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LICENCIADO EN LA ENSEÑANZA DEL INGLÉS

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Dedication

I want to dedicate this report of professional practice to the one that supported me through the whole process of my BA. Thank you for all the time we spent together and for hugging me every time I felt like quitting. And even though you are not here anymore I am glad I got to know you; your absence gave me the strength to finish this on time.

I would also like to dedicate this to all of my students from Boston Academy (kids, teens and adults), Instituto Antonia Mayllen, Universidad de Guanajuato, Instituto Villa de León, and Colegio Hidalgo with a special mention to my tutoring group of 4B. I am today's teacher because of you and your occurrences, you make my days brighter and better.

I love you, my monsters!

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Resumen

Este trabajo de ejercicio profesional es un análisis y reflexión sobre mi práctica como docente en un período de cinco años partiendo del año anterior de haber entrado a la licenciatura y los cuatro años que duró la misma. El propósito de este trabajo fue el de conocer cuáles fueron las situaciones o incidentes que afectaron mi formación como docente al igual que mis creencias en el ámbito de la enseñanza del Inglés.

A fin de llevar a cabo este estudio se eligió el método narrativo. Para realizar dicho estudio se tomaron en cuenta dos herramientas de recolección de datos: las entradas en mi diario reflexivo el cual utilicé durante toda la carrera y la retroalimentación por parte de mis maestros y compañeros durante clases presenciales y en video.

Utilizando ambas herramientas pude entonces realizar un análisis desde diferentes puntos de vista y ángulos sobre cómo fue que me convertí en EFL Teacher. Este trabajo de ejercicio profesional me permitió darme cuenta sobre los diferentes cambios que ocurrieron en mi práctica y desarrollo como docente, así mismo me hizo ver mis fortalezas y debilidades para así realizar un cambio o reforzarlas.

A través de las diferentes entradas en mi diario reflexivo se puede ver cómo hay un cambio en mi manera de pensar y ver las cosas. Las entradas de mi diario reflexivo que utilicé para este trabajo no aparecen en orden cronológico, sino que aparecen conforme yo consideré que fueron relevantes dentro de la narrativa. Por otro lado, al tener la retroalimentación de mis compañeros de clase y maestros pude hacer la comparativa con lo que estaba en mi diario reflexivo lo cual era mi percepción contra la percepción que tanto mis compañeros como docentes tienen sobre mi práctica como docente.

Al finalizar este trabajo de ejercicio profesional pude darme cuenta de que fue a mediados de la licenciatura que ocurrieron la mayoría de los incidentes que influyeron en mi manera de pensar, mi práctica y mi desarrollo como EFL Teacher. De cómo estos incidentes también influyeron en mis planes a futuro y de lo que busco una vez finalizada la licenciatura.

Table of Contents

Topic	Page
Dedication	I
Acknowledgements	II
Resumen	III
Chapter 1: Introduction	4
1.1 Introduction	4
1.2 Giving Context	4
1.3 My Motivation	6
1.4 Conclusion	6
Chapter 2: Literature Review	7
2.1 Introduction	7
2.2 Teacher Socialization	7
2.3 Teacher Development and Training	8
2.4 Reflexivity	9
2.5 Reflective Practice	10
2.6 Conclusion	11
Chapter 3: Methodology	12
3.1 Introduction	12
3.2 Use of Narratives	12
3.3 Journals, Feedback and Observations	13

3.3.1 Journals	13
3.3.2 Observations and Feedback	14
3.4 Use of Journals, Feedback and Observations in the Narrative	15
3.5 Conclusion	17
Chapter 4: Narrative	18
4.1 Introduction	18
4.2 The year before the BA	18
4.3 Age and Experience	21
4.4 Semesters One to Four in the BA Program	23
4.5 First Observations: Identifying my Strengths and Weaknesses	25
4.6 Building Confidence from my Classmates and Teacher's Perceptions	27
4.6.1 Classmates' Feedback	27
4.6.2 Teachers' Feedback	29
4.6.3 Seventh Semester's Observation and Feedback from Teachers	31
4.7 Looking Back	33
4.8 How Do I See Myself Now as a Teacher?	35
4.9 Eighth Semester, What Comes Next?	37
4.10 Conclusion	40
Chapter 5: Conclusion	43
5.1 Introduction	43
5.2 Summing Up	43

5.3 Pros and Cons in Self-reflection	44
5.4 Notes for Further Professional Research	44
5.5 Conclusion	45
References	46-48
Appendices	
Appendix A: Boston Academy's Evaluation	49
Appendix B: Ethnographic Notes for Observations	50
Appendix C: Dialogue Journal	51
Appendix D: First Journal Entry	52
Appendix E: Last Journal Entry	53
Appendix F: Classmate's Feedback After 10 Minute Clip	54
Appendix G: Teacher's Feedback After 10 Minute Clip	55
Appendix H: Teacher's Feedback from Video Observation	56
Appendix I: Teacher's Feedback from Live Observation	57

Chapter 1:

Introduction

1.1 Introduction

In this chapter, I start by telling my story in order to set up the context for the readers. Thus readers will understand what happened before I got enrolled in the BA program, and for them to understand some critical incidents which led me to where I am today. I also discuss about what motivated me to write this report of professional practice and I provide a conclusion on it.

1.2 Giving Context

I would like to start this project with an autobiographical approach to set up the context that has led me to the person who I am today. I was born in León, Guanajuato; I come from a family of divorced parents and I just have one younger brother. I studied in the same Catholic school for 14 years of my life and I basically learnt everything there since kindergarten until high school.

As I reached the age of 15 years old I decided to learn English because I wanted to understand my favorite songs and TV shows and I had to convince my parents to enroll me in an English school. For different reasons my parents always thought that learning a foreign language was useless because I was not going to use it in the future; however, they eventually agreed on paying English classes for me. I remember my English teachers from high school and from my English school and I had a tendency to compare them, and that was the very first time I thought about becoming a teacher.

By the time I was in fifth semester of high school I had already finished the English course, and the Test of English as a Foreign Language course (TOEFL), thus I had the highest level of English in my high school. My English teacher from high school was about to retire and she told me that she wanted me to take her job in the school. That moment defined the path I was about to take but still I had no idea about it because in that moment I still wanted to be a Graphic Designer. I took a Teachers' Diploma course in the same school where I learnt English because I wanted to feel prepared to teach; I was 17 and all of

my classmates were much older than me but that did not stop me from taking the course. At the beginning it was hard because I had no teaching experience. Some of the readings were difficult for me to understand, and teaching methodologies/techniques/approaches were new for me since I just knew what I saw in my classes. By the time I finished the Teachers' course I was already 18 years old, and I also graduated from high school.

However, when I graduated from high school I had the most difficult decision to make. I stayed in the same school for 14 years and I had to finally move on because there was no university in *Colegio Hidalgo*. One day as my mom was driving I listened to a spot on the radio about *Universidad de León* where they still had exams so I went, applied and passed the exam; I also called my best friend and we both got in the same school, but in different locations. After that very first day of university I quit and changed to Tourism in the same school but now with my best friend in the same classroom. Time went by and I did not feel happy in my BA, and while I was still studying Tourism I got a phone call from the school where I studied English, and they offered me to work with kids and adults.

I started working on September 24th, 2012 with a group of nine kids that were between the ages of 8 to 10 years old. Two weeks later I started teaching adults with a group of 5 students between the ages of 14 to 37. I remembered my first class as the most exciting day of my life, I did not get nervous at all; I arrived to the school 30 min. earlier and prepared all the material and got my folder with the class controls and once the clock showed 4:30 I went upstairs to meet my kids and I fell in love with teaching since that day.

I have worked in different levels and with different ages since then. I have worked in high school and secondary levels as well as with kids, teens, and adults in both language centers and regular schools. I can say I have acquired enough experience, but still there are many things I have not mastered yet. Nowadays I work in *Colegio Hidalgo* with high schoolers and being back to the place where I studied all my life has been an awesome experience where I can see how it feels to be on the other side. It has had its ups and downs but every school where I work teaches me something. However, I will base my narrative in three places which are: *Boston Academy* where I acquired most of my teaching experience in terms of practice, *Universidad de Guanajuato* where I study the BA and the place which taught me the theory and practice, and finally *Colegio Hidalgo* where I currently work.

