrollado la reflexión en dos campos específicos. (Hannah's N)

In this part of her definition, it seems to be a paraphrase of the authors she read during classes (Dewey, 1938; Norwood, 2006; Schön, 1987; Tyrone, 2003) and this led me to wonder if she has internalized what she was saying or if she was just trying to provide a satisfactory answer for a question from a teacher to demonstrate she had read. As commented by Hobbs (2007), it does not matter what kind of instrument pre-service teachers use to reflect, in the end, most of the manifestations these pre-service teachers do about their practice are characteristically required assignments. Then, the question could be, was she able to take this theoretical knowledge into her practice? Or, as suggested by Schön (1983), was she able to build a bridge between theory and practice through

reflection or what the author calls the *intuitive processes*? Data gathered from

observations and the focus group with her students suggested that she applied in practice

what she noted in her narrative, which means taking theory to practice. For the first

observation I wrote:

> *Students seem to be interested on the class when she starts providing examples of*
>
> *real life. I had the chance to be reading her planning during the observation and she*
>
> *is very specific when writing the sequence of her classes, in addition she has a lot of*
>
> *notes related to some adaptations she had to do during the week. (Hanna's O1)*

In the observation I mentioned that students seemed to be interested in her class. If

what she wanted was to catch her students' attention, it seemed that she succeeded. In

addition, her students mentioned that she took into consideration what they liked, and she

used this information in the classroom. This led me to think that she was trying to adapt

her teaching to the context and put herself in her students' shoes. Or, as revealed by Day

(1993), she perhaps was able to reflect from an ethical, moral, and social perspective,

listening to her students' voices and integrating that information into her planning. This,

according to the focus group was useful not just for her teaching, but for her students'

learning. During the interview, her students mentioned the following:

> **Investigadora:** *¿En algún momento ella les preguntó, así como y a ustedes que les*
>
> *gusta? ¿Qué música escuchan? Este ¿les gusta el futbol? Si les gusta algo. ¿Les*
>
> *preguntó algo así?*
>
> **Alumnos:** *Si*
>
> **Investigadora:** *Y como se sienten de que… ¿Lo usó? ¿Si lo usó? o ¿no lo uso?*
>
> **Alumno 1:** *Si. Porque la otra vez le dijimos que nos gustaría usar todo el patio y*

ahora sí lo usamos todo.

Investigadora: *¿Y cómo se sintieron que ella tomara en cuenta lo que ustedes le dijeron que les gustaba por hacer?*

Alumno 1: *Que alguien nos escuchaba. (Hanna's FG)*

The students also indicated that they trusted her, which suggests that she identified that it was important to take into consideration students' voices, likes and dislikes and, as she mentioned, implement actions to improve or change her practice.

Data provided about these two participants above, suggest that they were able to identify issues they needed to settle. It seemed that these two pre-service teachers started to overcome the 'teacher as technician' stage described by Zeichner and Liston (1996) and started on the 'teacher as reflective practitioner' phase, because they were able to frame a situation and find a solution for it. Furthermore, they were able to listen to students' voices and pay attention to this information within their planning and in class, which led them to have better student class participation and to create a better environment in their classes. Mclntyre (1992) maintains that it is demanding for pre-service teachers to reflect on their practices because they have little or no experience in teaching. These two participants, according to the data, showed that it was challenging, but they were able to do it and they were still during their pre-service period Some other factors might have influenced for them to be able to reflect on their teaching practices and make changes or modifications to improve those practices. Some of those factors may perhaps be, as mentioned in their descriptions, that they are committed and responsible students and then, they took this commitment and responsibility to their practices. It means their personality could have helped them to start with a reflective process.

Even though, most participants define reflection using similar terms (opportunities to improve, identification of weaknesses, strengths, skills), data indicate that some of the participants were able to identify their strengths and/or weaknesses. At least that is what they said, but they stayed in the identification phase, and not all of them started on the path of becoming reflective practitioners. For example, Genaro, who seemed to be confident because he has an advanced level of the language mentioned:

La reflexión es una herramienta de apoyo que nos ayuda a mejorar nuestra práctica docente, así mismo nos brinda la oportunidad de discernir entre las cosas positivas y las negativas, es decir, a poner nuestras ideas en orden y decidir qué áreas de oportunidad debemos mejorar, o bien qué fortalezas debemos de mantener.

(Genaro's N)

Genaro indicated, like Berenice, that reflection is a tool which can help teachers to identify their weaknesses and strengths and so take actions to improve weaknesses and keep strengths. However, according to the data collected not all the participants demonstrated that they could take actions and implement changes or adaptations on their practice even if they identified their weaknesses and strengths. During Genaro's practice, I could not observe that he had taken any action. For his second observation I wrote:

Genaro has good voice projection, not too loud, not too low. The thing is he does not look very flexible or patient, I mean, he monitors the whole time, which is good. However, sometimes students were talking between them about the instructions of the activities or asking each other what they have to do, and he immediately asks them to be quiet, or if he asked them something like 'do you have a question?' students didn't say anything even when it seems they have questions. This makes me

think students do not feel very comfortable with him. (Genaro's O2)

So, if he mentions that reflection helped him to identify the situations where he had to work on to improve his practice, he did not seem to realize that his attitude was not helping him with this group. In the focus group, students manifested that the class was boring for them because the teacher was focused only on developing his plan and spoke a lot of English in class:

Investigadora: ¿Qué piensan de las clases de Genaro?

Alumnos: Son aburridas

Investigadora: ¿Por qué?

Alumnos: Porque nos habla mucho en inglés. A veces no entendemos.

Investigadora: y eso ¿Qué les hace sentir?

Alumnos: Desesperados, estresados, frustrados.

Investigadora: y ¿Trabajan o no? ¿Cuándo no entienden trabajan o le piden ayuda a alguien?

Alumnos: Nada más nos le quedamos viendo

Investigadora: Y ¿cómo se sienten ustedes? ¿Se sienten confiados, a gusto?

Alumnos: Es que el maestro lo que tiene es que es muy enfocativo, o sea, si enseña bien y explica muy bien, pero como que tiene la sangre media pesada. (Genaro's FG)

Genaro's situation is an example that knowing the language is not enough to be a successful teacher. What students suggested in the focus group was that, even when Genaro stated that reflection helped him to identify aspects he must work on, he did not even identify that his attitude was an issue he had to work on and so he was not able to

implement actions to solve this problem. He was not listening, not even observing what his students were telling him or trying to tell him. It might be said that Genaro as argued by Zeichner and Liston (1996), is a technical teacher who only does what others tell him to do, in this case former teachers or authorities, limiting himself when confronting problems. Dewey (1933) states that teachers start their reflection process when they face an unplanned situation or a difficult event. Here Genaro faced the situation that even when he thought he had prepared an interesting class, his students were not responding, and he continued with the class just the manner he had prepared it. For the second observation, I wrote:

> *This class is in the afternoon, and it seems he is not happy with that. It affects his performance because he sees the bad things more than the good things of students. I mean, first of all he did not even greet them when he got into the classroom. He seems to be already stressed when he got into the classroom […]. I am pretty sure they can feel the attitude G has about the time of the class. He gets desperate easily most of the times, but now he gets desperate faster than he used to. (Genaro's O2)*

This event occurred in the second observation, and it seemed he was not aware yet that his behavior and attitude is an aspect he should pay closer attention to. In addition, as mentioned by students, he focused only on his class planning and not on the students themselves, which made it difficult for him to connect with the group.

> ***Investigadora****: ¿Qué les hubiera gustado que hiciera diferente, aparte de que mezclara un poquito español e inglés? ¿Él les preguntó que música les gustaba, si les gusta el soccer o básquet?*
>
> ***Alumnos:*** *No, él solo se enfoca en su materia. (Genaro's FG)*

63

Considering that the focus group interview was done the last day of the pre-service teachers' practicum, this suggested that he finished the practicum without realizing he had to amend do his attitude. He needed to go further; language knowledge and creativity when planning was not enough to get worthy results within the classroom. Based on this evidence, it seems that the discourse he used in his narrative was mainly to write what another person, the teacher, or the researcher, wanted to read but without thinking deeply about it. So, was this participant internalizing his own conceptualization about reflection? Tairab (2003) writes that, according to Schön, reflection involves framing and reframing a problematic situation, something that Genaro seemed unable to do. Taking this into account, it appears that Genaro had not even been framing the situation he had to work on and so he saw reflection as theoretical knowledge; he apparently has not reached the stage of applying it in practice. According to his focus group, he was not listening to his students. It seemed he did not even think about asking them what they like and do not like or to know information about them to use it and make his classes more interesting.

Taking into consideration what Genaro's data shows and returning to the three levels of reflection suggested by Day (1993), I could confirm that it seemed Genaro was unable to reach any of the levels. I was wondering if he understood what he wrote on his narrative about reflection. It seemed it was more important for him to follow what others told him to do 'professional theories,' as described by Kumaravadivelu (2001) without creating his *personal theories*.

Another participant that seemed to be in the same situation as Genaro is Jorge. He says that reflection is:

Como su nombre lo dice, reflexión es analizar o meditar sobre el transcurso, en este

caso, de una clase, una semana o una jornada completa de prácticas. Mis

experiencias están perfectamente diagnosticadas gracias a este instrumento. (Jorge's

N)

In this extract, Jorge indicated that he can diagnosed his experiences. When referring to diagnosing experiences, I interpret this to mean he was able to identify aspects of his practice that he believed he needed to improve, and possibly also identify aspects that he had already developed. This led me to think that perhaps Jorge, as other participants, considered reflection had helped him to identify his strengths and weaknesses, but just that, identify them, diagnose them; and then? Did he do something about it? Did he frame and reframe the situation? On his first observation I wrote:

Jorge yells a lot. When the class finished, my ears hurt as if I had had some

speakers on them for an hour. In fact, more than one student told him something like

'pero no grite teacher'. His class is completely behaviorist and traditional. He lost

the control of the group easily and treats students in a not very good way. I think

this happens to him because he uses his authority role to hide the lack of confidence

he has in front of a group. (Jorge's O1)

Here I identified three different situations. The first one was related to his voice. He had to work on modulating his voice, so it would not hurt anybody's ears and his throat. Then, he had to search for different strategies for classroom management. Third, he had to work on his confidence as a teacher. A question arises, had he identified the same weaknesses? He told me he had identified the volume of his voice as a strength and not as a weakness as I did. He told me that his voice was a tool he used to use to have better classroom management, which means that he thought that raising his voice was a helpful

strategy, when I thought it was the opposite. He never managed the class successfully when I observed him.

Dewey (1933), Schön (1983), Killion and Todnem (1991), van Manen (1991), and Farrell (2007) writes that reflection is a process that can be developed at different moments of an experience (in, on, for action), using different kinds of tools or instruments. Data suggest that participants also saw reflection as a process; the instruments they used were diaries and lesson plans. This process was developed in a different way for each of them, and it was not a static set of steps. In addition, data suggest that some of the participants remain in a framing stage proposed by Tairab (2013), where they identified some aspects of their practice they must work on, but they did not move to a reframing stage where they started looking for some options to solve identified issues. As indicated by the author, "In most cases, problems cannot be resolved unless they are reframed" (p. 4).

So far, I have presented what can be called the two sides of a coin. Two pre-service teachers who seemed to follow in practice what they say in words, and two others that gave the impression to be completely the opposite. However, things are not just black and white. The rest of the pre-service teachers seemed to be in the middle of the continuum. It means that they identified that reflection can be an important activity for their practice, but in practice they showed just slight progress. An example of this is Maylen, who when describing reflection, said:

> *Considero que la reflexión debe mostrar los aspectos más importantes del trabajo observado, tanto malos como buenos, y que además esa reflexión debe de orientarnos a la crítica constructiva. Otro aspecto que encuentro importante dentro*

de la reflexión es el tener conciencia sobre nuestro trabajo, con esto me refiero a que debemos de dar juicios de valor a lo que hacemos, por ejemplo si lo que estamos haciendo está bien o mal, si creemos que debería de ser de este modo o diferente, en sí, cómo veo mi trabajo y que opino de ello. (My's N)

Here Maylen suggests that through reflection teachers might be conscious about the opportunity areas and strengths in their practice, but even more so, if this activity could lead teachers to constructive criticisms. She implies that through reflection we can be aware of what happens in our classroom. Dewey (1933) notes that reflection implies "the active, consistent and careful consideration of any belief or supposed form of knowledge, in the light the grounds that supports it, and the further conclusions to which it tends" (p .6). Maylen wrote that reflection must lead us to constructive criticism and to being conscious of what we do. This may happen if we relate the events we are facing with our thoughts and beliefs of what we know of those events. Dewey (1933) suggests that all of this supposed to lead us to actions in the future, something that I wonder if Maylen was aware of. At the end of her narrative, she mentions that reflection helps us to form an opinion of our job, but only that? An opinion? She seemed to be able to identify what she was doing well or badly, but it is not visible that she was working on the things she should work on such as not translating everything she said in class. For example, in the first observation I did on her, I wrote:

She has a good projection of voice and her pronunciation is good. However, she translates everything immediately after she says something in English into Spanish. (Maylen's O1)

Here I mention two things, one related to a strength I think she had, which is having

an acceptable pronunciation and projection of voice and another related to a weakness she should work on that is translating everything even when she did not need it. During the observation, I could notice that sometimes students were able to understand what she was saying in English. We talked after that first observation, and I asked her if she had been conscious of this situation. She told me that she thought she was using a lot of Spanish but without being aware, she was translating. I told her what I just wrote that sometimes it was not necessary for her to translate. On her second observation I wrote:

She continues translating everything she says in English to Spanish. She has to continue working on it. (Maylen's O2)

I was wondering if she was aware of being translating because I could not observe any improvement. If she did not have improvement about the use of translation, could be because that was something I told her instead for her to identify it, it was not significant for her. This is just one aspect she was knew but she let it on the level of knowing about, but without taking action about it.

This previous section gave us with a deeper idea of how participants see or define reflection. When doing the analysis of this definition, which was the main point of this research, different interesting issues emerged. In the following sections, I shall display data related to those issues which are: the process of the transition the participants had about reflection on their own judgement. The process or the transition the participants had about reflection in their own judgement, when and how pre-service teachers used reflection and how their conception of reflection influenced their teacher development.

4.2.2 Reflective Process and transition
In this section, I will discuss data that suggest changes in students' perceptions

about reflection when writing their narratives.

Pre-service teachers manifested that they went through a process of transition regarding their understanding of what reflection was. Some indicated that they used to see reflection as a descriptive activity where they had to mention what they did in the classroom without any further analysis. They declared that by the end of their practicum, they did not only describe what they did, but they tried to answer questions such as why and how? which for them meant a deeper level of analysis and consequently a deeper level of reflection. For example, Aida wrote:

A lo largo de mi desarrollo docente he escuchado hablar de la importancia que tiene la reflexión para la mejora de nuestra práctica. En mi caso fue un gran reto lograr a ser una persona reflexiva; porque los trabajos los cuales realicé con anterioridad se enfocaban en describir lo que observaba o realizaba. Yo siempre describía las cosas tal cual las observaba, Hasta que mi maestra de la misma asignatura anteriormente mencionada; me brindo lecturas y el tipo de preguntas que podría hacer para lograr hacer una reflexión.