1.3 My Motivation

Since I started this BA program we have been asked to keep a journal in which we reflect about different topics that happen in our context and in our classroom. As I reached seventh semester I realized I kept all my entries in the same journal and reading them again made me see how much I have changed, and how much the BA has influenced my teaching practice. I had to read all my journal entries, feedback and comments I received from my teachers and classmates, and then put everything together. I had to analyze all the data in order to understand the incidents that shaped my teaching practice and beliefs. Thus, once I read all my entries I realized I could carry out an investigation by making an in-depth analysis of my teaching practice and development. To achieve this analysis and reflection of my teaching practice I decided to use a narrative inquiry method which will be explained later in Chapter 3.

1.4 Conclusion

There were many things that happened to me which led me to teach English, and which made me decide on getting a degree in the same area. In this report of professional practice, I will reflect on my teaching practice and development during the four years I was studying the BA in TESOL, and the previous year to that. This document will be divided into different sections which are: Chapter 1 which I previously discussed. Chapter 2 where I discuss what the authors have to say about the different topics I want to explore in the literature review. In Chapter 3 I will explain the methodology I have decided to use to develop this document, as well as the tools I used for my data collection. I will continue with my narrative in Chapter 4 which will have different subsections to explain the factors and/or incidents which influenced me before and during the BA. Even though I follow a time line to tell my story, the data I used for this project will not be presented in a chronological order, because some entries are used to show a comparison/contrast in the way I used to perceive teaching. Chapter 5 will contain a conclusion and a final reflection on how the use of narratives helped me reflect on my teaching development and practice, as well as notes for further research. In the following chapter, as explained above, I discuss what the authors have to say in the literature which I want to explore.

Chapter 2:

Literature Review

2.1 Introduction

In the previous chapter I discussed the introduction of my narrative. I explained how I will carry out this report and the components that I will use to do it. In this chapter I will talk about what the different authors have discussed about my topic which is ‘becoming an EFL teacher’. I will discuss teacher socialization, teacher development and practice, reflexivity, and reflective practice. For each topic I will also include my personal point of view, and I will conclude with a summary of the different topics that will be covered.

2.2 Teacher Socialization

In chapter 1 I explained what were the circumstances which led me to become an English teacher. As I previously explained, becoming a teacher was not my first choice; however, once I entered in this profession and became part of the teacher society, I changed my mind towards my dream of becoming a graphic designer. These circumstances and moments are part of teacher socialization which is described as “the process whereby the individual becomes a participating member of the society of teachers” (Danziger, as cited in Zeichner and Gore, 1989, p. 1). It could be said that I fell in the job because it was not my first option, it was not part of my plan to become a teacher. However, after the first class which I taught everything changed.

It must be said that in my first year of teaching I realized that most of my co-workers did not have any type of certification to teach. Most of them just had the certification of the Teachers’ Diploma course. As a result, our lack of certifications/degrees/diplomas was influential to me because it made me seek for more, Zeichner & Gore (1989) mention that “teacher socialization research has paid considerable attention to influences on teacher learning that predate entry into a formal program of teacher education” (p. 8). Therefore, after six months I decided to study a BA degree in teaching English.

2.3 Teacher Development and Training

As English teachers we are always facing constant changes in our field, and each change brings an opportunity for us to develop. Teacher's development and training "should be innovation-related, continuous during the course of implementation, and involve a variety of formal and informal components" (Fullan, 2014, p. 2). Thus, teachers are always exposed to different courses or programs that give a certificate or a degree, and as teachers we should always be taking one of those courses in order to improve in our field.

To begin with, I will define the concepts of teacher training and teacher development. "Training focuses on developing skill and knowledge for the current job. Unlike, the development which focuses on the building knowledge, understanding and competencies for overcoming with future challenges" (Surbhi, 2015, p. 3). Part of developing as a teacher is to understand what goes behind and beyond teaching. Teaching is not only about being in front of a group, but lesson planning, thinking about strategies to engage students in the class, looking for the best method or technique to teach a topic, and other aspects.

When I first started the BA, I thought many of the subjects we had were useless and that they would not be necessary. Nevertheless, now that I look back I can see how all the subjects are linked together and how we need one to understand the other, and that is also part of my teacher's development. Teacher's development, on the other hand "is a continuing process of becoming and can never be finished" (Mann, 2005, p.105); therefore, it takes longer for some people than what it takes for others. Thus, teachers are exposed to different inputs and it is our job to learn about them and to incorporate them in our field.

Having had a year of experience before getting in the BA program made me acquire different skills that after having a formal education I could improve. During my first year teaching I took different courses and workshops, and after I got in the BA I learnt more about the theory; therefore, "training and development are vehicles for the process of teacher learning" (Freeman, 2006 p.3). Both combined helped me in the process of becoming an EFL teacher. Teacher training served as a guidance to future choices in terms

of techniques and strategies I used, and it is “a necessary stage of development for professionals” (Clarke, 1982, p. 447).

2.4 Reflexivity

First, I shall define the concept of reflexivity which is “an integrative process of critical examination of the knowledge in texts and personal experiences” (Allen & Farnsworth, 1993, p. 351). But also, Minnich (1990, cited in Allen & Farnsworth, 1993) defines this concept as “the capacity of humans to reflect on their thinking from a standpoint that is relatively, not absolutely, outside them” (p. 351). Therefore, analyzing my data becomes a process of reflexivity where I can examine my development as a teacher from different angles such as my classmates and teachers’ perspectives.

Throughout the BA program we are taught about how to become reflective and how to reflect on the different problems we face in every teaching day. There are different situations where teachers are able to reflect such as reflection-in-action and on-action which can be distinguished as “separates thinking during practice from thinking after or before” (Schön, 1983, p. 134). At the beginning novice teachers are worried about how to create a successful class and in some cases teachers tend to reflect on the things that went wrong and the ones that went well during one specific class in order to find a way to make it better the next time. In my initial stage I used to stick to the lesson plan and then I worried about the activities which were not successful. As I gained experience, I realized some activities worked with some groups as they did not for others; however, instead of worrying about it I started to pay attention to the needs of each group, so I would not make the same mistake.

From my experience one way to become reflective is to write about it every single day. This becomes a process of reflective action that “on the other hand, involves a willingness to engage in constant, self-appraisal and development. Among other things, it implies flexibility, rigorous analysis and social awareness” (Pollard & Collins, 2005, p. 13). In that way teachers see the things that are going wrong in the class and find a solution. The use of reflective lesson plans is one tool that helps teachers relate the expectation of the activity to what it actually happened. Having said that, the most difficult thing about reflection is not if a teacher is writing or not about it, but doing something about it.

Keeping a journal with my reflections made me see my strengths and weaknesses and helped me improve them for something better in each one of my classes; this was because the “early stages of reflective teaching begin with a classroom teacher’s desire to better understand the dynamics of a single language course as it is being experienced by a group of learners and their teacher” (Murphy, as cited in Celce-Murcia, 2001, p. 500). As I explained before, it is not an easy task because not all teachers are willing to change something we have been doing for an extended period of time. It all comes to whether we want to change it or not, and in my opinion changing something I used to think was ‘good’ has been the most difficult thing to do; however, I changed/improved it for something better.

2.5 Reflective Practice

During the four years I spent in the BA I was taught about reflection and how to reflect. There were a few classes where I was asked to observe my own groups in order to see what things I could improve or completely change; in order to accomplish it, I had to observe, analyze, and reflect on my own teaching practice so I could see what areas I needed to change or to improve. Being able to compare and analyze myself as a teacher from my teachers and classmates’ different points of view gave me real data to reflect in my own teacher's development. Many things around me have influenced my teaching, and I have changed from the first day I started teaching to nowadays which is part of my own development. As written by Fullan (2014), “teacher’s development is not only how a teacher changes from time to time, but the different training he or she receives in order to accomplish that such as workshops or formal education” (p. 139).