A continuación, presento algunas de ellas: ¿Por qué? ¿Qué aprendí con ello?, o ¿Qué podía hacer para cambiarlo? Con ellas fui percatando si las actividades que presentaba eran acorde a las necesidades de mis alumnos. Si alcazaba los propósitos que me había establecido. (Aida's N)

First, Aida revealed that she had heard about reflection for what seemed to be a long period of time, and that she had heard that this is important to improve her teaching practice. Even though she had heard about it, she remained at a descriptive level. She mentioned that she used to 'describe everything' and this suggested that later she became

aware that reflection is more than a mere description. Apparently, she understood the latter through the literature she encountered during one of the courses she took as well as the questions suggested by her teacher in that course. Dewey (1933) indicates that for teachers the reflective process starts when they face a problem or a demanding situation they cannot solve immediately. However, Aida's excerpt suggests that for her the influence of readings and a teacher triggered the change even before facing any situation in her classrooms. This led me to think that teacher training influenced the manner these pre-service teachers, or at least Aida, saw reflection and how it influenced in their teaching. As argued by Mann (2005), "The role of teacher training is to introduce to methodological choices available and to familiarize trainees with the range of terms and concepts that are the 'common currency' of language teachers." (p. 3). Here Aida suggests that she took this training into her practicum and having the knowledge of the concept of reflection started to change her teaching practices somehow. Maylen also mentioned something similar:

> *Durante las jornadas de prácticas, siento que, al momento de reflexionar sobre mi*
> *desempeño, lo hacía de manera algo superficial. Sin embargo, en ésta última*
> *jornada, siento que hice una reflexión un poco más profunda, ya que con eso pude*
> *percibir aspectos sobre de mi práctica docente que antes no había observado.*
> *(Maylen's N)*

Maylen referred to reflection in terms of depth, moving from a superficial to a deeper level. This seemed similar to Aida. Maylen did not indicate a specific period, but she used the past tense to identify that this is something she used to do 'before.' but not anymore. She identified that she went deeper in her reflection because she was able to recognize

some aspects that she had not acknowledged before, but she did not comment how she had arrived at that conclusion. This made me think that in the path they used to do reflection mechanically where they had to achieve some objectives that perhaps were external such as their teachers' one or school's one, without thinking deeply if what they had written or observed was telling them something about their teaching practice. I would not affirm that their previous training was failing to show how they saw or reflection, but at least Aida suggested that the training she was having in that course was helping her to see reflection from another perspective.

According to some authors such as Richards and Lockhart (1996) or Zeichner and Listo (1996), reflection is not a static activity but a process, a process that includes several factors. Some of these factors are to question our goals, our teaching practices, to examine, both, teachers and student's attitudes, beliefs, assumptions, among others. The above abstracts suggest that both, Aida and Maylen were discovering how to start this process. The interesting issue here would be to know or observe how they would continue. Something that could be part of another research.

Other compelling matters that came out during the analysis were comments related to the moments and the tools the participants thought they were using to reflect. These comments led me to explore the following category.

4.2.3 When and how pre-service teachers use reflection
In the data, participants mentioned the times when they reflected and how these reflections made them take some decisions related to their practice. Hannah states:

La reflexión es un proceso que permite analizar a profundidad cualquier acción que

se haya llevado a cabo. Esta acción conlleva un propósito específico, la toma

decisiones para la mejora de dichas acciones. La reflexión puede llevarse a cabo

antes, durante y después de las acciones implementadas. Del mismo modo, la

reflexión permite analizar al exterior y al interior. (Hannah's N)

This excerpt reveals that reflection can take place mainly in three different moments:

before, during and after the implementation of actions, which in this context can mean

classes. Likewise, Schön (1983), van Manen (1991) and Farrell (2007) describe reflection

at these moments as reflection-in-action (during classes) and reflection-on-action

(after/before classes). But Hanna also wrote that this reflection can have a purpose and

that you should take decisions to improve those actions, an idea related to what Farrell

(2007) describes as reflection-for-action.

Genaro mentions:

La reflexión tomó lugar en mi desarrollo personal y profesional cuando hacía un

recuento de las situaciones que acontecieron en las diferentes aulas de trabajo, así

mismo, al término de cada clase pensaba que estrategias me favorecieron, cuáles no,

y que es lo que haría para la siguiente sesión. De esta manera, ordenaba mis ideas

dejando de lado aquellas cosas que no me ayudaron y ponía en marcha un nuevo

plan de mejora. (Genaro's N)

Genaro's excerpt apparently focuses on reflection-on-action when Genaro commented

that at the end of each class, he thinks about the strategies that were good for him and the

ones that were not. He also suggested the use of reflection for action because he said that

he could utilize reflection to decide what to do next and make the necessary changes to

improve his practice. Genaro also commented that reflection affected his personal and

professional development. According to Evans (2002), the concept of teacher development is not clear. It seems that this term continues to be debated due to the similarities it has with some other terms such as professional development, professional growth, or teacher development, which are sometimes used interchangeably. However, one of the clearer definitions, according to the Evans is the one of Keiny's (1994). Keiny claims that this term refers to the teacher doing investigation about his/her practices and constructing his/her own theories of teaching. Méndez López (2004) points out that teacher development "is considered to be a personal and individual process" (p. 71). Genaro advises then that reflection was part of his personal and professional development. He talked mainly about the internal and individual process he had experienced during his practicum. However, it was not observable how he was constructing his 'new theories of teaching.' It seemed he was just going to the classroom to apply and follow what he had designed without any kind of reflection, contrary to what he said. On his first observation, I wrote:

> *He was the whole class in a rush. It seems his main objective is to accomplish what*
> *he has on the planning without thinking on the students' process of learning or taking*
> *into account their preferences. (Genaro's O1)*

It was his first observation, but not his first class with the group. He had already had two classes before. Then observing this led me to think that he was trying to accomplish what he 'had' to do without paying attention to the students' needs and/or voices or even his own teaching practices. As I mentioned before, this is contradictory to what he said in relation to reflection and his teacher development.

In addition to the moments when participants thought they had employed reflection,

some of them also argued the different tools they used, or they thought they could apply when practicing reflection. Aida and Maya commented:

Por otra parte, reflexionar es revisar lo que describo en las bitácoras, revivirlo en mi mente y encontrar que acciones realicé que impidieron que los alumnos entendieran. A su vez la reflexión se da, el momento de leer mi diario, y por ejemplo darme cuenta que fueron varios los factores que permiten o no que se desarrolle la clase como yo quería, pues no soy yo el único elemento en el aula de clase, sino que hay más.
(Aida's N)

Se puede utilizar diferentes herramientas que ayuden en nuestro trabajo de la reflexión, una de ellas es el uso del diario, el maestro anota día a día al finalizar su jornada laboral que fue lo que funcionó en las clases, que fue lo que no sirvió y el porqué de ello, que técnicas o estrategias se deben cambiar, etc. (Maya's N)

The main tools mentioned by both participants were the journal and the diaries. Aida wrote that to reflect, observation must take place first. This leads me to understand that observation is another tool pre-service teachers can consider when reflecting. Any of the authors indicated specific tools when defining reflection. However, some of them such as Richards and Lockhart (1996) note that within the reflective process teachers "collect data about teaching" (p. 1). This means that we need to implement tools to collect that data, as well as to observe what happens in class at any moment. Dewey (1933) also maintains that reflection is 'an act of investigation.' To do research or investigate something we need tools to collect and register data.

Another interesting subject that emerged from the analysis is teacher development. As we can see in Chapter II regarding the discussion of theory related to 'teacher education.'

'teacher training' and 'teacher development.' this last term is closely related to reflection. This was confirmed by the participants in the data analysis. In the following section I present the data related to this.

4.3 Teacher development

All the participants, belong to the same classroom. All of them have the same teachers, and all of them see the same topics within their classes with those teachers. This is a common situation in teacher training. However, not all the pre-service teachers apply or see the knowledge they received get in their courses in the same ways, which could be understood as part of teacher development. In this section, I will present data regarding the manner participants saw their development as teachers through their conceptualization of reflection. The first part of this section will show data that refer to their development, while the second part contains data concerning specific aspects of such development. These aspects are language level and being prepared (lesson planning).

Some of the participants commented that through reflection they had been able to identify aspects of their teaching practice which they needed to improve. They had also been able to observe positive aspects of their teaching and so continue using them when they thought they needed them. For example, Hannah indicated:

En cuanto al ámbito profesional, la reflexión se ha convertido en una actividad necesaria en mi ejercicio docente. Dicha actividad, me ha dado la oportunidad, de analizar objetiva y críticamente la labor que llevo a cabo en las aulas y con esto abonar al mejoramiento de mi labor docente. El explotar al máximo la práctica de la reflexión abrió nuevos panoramas a mi perspectiva, pues al avanzar poco a poco, pero significativamente en el análisis de mi práctica, mi visión cambio radicalmente.

(Hanna's N)

This extract states that through reflection Hannah could observe improvement in her teaching practice. She did not mention specific aspects within this piece of data, but it suggests that she had become more critical about her practice by observing what she does in the classroom and how she does it. This also advocates that she experienced this change as an ongoing practice as noted by Richards and Schmit (2002) in their definition of teacher development. She also wrote words such as 'improvement' and 'change', which suggest that she is looking for innovation not only in her own development, but also in her classes, as indicated by Smith (2009) when he says that innovation is a necessary ingredient that is based on continuous improvement. Richards and Farrell (2005) indicate that "Development often involves examining different dimensions of a teacher's practice as a basis for reflection" (p. 4). I would say that this happened with Hanna. For instance, on her first observation, I wrote:

> *I had the chance to read her planning during the observation and she is very specific when writing the sequence of her classes. Additionally, she has a lot of notes related to some adaptations she had to do during the week. (Hanna's O1)*

This proposes that to make the necessary adaptations, she examined different situations in her classroom and decided to do these modifications because of that. Also seemed that, according to data of her focus group, that these modifications worked well for her. These are the answers her students provided to the question 'What do you think about Hanna's work?

> **Alumno 8:** *Está bien. Si sabe dar explicar su clase y si tiene actividades buenas*
>
> **Alumno 9:** *Es divertida*

> *Investigadora: ¿Es divertida, algo que decían por allá no? Que tiene que tener*
>
> *una característica un buen maestro*
>
> *Alumno 10: Es muy paciente. (Hanna's FG)*

Previous to this exchange, the question was 'what do you think are the characteristics of a good teacher? Some of the features they declared coincide with the ones they said when asking them about Hanna's work. The answers of the interview then propounded that Hanna had taken her training to the classroom but that through reflection, according to her words in the previous excerpt of her narrative, she had been able to interiorize that training and employ the information to improve her teaching. Richards and Schmidt (2002) point out that teacher development goes beyond initial training and that it is a continuous growth in teacher's professionalization process. Hanna is still in her formal training phase as a teacher, the above excerpts about her proposed that she started her process of development also.

> Maylen also explained how reflection had been part of her teacher development:
>
> *Pienso que el darle un cambio al modo en que yo usaba la reflexión fue algo*
>
> *importante dentro de mi desarrollo como maestra ya que el impacto que tuvo fue más*
>
> *significativo en el sentido de que pude ver lo que sucedía en mis clases, el por qué*
>
> *sucedía de tal manera y cómo puedo hacer para cambiar o modificar los puntos*
>
> *(estrategias, actividades). (Maylen's N)*

Maylen states that there was a change in the way she saw reflection, and because of this change she was able to notice she had improved as a teacher. Like Hanna, Maylen also talked about necessary changes and modifications that were identified through reflection. For example, comparing the first and second times I observed her helped to

highlight some of the changes or modification she made in her teaching.

Maylen looks kind of nervous and not confident in some moments, mainly when she was trying to remember what was next, or if what she wrote on the board was correct. While she is thinking about it, students start talking, get distracted, etc. and she lost their attention. So, now, she must spend time trying to take students back to the class. (Maylen's O1)

She does not look nervous at all, and she has improved her classroom management. She is using music and sometimes students get distracted, and she has to raise her voice, but she does not spend a lot of time getting students back to work. (Maylen's O2)

It seemed that at the beginning Maylen was paying more attention to not making mistakes or errors in what she was saying or writing. This situation did not help her with classroom management. She lost her focus on the class, students got distracted and she had to spend time trying to get students' attention back to the class. This loss of time caused her to modify her planning, which affected her following activities. In the second observation I could see that she improved this; she appeared to be more confident and so it helped her to improve her classroom management. This also modified the sequence of situations described before and as I wrote on her second observation also 'her class is a little more fluent' (Maylen's O2).

When her secondary school students were asked, what do you think about Maylen's class? Their answers were:

Alumno: *Me sentí a gusto y pienso que bien…*

Alumno: *Me sentí bien y si sabe más…*

Alumno: *pues que la maestra es muy buena onda y se me merece respeto.*

(Maylen's FG)

I would like to mention that this focus group interview was performed at the end of the participants' practicum period. I remark this because the answers secondary school students provided might be the perception, they had of the process pre-service teachers went through in this period. Even when they were not conscious of this process, their answers did not have before and after but a whole. This suggests that Maylen, like Hanna, could apply her training and reflection to bring about improvement in her education as a teacher. Méndez López (2004) indicates that teacher training and teacher development are part of teacher education. The distinction, according to this author is that training implies others preparing teachers, while development is more of a personal and individual process. That is why I mention that Maylen's data propose she started this process.

Maya also provided data regarding what she saw as her development as a teacher. She declared:

En mi experiencia personal como futura docente la reflexión ha sido un instrumento de gran utilidad, ya que en mi diario de jornadas anoto cómo me fue en mis prácticas, qué funcionó y qué no y el porqué de ello, que es lo que necesito cambiar para las siguientes jornadas de prácticas y todo esto mediante la reflexión y análisis de mi trabajo realizado. Al finalizar mis prácticas vuelvo a leer mis notas del diario, al momento de ir leyendo me voy cuestionando y respondiendo por qué ciertas actividades no funcionaron y voy haciendo las anotaciones necesarias para realizar cambios la próxima vez de prácticas; todo esto con el fin de ir mejorando día a día mi trabajo docente. (Maya's N)

Maya described the process she has followed when using reflection and that the main purpose she had in mind was to improve her teaching practice. Moreover, when she included the phrase 'in my personal experience' it seems that she was trying to emphasize that this is the manner she personally sees reflection through her experience; how she used it to improve her teaching and how this helped her to improve her teaching. This made me think that she was trying to understand her growth as a teacher, as discussed by Richards and Farrell (2005) when defining teacher development. One more time the words improvement and change provide evidence that somehow reflection can lead us to innovate our teaching practice. In her observations I wrote:

> *Maya is a girl that has some confidence problems, and it seems this influence a little bit in her teaching. She looks so nervous, and students realize that because they asked her: ¿Qué tiene teacher por qué grita más fuerte? (Maya's O1)*
> *This is the last class students have on today's day and they look kind of tired and bored. However, Maya seems to have a lot of energy and she contagious her students. She walks around the classroom while she is explaining what they are going to do. She looks so motivated. (Maya's O2)*

These pieces of data suggest that Maya improved in terms of a personal aspect that was affecting her teaching, which is feeling confident.

Data provided by these three participants above theorize that reflection may have led them to improve their teaching, or at least led them to start identifying different situations they can face in their teaching and the possible solutions they can have.

However, this was not the case for all the participants, even though the seven were receiving the same training, in all the classes of their education at the teachers' college.

For some participants, there was a discrepancy between the improvement they claimed to have achieved in their narratives and what I observed in their classes or the answers of their secondary school students on the focus group interview. One of them is Jorge, in his narrative he wrote:

Ahora bien, durante toda esta aventura como futuro docente he aprendido muchas cosas, por ejemplo, a poder rescatar mis fortalezas y mis áreas de oportunidad, pero algo que me ha ayudado mucho es la reflexión, me siento un docente en formación reflexivo ya que al término de cada día de prácticas utilizaba la reflexión para hacer una autoevaluación de los diferentes momentos. Esto sin duda me ha hecho mejorar en muchos aspectos académicos, ya que he podido mejorar dentro y fuera de clases, como practicante y como alumno. (Jorge's N)

Jorge suggested that he had improved as a teacher in training formation. He indicated that this was thanks to reflection because it helped him to identify his strength and weaknesses. According to Farrell (2007), "Teachers can prepare for the future by using knowledge from what happened during class and what they reflected on after class." (p. 6). It means that once you identified specific aspects of the class, students, your teaching, and others, you must use this information to make changes, adaptations, and modifications in your practice to have the continuum of development or, as mentioned by Farrell 'prepare for the future'; something I was not able to identify as a teacher-trainer in Jorge's teaching. For instance, in my diary entry of the first observation I wrote:

He yells a lot. When the class finished, my ears hurt as if I had had some speakers on them for an hour. In fact, more than one student told him something like 'pero no grite teacher'." (Jorge's O1)

He yelled a lot, and he did it during the whole class. However, he used to think that this was one of his strengths as I wrote on the diary entry of his second observation.