During my seventh semester in the BA for my class of *Observación de Clase* I was asked to do four observations, and reflections over those observations which were done with the use of ethnographic notes (see Appendix B) “to describe what the people in some particular place or status ordinarily do, and the meanings they ascribe to the doing, under ordinary or particular circumstances, presenting that description in a manner that draws attention to regularities that implicate cultural process” (Wolcott, 2008, p. 72). After doing the observations we also had to write a reflection which made me see how unprepared teachers are, but still schools hire them.

Doing these observations and reflections made me aware of different areas of teaching which I can modify, but it was until I put it into practice that I was able to reflect on it in order to make a change. Zeichner (1994) points out “the concept of the teacher as a reflective practitioner recognizes the wealth of expertise that resides in the practices of good teachers” (p. 10). The orientation of my teachers helped me become reflective with my own groups which showed me not only the areas to improve, but it made me see the ones which I was doing well. It made me see what works or not with certain groups or simply to notice my students’ needs, so I could prepare something specific for them within my classes.

2.6 Conclusion

To sum up, this chapter was about the different things that authors have explored about the topics I decided to cover in this report of professional practice. Some of those topics have had more impact on my teaching practice than others, but that did not make the rest of the topics less important because they have also shaped me as a teacher.

After revisiting what the authors had to say about these topics, it was clearer for me to understand the way my report will be conducted. My first job and the teachers who worked there influenced in my decision of becoming a prepared teacher. The use of a journal helped me in the process of becoming a reflective teacher and understanding reflexivity. As a result, I was able to analyze my teaching practice to see how I became a teacher, and also how I developed as a teacher through my personal and professional experiences.

In the following chapter I discuss the methodology I carried in order to gather my data and analyzed it. I explain how I used the different tools I explained in this chapter in order to reflect on my own teaching practice and development.

Chapter 3:

Methodology

3.1 Introduction

In the previous chapter I talked about the different authors who discuss teacher's development and the use of reflective journals in the teaching practice. In this chapter I will talk about "narrative inquiry" method which I used in my report of professional practice. Narrative Inquiry explores and reflects on my stories, and to do that I will use my entries in my reflective journal, the different feedback I received after a live and a video observation which shows a reflection, and an analysis of my own growing and development which I have had as an English teacher. I will divide this chapter in two different sub sections which are the use of journals to tell my story, and the second one the way my reflective journal, observations, and feedback help me in the development I have had along the BA, and a conclusion with a summary of this chapter including personal thoughts and perceptions.

3.2 Use of Narratives

In order to do this report of professional practice I decided to use a narrative inquiry method "where the focus is on the individual life as an unfolding story, and life history, where the context plays an important part" (Richards, 2003, p. 22). Even though I am telling my story, I am reviewing different extracts of evidence "as the life history is analysed, certain key events [...] will emerge that will have particular significance in an unfolding story that can in turn be checked" (Richards, 2003, p. 23). I decided to use this method because "narrative inquiry is set in human stories of experience. It provides researchers with a rich framework through which they can investigate the ways humans experience the world depicted through their stories" (Webster & Mertova, 2007, p. 1). Therefore it gives me the opportunity to tell my story through different incidents which have helped me develop as a teacher before and during the BA program. The use of this method will help me explore my development as a teacher from different angles; teachers and classmates' perspective along with my perspective due to the fact that "the study of narrative is the study of the ways humans experience the world [...] is the construction and

reconstruction of personal and social stories; learners, teachers, and researchers are storytellers and characters in their own and other's stories" (Connelly & Clandinin, 1990, p. 2). I will be using this approach to tell my story with the help of different sources such as the entries of my journal and the feedback I received from my teachers and classmates.

To analyze and tell my story I will not use a chronological order of my journal entries since some of them will come up for a comparison and other entries seemed to be relevant at different points, Lapan (2003) explains that "narrative enables the storyteller to organize the story told by linking events, perceptions, and experiences" (p. 107). I take into consideration the different jobs I have had as well as the influence of different people such as; colleagues, teachers, classmates, and my students' feedback who somehow had an impact in the way I teach or how my perception of teaching has changed.

In order to accomplish this reflection, first I had to separate myself from the data in order to analyze it, and that was the hardest thing to do since most of the data came from my own journal entries. I was both the researcher and the subject, and I had to separate my own opinion from the data at some points; therefore, I could be objective.

3.3 Journals, Feedback and Observations

In the following subsections I will explain the tools I used for my data collection. Observation and feedback come together since every time I was observed I received feedback from either my teachers or classmates.

3.3.1 Journals

The most important tool I will use to have this report of professional practice done is the journal, which I used during the whole program. From the very beginning teachers asked us to keep a journal for the different subjects and we were able to write about different topics that concern our field; some topics were similar from semester one to semester five for instance, and when I looked back to the first entry I could noticed the difference between what I used to think in that specific moment to what I think now. As a result, and in order to carry out this report of professional practice my principal tool is the use of journals because it is the one which allows me to see my development from a point

of view of an ‘outsider’. As cited by Ahern (1999), the journal allows me to reflect and examine different areas of my teaching, thus the use of a journal in this report of professional practice is important because it contains authentic data of myself, and how I used to perceive teaching before and after taking a BA. I will also use feedback from the different observations I have had from my teachers and classmates in order to make a comparison from both their perceptions on how I teach, and my own perception. After having an observation, I was required to write an entry on my journal to reflect on it.

The entries of my journal changed from semester to semester and they became more in-depth reflections rather than pieces of writing. As a result I understood that by “keeping self-reflective journals is a strategy that can facilitate reflexivity, whereby researchers use their journal to examine personal assumptions and goals and clarify individual belief systems and subjectivities” (Ahern, 1999, p. 407). Nevertheless, there was a class in which the teacher asked us to select just one class to reflect about the entire semester (see Appendix C). She read our entries and replied to each one of them, and in the following entry we had to describe what happened during the week and answer to her previous comments or questions. Having a dialogue journal helped me even more with the problems I was having in that specific group because I was not working alone, the teacher wrote down questions to each entry that helped me reach that reflexivity and to work on the things that were not going well.

3.3.2 Observations and Feedback

In sixth semester I had a class where my classmates and I were able to reflect even more in our teaching practice and by the end of the semester we had to present a ten minute video of one class that we recorded. This video observation was the first time where we all actually saw each other in action and the teacher prepared us to become objective instead of judgmental. “One of the advantages of recording a lesson is that it allows choice of focus – this could be the teacher (if the teacher wears a microphone) or a particular group of students (if the recorder is placed close to them)” (Richards & Lockhart, 1994, p. 11). We were able to select the ten minutes that we wanted to present and we had to explain the context of our institution and of that particular segment of the class we were about to show. After we presented our clip we had to write a feedback to the class of our classmate and we

had to make questions in order to understand what happened in the video and to know if there was a reason behind it, “peer observation [...] is often recommended as a means of improving teacher effectiveness and of promoting staff development” (Richards & Lockhart, 1992, p. 1). Appendix F shows the template used for this class and the feedback of one of my classmates which I will explain later in Chapter 4.

In the case of feedback I was taught about how to give it and receive it in semesters sixth and seventh, Cantillon and Sargeant (2008) offer some tips “feedback should be viewed as a normal everyday component of the teacher-student relationship, so that both sides can expect and manage its effects” (p. 1292). Teachers trained us to be open-minded about each observation, regardless of the purpose of it. The feedback received in sixth semester was after the ten minute video and most of the feedback received came from my classmates, thus we could practice what we saw in class and have an insight for the feedback of the following observations.

However, in seventh and eight semester I had live and video-taped observations made by my teachers. Bailey (2001) explains that observations refers “to the purposeful examination of teaching and/or learning events through systematic processes of data collection and analysis” (p. 114). In this case, all the observations were done for the purpose of seeing how my classmates and I teach a class, and then to see what areas we could improve or work on for our professional development. The rubrics used for these classes were the same for all the live observations (see Appendix I).

To conclude this section I must say that observation and feedback come together since one leads to the other. Observations were done first and then I received some feedback which was followed by a reflection about the different aspects, either good or bad, observed by the teacher or my classmates.

3.4 Use of Journals, Feedback and Observations in the Narrative

In order to analyze my development as a teacher I had to go through the different pieces of data which I had. Once I gathered all my data I went through it and in the case of the journals I had to select the ones which were more meaningful or the ones that show a difference from the teacher that I was to the one I am now. After selecting the entries that I

wanted to include, I had to analyze them and reflect on the different aspects which made me improve or change something. Once I analyzed everything, I moved on to the writing of my narrative where I became an insider in order to show my reflection, and how the data presented affected my teaching practice.

I had to go back and forth on the different entries of my journal then I had to organize my ideas in order to tell my story, but avoiding not to tell a tale because “narrative records human experience through the construction and reconstruction of personal stories” (Webster & Mertova, 2007, p. 2). Having this done I could reflect about my teaching practice, and I could notice how much I have developed as a teacher and what made me change my ideas and/or beliefs during this process.

In the case of the observations I had I selected the feedback from the ones which made me reflect the most on my strengths and weaknesses/things to improve. For the observations I made I decided to focus mainly on the section where I had to write a reflection (see Appendix B). Having analyzed both tools I made an in-depth analysis on my teaching practice, and beliefs.

In Chapter 4 you will be able to see how I arranged my journal entries, and my classmates and teachers’ feedback from the observations to tell my story. In the case of the entries in my journal they will be presented as the number of entry and the semester with the date when it was written as it is shown in this example ‘*First entry, semester one, August 16th, 2013*’. For teachers’ comments I will be using a T for teacher and another letter to differentiate each person; and finally in the case of comments from my classmates I will be using a C and another letter.

As I previously explained, I did not completely follow a chronological order due to the fact that some entries were more relevant at some points of my narratives instead of the relevance they could have had if I have kept them in order. Using the narrative inquiry method helped me review events, incidents, and moments which were meaningful during this journey of becoming an EFL teacher, but it also showed me the complete picture of what it took to be here today.

3.5 Conclusion

To conclude, this chapter was about the approach of narrative which I used to carry out this report of professional practice. As I explained this approach allows me to tell my own story from different points of view that I took from different sources and different angles.

My report of professional practice will be divided into different sections that I want to explore. First I will start with my narrative to set up the context, so the readers can understand how I became a teacher. Second I will start describing how I was as a teacher and how I have developed with the use of my journal entries, observations I had and made, and my students and classmate's feedback.

Finally I will comment on specifics such as how my age has affected the way I am seen as a teacher and how I have taken those comments into my own teachers' beliefs and perceptions. Including those comments, I will also discuss about my teaching experience because as I explained above this has influenced on the perception that my students have about my age and how prepared they think I am.

In the following chapter I discuss my narrative by using my journals and feedback from the observations I had. The narrative develops itself as it moves on from one entry to the other and from feedback of my classmates to the feedback of my teachers to explain how everything around me influenced my teaching practice.

Chapter 4:

Becoming an EFL Teacher

4.1 Introduction

In the previous chapter I explained how my report of professional practice will be carried out, and the tools I will use in order to have a wider view of the different factors that affect me as a teacher. In this chapter I will explain how everything together has shaped me as a teacher in terms of the methodologies I use, my beliefs, and my teaching practice; all of these reflected in a narrative. I will divide this chapter into six subsections: 1) how I was before the BA, 2) how age and experience influenced my teaching, 3) the first semesters in the BA, 4) the perceptions my teachers and classmates had towards my teaching and link to it how their perceptions made me build my confidence, and finally the closure of the BA and how I see myself now and in the future. Thus, readers will have a clearer understanding of my development as an English teacher.

4.2 The year before the BA

As I explained in Chapter 1 I began teaching when I was 18 years old, and I worked with kids, teens and adults. Teaching kids or even teenagers was not a problem for me, and being so close to their ages was an advantage for me because I was able to get closer to them and I understood them even more. At the beginning I used to be more considerate about the amount of homework I was giving to my students because I also knew they had other assignments to complete. I always look for specific homework that I know will help them and will not take a lot of time. Parents at first were confused about seeing a young person teaching, I never received negative comments from parents, and instead they always told me they prefer their children to be with me practicing even if it was outside of the school.

Teaching kids and teens made me feel confident about my teaching practice; nevertheless, I also taught adults and that was a complete different story. In the first group I had of adults their ages were very different and I still had two teenagers who like the way I conducted the class. In my beginning years, fun things happened because students never

complained about my teaching; however, when students had to fill out the form of the evaluation to the teacher they never talked about the way I taught the class or if I should improve something or not. Students' evaluations were basically full of comments such as: *'me gustó la clase, pero me hubiera gustado tener un maestro con mayor experiencia'*, *'no me agrada tener a una maestra tan joven, prefiero a alguien más grande'*, and so on.

There were two things which caught my attention when I got my evaluations. The first one was that the majority of the negative comments about being a young and inexperienced teacher came from boys. The second one if I had what was needed to be a teacher and if there was more or just what I saw in the Teachers' course. With the first thing I noticed, I realized that boys might have felt threatened about having a teacher who was much younger than them, and also most of my students in the adults' program were lawyers or doctors, and probably seeing that I did not have many studies made them feel insecure about my teaching. Both things led me to the same thing, I needed to study something related to education. I knew there were more things I needed to know in order to become a better teacher. Even though I was acquiring many ideas from my colleagues none of them were real English teachers, we all had the same certification but no more.

The following is an extract from one of the evaluations I received by my students in this school. Students fill out a form and after that teachers receive a format with a general overview of their answers (see Appendix A). All comments remain anonymous.

"Sabe sobre gramática e inglés pero no está capacitada para ser maestra de personas de mayor edad, el manejo del grupo y la clase no están o no son aptos para el grupo"

"La didáctica que llevo en el curso me pareció para clase de niños, no adecuada para la clase promedio del grupo"

"Me parece excelente maestra, dedicada y muy profesional"

"Es dinámica. Su seguridad ante el grupo y unas cosas de vocabulario (sugerencia)"

Pre-Intermediate A, February 2013.

The level I taught was level 7 (Pre-Intermediate A) out of the 18 levels offered by the school. By this time I had been teaching for five months and it was still before I got enrolled in the BA program. I could not get my first evaluations from the school, but after revisiting this one I could see how comments were still somehow related to my age. My classes by the time were ‘childish’ for some students and it took that direction because of my age and lack of knowledge/experience in teaching.

I remember looking at my coordinator and asking her what I should write in the section of things to improve for the next course, not because I did not have any but because those comments seemed to be about my students complaining about my age and the experience I did not have yet. The coordinators I had were always supportive for those types of comments and we even joked about writing “I promise I will get older as soon as possible”.

For the comments made by my students in that evaluation I had a section where I wrote my commitment for the following level which was:

“Estoy trabajando con respecto a las actividades, trato de mantener un balance puesto que las edades son muy variadas, comprendo con los grandes pero luego se aburren los jóvenes y viceversa”

February, 2013.

I remember having a hard time creating activities for my students because of their different ages. I tried implementing activities for their ages, but without the experience it was difficult. Nevertheless, after getting in the BA and having more experience I was able to design activities and material which suit their level and age.

That is why I searched for universities where I could study something related to my area and then one coordinator told me about the University of Guanajuato and the BA program they had in teaching English. I looked at all the information and later that year I finally paid for the admission exam. I was hesitant to study because I was taking a grammar workshop by then and I felt that taking different workshops might give me what I needed back then; however, I passed the exam and entered to this BA program in August, 2013.

I think that from those experiences I learnt that if I ever wanted to be a real teacher, I had to study in order to become a prepared one. Many English teachers know how to teach because they have gotten experience; however, there are many things they still do not know and probably will never know. I understood that if I wanted to be taken seriously as a teacher, I needed to fight for it, and earn my title.

4.3 Age and Experience

Before talking about my first years in the BA another area that I would like to explore and talk about is becoming a teacher at a young age. My age has always affected my teaching in both negative and positive ways; adult students do not always see me as a ‘real teacher’, and on the other side teens and kids are close to my age and they relate to me, as a result I become a teacher who students like. I have always been surrounded by teachers who are older than me and being the youngest teacher has been a problem because ‘what do I know that they do not?’. My comments have mostly been left behind. When it comes to me, I have never felt nervous or worried about being in front of a group. Whether they are teenagers or adults because I know what I do, and I can project that to my students.