Jorge used to think that his voice was one of his strengths, at least that was what he told me on the previous observation, but it is not very true because he yells a lot. This makes me think that he did not realize that what he was doing was yelling. However, even when today his classroom management is not that bad as the previous observation, he is still yelling a lot. (Jorge's O2)

Jorge claimed to have developed as a teacher. Nonetheless, evidence shows the contrary. He called himself a reflective teacher, however he was not able to see that what he thought was one of his strengths, was something he had to work on because when he was yelling, his students yelled even harder, and he lost the control of the class. If he was unable to observe this, then he could not identify that it affected his teaching practice negatively because his secondary school students were showing with their faces and attitude that this bothered them.

As specified at the beginning of this section, this first part presents data about how participants saw the use of reflection in their development as teachers. In the following paragraphs I will discuss the effect of reflection on the pre-service teachers' language level and their process of lesson planning, which are also part of teacher development.

4.3.1 Linguistic proficiency

Teachers need knowledge in many areas such as methodology, pedagogy, however, since participants in this research are language teachers, language knowledge is going to be the focus here. Some authors such as Valencia (2009) mention that subject matter or content knowledge is one of the basic components for teachers. Peacock (2009) points out

that in case of English teachers, English is the subject matter. The following data indicate that this knowledge is a factor that influences teachers' performance and results of their practice.

On Aida's O1 I wrote:

She is trying to use as much as possible the language, but when she does not find how to say something, she gets desperate, and she loses the control and attention of the group. (Aida's O1)

In their Focus Group, Aida's students stated:

Investigadora: *¿Qué piensan y cómo se sintieron con la clase? ¿Cómo creen que fue su clase?*

Algunos alumnos: buena.

Mayoría de alumnos: regular; porque no sabe muy bien el idioma. (Aida's FG)

These fragments suggest Aida was having problems in her practice due to her lack of knowledge of the subject matter, English. During her second observation I wrote:

It seems she tries to manage the way she uses the language and at least it is not evident when she is trying to find how to say something in English. (Aida's O2)

I observed that Aida improved her level of the language, and this apparently helped her to manage the class. However, my observation notes differ from the students' perception about the teacher's level of English. Her students thought that she still needed to strengthen her language knowledge.

Similarly, when I observed Berenice, I wrote:

She has improved the level of the language and I think it has helped her to feel more confident of her teaching. (Berenice's O2)

And her students mentioned that:

> **Investigadora:** *¿Qué piensa y qué sienten al tener a una maestra como ella?*
>
> **Alumna** *6: Creo que está bien porque a veces nos hablaba en inglés entonces*
>
> *hacíamos el esfuerzo para entenderle y era más fácil que aprendiéramos inglés. Que*
>
> *solo nos escriba y nos dicte. (Berenice's FG)*

In her narrative, Berenice wrote:

> *[…] también me di cuenta que si estudiaba ampliamente el tema a revisar con mis*
>
> *alumnos, mi desempeño sería mucho mejor. (Berenice's N)*

The two first fragments suggest that she has a good level of the language, and this

may have helped her confidence and her teaching practice. In her narrative she directly

wrote that she realized that when she knew the topic better (this was related to the

language) her performance in the classroom improved.

The next subtheme is related to the teachers' preparation and their planning; and how,

according to the data collected, it has been part of their development as teachers.

4.3.2 Being prepared and lesson planning

Aspects related to pre-service teachers' planning, their ability to be or look prepared

were important aspects that were identified within the three sources of data. They are

presented below.

The first time I observed Berenice, it seemed she needed help from others because she

was unable to solve a situation she faced in the class, I wrote:

> *In a moment I thought she was going to start crying because she was so nervous, but*
>
> *she finished the class without crying. In the end, I told her that these kinds of*
>
> *experiences were good for pre-service teachers because those things happen in real*

life and she had to be able to manage them and know how to deal with them. In addition, I told her that because of this it is important to always have a plan B. (Berenice's O1)

It was evident for me, as an observer, and for some students, that she was not prepared for this unexpected situation. However, when I observed her the second time, I wrote:

I am so amazed with Berenice's work and improvement, […] now she has a plan B the whole time. (Berenice's O2)

I also wrote: 'She is using different kind of material for this class, which seems to catch students' attention in a really good manner' (Berenice's O2). Moreover, in the focus group, her students answered the question "what do you think of Berenice as a teacher?":

Alumno 5: yo quería hacer un pequeño… Mmm…ahorita de lo que dijeron que un buen maestro debe de ser paciente, tolerante, y ahorita P dijo que tenía que hacer las clases entretenidas y lo dijo B, ah I. Y también la manera en que nos enseñó, no lo hizo repetitivo porque siempre estuvimos haciendo cosas diferentes, con dados, con papelitos, o con música. Como decirlo, cada día era algo diferente tal vez no tanto porque era el mismo tema pero lo posible y eso nos tenían entretenidos, y los puntos que vimos de un buen maestro y de cómo está siendo ella coinciden así que en resumen: es una buena maestra.

Alumna 8: Yo creo que la maestra Berenice lo que quiere se da porque es 100 % ella, trae que sus hojitas, o sea trae muchas cosas que se ve que en su casa se dedica en traernos una actividad diferente cada día, para que nosotros le pongamos atención, para que no nos aburrirnos.

Alumna 11: Un día nos sacaron porque iban a poner las cortinas, y ese día a ella le

tocó improvisar, entonces nos preguntó nuestros gustos e hizo como adivinanzas y

nosotros teníamos que dar pista para que los demás compañeros adivinaran.

(Berenice's FG)

All the fragments above and the ones I wrote related to the observation entries

suggest that she was more prepared, not only about her planning, the activities, the

material, and strategies she was using in her classes, but about unexpected situations.

These data also suggest that she knew how to manage unexpected situations, such as the

example provided by student 11, in fact, Berenice explained in her narrative:

En lo personal me ha ayudado mucho la reflexión […] Exploté mis habilidades,

creatividad, comprensión, proyección de voz, entablar relaciones positivas con los

alumnos. Y mis resultados fueron muy buenos. (Berenice's N)

Evidence from my observations of Berenice and from the data gathered with her

group support her view that reflection has helped her to exploit her abilities.

Hannah is another case where I found data that refer to teacher preparation:

Today Hannah did an activity outside the classroom, a rally; before going outside,

she provided all the instructions to the students, and they were paying close attention.

It seems they, teacher and students, established rules since the beginning of the

practicum, because Hannah was asking constantly: 'Do you remember what the rule

number 1 is? What it is? And students answered: not to laugh of others. What is the

rule number 3?', it worked well for her because most of the students were respectful

and listened to her when she was providing instructions. (Hannah's O2)

This piece of data indicates that she was prepared since the beginning because she

implemented strategies that she had been able to follow and that had helped her to have a good classroom management. Furthermore, when they were asked how they felt with Hannah's work as a teacher her students mentioned:

Alumno 8: *Está bien. Sí sabe dar explicar su clase y sí tiene actividades buenas*

Alumno 9: Es divertida

Alumno 10: Es muy paciente. (Hanna's FG)

This suggests students identified that she was prepared and that they had fun because she implemented some fun activities she had prepared before. It is possible that reflection helped her to think ahead about her teaching or her practice, as the following excerpt proposes:

... reflexión me ha permitido resolver problemáticas dentro del aula como por ejemplo indisciplina de algunos alumnos o situaciones imprevistas que puedan llegar a afectar el desarrollo de alguna sesión. (Hanna's N)

She suggested that because of the use of reflection she had been able to be more prepared and so know how to deal with different situations in the classroom.

In the above section, teacher development was the main theme. Data propose that through reflection some of the pre-service teachers were able to identify and show they were improving on their teaching practice, but that it was not the same for all of them. According to this data and its analysis improvement involves having knowledge of different aspects and situations teachers must manage within the classroom. For instance, being prepared and knowing the language are part of these aspects and situations.

As a conclusion of this chapter, I can say that the themes (Use of reflection and teacher development) and subthemes (Conceptualization of reflection, process and

transition followed by preservice teachers according to their understanding of reflection, how pre-service teachers use reflection, language level and prepared teacher and planning) provided me with more information than my expectations. Developing and carrying out the data analysis process is a complex endeavor. Nevertheless, it allowed me to understand several aspects not just about the research itself, but about how I can introduce reflection to my students. This chapter presents the dialogue between the data, the literature, and my understanding of both to provide an answer to the research question. Likewise, it also taught me other aspects of the teaching field that helped me to continue with my own development as a teacher-trainer. I will talk more deeply about it on the next chapter.

In the final chapter, I will present the conclusions of the analysis of data done above.

CHAPTER V: CONCLUSION

5.1 Introduction

In the preceding chapter I wrote about the analysis of the data, along with connections to the theory included in the literature review.

In the current chapter, taking into consideration not just these last two activities written, but also all the information presented in this thesis, I shall try to provide an answer to the study questions based on the findings of the data analysis. I will offer a brief reflection of the process I followed within the development of this investigation and construction of this thesis. I will also write some thoughts about future research related to the topic of this investigation. To conclude a summary will be presented to close this thesis work.

To accomplish the first point mentioned on the previous paragraph I shall recall the question that conducted this research:

- How do pre-service teachers understand and define the concept of reflection?

The two secondary questions are:

- What evidence of pre-service teachers' conceptions of reflection can be observed in their classroom teaching?

- In what way do the students of these pre-service teachers perceive their teachers as being reflective?

5.2 Finding

Having analyzed and discussed the data I now present the findings. These findings are related to the participants' conceptualization of reflection, and other aspects identified

that had influence through the conceptualization of reflection such as teacher development.

5.2.1 Conceptualization of reflection

Participants suggest that they understand reflection as a process, a process that is an important tool to identify their weaknesses and strengths. It seems then that identification is a significant issue when conceptualizing reflection for these pre-service teachers. However, some of them did not stop with the identification part and they moved further.

Data suggested that for some participants, conceptualizing reflection and identifying their weaknesses and strengths helped them to understand what to do in order to improve their teaching practices. Knowing this, they acted and started to apply the changes, modifications, and adaptations that arose from their reflections. However, this was not the case for all the participants. Some of them stopped at the identification phase. Participants such as Genaro and Jorge also described reflection as an important tool or process that helped them to identify the same aspects mentioned by other participants such as their weaknesses and strengths. However, according to the data, they did not even reach the identification phase, while participants such as Hanna or Berenice moved to the start their path of reflective practitioners.

Data also revealed that some of the participants went through a process of transition in their conceptualization of reflection. Some participants manifested that they used to see reflection just as an action of description of the different events they experimented during an observation of a practicum period. However, most of the times this description was a requirement imposed by someone else, their teachers, their

assessors, their classmates. This proposes that not even these descriptions were completed to record something they thought was important, but to comply with some requirements. Some participants revealed that once they had consciously conceptualized reflection, they were able to see that they could go deeper and move on from the description phase to a phase where they could construct questions such as "Why is this happening? How can I modify this?" The construction of these questions, according to them, helped them to have a deeper understanding of the events described.

Data also implied that through this conceptualization, participants were able to identify when and how they were doing reflection. It is important to remark here that the analysis of this aspect was just at the level of participants' perception. This could not be deeply examined because the process of reflection these pre-service teachers were doing was not the aim of this research. Some participants stated they were able to observe they were reflecting in the class and after the class and in order to do that to do this they were using tools such as journals and observations. I could conclude that for participants to be able to identify the moments when they mentioned they were reflecting and the tools they used is an aspect that was highly influenced by the different readings they were doing during the class, as mentioned in the introduction. I say this because some of them were actually using some of these authors, words when talking about this in their narrative. I am not saying this is something negative, nonetheless I wonder if this aspect would have been different without the influence of those readings.

After had participants provided their conceptualization of reflection, data indicate that this conceptualization is an influence on the recognition of some other factors. One of these factors is teacher development; specifically on the level of language proficiency

(English, which is the subject matter of these pre-service teachers) and the way these pre-service teachers prepared their classes. The other factor is teacher identity. The influence within the factors declared above was not necessary a positive one. All of these will be discussed on the following lines.

5.2.2 Teacher development

When presenting the conceptualization participants did about reflection, I mentioned that one of the main aspects of identification was participants' weaknesses and strengths. Data reveal that this identification helped some participants to improve their teaching practices. However, it was not like that for all of them. This made me think that for some of them being able or unable to identify improvement in their teaching practice could be for different reasons. One of them could be that, as mentioned by Johnson and Johnson (1999), teacher development involves new and innovative aspects of personal development. So far, these seven participants have the same training, however, the way they take that knowledge and apply it to their professional life is different depending on their personal background and personal growth. For me, this is what teacher development means, personal and professional growth.

Some participants stated that they identified aspects of themselves as individuals and as teachers they had to work on, and they actually worked on them. Participants who made modifications, changes, adaptations were able to observe an evolution in themselves as persons, as well as in their teaching practices. The participants, their secondary school students and I observed this myself.

One of the aspects that seemed to have an influence on teacher development was *their language proficiency*. However, this influence was not positive in all of them. Data

exposed that language proficiency was a zone that some participants identified as an area they had to work on to evolve in their teaching practices. They started to work on this by taking extra classes, doing autonomous work, and they saw the results of that extra effort. This had a direct influence on their motivation and their development. There were some of the participants who identified language level as one of their strengths, and perhaps they have an acceptable level, but for them to identify it as a strength was not helpful for their development because knowing this gave them extra confidence and they were unable to identify other features where they had to work on such as their attitude.

The other aspect that was observed and falls within the field of teacher development is related to pre-service teachers' preparations for classes. This means for them to have worked on a lesson plan, but also to have the competence to change, adapt, or modify that lesson plan or even improvise when necessary. Some participants showed they were competent to achieve this.

I will conclude by highlighting three main aspects. The first one is that it seems that definitions and applications of reflection will depend on several factors. Some of these factors are the commitment, calling and awareness pre-service teachers have about their profession. By doing the exercise of defining reflection, pre-service teachers can become more aware of who they are as teachers and identify aspects they have as positive or where they need improvement. Depending on the commitment and responsibility they have with the profession, they will work on that to improve and develop as teachers. As done by Hanna, Berenice and to a certain degree Maya and Maylen. Another important aspect is the personality of the individual. This means that even if they are aware of the issues, they need to work on, they may lack commitment and responsibility, and their

personality can also be a factor for them to get stuck. Examples of this were Genaro and Jorge. Thus, I was able to observe that doing the exercise of making pre-service teachers provide their own definition of reflection is a helpful starting point to prepare reflective teachers. However, this is not enough, and teachers need to commit to the process of their own development as professionals.

5.3 Limitations of the research

Some of the limitations this research presented were related to time and not being in contact with participants once the class and research finished, I was working and studying at the same time the research was carried out. It was not something impossible to conduct this investigation, but it was so hard. I could not spend the time I wanted to spend to follow the analysis of data and reading I wanted to do. Trying to be in touch with students once we finished the class and the research was so hard because they were not my students anymore, then if I asked them to meet with me to ask something about their narratives they never came. Then what I did was to send them an email to ask for specifications of their narratives, just to some of them. They answered but they took a lot of time to do it. This limited me to get more important data. I am not saying that what I got was not important or enough, but it would have been great if I could have gotten some more specific details I wanted to know and that, I think, would be good to have for the analysis.

5.4 Further research

As I have already mentioned, this research was focused on studying the manner pre-service teachers conceptualize reflection and how they applied this conceptualization to their practicum classroom. An analysis of that process would be an interesting

investigation. However, I think it would be better to do it with a longitudinal study to have a more valid and reliable result.