However, being exposed to this unwelcoming environment in my different jobs made me become a teacher who prefers keeping comments to myself rather than expressing them. I want to include this in my narrative, because I consider it important to tell how these situations influenced in the decisions I made and how they led me to where I am today and where I want to be in the future.

On the other side my students, mostly men, did not like the idea of having such a young person as their teacher, thus they always mentioned my age and that they did not feel comfortable with a little girl as their teacher. I understood that it would be hard for me but instead of quitting I decided to study a BA related to teaching English so I could gain more experience and students will no longer complain. As a result my evaluations in Boston Academy improved and students stopped complaining about my age.

“Es muy didáctica”

“Me parece que tiene buena dinámica”

“Teacher Valo es Buena docente y practica, ofrece dinámicas y siento que aprendí y entendí mucho mejor, así como reforcé lo que había aprendido”

Starter C, November 2015.

After I started the BA and each time a level started I always told my students about it and all the certifications I had. After they saw how ‘experienced’ I was their negative comments stopped as it is shown in the extract above. Eslami and Fatahi (2008) mention that “teaching experience and personal efficacy were negatively correlated [...] that is, the longer their years in teaching and the more confidence they had in their personal ability to provide effective teaching, the less they were concerned about problems related to teaching” (p. 4). Students knew that the majority of the teachers who worked in the same institution did not have any sort of degree to back up their knowledge. As a result, students seemed to feel more comfortable with a teacher that they knew was getting proper preparation in teaching.

Attached to age comes the experience, which is another point I would like to include in my narrative. I was taught there were two types of experience, the one that is shown in years of experience that a teacher has worked, and the one that shows the different areas or levels that a teacher has taught. I want to briefly discuss this point in my narrative because even when I am still a young teacher, I have worked in different places and with different ages or levels, and by telling people about my experience it changes the perception they have of my age and students then tend to think I am older and more prepared than other teachers they had.

I have now been teaching for almost five years and even when administratively talking I do not have so many years of experience I learnt in one class that experience is not only about the number of years that a teacher has been working, but other components such as the different levels, ages, or types of school where a teacher has worked. So far I have worked with kids, teens, and adults in two different language schools, a Catholic secondary school and two high schools. Nowadays, when I stand up in front of a group and tell them about my experience, they see me as a prepared person and students have a tendency to see me older than my actual age until they know how young I still am. That has also given me

more confidence when standing in front of a group of people who are much older than me. Thus, experiencing those incidents made me go further to become better rather than just quitting and looking for something else. I took the negativity of those first comments I received from students and colleagues and turned them into something positive.

4.4 Semesters One to Four in the BA Program

Semester one was the most difficult to me, not because classes were difficult or I had lots of homework, but because the first semester was for me a semester of adaptation. I was so used to studying in the same school and changing environments was a real challenge for me. At the beginning I kept comparing every single thing from my previous school to the new one and the things I learnt in the Teachers' Course to the things I was learning in the BA. For me now that I go back in time, the most meaningful class was *Fundamentos de la Enseñanza I*. That class taught me the most in terms of teaching techniques, grouping, how to write an essay and now that I am writing my report of professional practice, how to write and carry a reflective journal.

Concerning motivation, this is the reason why I decided to enroll in the BA according to my first entry in the journal:

I am in this BA because of my students. They are my motivation and they give me that sparkle to continue and to make it better. I am studying this because I don't want to stay in a comfort zone. I want to improve and here is the place where the magic happens and with the guidance of my teachers I know I will go further in this journey and by teaching I will get more experience, so pretty much my motivation is my job, my students. (First entry, semester one, August 16th, 2013)

Reading my first entries made me see that I used to be very negative about the university. That was because I used to compare the things I was learning to the ones I was applying or saw in the Teachers' Diploma course and I thought that I was not learning anything new, and the new classes such as; *Linguística Aplicada, Redacción en Inglés, Descripción y Análisis del Idioma Inglés*, among others did not seem to be important to me and I thought they were useless for the purpose of becoming a teacher.

I love what I do, I love teaching but taking this BA has become something just to get my paper; I have talked to some colleagues and they say it might be just because these are the first semesters, but I have heard a lot of negative comments about the school that I am not really sure about it. (First entry, second semester, January 31st, 2014)

I began feeling demotivated and I think it affected my grades because I was not showing interest in my classes. My journal also had some entries which showed how I felt by the time, and I think I used my journal as a way to write about my feelings instead of the original purpose of the class.

I feel stressed, coming to Guanajuato is something that I hate and it is sad because I am supposed to enjoy it but I haven't learnt anything. (Fifth entry, fourth semester, March 6th, 2015)

Nevertheless, there were two classes that changed the way I perceived University; the first one was *Psycholinguistics*, I previously had another class with the same teacher which was *Sociolinguistics* and even when the classes were taught by the same person, the topics I saw in *Psycholinguistics* were more interesting for me. Having that class made me realize that I actually like research and carrying experiments with my students. I finally understood why we all had to take the previous classes, we were not going to be just teachers, but we could also carry out research projects and try different areas within the same field.

The second class that taught me the most was not because of the topics covered in that particular subject, in this case it had to do with the teacher who taught the class and what he taught me at the end of it. In the class of *Discourse Analysis* I was able to learn and understand different topics. The professor who taught this subject not only taught about *Discourse Analysis*, he would also explain other things related to teaching and teaching practice. During this period of time I was working in two different places and my schedule was tight and that did not give me time to focus on my classes as I would have wanted. In one particular class with him I was very distracted and I was being annoying as I used to be with him, and I remember he told me he was going to fail me so I would learn the lesson.

I did not believe him, but by the end of the semester when I saw my grades I was able to see that I actually failed his class. I sent him an email and he asked me to go to his office, so I went and we had a conversation that changed me a lot. He punished me and he talked to me as if he were my dad. He told me I needed to understand how a BA works and even if my parents disagreed on what I chose to study, it was not their life but my happiness. Having that long conversation with him actually influenced me a lot, because I stopped seeing the BA as something useless or just a thing I was doing in order to get a paper. I appreciated every class and I saw a purpose to each one of the classes I already took and the ones I was going to take. I understood what I wanted to do and how I wanted to do it, so having that conversation with him made me focus again on my studies and made me remember why I first started this BA.

When I first started I didn't understand why I had to learn about phonetics, academic writing or discourse analysis; however, now that I look back it all makes sense. (Fifteenth entry, eighth semester, June 2nd, 2017)

I wanted to finish this section with an entry from my last semester in the university just to make a comparison between how I used to perceive my classes and how I saw them at the end of the BA. Having those classes and teachers, made me understand why I first enrolled in the BA and why I should continue. Now it was not only because of my students and my job, but this time it was because of me and because I wanted to be proud of myself, I wanted to finish, and I wanted to graduate.

4.5 First Observations: Identifying My Strengths and Weaknesses

I have always felt confident as a teacher; even in my first class I did not feel nervous at all. It was only when I began teaching and I had my first observations that I felt quite nervous because I was not sure about how I was doing my job and the things the coordinators were evaluating. I worked in many places during the BA program, but the school where I stayed longer was Boston Academy and most of my observations were done in this school. Thus, I was able to see my strengths and weaknesses from my coordinators' comments and feedback (see sections 4.2 and 4.3, and Appendix A).

It is nice when somebody observes your classes because it can help you improving it, you exchange information and it helps you a lot. I sometimes feel nervous but then I am just like 'it's ok, Valo, you're doing your job' and I also like observing classes, it gives you different options and ideas to teach something. (Third entry, second semester, February 14th, 2014)

In my journal there are two entries about my strengths and weaknesses. Reading them showed me that I am still good at teaching grammar, creating activities for the class or conversation clubs. The thing I needed to improve back then which was vocabulary has improved a lot because of the different subjects I currently teach which force me to search for specific/technical words. But as in Spanish or any other language, vocabulary is one thing we never stop learning.