Another exciting study would be to follow up with these seven pre-service teachers, once they are already in front of a group as the main teacher and do a comparative study. It would also be stimulating to know what teachers of these pre-service teachers believe about the influence of their training on these future teachers.

I think the field of investigation within this area of pre-service teachers, reflection, is a vast field, and in Mexico we have a lot of work to do.

5.5 Me as a researcher

I consider myself a novice researcher. I think I am just at the beginning of the experience of doing research and there are many aspects I need to develop, and I am going to continue working on. Developing this investigation and this thesis was not an easy task. There were different factors and situations that helped me in one way or another to construct and reconstruct the knowledge I got from this exercise.

I had already done some research before, but not as deep as this time. One of the most challenging things when doing qualitative research, at least in my experience, is to shape your ideas to find a more direct path through your work. However, even though this is one of the most challenging things, for me, it was also the most enriching one. You start with an idea and begin to plan the type of methodology you are going to use or the different tools to gather data. You start to read a lot about the idea you thought you had. In addition, you think it is a clear idea, and then you realize that is not the path you want to follow. Through the process you get new and different knowledge and so new ideas come to your mind and you need to re-structure the original one. It does not mean you

completely drop that beginning thought, but now you are shaping that thought into a more concrete idea.

Shaping the result of a study project can be frustrating, and I do not know if this happens to experienced researchers, but it happened to me. Nonetheless, as I mentioned before, all the knowledge you gain through this sometimes-frustrating process, is worth that and more.

Another important thing I learned when doing this research was that being open to the comments and suggestions of others is an important source of knowledge too. Sometimes we think that if somebody else provides ideas or suggestions to your investigation, then it is not completely yours anymore. But it is not like that, being opened to listen and take constructive criticism was something that has helped me a lot not just with the development and construction of this investigation, but also to improve as a researcher.

5.6 Me as a teacher trainer

I started this research being mainly a teacher trainer. As I mentioned before I was the participant's teacher-researcher at the time the research was undertaken. My objective at the beginning was to have something to share with others within the teacher training field, which I felt enthusiastic about. I felt enthusiastic about sharing with others. However, I realized that the main impact and learning of this research was on myself as a teacher trainer. My teaching practice took a different direction. I became more reflective but not just on my practice but analyzing my students' (future teachers') practice. I realized that if we guide and help future teachers in this process of becoming reflective teachers, they can improve their practice, moreover, they can help their own students to have a more significant learning. I would not say that at this moment in time I just got the hill talking

about being a reflective teacher. This experience gave me the opportunity to see that I

have much more to do and that my responsibility as a teacher trainer is even bigger.

Whatever I do with my students is going to have a replication no just in the 15, 20 or 30

students I have in my classroom in a specific moment, but in the future secondary school

of those students I am working with. I talk about this responsibility not as something

difficult but as a great motivation, I aim to continue working on for my own development

as a teacher trainer.

REFERENCES

Bramald, R., Hardam, F., & Leat, D. (1995). Initial teacher trainees and their views of teaching and learning. *Teaching and Teacher Education. 11*(1) 23-31.

Chase, S. E. (2011). *The SAGE Handbook of Qualitative Research.* SAGE.

Chesswas, R. (2011). Classroom observations with, for, and by teachers: the role of reflection in improving teaching and learning. *Pacific Resources for Education and Learning,* 6-8.

Creswell, J. W. (2013). *Qualitative inquiry and research design.* SAGE.

Crowley-Henry, M. (2009). *Approaches to qualitative research theory and its practical application.* Oak Tree Press.

Day, C. (1993). Reflection: A necessary but not sufficient condition for professional development. *British Educational Research Journal, 19*(1), 83-92.

Denzin, N. K., & Lincoln, Y. S. (2002) *Handbook of qualitative research.* SAGE.

Dewey, J. (1933). *How we think.* Heath.

Evans, L. (2002). What is teacher development? *Oxford Review of Education*, *28*(1), 123-137.

Farrell, T. (2007). *Reflective language teaching: from research to practice.* Continuum.

Farrell, T. S. (2011). Exploring the professional role identities of experienced ESL teachers through reflective practice. *System*, 39(1), 54-62.

Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. Routledge.

Hobbs, V. (2007). Faking it or hating it: Can reflective practice be forced? *Reflective*

Practice, 8(3), 1-18.

Holliday, A. (2007). *Doing and writing qualitative research.* SAGE.

Houde, P. (2018). *Reflective practice for professional development via a collective accompaniment model: transforming English as a foreign language teaching with BA-TESOL professionals in Mexico*. [PhD Thesis]. McGill University, Montreal.

Johnson, H., & Johnson, K. (Eds.) (1999). *Encyclopedic dictionary of applied linguistics.* Oxford University Press.

Kagan, D. (1992). Professional growth among preservice and beginning teachers. *Review of Educational Research*, *62*(2), 129-169.

Keiny, S. (1994). Constructivism and teachers' professional development. *Teaching and Teacher Education, 10*(2), 157-167.

Killion, J. P., & Todnem, G. Y. R. (1991). A process for personal theory building. *Educational Leadership, 48*(6), 14-16.

Kumaravadivelu B. (2001). Toward a post method pedagogy. *TESOL Quarterly*, 35(4), 537-560.

Liston, K. M. and Zeichner, P. D. (1996). *Reflective teaching: an introduction*. Lawrence Erlbaum Associates Publisher

Lyngnes, K. M. (2012). Embarking on the teaching tourney: pre-service teachers reflecting upon themselves as future teachers. *World Journal of Education, 2*(2), 2-9.

Mackey, S. M. (2005). *Second language research.* Lawrence Erlbaum Associates.

Mann, S. (2005). The language teacher's development. *Language Teaching, 38*, 103-118.

Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: a philosophic and*

practical guide. Routledge-Falmer.

Méndez López, M. G. (2004). Implications for the design of teacher education courses. *MEXTESOL Journal, 17*(3).

Merriam, S. (1988). *Case study research in education: A qualitative approach.* Jossey-Bass.

Peacok, M. (2009). The evaluation of foreign-language-teacher education programs. *Language Teaching Research*, *19*(3), 259-278.

Punch, K. F. (2009). *Introduction to research methods in education*. SAGE.

Raufelder, D., Bukowski, W. M., & Mohr, S. (2013). Thick description of the teacher-student relationship in the educational context of school: Results of an ethnographic field study. *Journal of Educational and Training Studies,1(*2), 1-18.

Richards, J. C., & Farrell, T. (2005). *Professional development for language teaching.* Cambridge University Press.

Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classroom.* Cambridge University Press.

Richards, J. C. & Schmidt, R. Ed. (2002). *Dictionary of Language Teaching and Applied Linguistic.* Longman Person Education.

Schön, D. A. (1983). *The reflective practitioner. How professionals think in action.* Ashgate.

Smith K. (2009). Innovation in public education: problems and opportunities. *New School Venture Fund*, 1-12.

Stake, R. E. (1995). *The art of case study research.* SAGE.

Tairab, H. (2003). The role of reflection in facilitating pre-service primary school

    teachers' professional growth. *Journal of Faculty of Education, 18* (20), 1-21.

van Manen, M. (1991). *The tact of teaching: The meaning of pedagogical thoughtfulness*.

    Suny Press.

Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F. (2013).

    Pedagogy, curriculum, teaching practices and teacher education in developing

    countries. Final Report. Education Rigorous Literature Review. Department for

    International Development.

Yin, R. K. (2012). *Applications of Case Study Research.* SAGE.

APPENDIX 1: Charts of data analysis

Participant Aida					
Observations Ai's O1/Ai's O2	Categories	Focus group Ai's FG	Categories	Narratives Ai's N	Categories
1. Ai started the class by greeting students and since then she looks so nervous. While the class was going on it seems she was giving classes only to her, I mean, her body is here but it seems her mind is somewhere else. She is most of the times looking to the board and speaking but sometimes it is hard to listen to her. She looks distracted. She is trying to use as much as possible the language, but when she does not find how to say something, she gets desperate and she losses the control and attention of the group. I think it happens because she spends some seconds trying to construct what she wants to say in her mine firs. This makes for students to start speaking and doing something else, so she stars screaming, she starts speaking aloud and students do that to. She provides instructions in English, but she does not wait to see if students understood what she said and she translate everything into Spanish immediately after. She is working on teams but she didn't realized there were teams of 6 and teams of 4. She was telling students how they were going to be organized in groups, but at the end students did what they wanted and she didn't say anything. Something that I observed and I think was good, was that She was writing the sequence of the class while she was performing it. I think this was good because students were aware of what happened on today's class and they could see what the objective was. Another thing was the monitoring, while students were working on teams, she was monitoring them closely. She is very patient and it seems she felt more comfortable in this last part of the class. However she is looking every single moment the main teacher's view as if she were looking for some approval of him, but about everything.	confident Content knowledge Teacher's identity Planning or preparation Classroom management	Maestra: ¿Cuáles son las características de un buen maestro? Respuesta de los alumnos: Alumnos: Dirigir, bien preparado, controlar el grupo, ganas de enseñar, que le guste su trabajo, buen aprendizaje, que no sean flojos. Maestra: ¿Qué piensan y cómo se sintieron con la clase de Aideth? ¿Cómo creen que fue su clase? Respuesta de los alumnos: Algunos alumnos: buena. Mayoría de alumnos: regular; porque no sabe muy bien el idioma, no estaba muy segura de sí misma, piensa que todos entendieron. Alumna: A la vez sí, porque si le entendía lo que decía. Pero a la vez no, porque no estaba muy segura de sí misma. Alumna: Yo pienso que no es muy segura de sí misma. Alumnos empiezan a discutir acerca de ello; algunos dicen que si es segura, mientras otros dicen que es insegura. Maestra dice: es algo en	Content knowledge Self-stem Teacher's identity	Reflexión Primeramente es importante hacer mención, soy una estudiante normalista, en ésta licenciatura es de suma importancia conocer y trabajar con distintos instrumentos de análisis de la práctica realizada. Entre los cuales se encuentra la observación, la descripción de lo observado, notas, bitácoras, diarios y la reflexión. En éste trabajo me enfocaré a hablar de ésta última, ya que en mi opinión es la más importante. En párrafos siguientes explicaré el por qué. A lo largo de mi desarrollo docente he escuchado hablar de la importancia que tiene la reflexión para la mejora de nuestra práctica. En mi caso fue un gran reto lograr a ser una persona reflexiva; porque los trabajos los cuales realicé con anterioridad se enfocaban en describir lo que observaba o realizaba. . Sin embargo en el curso de "observación y práctica docente de V y VI semestres asimilé el significado de reflexión, y fui desarrollando poco a poco esta habilidad; para después utilizarla como una herramienta fundamental para el análisis de mi enseñanza dentro de los grupos de la escuela secundaria en la cual practiqué. Al principio fue muy complicado para mí hacer reflexiones. Yo siempre describía las cosas tal cual las observaba: Hasta que mi maestra de la misma asignatura anteriormente mencionada; me brindo lecturas y el tipo de preguntas que podría hacer para lograr hacer una reflexión. A continuación presento algunas de ellas: ¿Por qué? ¿Qué aprendí con ello?, o ¿Qué podía hacer para cambiarlo? Con ellas fue percatando si las actividades que presentaba eran acorde a las necesidades de mis alumnos. Si alcazaba los propósitos que me había establecido. En caso de no serlo, ¿Qué había hecho falta?, ¿Qué otras actividades podría presentarle a mis alumnos?,	Process and transition of reflection As a tool Self stem Estudents' preferences.

lo que tenemos que seguir trabajando.

Maestra: ¿Aprendieron algo en éstas dos semanas con Aideth?
Alumnos: Sí aprendimos
Maestra: Aprendieron: ¿mucho, poco, más o menos?
Alumnos: más o menos.
Maestra: ¿sentían confianza de preguntarle?
Alumnos: no
Maestra: ¿Por qué?
Alumnos: porque si ella no estaba segura, como íbamos a preguntarle.
Maestra: ¿Algún consejo que quieran darle a Aideth?
Alumnos: ¿Qué le eche más ganas, que sea mejor maestra, que no se enoje mucho, que sea más segura de sí misma, que sea más paciente

¿cómo fue mi actitud ante la clase?, ¿Cómo manejé los contenidos?

Para mi reflexionar es interpretar toda la información recabada mediante: la observación (de los diferentes contextos en los que se desarrolla el alumno, otros docentes y las respuestas que los alumnos tienen los alumnos a las actividades que aplicamos, entre otras).

Por otra parte reflexionar es revisar lo que describo en las bitácoras, revivirlo en mi mente y encontrar que acciones realicé que impidieron que los alumnos entendieran.

A su vez la reflexión se da, el momento de leer mi diario, y por ejemplo darme cuenta que fueron varios los factores que permiten o no que se desarrolle la clase como yo quería, pues no soy yo el único elemento en el aula de clase, sino que hay más.

Para finalizar con el significado de reflexión en mi punto de vista; reflexión es unir cada una de la información recabada en los instrumentos anteriormente mencionados, para encontrar las fortalezas y áreas de oportunidad que tengo. Y con ello buscar la manera de trabajar en ellas.

Por hacer mención de algunas de mis áreas de oportunidad se encuentran: la inseguridad que muestro a los alumnos con regularidad; con la reflexión pude darme cuenta que es debido a que espero que los alumnos trabajen a un ritmo que no están acostumbrados, por ejemplo.

La segunda es: que las actividades que planeo, tomando en cuenta las necesidades de los alumnos y los propósitos que me establezco no resulten como las he planeado. Comienzo a desesperarme y a llevar más rápido a los alumnos, sentirme insegura de lo que hago.

La solución que doy a mi primera área de oportunidad es, ir trabajando con los alumnos poniendo cierto límite de tiempo para cada actividad, sin irme a extremos, sino poco a poco. Y no mostrarme apática por ello. Sentirme segura de lo que digo o hago, no cambiar de consignas, aceptar cuando haga algo mal y tener en cuenta que no siempre tendré la razón.

<table>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>

A la segunda área de oportunidad la solución que encuentro es, al momento que empiezo a desesperarme; tomar en cuenta que hay diferentes elementos que interfieren en el desarrollo, de entre los cuales algunas ésta en mis manos trabajar en ellos, mientras que otros no (situaciones imprevistas, llegadas de personal del centro de salud por ejemplo).

Al reflexionar acerca de mi práctica, comencé a encontrar soluciones para los problemas que había tenido, los cuales ya mencioné en el párrafo anterior. Con ello obtuve mayor seguridad; debido a que me sentía capaz de brindar a mis alumnos una mejor clase. Y al hacerlo hice un mejor trabajo.

Como persona me he vuelto reflexiva en todos los aspectos de mi vida, y para analizar cualquier situación, planteo preguntas que al responder me permiten conocer diferentes propuestas para la solución de mis problemas o la toma de decisiones, que se presentan.