I think my area to improve would be vocabulary [...] as a non-native speaker I don't know everything (neither in Spanish) but thanks to my teaching experience I have acquired lots of vocabulary because of the reading and some other activities. (Fourth entry, second semester, February 22nd, 2014)

One thing that I love teaching is grammar, it is a challenge because I use more than one marker but at the end it is worth all of the craziness! I'm also good at creating activities and coming up with discussion topics for the chat club [...] I have some students that always come to chat, so I can't reuse my activities. (Fifth entry, second semester, March 1st, 2014)

Having read both entries made me aware of the things I used to lack as a teacher in my initial stage. From the things I have learnt in the BA and the ones I have put into practice, I have been able to improve them or in some other cases implement them in the classroom. Using my activities and ideas in the university for the different subjects where we have to do a micro-teaching presentation showed me that even when some of them were not totally perfect they were just right for some classmates and their teaching contexts.

4.6 Building Confidence from my Classmates and Teachers' Perceptions

During the first semesters in the BA I had to do some micro-teaching presentations as I explained in the previous section 4.5. From the beginning of the BA my classmates' comments towards my presentations were positive. My classmates made me feel secure about my teaching, and that is how I began to build my confidence as a teacher.

4.6.1 Classmates' Feedback

From the two previous entries those were the things I recognized I was good at/lacked of from what I saw in my classes and the observations I had. On the other hand, when it came to university my classmates perceived my teaching as something I was good at. When it came to activities I was always participating in class and I also gave a lot of ideas to the group. There was one class in second semester where the teacher asked us to write punishments for another classmate or just something we wanted another classmate to do, and when my paper came out it said *'I want Valo to invite me to one of her classes'*. I knew in that moment that some classmates actually looked up to my teaching and that might have been because of the confidence I showed in classes. The feedback I received from my classmates at the beginning of the BA was mostly positive as I recall, and it encouraged my professional development.

Later on, my classmates kept asking me for ideas to teach grammar and vocabulary, and also games that could be applied to different ages. My close group of friends began the BA teaching only kids, and once they made comments about that they would like to have my confidence to teach teenagers or even adults. Two semesters later they were able to do it and I am really proud of them because somehow I think I influenced them to do that. Every time a classmate has a problem with an activity, especially with groups of teens or adults, they come to me and ask me for my opinion. The following data is the transcript of an audio message from one classmate.

CA: Hola Valo, oye una duda, fijate que estoy por entrar a una prepa y la verdad es que aún me da cosita. Mmm...quería saber como que tips, o que me propones para manejo de grupos, actividades o así. Muchas gracias.

Being able to help my classmates made me more confident about my teaching, and I also confirmed the fact that I was good at creating activities. In some classes we had to create presentations or activities and then give feedback to our classmates and I remember getting positive notes about my activities or the way I conducted the class. My classmates never saw me teaching until sixth semester where we had to record a class and present a ten-minute clip of it and afterwards we got feedback from the clip we showed. This data is presented with a C referring to classmates and a random letter.

Classmates' feedback after the presentation of my ten-minute clip.

CP: *I liked your activity! I might use/steal it.*

CM: *I liked the activity. Maybe I'll copy it [...] I think the atmosphere was very friendly. You were fluent, clear, and good voice projection. You paid attention to all your students. Clear instructions and confident.*

CG: *It is amazing how you encourage your students to participate [...] I like the confidence you have teaching.*

CV: *You looked very confident and for sure you have leadership qualities.*

CC: *You look confident, and you have good qualities of leadership.*

CH: *You have got a strong teacher's presence [...] your confidence is admirable.*

CN: *You have presence and project an image to the students; promoting students' participation. Excellent leadership skills, very confident, strong presence [...] very good, Valo! You are a very dynamic teacher and like having your students very active, congratulations!*

After presenting the video and getting feedback from my classmates I was asked to write a reflection including some questions and the following paragraph was part of the reflection I made.

"I got different comments, but to sum up the best part of having this feedback session is that my classmates told me that they were going to steal my activity. Since

I got in this BA I have helped my classmates with their activities and some of them have told me they have stolen my activities and that they have worked really well. It is really exciting for me to see how my classmates use my activities and adapt them for their contexts”.

Reading their feedback and my reflection again made me see how important were those comments to me because they motivated me. I think that peer observation, as defined in Chapter 3, plays an important role in because teachers do not feel the pressure of an authority observing; however, I can still learn and improve as a teacher from their feedback.

By sixth and seventh semester some of my classmates approached me to thank me for the ideas I gave them in the first semesters of the BA. One classmate in particular made the comment in one of the classes *‘Valo is really good with the activities, in fact I stole many of her activities that she presented in Martha, Bryan and Lisa’s classes, and they had been very helpful’*. Maybe I will never be an expert, but knowing that I was helpful to some of my classmates made me happy and proud of the teacher I am.

4.6.2 Teachers’ Feedback

On the other hand we have my teachers’ perceptions towards my teaching. I have always been the talkative student in class, sometimes even disruptive student. However, I am also very participative and I have always liked to share ideas or experiences from my own classes or things I saw when I was still a learner of the language. As I explained in section 4.4 the teachers that influenced me the most were Martha, Troy and Irasema. All of my teachers contributed with something, but the most meaningful ones were those because they taught me something I was not expecting to learn.

There were three classes towards the end of the BA which taught me more about reflection, observation, and giving feedback. Those classes were also attached to my first observations both live and video-taped. From comments I overheard from my teachers I think most of them could not believe that the student in the classroom was able to handle a group of teenagers; one I think used to perceive me as the handicraft teacher who is better at working with little kids.

From the first video-taped observation I had (Appendix G), was the ten-minute clip and from this class we had to carry a dialogue journal with the teacher where we chose one group to talk about the entire semester (Appendix C). The teacher knew everything about the group because of the entries, and by the end of the semester I presented my video in front of the group. I think her perception of me as a teacher changed in the sense that she saw how I conducted the class and because of the interaction we had in all of the entries as in the example below.

Dialogue Journal. St used for myself as a student and T for the teacher.

St: I try to prepare dynamic classes for Wednesdays but what can I do not to lose that class and to calm down my students? They're either exhausted or very active and it is very difficult to have that last class.

T: The last class is always the most difficult. Use reverse psychology! If they are hyper, give them a written activity; if they are low, a spoken one. (Fifth entry, sixth semester, March 5th, 2016)

However, her feedback in the video-taped class was a little different from the ones I previously received in the place where I worked; her feedback was mainly questions of things that made me reflect on the class I presented. This was a new form of feedback to me, but even though those were questions, she made me reflect and learnt more than previous observations. The following paragraph is an extract of her feedback after the ten-minute clip.

TI: Your voice projection is good. You seem to have established good rapport with them. Your leadership qualities are good [...] You are very creative and your activities are fun to your students. What would you do to improve your instructions? How would you modify the activity? Is there anything you would do differently? The activity was fun; do you think all of them were involved? Do you think the questions were difficult for them?

After reading her feedback I felt more confident about the oncoming observations, because she made me question some aspects of my teaching which I could improve rather

than making me feel threatened by her comments. Her feedback made me reflect on my class and look for the areas I needed to change or improve.

The following paragraphs contain a summary to some of the questions made by the teacher.

What would you do to improve your instructions?

The instructions I gave for the game were clear until I say the name of the game in Spanish, sometimes using their LI can be beneficial for students to get things faster.

How would you modify your activity? Is there anything you would do differently? What do the other students do while the other team in turn is answering?

I decided to link these questions because somehow they are related. As I said in class I felt happy with the results because this was the first time that I did this activity in such a big group. I modified the activity and decided to do it in teams so everybody was going to participate [...] something that they recommended me and I think can work is that I should give cards to students or an object they can raise if they know the answer so everybody works and I can collect points.

There were more questions which I answered in this reflection, and as I mentioned before her feedback made me analyze my teaching practice. Unlike the first evaluations and feedback I received in my first job which were more direct and did not lead me to an in-depth analysis of my teaching.

4.6.3 Seventh Semester's Observations and Feedback from Teachers

In seventh semester I finally had my first live observation and full video-taped class. To begin with I will explain how each observation went, and then how their feedback affected my teaching. Both observations were very different, in the case of the live observation I did not have a very pleasant experience. The board of the classroom shattered in the middle of the class and it was a group of kids, but I was able to handle it fast and I continued with the class; however, the feedback I got from this observation in particular caught my attention. The teacher who observed me did not know me from the BA, and

when she went to observe my class she did not focus on the activities, and instead she focused on the type of vocabulary I used whether this was British or American English.

In this observation she told me I did a great job but then when I read my feedback I saw some comments related to the American English I used in class and that lowered my grade. I complained about this with the other two teachers that were giving the class and I even asked them if using a certain vocabulary was going to affect my grading so I could avoid it when they come to observe me.

The second observation was the video-taped one, and the feedback and even the grades were totally different. One of my grades was 8.3 and the other 9.5, which I consider to be a huge difference, especially when they both said in one class that if for some reason that happened there should be something wrong with one observer or just one observed something the other one did not. The following data is the teachers' feedback from my video-taped class.

***TM:** Variety of dynamic. Good organizational skills. 100% English used. Clear instructions and focus. Good T presence. Good planning. Rather slow to organize gps for activity #1. Grade 9.5*

***TB:** Teacher has solid presence. Classroom management, as she identified, can be improved so that learners are participating/using the language more throughout the class. The lesson plan is an area to improve-it was not a complete prepared class but instead a vocabulary review activity presented as a game. Grade 8.3*

Having such different grades and comments in both live and video-taped classes made me feel confused about my teaching. I was not sure if my activities, the way the class was conducted, or even the methods/techniques/approaches I used were correct. After each observation I had to write a reflection which I read again. Both reflections seemed to be lacking content, and I think that is because their feedback and grades were different. Now that I have finished the BA I think that even though their feedback and grades did not match I took the most relevant comments they made, and then I worked on them. I tried to be open-minded and flexible to their feedback and instead of questioning it, I made some improvements which could be seen in the observations I had in eight semester.

Both teachers and classmates influence my teaching. They either made me believe that I was even better than I actually thought I was or they made me see things I did not see before in my teaching practice and helped me improve it. One thing I still do not know is the use of L1 in class, for some teachers it is good to use it and for others it is not. When I started the BA I strongly believed that the use of L1 in classes was only for the abstract words or phrases which seemed to be difficult to understand. As I moved on in the BA I realized that using Spanish was also correct, unfortunately some teachers still believe it is not and that belief has affected my grades whenever I have an observation.

I cannot say that one methodology is better than the other but I can say that I do not like anything that has to do with translation, I think we should use L1 in the classroom only if necessary. (Fifteenth entry, first semester, November 22nd, 2013)

Surprisingly, now I am working in a school where I have to teach translation. I used to refuse to the use of L1 as I previously mentioned but then I understood that it is also correct to use it. I can now say that I do not follow one method when it comes to teaching; however, I mainly use the direct method because it was the one I used the most when I worked in the language center.

4.7 Looking Back

When it comes to my beliefs and ideas, when I started the BA apart from refusing the use of translation I also believed that teaching grammar was more important than teaching vocabulary. I learnt that a person can communicate if he/she knows the vocabulary, but does not know the grammar, thus I now keep a balance when it comes to teaching vocabulary. I also try to combine different methods, approaches and techniques depending on the type of class I have; as explained above I mainly use the direct method, but I try to combine my classes with inductive learning, communicative approach, task based learning, and some others.

When preparing my classes I try to use a lot of input and communicative activities which I think are the most needed in the class. I try to use different activities and examples for my students to practice, to notice and to understand what I am teaching. (Eleventh entry, third semester, October 2014)

The reason why I used to believe that teaching grammar was more important than translation was because I was always exposed to it. When I learnt English everything was done in English and the use of Spanish was forbidden. After I got hired in the same language center I finally understood that it was part of the policy of the school. Later I had the opportunity to work in different schools, and those experiences combined with what I was learning in the BA taught me that I could be flexible depending on my students' needs. Where I currently work I definitely have to use Spanish because classes are about translation and interpretation of texts; therefore, I had to adapt to this change.

I still try to have dynamic classes but now I have to adapt my activities to the context of the place where I am currently teaching. That is because the school is traditional and I am not allowed to have my students moving around or making noise. The school prefers students to be in their seats just listening to the teacher. I studied in this school since kindergarten to high school and as a former student I can say I learnt many things; however, now that I am on the other side I would like to have things done in a different way. I think that working here has had a bigger impact on my teaching because now I am looking forward to implementing what I learnt in the BA with my students in order to show my colleagues that the traditional method is not always the best.

In seventh semester, for instance, I had to carry out an action research project. For that project I worked with my groups of fifth semester and I used reflective journals and questionnaires to collect data. After collecting the data, I started using different strategies to help my students with their grades, and I could notice that my students' grades improved and the number of students who failed lowered after changing the way I conducted my class. Even though I showed my co-workers the results of this project, the majority of them refused to change how they work. I still think that as teachers we should innovate our teaching practices for our students. Looking back to who I was I can see how I have changed, because now I am aware of things I did not know in the past and I am able to defend my activities. Before I only knew about some teaching techniques, and after getting enrolled in the BA I learnt the whys behind each method/technique/approach. It was not only a change in my ideas and beliefs, but also in the way I conducted a class.

4.8 How Do I See Myself Now as a Teacher?

After reading all my journal entries, going through the observation's feedback I had and reading some of the feedback from my classmates, I think that the teacher who started the BA is no longer the same. It is part of the development teachers have; there are many things around us which can influence us for better or for worse, which will depend on the approach we give it.

I used to have concrete ideas about what teaching was and what was behind of it was all blank; it was not until I started the BA I realized there were many things behind a single class. I had to first learn the theory in order to put it into practice and see which things work and which ones do not. I had to write many essays until I understood that research can also be done in teaching and that it could be an alternative if for any reason I stop teaching.

When I started this BA I had a different idea of the way things should be done in a school; first I was stick to the idea that English was exclusively spoken in the classroom just leaving some abstract words to explain to my learners' in their L1. As I have progressed I have come to realize that Spanish can also be used when necessary according to the learners' needs and/or the level. I used to work in a language center so I was surrounded by people that shared that idea and we were actually asked to follow it inside of the classrooms; as a matter of fact I can also state that learners were able to understand us because of the different techniques we had to do to explain grammar and vocabulary which were the use of mimics, pictures, realia, definitions, examples, etc.

I can now say that one of the things that I can offer as an English teacher is that I have the experience of working with kids, teens, adults and giving conversation clubs. I do not only have fun classes but I can defend my lesson plan and give a professional answer of why I do the activities like that in my classroom. There are many things that I still have to learn but there are others that by now I can offer as an English Teacher. The first thing to offer is my knowledge, the preparation I have received from the BA plus the experience that I have acquired through the years. As mentioned before, I can explain the whys of my

activities such as the type of cognitive skills that the learners will be using, if the type of activity is cross-cultural or intracultural, if it is something explicit or implicit. I can also explain to the learners some of the methodologies that I will be using in the class and the theory behind that made me choose it.

But what makes a teacher a good teacher? For this section I will based my answer in one entry I wrote.

I learnt that a good teacher is someone that has three basic characteristics; skills, knowledge and attitude. I agree with this model because those are the basic elements that we as EFL teachers must have and if we are lacking in one of these we must change it, unless we don't want to (and in that case the teacher must look for a different job). (Second entry, seventh semester, September 9th, 2016)

Thus, based on the descriptive model of teaching I explained above in the entry I can state that I do have the skills because I know the “how” of teaching. I also have the attitude that is needed to link the intrapersonal part with the external part and the behavior. And finally I have the knowledge; it is not only that I know the language, but what is behind of it.

I consider myself as a good teacher because I have acquired the knowledge I needed in this BA. I have the skills and I go to different workshops to learn even more and finally I still have the attitude because I can say I enjoy what I do and I do it with love. I am looking forward to getting a Master's degree, this is something I did not want before; I would also like to start giving conferences or workshops which was also another thing that I did not find appealing when I first started teaching.