</td>
<td></td>
</tr>
<tr>
<td>

2. Today she looks a little more relax than some previous times. It seems she feels a little more secure. I think this is so important in a teacher because we as teachers can transmit directly to the students the way we feel and if they realize we are not very sure about ourselves we can loose their attention and have a bad environment in class.
She needs to continue working on the way she gives instructions because sometimes it is kind of confusing and she confuses herself. It seems she tries to manage the way she uses the language and at least it is not evident when she is trying to find how to say something in English,. She continues using the technique of writing on the board what she is going to be doing today as well as the objective. It seems it works well because once in a while students see the board and they say something like: 'no esque nos faltan dos actividades mira ahi dice' or comments like those.
In addition I had the chance to see her planning and I could see she has a lot of notes that she writes during the class and after the class.
She has a better classroom management, she does not scream or speaks aloud as she used to.
She was not looking at the main teacher every single minute looking for approval. In fact it was as if he or myself weren't there

</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</table>

104

Participant Berenice						
Observations Bb's 1 and 2	Categories		Focus group Bb's FG	Categories	Narratives Bb's N	Categories
1. Today's class involves two hours, which actually means 1 hour 40 minutes and the class is before the break. Bb changed the classroom because in her planning she prepared a video projection and within the normal classroom they do not have these kind of resources, so if a teacher has to use the projector, they have to ask for the classroom where Bb is having classes today. She wanted to do something different and play a video because students are not used to. I thought it was a good idea to implement something different because within this practicum period pre-service teachers can take risks and see what happens with something new. However when I saw the video I was not sure about that this time, at leas not for this specific video. The video was kind of violent and I think it was not appropriate for the level of students. When I asked her why she used that video she told me that she wanted to do something different and according to what students told her they liked material such as videos, pictures, etc. But when she told the idea of the video to the main teacher, he told her that it was good but that he was going to give her the video. It was obvious that it was according to the main teacher's preferences but not so appropriate for students. As I mentioned before this class was two classes together, however Bb saw that for the second hour they supposed to have a math exam, because that week was the exams week, although they do not have the exams within the schedule they have	Students' preferences

Security

Planning/ Prepared

Content knowledge | **Maestra:** Me gustaría decirles que felicidades que…, muchas felicidades. El trabajo que hicieron fueron 20 minutos que vi y woow, me sorprendieron ¡muchísimo! Créanme que he visto grupos en todo el estado de Guanajuato y pocas veces si no es una me he encontrado con un grupo como este y la actuación que hicieron con sus canciones woow muchas felicidades. Pero bueno, la primera pregunta:

Maestra: Para ustedes, Cuáles creen que sean las características que debe tener un buen maestro?

Alumna 1: Pues que sea tolerable con nosotros, que sea amable.

Maestra: Ok, amable ¡

Alumno 2: Pues, sería como una dinámica que utilice que no sea aburrida la clase y aburrida, bueno que capte nuestra atención.

Maestra: Ok, muy bien, ¡perfecto! Alguien más? , Características de un buen maestro, cuales creen que sean las características, si?

Alumna 3: Paciencia.

Maestra: Paciencia muy bien, alguien más?

Alumna 4: Este, aparte de ser nuestro | | Students' feeling confident

Teacher's identity

Students' preferences

Content knowledge

Planning/ prepared | Mi nombre es Brenda Berenice Cuellar Valdez y a continuación describiré lo que concibo sobre la reflexión en el ámbito laboral, y cómo me ha ayudado en lo personal.

Primeramente, creo que la reflexión es un proceso que permite identificar tus habilidades y áreas de oportunidad. Esta herramienta es sumamente importante que todo profesional deba adoptar, ya que si se quiere mejorar el trabajo desempeñado, la reflexión es un punto clave para lograrlo.

En mi experiencia como maestra en formación, la reflexión ha sido un instrumento de gran utilidad, ya que antes y después de cada práctica analizo mi desempeño y el impacto que tuvo en los alumnos. El resultado de esto me dice que estrategias debo seguir usando, cuales no y que debería implementar.

La información que obtengo es muy enriquecedora para ser cada día mejor y lograr mi objetivo, el cual es formar a mis alumnos íntegramente.

En lo personal me ha ayudado mucho la reflexión, ya que era una persona insegura y muy sensible. Pero a lo largo de esta corta experiencia me he analizado como persona y he hecho varias cosas para es segura de mi y transmitirlo a mis estudiantes, un ejemplo de ello fue: pedir apoyo a personas profesionales, también me di cuenta que si estudiaba ampliamente el tema a revisar con mis alumnos, mi desempeño seria mucho mejor. Exploté mis habilidades, creatividad, comprensión, proyección de | Process and transaction of reflection

Teacher's identity

Security

Content knowledge |

as a class. Nonetheless, authorities did not tell Bb or the main teacher that it was changed, so Bb did some adjustments to finish in an hour. She realized then that they were having the two hours because of the modification authorities did on the exam date and not just an hour. She realized this because she was telling students to get ready to go to the exam and they told her they had done it the day before. She turned and looked at me. Her face was turning into a hundred colors. She found a chance to get close to me and asked me: 'What do I do now?', students were working on teams. So I told her to think on something she could add related to the topic. She was working on teams so, I told her to monitor students while she was doing that she could think about something. I wanted for her to come out with an idea before me telling her something. However she came back after a minute and told me she was in white, so I told her that she could add something about students presenting their job or to continue with something she had planned for the next day and then in the afternoon make adjustments on the planning for the next day. She looked nervous but she was able to finish the class In a moment I thought she was going to start crying because she was so nervous, but she finished without crying. At the end I told her that these kinds of experiences were good for pre-service teachers because those things happen in real life and she had to be able to manage them and know how to deal with them. In addition I told her that this is for it is important to always have a plan B.

maestro, ósea ser nuestra maestra y nuestra amiga, que trate de llevar de forma respetuosa y con confianza.

Maestra: Ok, muy bien, alguien más?

Alumno 3: Que se maestro, porque le guste serlo, que no elija esa carrera al azar sino porque le guste, para que lo haga bien.

Maestra: Ok, alguien más?

Alumna 1: que nos sepan explicar bien las cosas, que le entendamos todos.

Maestra: Ok, gracias.

Alumno 5: Algo parecido a lo que ella dijo, y con los demás, que sea paciente y toreable, porque hay mucha gente que no se les da en inglés, entonces probablemente tenga varias o muchas dudas y hay profesores que cuando les preguntas simplemente dicen que perdió su oportunidad que se verá en la próxima clase. Entonces pues hay que darse cuenta que no todos toman bien lo que otros toman bien otras cosas.

Maestra: Claro, tenemos habilidades diferentes, estilos de aprendizaje diferentes, muy bien. Alguien más, interesantes todas respuestas.

Maestra: Siguiente pregunta, Qué piensan del trabajo de Brenda?

Alumna 4: Para mí, es la segunda vez que viene y para mí es muy agradable su clase, me gusta las cosas que hace por medio de juegos.

Maestra: Que piensa y que sienten al tener a una maestra como ella.

Alumna 6: Creo que está bien porque a veces nos hablaba en inglés entonces hacíamos el esfuerzo para entenderle y era

voz, entablar relaciones positivas con los alumnos. Y mis resultados fueron muy buenos.

Creo que desde mi primera práctica hasta el día de hoy he mejorado bastante y mi seguridad es cada vez más notable, dentro del aula de clases y fuera de ella.

Me considero una persona reflexiva, ya que siempre reflexiono si lo que hice fue lo mejor, cuando fallan mis estrategias en clase, me cuestiono ¿por qué no funcionó tal cosa y que es lo que necesito hacer para que la próxima vez si funcione? Como dice un dicho: la práctica hace al maestro; efectivamente, mediante la práctica y aprendiendo de los errores se mejorará siempre tu trabajo, he ahí la importancia de la reflexión.

<mark>más fácil que aprendiéramos inglés.</mark> Que solo nos escriba y nos dicte.

Maestro: alguien más?

Alumna 1: que fue tolerante con nosotros y creo que todos entendimos porque fue persistente.

Maestra: Constaste

Alumna 1: Si constante.

Maestra: Yo no voy a mostrar esto que están diciendo por eso tienen la libertad de decir cosas como realmente las piensan y como realmente las sienten. Yo voy a ocupar esta información para hacer diferentes dentro de mis clases y las clases de ellos, pero no lo vas a ver eh.

Alumno 7: bueno, lo que más me gustó de su clase fue que hizo que se creara un lazo de confianza con ella porque al momento de que alomejor no entendieras algo, o tuvieras duda podías preguntarle con toda confianza sin que se molestara…o cosas así, lo hacia de la mejor manera, si le preguntabas tal cosa, te respondía muy bien.

Maestra: Ok perfecto, muchas gracias.

Alumno 5: yo quería hacer un pequeño… Mmm…ahorita de lo que dijeron que un buen maestro debe de ser paciente, tolerante, y ahorita Paola dijo que tenía que hacer las clases entretenidas y lo dijo Baca, ah Ivan. <mark>Y también la manera en que nos enseñó, no lo hizo repetitivo por que siempre estuvimos haciendo cosas diferentes, con dados, con papelitos, o con música. Como decirlo, cada día era algo diferente tal vez no tanto porque era el mismo tema pero lo posible y eso nos tenían entretenidos, y los puntos que vimos de un buen maestro y de como esta siendo ella coinciden así que en resumen: es una buena maestra.</mark>

Maestra: Muchas gracias, alguien más? Cómo se sintieron ustedes, los demás? Que son tan callados. Alguien que de plano no le guste para nada el inglés? A nadie? A todos les gusta? Woow eso es bueno, o a alguien que le halla dificultado el inglés?

Alumna 1: No me gusta tanto, pero tampoco me desagrada.

Maestra: Tú crees que la forma en la que nosotros como profesores nos manejamos influye en que te pueda gustar o no el inglés?

Alumna 1 y varios más: sí, sí.

Alumna 4: Es que como dicen ellos, la forma en la que nos enseña… es más divertida. Porque por ejemplo: pones atención y aprendes. No solamente estas escribiendo o copiando, porque por ejemplo, nos dan apuntes y yo creo que nadie los volvemos a repasar, entonces de esa forma yo creo que es más fácil.

Alumna 8: Yo creo que la maestra Brenda lo que quiere se da porque es 100 % ella, trae que sus hojitas, ósea trae muchas cosas que se ve que en su casa se dedica en traernos una actividad diferente cada día, para que nosotros le pongamos atención, para que no nos aburrirnos.

Alumno 5: Lo que decía ella de a veces se nos hace difícil aprender el inglés creo también depende de la manera. Por que siento que el inglés a mí se me da bien. Pero la manera que trabajo el maestro no es…

Maestra: no es compatible con tu manera de aprender.

Alumno 5: ¡Exacto! Siento que fui una persona diferente en estas 6 clases con

Brenda y también con las anteriores que con el profe Francisco. Siento que no se, en esta me llama más la atención el inglés y me aplico más que con el profe por que casi siempre es anotar y traducir.

Maestra: y es muy monótono no?

Alumna 3: la manera que ella hacia mucho, que cuando participábamos de manera individual no decía a ver quién quiere pasar, alomejor si pero involucraba a los demás para que todos participaran y no fueran los mismos.

Maestra: Ustedes me pueden decir si aprendí en estas dos semanas, no aprendí. Aprendí mucho, aprendí más que en estos tres años. Cómo se sienten lo que aprendieron?

Alumna 1: Ya lo había visto pero como que no y no me interesaba, y ahora sí.

Maestra: Crees que puedas usar el idioma no nada más que lo tengas?

Alumna 1: si**.**

Alumno 9: Yo en lo personal**,** el inglés no se me dificulta, pero lo que me gustó mucho de la maestra es que intenta explicar de la manera más simple que se nos facilite el entendimiento, como ya lo dijeron los compañeros, con dinámicas mediante las cuales nosotros aprendemos pero sin tanta teoría, es decir, no con tanto dictado y repetición en una forma tal que nosotros no nos aburramos y al mismo tiempo aprendamos todas las lecciones que la maestra tenia preparadas para nosotros. A mí me pareció que la forma en la que ella lo manejo nos facilitó el aprendizaje.

Maestra: entonces tú puedes decir ¿si aprendí en estas dos semanas?

Alumno 9: sí.

Maestra: Gracias, ¿alguien más? Cuando yo pregunto si aprendieron me refiero a que ustedes sienten la confianza de usar lo que aprendieron. Por que muchas veces pueden decir a si aprendí una palabra pero se me olvida no? Ahorita por ejemplo cuando estaban leyendo o cantando sus canciones, hubo una partecita en donde las chicas se rieron, eso quiere decir que entendieron, usar el idioma no solo es hablarlo sino entenderlo. Esa es una forma de demostrar que estoy aprendiendo. ¿Algo más que quieran agregar?

Alumna 10: Bueno yo creo que si aprendí porque con lo persistente que fue la maestra, en estarnos recordando en cada clase de cómo se acomodaba la voz activa y pasiva entonces eso hace que se quede en nuestra mente, como debemos escribirla, como va. Con lo persistente que fue la maestra podemos aprender y de diferentes maneras que presento, no fue monótona que como dijeron mis compañeros hubo muchas dinámicas y cosas que nos hicieron sentir bien y más dispuestos a aprender

Maestra: Las dinámicas que aplicó ustedes pudieron relacionar con sosas que les gusta no se con lo que hacen todos los días, canciones o en algún momento les preguntó ¿qué te gusta escuchas, leer?

Alumna 11: Un día nos sacaron porque iban a poner las cortinas, y ese día a ella le tocó improvisar, entonces nos preguntó nuestros gustos e hizo como adivinanzas y nosotros teníamos que dar pista para que los demás compañeros adivinaran.

Alumna 3: Fue donde más participamos todos y casi toda la clase fue en inglés.

Alumno 5: Y- fue improvisada.

Alumna 3: Ella se quedó muy sorprendida,

| | | llegaba y nos decía algo y como algunos no entendían, decía que como no le íbamos a entender si en la actividad todos estábamos participando.

Maestra: No sabía que se habían dado cuenta de que era improvisada pero bueno.

Alumna 4: Es que como ya nos habían dicho que ella fue también alumna del maestro Francisco yo creo que a ella como a nosotros yo creo que se le hacían muy aburrida. Yo creo que para ella fue a si de: siempre es lo mismo, pues ella dijo pues no puede ser así. Entonces buscó como cosas que fueran entretenidas para nosotros los jóvenes.

Maestra: Pues muchísimas gracias por su apoyo y sus comentarios y pues espero que tengan mucha suerte.

Alumnos: Gracias. | | | | |
|---|---|---|---|---|---|---|
| 2. I am so surprised with the change Bb has done. She has a good classroom management. ==She does not look nervous at all.== She is using different kind of material for this class, which seems to catch students' attention in a really good manner. ==She has improved the level of the language and I think it has helped her to feel more secure of her teaching not only when using it, but in the presence she has in the classroom.== She managed the transition of the activities in a really good way without loosing the 'control of the class.' It seems she established rules at the beginning of her two weeks of practicum because students behave like that. For example they rise their hand when they want to participate and they do not speak until Bb tells them it is their turn, here she is acting as a mediator too. They take | | | | | | |

turns going to the bathroom and nobody complains about that. They use classroom language the whole time. They are very respectful with each other participation and if Bb sees any non-respectful attitude, she immediately talks to the student and she does it in a very respectful manner. It seems she feels she is the responsible teacher of that group in the whole sense. I mean they are teacher in formation and they have a main teacher when they go to their practicum, but for her it is as if she were the main teacher. I am so amazed with Bb's work and improvement, she needs to continue working on some aspects, but she knows that, in fact she was the one who told me the aspects where she thinks she has to continue working on, some of them are: the language and the planning, however now she has a plan B the whole time.					

Participant Genaro					
Observations	Categories		Focus group	Categories	Narratives	Categories
1. This is the first observation of two. I arrived before the class started and I waited until G let me know the place I could use. Students were looking at me with 'what'? faces, so I called G and told him to explain them who I was and What I was doing there. Before that he got into the classroom and greet students. This is an afternoon shift. Since the beginning G looks as if he were upset or mad, but that was my perception because of the face he had. He looks so secure about himself and this is perhaps because he has a good level of the language and he knows he has this level. However it seemed students perceived this because they were so serious almost during the whole class. There supposed to be around 28 students, but there were only 15. This helped him to have a good	Security Teacher's identity Classroom management Students' preferences in the opposite way.	Ma: ¿Me pueden decir algunas características de lo que para ustedes es un buen maestro? ¿Cuáles son esas características de un buen maestro? Ao1: Cuando me resuelve mis dudas Ao2: Cunado explica bien las cosas Ao3: Una buena actitud Ao4: Que no deja mucha tarea Ma: ¿Algo más? ¿Nada? ¿Seguros? ¿Cómo les gustaría que fueran sus maestros? Aparte de lo que		Students feeling confident Teacher's identity	La reflexión es una herramienta de apoyo que nos ayuda a mejorar nuestra práctica docente, así mismo nos brinda la oportunidad de discernir entre las cosas positivas y las negativas, es decir, a poner nuestras ideas en orden y decidir que áreas de oportunidad debemos mejorar, o bien que fortalezas debemos de mantener. También, es necesario hacer un recuento de lo sucedido en determinada situación de nuestra vida como maestros, y así implementar estrategias de mejora, mismas que coadyuven al desarrollo y cumplimiento de metas y objetivos a corto, mediano y largo plazo. La reflexión tomó lugar en mi desarrollo personal y profesional cuando hacía un	Teacher development Teacher's identity Use of reflection

112

classroom management, however students are not really participative. G has good voice projection, not to loud, not to low. The thing is he does not look very flexible or patient, I mean, he monitors the whole time, which is good. However sometimes students were talking between them about the instructions of the activities or asking between each other what they have to do, and he immediately asks them to be quite, or if he asked them something like 'do you have a question?' students didn't say anything even when it seems they have questions. This makes me thing students does not feel very comfortable with him. He was the whole class in a rush. It seems his main objective is to accomplish what he has on the planning without thinking on the students' process of learning or taking into account their preferences. Some students were slower than others and G looked kind of stress. He turned at me doing some faces as if he were disgusted. As I already mentioned he does no t look that patient, but that is not the worst thing, the bad thing is that he demonstrate this to students and so they get stress as well. At the end of the class I asked him if he was ok because it seemed to me he was kind of mad or something. He told me that he does not like to be working in an afternoon shift and that makes him feel upset most of the time.

ya dijeron.
Ao: que sea igual con todos, amable, que no tenga preferencias.
Ma: ¿Qué piensan de las clases de G?
Aos: Son aburridas
Ma: ¿Por qué?
Aos: Porque nos habla mucho en inglés. A veces no entendemos.
Ma: y eso ¿Qué les hace sentir?
Aos: Desesperados, estresados, frustrados.
Ma: y ¿Trabajan o no? ¿Cuándo no entienden trabajan o le piden ayuda a alguien?
Aos: Nadamás nos le quedamos viendo
Ma: Y ¿cómo se sienten ustedes? ¿Se sienten confiados, a gusto?
Ao: Es que el maestro lo que tiene es que es muy enfocativo, o sea, si enseña bien y explica muy bien, pero como que tiene la sangre media pesada
Ma: ¿Y no les da confianza?
Aos: No, no nos da confianza
Ma: ¿Se sienten a gusto de levantar la mano y preguntar algo?
Ao: Es que es lo malo que no entendemos porque nos habla siempre en inglés y nos lo vuelve a repetir pero otra vez en inglés.
Ma: ¿Y entonces ya no se sientes confiados de preguntar?
Aos: No
Ma: Y este periodo que estuvieron con él ustedes podrían decir si

recuento de las situaciones que acontecieron en las diferentes aulas de trabajo, así mismo, al término de cada clase pensaba que estrategias me favorecieron, cuáles no, y que es lo que haría para la siguiente sesión. De esta manera, ordenaba mis ideas dejando de lado aquellas cosas que no me ayudaron y ponía en marcha un nuevo plan de mejora. Aunque, en ciertas ocasiones las cosas eran ajenas a mí, por ejemplo, en la última jornada de prácticas en la ciudad de Dolores Hidalgo, tuve un grupo de tercer grado, la característica que los definía era que siempre llegaban tarde a clase y solo asistía la mitad del grupo (14 alumnos).

Por ende, el tiempo que se perdía, afectaba directamente la planeación ya que las actividades no eran cubiertas al 100%. También la mayoría de las veces los alumnos no tenían disposición de realizar las actividades de enseñanza y aprendizaje, tal vez porque no les llamaban su atención. Al reflexionar sobre los motivos que se suscitaron con los alumnos, me percaté que mi carácter no embonaba con el de ellos, tal vez eso afecto el trabajo. Llegué a esta conclusión porque en ocasiones los alumnos tendían a confundir mi manera de ser con ellos, ya que mi carácter es muy fuerte, no me gusta que hagan cosas ajenas a la materia, y los alumnos tienden a comportarse diferente a lo que yo espero, por ejemplo: faltar demasiado a clases o no llevar el material necesario para trabajar. Al final me sentí satisfecho ya que lo positivo me ayudó a mantener mis fortalezas y lo negativo me sirvió de experiencia para mejorar e improvisar mis áreas de oportunidad las cuales son: Fluidez, ya que tiendo a hablar muy rápido en inglés al momento de dar instrucciones o explicar el tema y mejorar la relación con alumnos.

| | | aprendieron o no, aprendieron mucho o poquito.
Ao1: Algo
Ao2: Poquito
Ma. ¿Qué les hubiera gustado que hiciera diferente, aparte de que mezclara un poquito español e inglés? ¿Él les preguntó que música les gustaba, si les gusta el soccer o básquet?
Ao: No, él solo se enfoca en su materia.
Ma: ¿Les gustaría que fuera así? Si por ejemplo alguien les pregunta que música les gusta y de repente trae de ese tipo. ¿Creen que sería mejor para ustedes?
Ao: <mark>Si porque no estaría tan aburrido</mark>
Ma: ¿Algo más? Algún comentario más que nos ayude a tenr mejores maestros o que si alguno de ustedes decide ser maestro dijeran a mi me gustaría ser así. ¿A alguien le gustaría ser maestro?
Aos: No
Ma: ¿Nadie? Digo estan chiquitos todavía para que dedican algo así. ¿Ya tienen una idea de lo que quieren ser cuando entren en la universidad?
Ao: si
Ma: ¿Y no es ser maestro?
Aos: no
Ma: ¿Algo más? No se preocupen nadie va a escuchar lo que se está grabando, servirá para mejorar de forma general, no específica. ¿Algún otro comentario que quieran | | | | |

		hcer? ¿No? ¿Nada? ¿seguros? Pues yo les agradezco que me hayan reglado estos 5 minutos de su tiempo y que hayan respondido, gracias.				
2. This is the second time I come to observe this class. G used to be very secure on what he is doing in the classroom and the way he does things. He has a good level of the language and I think it helps him to feel himself more secure. In addition he is usually very creative when planning. The thing is that he does not accept he is in a process and there are things he has to continue working and that knowing the language is not enough. For example this class is in the afternoon and it seems he is not hat happy with that. It affects his performance because he sees more the bad things than the good things of students. I mean, first of all he did not even greet them when he got into the classroom. He seems to be already stress when he got into the classroom because as usual there was only the half of students in the classroom. It is common in this class that half of students come to one class and half of them come to the other class and combinations like this. So it is kind of difficult to have a follow up with them. In addition, they seem not that willing to work and I am pretty sure they can feel the attitude G has about the time of the class. He gets desperate easily most of the times, but now he gets desperate faster than he used to. He tries to monitor the class, but if he gets close to the students, they stop doing what they are doing even if it was about the class. He does not have any notes on his planning, but he told me he has done some modifications and he has them on a separate notebook. He told me he did this because of the characteristics of the classroom and because, as it happened today, most of the times they do not do homework or do not bring the material. Today they supposed to bring some material to work in class, but because they didn't do it G had to improvise. However he did it angry and it was evident for the students, so they started to show they were not interested in the class anymore and they						

115

started talking and doing other stuff that was not about the class. G tried to call their attention, but it was kind of hard so he couldn't have a follow up in his class and as consequence he didn't finish the activities he had planned, even with the improvised adjustments, which make him feel even angrier and frustrated.						

Observations	Categories	Narratives	Categories
Participant Jorge			
1. He yells a lot. When the class finished, my ears hurt as if I had had some speakers on them for an hour. In fact, more than one student told him something like 'pero no grite teacher'. His class is completely conductists and traditional. He lost the control of the group easily and treats students in a not very good way. I think this happens to him because he uses his authority role to hide the insecurity he has in front of a group. He put in evidence to one of the kids in front of others, which make for students to get mad at him and not willing to work. He never used the words please or thanks with students. I think these are key words not only in a classroom, but in life. He needs to work a lot with the language and his attitude. His plan of the lesson is kind of confusing because it only says things such as: 'the teacher will ask students some questions', but it does not specify the kind of questions. He does not have any kind of notes on his planning, but I could notice he is not following what he has on it.

I am not sure if he has realized this aspects or if he really wants to be a teacher. At the end I asked him if he really wanted to be an English teacher and he thought about it for a while before giving me an answer. He said yes, but he did not look that convinced. | Planning /prepared

Teacher's identity

Classroom management | En el siguiente escrito haré una pequeña narrativa sobre la reflexión y la importancia que ésta ha tenido durante el trascurso o recorrido de mi carrera profesional. La reflexión ha sido de suma jerarquía ya que con su ayuda me he dado cuenta de los momentos tanto buenos como malos durante mi lapso como futuro docente. Como su nombre lo dice, reflexión es analizar o meditar sobre el transcurso, en este caso, de una clase, una semana o una jornada completa de prácticas. Mis experiencias están perfectamente diagnosticadas gracias a este instrumento ya que llegaba en el momento en cual me ponía a reflexionar el por qué en este día me fue bien o mal y sacaba mis propias conclusiones, entonces pensaba, hoy me fue bien por las actividades implementadas por ejemplo, o por la buena interacción entre maestro alumno y eran actos repetitivos que hacía con diferentes grupos ya que me funcionaban para una buena clase. De igual manera cuando me iba mal en alguna clase reflexionaba el porqué de las cosas, por ejemplo, tuve una mala experiencia en jornadas pasadas, el comportamiento de los alumnos (mala conducta) me hizo sentir impotente en ese día, ya que en toda la clase no encontré la manera correcta para controlar el ambiente adecuado dentro del aula, esto realmente fue frustrante para mí, mi autoestima terminó por los suelos. Al final del día me di cuenta que el diferente contexto de cual venía cada estudiante era el que reflejaba la disciplina, también influyo en demasía la falta de docentes en los diferentes módulos, esto fue lo que rescaté en mi reflexión al término de la jornada. Ahora bien durante toda esta aventura como futuro docente he aprendido muchas cosas, por ejemplo a poder rescatar mis fortalezas y mis áreas de oportunidad, pero algo que me ha ayudado mucho es la reflexión, me siento un docente en formación reflexivo ya que al término de cada día de prácticas utilizaba la reflexión para hacer una autoevaluación de los diferentes momentos. Esto sin duda me ha hecho mejorar en muchos aspectos académicos, ya que he podido mejorar dentro y fuera de clases, como practicante y como alumno. | Teacher development

Security |

2. This class is a two hour class, but not only this, they are the last two classes of the day, and today is Thursday, almost the end of the week. I think all these aspects are important to take into account when doing the planning because they, without a doubt, influence on students' performance and us as teachers as well. Gio used to think that his voice was one of his strangeness, at leas that was what he told me on the previous observation I did to him,but it is not very true because he yells a lot. This makes me know that he did not realize that what he was doing was yelling. However, even when today he lost the control of the class sometimes, he tried not to yell a lot , and control the volume of his voice using it as a tool, however it was kind of difficult for him to get students' attention. He was asking for participation mainly to two students. It seems their names are the names he remembers the most and so he asks them to participate because of that. But it could be seen, or students can feel he is not paying attention to them and that is for he does not remember their names. He tried to monitor students, but in any transition he lost the control of the class. He looks a little bit insecure, nervous and hesitating when doing or saying something. He improved a little bit when writing his planning but he stills does not have any kind of notes or something that can show me he has had to do an adaptation or modification taking into consideration what I mentioned at the beginning of this observation.	Teacher's identity

Participant Hanna							
Observations	Categories		Focus group	Categories	Narratives		Categories
1. The first impression I have about H is that she does assume her role as 'the teacher' not as a teacher that is doing her practicum. I think this is so good, because it makes her have the complete control of her practice. She looks so secure and has a good control of the group. It is evident she is organized because it was easy for me to identify the different phases of the class, the sequence of the activities is very clear, fluent and easy to follow. She provides several examples to the students before make them do the activities, which I think is something good for students. Actually it was evident it was good for them because as soon as they started doing the activities,	Teacher identity Planning /prepared	Escuela: Escuela Secundaria Técnica #4 Grupo: 3° "D" No. Estudiantes: 35 (Masculino) **Maestra:** ¿Cuáles creen ustedes que sean las características que debe de tener un buen maestro? Buen maestro. **Alumno 1:** Controlar el grupo, tener al grupo en orden, contento, trabajador, osea que trabajen duro **Maestra:** Ok, muchas gracias. ¿Alguna otra idea? **Alumno 2:** Que le tengamos confianza para cualquier cosa. **Maestra:** Confianza. **Alumno 3:** Saber, como se dice, expresar o transmitir los conocimientos. **Maestra:** Ok, gracias.		Students preferences Planning /prepared Students feeling confident Teacher identity	La reflexión es un proceso que permite analizar a profundidad cualquier acción que se haya llevado a cabo. Esta acción conlleva un propósito específico, la toma decisiones para la mejora de dichas acciones. La reflexión puede llevarse a cabo antes, durante y después de las acciones implementadas. Del mismo modo, la reflexión permite analizar al exterior y al interior. En mi caso, he desarrollado la reflexión en dos campos específicos. En primera instancia y de manera directa, realizo la reflexión en el ámbito personal pues como persona me es gran importancia analizar mis actos y manera de conducirme ya que esto repercute de manera directa en mi esencia como persona y en la forma de		Use of reflection Teacher development Planning/ Prepared Teacher identity

they didn't ask about what they were going to do. Another good aspect is that she creates these examples with her own life events. Students seem to be interested on the class when she starts providing examples of real life.

I had the chance to be reading her planning during the observation and she is very specific when writing the sequence of her classes, in addition she has a lot of notes related to some adaptations she had to do during the week.

She tries to use as much English as possible and the group responds in a good manner,

Most of the students participate in the class and they work very well. I did not observed any discipline problems in this group.

Alumno 4: Ser amigable con los alumnos.
Maestra: Ok, Muy bien. Gracias.
Alumno 5: Encontrar un balance
Maestra: ¿Encontrar como un balance de esos tres? Ok. Querías decir algo?
Alumno: No
Maestra: Alguien más? ¿Alguna otra característica que ustedes crean que un buen maestro deba tener?
Alumno 6: Hablar bien
Maestra: Hablar bien. Bueno en este caso, ¿hablar bien el idioma dices tú?
Alumno 6: Si
Maestra: O ¿hablar bien en general?
Alumno 1: Léxica
Alumno 7: Que nos haga reír en algunas cosas
Maestra: ¿Divertido de vez en cuando? Ok. Muy bien. Muchas Gracias.
     Otra, ¿Qué piensan ustedes y como se sintieron? Una cosa es lo que piensan y otra cosa es como se sintieron con el trabajo de Holanda? ¿Qué piensan de su trabajo? Es bueno, es masomenos
Alumno 8: Esta bien. Si sabe dar explicar su clase y si tiene actividades buenas
Alumno 9: Es divertida
Maestra: Es divertida, algo que decían por allá no? Que tiene que tener una característica un buen maestro
Alumno 10: Es muy paciente.
Maestra: Paciencia. Muy bien. Ok. ¿Alguien más? ¿Qué piensan de su trabajo? ¿Cómo se sintieron ustedes trabajando con ella?
Alumno 11: Muy a gusto
Alumno 4: Digamos que sabe trabajar bien porque como nos sacó pudimos, así como tenernos más confianza, aunque no nos hablemos bien nosotros entre alumnos conforme nos tocó, pues así trabajamos como un equipo.
Maestra: ¿Alguien más? ¿Cómo se sintieron ustedes trabajando con ella? Se sintieron a gusto, más confiados, más…
Alumno 12: Confiados
Maestra: Porque aparte tienen la característica de ser puros chicos. Igual, más bien nos ponen nerviosas a nosotros.

---

relacionarme con los demás.

 Asimismo, me he dedicado a practicar la reflexión de manera profesional pues siempre me ha importado el evaluar mi trabajo y someterlo a una autocrítica para crecer más como futura docente. De acuerdo a mi punto de vista, siempre será posible perfeccionar el trabajo docente, siempre y cuando se reflexione sobre la eficacia de ésta sobre el desempeño de los discentes. Dicha reflexión me ha permitido resolver problemáticas dentro del aula como por ejemplo indisciplina de algunos alumnos o situaciones imprevistas que puedan llegar a afectar el desarrollo de alguna sesión. También me ha dado la oportunidad mejorar y trabajar ciertas áreas de oportunidad detectadas como la tolerancia, así como fortalecer o perfeccionar las fortalezas descubiertas tales como el dominio de contenidos, creatividad, rapport con estudiantes e identidad docente.

En cuanto al ámbito profesional, la reflexión se ha convertido en una actividad necesaria en mi ejercicio docente. Dicha actividad, me ha dado la oportunidad, de analizar objetiva y críticamente la labor que llevo a cabo en las aulas y con esto abonar al mejoramiento de mi labor docente.

 El explotar al máximo la práctica de la reflexión abrió nuevos panoramas a mi perspectiva, pues al avanzar poco a poco, pero significativamente en el análisis de mi práctica, mi visión cambio radicalmente. Dicha acción me había llevado a pensar más como estudiante que como docente pues recordé que muchas veces los alumnos pasamos infinidad de tiempo quejándonos de los maestros tradicionalistas que por no salir de su zona de confort desarrollan todas y cada una de sus sesiones de una manera rutinaria y monótona, provocando la falta de interés de los alumnos hacia los contenidos. Es por ello, que el reflexionar y proponerme ser el maestro que a mí me gustaría tener me ha proporcionado una gran gama de posibilidades de enseñanza haciendo uso de

| | | Entre tanto chico guapo, imagínense. ¿Cómo se sintieron ustedes?
Maestra: ¿Cómo? ¿Alguien?
Alumno 1: Bien
Maestra: ¿Se sentían así como confiados? o no se sentían confiados de participar
Alumno 1: Muy a gusto la verdad. Muy bien
Maestra: Que pueden decir en estas dos semanas que ella estuvo trabajando con ustedes. Si aprendí, no aprendí.
Alumno 1: Que si la arma. Que si se le da ser maestra. A pesar de todo el desorden que hacíamos ella seguía dando clase
Alumno 13: Tenía paciencia para todos
Maestra: ¿Pero si aprendieron? Entonces creen que lo que ella les mostro estas dos semanas si lo aprendieron
Alumnos: Si
Maestra: ¿Alguien más? Si alguien dice que no también es válido eh
Alumno 1: Suerte también.
Maestra: ¿Qué?
Alumno 1: Suerte a la maestra
Maestra: Ok. Gracias. ¿Alguien más? ¿Algo más? De que piensan, de cómo se sintieron, de si si aprendieron. ¿No? ¿Nadie? Chicos más callados. No se preocupen no se van a ver eh. ¿No? ¿Tú quieres decir algo?
Alumno 4: También se sentía más como agradable el ambiente aquí en el salón porque nos ponía música
Maestra: La música creen que es algo que les ayude así como..
Alumnos: ¡Sí!
Alumno 14: Si. Nos relaja
Maestra: Si esto de estar en una clase de un segundo idioma, que es el inglés, ¿Ustedes creen que la forma en como nosotros como profesores trabajemos influye para que ustedes quieran o no aprender?
Alumnos: Si
Maestra: ¿Por qué?
Alumno 8: Porque nos llamaron la atención las actividades que hayamos hecho
Alumno 1: Porque se nos hace más fácil | | | la creatividad para el diseño de actividades. Así pues, mi enseñanza había tomado sentido dando un giro de 360 grados. Gracias a la reflexión había logrado un sentido de empatía con los discentes. Mismo que me ha dado la oportunidad de obtener resultados positivos brindándome plena satisfacción.

Durante el transcurso de mi formación como docente, considero que he logrado desarrollar un grado de profunda reflexión que me ha motivado a mi ir mas allá de un análisis superficial del aprendizaje de mis alumnos y mi estilo de enseñanza. | |

hablar inglés. Con las actividades se no hace más fácil hablar y todo eso

Maestra: ¿En algún momento ella les pregunto así como y a ustedes que les gusta? ¿Qué música escuchan? Este ¿les gusta el futbol? Si les gusta algo. ¿Les pregunto algo así?

Alumnos: Si

Maestra: Y como se sienten de que.. ¿Lo usó? ¿Si lo usó? o ¿no lo uso?

Alumno 1: Si. Porque la otra vez le dijimos que nos gustaría usar todo el patio y ahora si lo usamos todo.

Maestra: ¿Y cómo se sintieron que ella tomara en cuenta lo que ustedes le dijeron que les gustaba por hacer?

Alumno 1: Qué alguien nos escuchaba

Maestra: Que alguien los escucha. Muy bien. ¿Alguien más? ¿Así son de callados siempre?

Alumnos: Si

Maestra: No es cierto. Porque yo ya he venido varias veces. Los he observado

Alumno 15: Cuando nos graban si

Maestra: Pero hagan de cuenta que no los están grabando

Alumno 2: Es que no ponen a la cara

Maestra: Pónmela a mi si quieres, para que ellos puedan hablar. A ver ahora sí. Díganme entonces. ¿No? ¿Nadie más? ¿Alguien más? ¿Seguros?
Algo que quieran que le diga a Holanda

Alumno 6: Gracias

Maestra: Gracias a ustedes. Algo más que quieren que le diga

Alumno 1: Suerte

Maestra: Gracias

Alumno 8: Que le vaya bien

Maestra: Muchas Gracias. ¿No? ¿Ningún comentario más?

Alumno 1: Y ahora usted a nosotros. Díganos algo

Maestra: ¿Qué?

Alumno 1: Díganos algo también a nosotros

Maestra: Pues también. Claro que sí. Claro que si. También muchísima suerte. Efectivamente como dices ya van a prepa todos. Entonces ya es un mundo

		completamente diferente, así que échenle muchísimas ganas. Sin estudio en esta vida y en este país ya no se logra nada, así que yo les recomiendo que mejor sigan estudiando. Les agradezco muchísimo que hayan cooperado con nosotros. No solamente con Holanda sino conmigo estos 10 minutos y este muchas felicidades. Hicieron un buen trabajo. Lo que vi ahorita fue muy poquito pero lo hicieron muy bien. Entonces muchísimas felicidades. Y espero que lo que haya hecho Holanda con ustedes haya sido de provecho para ustedes. Muchísimas gracias chicos.				
2. Today H did an activity outside the classroom, a rally, before going outside she provided all the instructions to the students and they were paying close attention. It seems they, teacher and students, established rules since the beginning of the practicum, because H was asking constantly: 'Do you remember what is the rule number 1? What it is? And students answered: not to laugh of others. What is the rule number 3?, etc. ' it worked well for her because most of the students were respectful and listen to her when she was providing instructions. For a moment I thought it was going to be difficult outside in order for students to work and be doing the activity and not doing something else, but it wasn't. Of course some members of some teams got distracted easily, but the other members got them back to work because they wanted to win. She was trying to monitor students as much as possible but it was kind of difficult, so she asked for help to a colleague, not the main teacher, but another pre-service teacher. I think it is good because she is trying to practice collaborative work and trying to involve others on an activity where she knew was going to be kind of hard to	Planning/ prepared					

have a complete control. One characteristic of this group is that it is a male group, there are only men. One could think this could be something difficult about the management of the class, but it wasn't for her, she established a good rapport with them.					

Participant Maylen					
Observations	Categories	Focus group	Categories	Narratives	Categories
1. Mte. Tried to implement different things in her class such as music, I said different, because according to what she told me at the end of the class students are not used to these kinds of things. It seemed to be something good for them because, again according to what she told me it is a kind of difficult group, related to behavior and work, and they were working, at least most of them were paying attention. Mte looks kind of nervous and insecure in some moments, mainly when she was trying to remember what was next, or if what she wrote on the board was correct. While she is thinking about it, students star talking, get distracted, etc. and she lost their attention. So, now, she has to spend time trying to take students back to the class. She has a good projection of voice and her pronunciation is good. However she translates everything immediately after she says something in English into Spanish. It seems, because of the way she acts, that she hasn't assume her role as teacher or as a guide, she is always in the front of the classroom and sometimes I can see that she is even afraid of walking between students' chairs. I had the chance to see her planning and she does not have any kind of notes, it seems she has been able to accomplish the objectives and carry on the classes as she has it written. However it is not completely true because what she supposed to be doing today, according to her planning, is not what she is doing. I am not saying we need to follow the planning as it is, but seen some notes or something on it is evidence of changes and the reasons of those changes.	Security Teacher identity Planning/ prepared	Maestra : A ver, me repites de nuevo que no se escuchó. Alumno: que logra tener el comportamiento de los alumnos, osea que… Maestra : ¿Estricto? Alumno: si, pero no tanto Maestra : ¿Alguien por acá quería decir algo? Alumno: no, me estoy acomodando el suéter Maestra : ¿Alguna chica había levantado la mano? Alumno levanta la mano y el resto de los alumnos se ríen. Maestra : Shh! A ver, vamos avanzar porque se nos acaba el tiempo. ¿Qué querías comentar? A ver, ¿cuáles creen que sean las características de un buen maestro? Alumno: chido, que sea padre. Alumno: que no sea enojón. Maestra: Okay, que de buen ejemplo a los alumnos. (repetición de lo que dijo un alumno pero no se escucho) Alumno: que venga bien vestido y peinado. Alumnos hacen mucho ruido. Maestra : Okay, a ver, ¿me pueden repetir lo que dijo su compañero?	Students feeling confident Planning / prepared Teacher identity	Durante las jornadas de prácticas, siento que al momento de reflexionar sobre mi desempeño, lo hacía de manera algo superficial. Sim embargo, en ésta última jornada, siento que hice una reflexión un poco más profunda, ya que con eso pude percibir aspectos sobre de mi práctica docente que antes no había observado. Pienso que el darle un cambio al modo en que yo usaba la reflexión fue algo importante dentro de mi desarrollo como maestra ya que el impacto que tuvo fue más significativo en el sentido de que pude de lo que sucedía en mis clases, el por qué sucedía de tal manera y cómo puedo hacer para cambiar o modificar los puntos (estrategias, actividades) que no resultaron en ese momento. Por otro lado, considero que la reflexión debe mostrar los aspectos más importantes del trabajo observado, tanto malos como buenos, y que además esa reflexión debe de orientarnos a la crítica constructivista. Otro aspecto que encuentro importante dentro de la reflexión es el tener conciencia sobre nuestro trabajo, con esto me refiero a que debemos de dar juicios de valor a lo que hacemos, por ejemplo si lo que estamos haciendo está bien o mal, si creemos que debería de ser de ese modo o diferente, en sí, cómo veo mi trabajo y qué opino de ello.	Use of reflection Teacher development

		Alumnos no contestan Maestra: No escucharon, entonces por favor vamos a guardar silencio, ¿okay? Ahora, ¿qué fue lo que ustedes o cómo se sintieron trabajando con Mayté? ¿Qué piensan de su clase? Alumno: Me sentí a gusto y pienso que bien… Alumno: Me sentí bien y si sabe más… Alumno: pues que la maestra es muy buena onda y se me merece respeto. Maestra : Ah okay, muchas gracias Alumno: que su clase fue muy padre y me enamoré de ella, que es mi amor apache y platónico. Alumnos ríen Maestra Shhh! Si no guardan silencio no van a poder salir Alumno: ¡Ya cállense! Maestra: ¿Algo más? Alumno: Que la maestra es muy buena y sabía hacer que el trabajo no fuera tan aburrido. Maestra : Hay que hacer comentarios buenos y productivos. ¿Algo más? ¿Seguros? A ver, por último, ¿ustedes sintieron que si aprendieron con ella? Alumnos: ¡Si! Maestra : ¿Mucho o poquito? Alumnos: ¡Mucho!			
2. According to what I am reading on her planning, she had the opportunity to do almost everything she had planned. There are some notes on her planning, which show me she had to do some adaptations and why she had to do it. This helped me see the reason why she was able to do almost everything she had planned today. She does not look nervous at all, and she has a	Planning/ Prepared Security Teacher identity				

good management of the class. She is using music and sometimes students get distracted and she has to raise her voice, but she does not spend a lot of time getting students back to work. Her class is a little more fluent. She does not make evident the time she takes to think about what is next as she sued to. She continues translating everything she says in English to Spanish. She has to continue working on it.				

Participant Maya					
Observations	Categories	Focus group	Categories	Narratives	Categories
My is a girl that has some security problems and it seems this influence a little bit in her teaching. She looks so nervous and students realize that because they asked her: ¿Qué tiene teacher porqué grita más fuerte?. It seems she is used to speak aloud but that today she was doing it louder. She needs to check some details in order to not losing the control of the group when she changes from one activity to the other. She looks a little insecure when she has to use the language. She pushes herself on doing it, but she demonstrates her nervousness. I was able to see that she follows her planning as if it were the law without paying attention if the transition of the activities when applying them as the correct one. This sometimes make me feel kind of lost about what she was doing and why she was doing it that way, and it seemed it happened the same to students. She tries to use a lot of didactic material such as posters, flashcards, work in teams, etc, but she jumps from one thing to the other. Students are not used to use this kind of things, so this is attractive for them, but for her not having a follow up in the sequence makes all these things don't to have results they could have. On her planning she has mainly like key words, but it is not very clear why she did. At the end of the class I could talk to her and she told me she is not sure about being a teacher.	Security Planning / prepared Teacher identity	Maestra: ¿Cuáles son las características de un buen maestro? Alumnos: que no sea gritón, que se puedan expresar bien, que nos dé una paletita, que no deje tanta tarea, que no sean enojones, que no falten, que tengan control del grupo, que no tenga preferencias, que sea ordenado, Maestra: ¿Qué piensan de la forma de dar clase de Mayra? ¿Cómo se sienten en sus clases? Alumnos: que si sabe motivar bien, no sé si así hable pero grita mucho, nos sentimos confiados, nos sentimos bien, nos explica bien, si sabe dar clases. Maestra: ¿En estas dos semanas que ella estuvo con ustedes, creen que si aprendieron o que no? Alumnos: Sí, sí aprendimos, nos enseñó cosas nuevas. Maestra: ¿En algún momento ella les preguntó que les gusta? Alumnos: sí, no, sí, sí lo hiso. Maestra: ¿ustedes creen que ella haya usado esa	Teacher identity Students feeling confident Students preferences	Mi nombre es Mayra Gutiérrez Hernández y a continuación describiré el significado de la reflexión en el ámbito laboral. La reflexión es una herramienta sumamente importante ya que a través de ella el docente puede reflexionar sobre el trabajo que está realizando. Se puede utilizar diferentes herramientas que ayuden en nuestro trabajo de la reflexión, una de ellas es el uso del diario, el maestro anota día a día al finalizar su jornada laboral que fue lo que funcionó en la clases, que fue lo que no sirvió y el porqué de ello, que técnicas o estrategias se deben cambiar, etc. En mi experiencia personal como futura docente la reflexión ha sido un instrumento de gran utilidad, ya que en mi diario de jornadas anoto como me fue en mis prácticas, que funcionó y que no y el porqué de ello, que es lo que necesito cambiar para las siguientes jornadas de prácticas y todo esto mediante la reflexión y análisis de mi trabajo realizado. Al finalizar mis prácticas vuelvo a leer mis notas del diario, al momento de ir leyendo me voy cuestionando y respondiendo porque ciertas actividades no funcionaron y voy haciendo las anotaciones necesarias para realizar cambios la próxima vez de prácticas; todo esto con el fin de ir mejorando día a día mi trabajo docente. Me considero un profesor en formación reflexivo, ya que siempre reflexiono si lo que hice yo fue lo mejor, algunas veces tu desempeño docente no depende del todo de ti, ya que las estrategias de enseñanza que utilizas con diferentes grupos pueden ser las misma y no funcionan de igual manera en todo los grupos. Eso quiere decir que los métodos de enseñanza aunque sean los mismo depende mucho de los estudiantes y el	Use of reflection Teacher development Teacher identity

| | | información que ustedes le dieron en sus clases?
Alumnos: sí, más o menos.
Maestra: ¿les gustaría que ella usara esa información para que la clase les atrajera, les gustara un poco más?
Alumnos: sí.
Maestra: ¿Algún comentario final que le quisieran hacer a Mayra?
Alumnos: Que le vaya bien, que sea buena maestra, que saque 10, que está guapa. | | maestro para que funcionen o no. Algunas veces he aplicado la misma actividad con cuatro diferentes grupos y los resultados son totalmente distintos, en algunos la actividad si funcionó como lo tenía planeado, en otros me faltó tiempo, pues los alumnos se la pasaban hablando y se perdía tiempo en estarles llamando la atención, esto restó tiempo a la actividad. En otros salió mucho mejor de lo esperado, todas estas son cosas que me pongo a reflexionar al finalizar mis sesiones. Que factores influyeron en el desarrollo de mis actividades, porque debo o no realizar las actividades de enseñanza de diferentes maneras.
Se llega todo tipo de cuestionamientos mediante la reflexión, ya que sino reflexionas sobre tu trabajo, creerás que las cosas están saliendo bien o quizás a veces notas que n o es así pero continuas haciéndolas de la misma manera sin importarte si funcionan o no. En cambio sí día a día vas reflexionando sobre la manera en cómo mejorar tu trabajo esto te beneficiará tanto en el ámbito laboral como personal. Ya que no sólo facilita tu labor docente sino que te genera la grata satisfacción de que estás haciendo bien las cosas. Los resultados se muestran en tu trabajo docente y en el desempeño de tus estudiantes, ya que eso es lo más importante.
Lo importante de la reflexión es que te ayuda a reflexionar sobre la manera en cómo mejorar tu trabajo. | |
| 2. This is the last class students have on today's day and they look kind of tired and bored. However Mayra seems to have a lot of energy and she contagious her students. She walks around the classroom while she is explaining what they are going to do. She looks so motivated. This makes for students to pay more attention even if they are in the back of the classroom. However she has to continue working on her voice projection because she yells sometimes.
She looks a little more positioned in front of the class, she is not nervous at all and she looks a little more secure.
The main activity today is a review of what they saw during the week. In order to not making it boring and according to My's notes on her planning, in order for students not to get bored, she did it with a dynamic. It seems to be very attractive and entertained for students.
I could see on her planning that she did some | Security

Planning/ prepared

Teacher identity | | | |

adaptations for this class because of the time of the class and because it was a review in order to make it funnier for students.					

APPENDIX 2: Participants' consent letter

Carta de aceptación de participación en investigación

La presente investigación se llevará a cabo principalmente para cumplir con los requisitos de la Maestría en Investigación educativa del Departamento de Educación de la División de ciencias Sociales y Humanidades del Campus Guanajuato de la Universidad de Guanajuato que se lleva a cabo por Hilda Karina Caselis Ramírez.

La presente es una carta de aceptación que los participantes firmarán para cumplir con los parámetros éticos de toda investigación.

Al firmar el presente formato, entiendo y acepto la naturaleza del proyecto así como mi participación en el mismo, la cual se regirá bajo los siguientes términos:

1.   Acepto que al participar en este proyecto se usen mis datos, manteniendo el anonimato y respetando mi privacidad, en cualquier formato oral o escrito (artículos, congresos, seminarios…) exclusivamente para propósitos de investigación y divulgación académica.

2.   Entiendo que se me solicitará nuevamente consentimiento por escrito en caso de que en el futuro se quisiera hacer pública mi identidad en cualquier formato oral o escrito (artículos, congresos, seminarios…) exclusivamente para fines académicos, a lo cual tendré derecho a negarme.

3.   Entiendo que tengo derecho a retirarme total o parcialmente del proyecto en cualquier momento durante el transcurso del mismo, y que mis datos sean completamente destruidos si así lo deseo.

4.   Entiendo que no percibiré ninguna remuneración por participar, lo cual haré de forma voluntaria.

5.   Entiendo que mi participación no afectará negativamente mis actividades en la institución.

Yo, _____[nombre completo opcional], doy mi consentimiento para participar en el proyecto bajo las condiciones descritas anteriormente.
_____ [firma] _____ [lugar y fecha]

_____ [dirección de correo electrónico]

APPENDIX 3: Common European Framework of References for Languages (CEFR) Levels

Council of Europe levels	Description
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: *CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.* All practice tests at this level
C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: *CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.* All practice tests at this level
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: *CAN show visitors around and give a detailed description of a place.* All practice tests at this level
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. Example: *CAN ask to open an account at a bank, provided that the procedure is straightforward.* All practice tests at this level
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: *CAN take part in a routine conversation on simple predictable topics.* All exams and practice tests at this level
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: *CAN ask simple questions about a menu and understand simple answers.* Practice tests at A1 level

https://www.examenglish.com/CEFR/cefr.php

APPENDIX 4: Chart main themes and sub-themes

Putting everything together.

Main themes	Sub-themes	Evidence-Discourse
Use of reflection	How they see reflection	para después utilizarla como una herramienta fundamental para el análisis de mi enseñanza dentro de los grupos de la escuela secundaria en la cual practiqué. Ai's N Para mi reflexionar es interpretar toda la información recabada mediante: la observación Ai's N Primeramente, creo que la reflexión es un proceso que permite identificar tus habilidades y áreas de oportunidad. Esta herramienta es sumamente importante que todo profesional deba adoptar, ya que si se quiere mejorar el trabajo desempeñado, la reflexión es un punto clave para lograrlo. Bb's N La reflexión es una herramienta de apoyo que nos ayuda a mejorar nuestra práctica docente G's N Como su nombre lo dice, reflexión es analizar o meditar sobre el transcurso, en este caso, de una clase, una semana o una jornada completa de prácticas. Mis experiencias están perfectamente diagnosticadas gracias a este instrumento Gio's N La reflexión es un proceso que permite analizar a profundidad cualquier acción que se haya llevado a cabo. Esta acción conlleva un propósito específico, la toma decisiones para la mejora de dichas acciones. H's N La reflexión es una herramienta sumamente importante ya que a través de ella el docente puede reflexionar sobre el trabajo que está realizando My's N
	Process and transition	A lo largo de mi desarrollo docente he escuchado hablar de la importancia que tiene la reflexión para la mejora de nuestra práctica. En mi caso fue un gran reto lograr a ser una persona reflexiva; porque los trabajos los cuales realicé con anterioridad se enfocaban en describir lo que observaba o realizaba. Yo siempre describía las cosas tal cual las observab Ai's N Durante las jornadas de prácticas, siento que al momento de reflexionar sobre mi desempeño, lo hacía de manera algo superficial. Sim embargo, en ésta última jornada, siento que hice una reflexión un poco más profunda, ya que con eso pude percibir aspectos sobre de mi práctica docente que antes no había observado Mte's N
	When and how they use it	Por otra parte reflexionar es revisar lo que describo en las bitácoras, revivirlo en mi mente y encontrar que acciones realicé que impidieron que los alumnos entendieran. A su vez la reflexión se da, el momento de leer mi diario, y por ejemplo darme cuenta que fueron varios los factores que permiten o no que se desarrolle la clase como yo quería, pues no soy yo el único elemento en el aula de clase, sino que hay más. Ai's N La reflexión tomó lugar en mi desarrollo personal y profesional cuando hacía un recuento de las situaciones que acontecieron en las diferentes aulas de trabajo, así

129

		mismo, al término de cada clase pensaba que estrategias me favorecieron, cuáles no, y que es lo que haría para la siguiente sesión. De esta manera, ordenaba mis ideas dejando de lado aquellas cosas que no me ayudaron y ponía en marcha un nuevo plan de mejora. G's N La reflexión puede llevarse a cabo antes, durante y después de las acciones implementadas. Del mismo modo, la reflexión permite analizar al exterior y al interior. En mi caso, he desarrollado la reflexión en dos campos específicos. H's N Se puede utilizar diferentes herramientas que ayuden en nuestro trabajo de la reflexión, una de ellas es el uso del diario, el maestro anota día a día al finalizar su jornada laboral que fue lo que funcionó en la clases, que fue lo que no sirvió y el porqué de ello, que técnicas o estrategias se deben cambiar, etc. My's N
Teacher development También, es necesario hacer un recuento de lo sucedido en determinada situación de nuestra vida como maestros, y así implementar estrategias de mejora, mismas que coadyuven al desarrollo y cumplimiento de metas y objetivos a corto, mediano y largo plazo. G's N En el siguiente escrito haré una pequeña narrativa sobre la reflexión y la importancia que ésta ha tenido durante el trascurso o recorrido de mi carrera profesional. La reflexión ha sido de suma jerarquía ya que con su ayuda me he dado cuenta de los momentos tanto buenos como malos durante mi lapso como futuro docente. Ahora bien durante toda esta aventura como futuro docente he aprendido muchas cosas, por ejemplo a poder rescatar mis fortalezas y mis áreas de oportunidad, pero algo que me ha ayudado mucho es la reflexión, me siento un docente en formación reflexivo ya que al término de cada día de prácticas utilizaba la reflexión para hacer una autoevaluación de los diferentes momentos. Esto sin duda me ha hecho mejorar en muchos aspectos académicos, ya que he podido mejorar dentro y fuera de clases, como practicante y como alumno. G's N Asimismo, me he dedicado a practicar la reflexión de manera profesional pues siempre me ha importado el evaluar mi trabajo y someterlo a una autocrítica para crecer más como futura docente En cuanto al ámbito profesional, la reflexión se ha convertido en una actividad necesaria en mi ejercicio docente. Dicha actividad, me ha dado la oportunidad, de analizar objetiva y críticamente la labor que llevo a cabo en las aulas y con esto abonar al mejoramiento de mi labor docente. H's N Pienso que el darle un cambio al modo en que yo usaba la reflexión fue algo importante dentro de mi desarrollo como maestra ya que el impacto que tuvo fue más significativo en el sentido de que pude de lo que sucedía en mis clases, el por	Content knowledge	She is trying to use as much as possible the language, but when she does not find how to say something, she gets desperate and she losses the control and attention of the group. Ai's O1 Maestra: ¿Qué piensan y cómo se sintieron con la clase de Aideth? ¿Cómo creen que fue su clase? Respuesta de los alumnos: Algunos alumnos: buena. Mayoría de alumnos: regular; porque no sabe muy bien el idioma, Ai's FG She has improved the level of the language and I think it has helped her to feel more secure of her teaching not only when using it, but in the presence she has in the classroom. Bb's O2 **Alumna 6:** Creo que está bien porque a veces nos hablaba en inglés entonces hacíamos el esfuerzo para entenderle y era más fácil que aprendiéramos inglés. Que solo nos escriba y nos dicte. Bb's FG también me di cuenta que si estudiaba ampliamente el tema a revisar con mis alumnos, mi desempeño seria mucho mejor. Bb's N

qué sucedía de tal manera y cómo puedo hacer para cambiar o modificar los puntos (estrategias, actividades) Mte's N En mi experiencia personal como futura docente la reflexión ha sido un instrumento de gran utilidad, ya que en mi diario de jornadas anoto como me fue en mis prácticas, que funcionó y que no y el porqué de ello, que es lo que necesito cambiar para las siguientes jornadas de prácticas y todo esto mediante la reflexión y análisis de mi trabajo realizado. Al finalizar mis prácticas vuelvo a leer mis notas del diario, al momento de ir leyendo me voy cuestionando y respondiendo porque ciertas actividades no funcionaron y voy haciendo las anotaciones necesarias para realizar cambios la próxima vez de prácticas; todo esto con el fin de ir mejorando día a día mi trabajo docente. Se llega todo tipo de cuestionamientos mediante la reflexión, ya que sino reflexionas sobre tu trabajo, creerás que las cosas están saliendo bien o quizás a veces notas que n o es así pero continuas haciéndolas de la misma manera sin importarte si funcionan o no. En cambio sí día a día vas reflexionando sobre la manera en cómo mejorar tu trabajo esto te beneficiará tanto en el ámbito laboral como personal. Ya que no sólo facilita tu labor docente sino que te genera la grata satisfacción de que estás haciendo bien las cosas My's N		
	Planning/prepared teacher	Something that I observed and I think was good, was that She was writing the sequence of the class while she was performing it. Ai's O1 In addition I had the chance to see her planning and I could see she has a lot of notes that she writes during the class and after the class. Ai's O2 In a moment I thought she was going to start crying because she was so nervous, but she finished without crying. At the end I told her that these kinds of experiences were good for pre-service teachers because those things happen in real life and she had to be able to manage them and know how to deal with them. In addition I told her that this is for it is important to always have a plan Bb's O1 She is using different kind of material for this class, which seems to catch students' attention in a really good manner. Bb's O2 Y también la manera en que nos enseñó, no lo hizo repetitivo por que siempre estuvimos haciendo cosas diferentes, con dado, con papelitos, o con música. Como decirlo, cada día era algo diferente tal vez no tanto porque era el mismo tema pero lo posible y eso nos tenían entretenidos, y los puntos que vimos de un buen maestro y de como esta siendo ella coinciden así que en resumen: es una buena maestra. **Alumna 10:** Bueno yo creo que si aprendí porque con lo persistente que fue la maestra, en estarnos recordando en cada clase de cómo se acomodaba la voz activa y pasiva entonces eso hace que se quede en nuestra mente, como debemos escribirla, como va. Con lo persistente que fue la maestra podemos aprender y de diferentes maneras que presento, no fue monótona que como dijeron mis compañeros hubo muchas dinámicas y cosas que nos hicieron sentir bien y más dispuestos a aprender Bb's FG His plan of the lesson is kind of confusing because it only says things such as: 'the teacher will ask students some questions', but it does not specify the kind of

		questions. He does not have any kind of notes on his planning, but I could notice he is not following what he has on it. Gio's O1 2. Today H did an activity outside the classroom, a rally, before going outside she provided all the instructions to the students and they were paying close attention. It seems they, teacher and students, established rules since the beginning of the practicum, because H was asking constantly: 'Do you remember what is the rule number 1? What it is? And students answered: not to laugh of others. What is the rule number 3?, etc. ' it worked well for her because most of the students were respectful and listen to her when she was providing instructions. H's O2 **Alumno 11:** Muy a gusto **Alumno 4:** Digamos que sabe trabajar bien porque como nos sacó pudimos, así como tenernos más confianza, aunque no nos hablemos bien nosotros entre alumnos conforme nos tocó, pues así trabajamos como un equipo. H's FG I had the chance to see her planning and she does not have any kind of notes, it seems she has been able to accomplish the objectives and carry on the classes as she has it written. However it is not completely true because what she supposed to be doing today, according to her planning, is not what she is doing Mte's O1 According to what I am reading on her planning, she had the opportunity to do almost everything she had planned. There are some notes on her planning, which show me she had to do some adaptations and why she had to do it. This helped me see the reason why she was able to do almost everything she had planned today Mte's O2 I was able to see that she follows her planning as if it were the law without paying attention if the transition of the activities when applying them as the correct one. This sometimes make me feel kind of lost about what she was doing and why she was doing it that way, and it seemed it happened the same to students My's O1 I could see on her planning that she did some adaptations for this class because of the time of the class and because it was a review in order to make it funnier for students My's O2
	Classroom management	she does not scream or speaks aloud as she used to. Ai's O2 He lost the control of the group easily and treats students in a not very good way. I think this happens to him because he uses his authority role to hide the insecurity he has in front of a group. Gio's O1