I think that now I have become the teacher I wanted to be when I got enrolled in this program, but even better. I did not know that the BA was much more than just being an English teacher, we were taught many things and now that I am about to finish everything makes sense; the classes, the projects, the essays and most important, the journals.

4.9 Eighth Semester, What Comes Next?

My last semester in the BA was crucial for me because there were many things that happened to me throughout the semester. I currently work in *Colegio Hidalgo* as I explained before, and this last semester I had a bigger responsibility because I became the tutor of one group in fourth semester. Teaching, studying, giving a conversation club and tutoring was really exhausting and I thought I would not make it to the end. Even though I did not take many classes this semester I was able to reflect as well in the class of *Práctica de Enseñanza Supervisada* where I had to continue with my entries in the journal and I also had to reflect after my classroom observations.

If we go back to the entries of my strengths and weaknesses (p. 22), I would see that I considered grammar and creating activities as one of my strengths and vocabulary as my weakness. Now that I am about to conclude my studies here is what I considered to be my strengths and weaknesses based on the place where I am currently teaching.

I think that in a general context (either in a big or a small group) some of the strengths I consider to have as a teacher are: creativity, grammar, spoken activities and my age [...] Finally my age; in this case having students that are so close to my age makes it all easy because I understand my students and we get along really well. At the beginning it was hard with my groups of adults because I was 18, but eventually they started to see me as a real teacher. (Second entry, eighth semester, February 10th, 2017)

When I was working in Boston or the UG I didn't really see a problem with my classes; however, now that I work in a private school with groups that are really big everything changed. I think my biggest problem would be with discipline, because my students tend to be very noisy and I have a hard time keeping them quiet [...] However, last semester my students' grades improved and none of them went to extraordinario, but my coordinator keeps asking me to have them like robots working in their book and that's it. (Third entry, eighth semester, February 17th, 2017)

If I make an analysis in these two entries I can say that my strengths and weaknesses have changed because of the place where I work. The school's policies have influenced a lot in my teaching because I have to follow certain rules, and those rules also change for me because of my age and my students' ages. My students respect me as a teacher and they behave if I ask them too. Nevertheless, I was so used to teach by using a lot of dynamics and students are not used to it that at the beginning they saw the class as a free class and I had to adapt it into my new working context so I would not lose the control of my classes. My coordinator and the teachers who work in the school are much older than me and they prefer working in a traditional way where students are just in their chairs with their books and the teacher is the one controlling the class. In my case I prefer moving around and having different activities to teach and even when I explain myself they do not seem to understand and I do not blame them, they were taught differently. Due to the experience I have acquired and the BA I learnt to cope with new demands. I can adapt to different school policies, and if I am asked to follow a certain program I am able to do it because of all the preparation I received.

In the class of *Práctica de Enseñanza Supervisada* I had two live and two recorded observations and there were many things I was able to change and improve from the feedback of my observer.

TD: Positive aspect: Asking students to give examples/explanations/definitions, your confidence/presence

Things to consider: L1 use by learners, instructions

Questions for teacher: I see you use a lot of group work, but this might be contributing to the excessive use of L1-what else could you do? (Teacher's feedback, second observation).

The comments of my observer were constant to the ones I had from the previous semester in terms of my confidence and presence as a teacher. One thing that caught my attention from this observation, which was in one of my regular classes in the morning, was that the observer constantly asked me to have my students using English in class even though I explained to him that my students' level of English was mixed and low in general.

I used what we both agreed for me to do in order to promote more the use of L2 in the classroom and reflecting on that to then putting it into practice helped me improved on that area, it was not a big change because of the level of my students but it was more obvious as it can be reflected in the feedback from my last observation shown below.

TD: Classroom environment is laid-back and promotes learner. The teacher had the students up close to the board which helped during certain stages of the class. Language use was fluent/pronunciation was intelligible. Rapport with sts is great-they were clearly relaxed and were joking throughout the class. Presence is also great-it's clear the sts look up to you and know what is expected of them (Teacher's feedback, fourth observation).

From the first to the fourth observation I worked in different aspects on my classes which were: students' use of L1 in classes, use of the board in class, and making students more autonomous. Working on each one of my lesson plans and reflections after those classes based on how I felt and what my observer said I would say I was able to make an improvement and as it is seen above in the feedback from the observer there were more positive aspects and my grades from the first to the last observation were higher. Even when that class was not 'presencial' I think is one class that taught me a lot with the help of the observer; he made me see things in my classes that I did not see or that I forgot I was good/bad at and then helped me with the reflection after the class and finding out strategies to become better.

To conclude with this section I decided to put three entries together where I talk about how I see myself now in terms of teaching and development. Each entry was written in different dates but you can see a big comparison to my first entries and what I was expecting back then.

I'm looking forward to studying a master's degree in Applied Linguistics, but I'm still checking my options. To be honest, working in Hidalgo won't help me to progress as a teacher because they are looking for something traditional, and I don't want to stay in a place like that for too long, so...we'll see. (Fourth entry, eighth semester, February 24th, 2017)

I love challenges so I guess I'm just waiting for something challenging maybe coordination or a position that will be more demanding. I don't want to stop teaching because my students are my motivation and they're the ones that push me to do things, so maybe teaching and coordinating will be just fine. (Eighth entry, eighth semester, March 17th, 2017)

I finally know that by having this BA degree I am not just an English teacher, now I have the tools to do more and to go further which leads to the next topic, my future. I would like to continue studying and my next goal is to have a master's degree in Applied Linguistics but not in the UG but in a different place like London (but...money happens). I would also like to give conferences and workshops because I know I'm good at creating activities and designing materials. (Fifteenth entry, eighth semester, June 2nd, 2017)

At the beginning of the BA, I was just expecting to be an English teacher and I did not care about the other subjects, but as I moved on I understood that I could be more than just an English teacher and I am working harder to accomplish my goals. Most of these decisions have been because of the influence of *Colegio Hidalgo*; I look at my ex-teachers/colleagues and I do not see their willingness to improve and I do not want to be like them and staying in my comfort zone that is why I have decided to continue with my studies and keep improving as an EFL teacher.

4.10 Conclusion

To conclude it must be said that being part of this program has made me more reflective and analytic of the way things work and the way I work as a teacher. However, there are many things that still need to be improved and by keeping all the journals from the BA I know I will be able to notice the changes that need to be done and the ones I have done unconsciously. It is a long process, especially because of the part of keeping a journal, but I guess this will be the perfect tool to keep track of the things I do as an English teacher which I am willing to keep after I finish the BA.

I have learnt that the BA it is not only to be ‘just a teacher’ there are other things that I can explore within the same field, and now I am more confident about my teaching and the things I know. There was a specific moment in my teaching where I knew I was learning something and I was in a higher level than my colleagues. There was a meeting in my previous job where the director wanted to implement a new way to grade and writing was part of it; I remember I read the rubrics and the plan we were given, I raised my hand and explained why everything was wrong and it was not because they did not know anything about teaching, but because I knew more than they did. It was in that specific moment where I realized that the classes, the assignments and everything I was asked to do during the BA finally made sense.

I think the most difficult part of this journey was becoming a reflective person, I first did not know anything about reflective journals but after a while I understood there was a purpose behind them, and even later I noticed how valuable they could be for me in this case because it was my main tool to write my report of professional practice.

Going back and forth there were many things that happened before and while I was studying the BA; some of them influenced me for good and others did not happen to be important. I also learnt from my teachers and colleagues the dos and don’ts that come in teaching, I even learn what I did not want to be as a teacher.

Most of my English teachers haven’t had the preparation or the studies to teach; most of them just had a Teachers’ Diploma course and only one of them had the ICELT. (Third entry, seventh semester, September 16th, 2016)

I learnt that being a young teacher can be hard if you are teaching adults but not impossible; being the youngest in all the places where I have worked has always been hard at the beginning because they assume I will fail but I always show them the contrary. Experience is something that you get as you teach different levels and ages and not just the number of years you have spent teaching. Now if I stand up in front of a group of people and tell them where I have worked and the studies I have they do not care about my age anymore, even funnier, they think I am older because of the information I give them.

It is true that most of the changes I have made during these years are because of the learners I have had and the ones that I will have, it all sums up to what I want them to perceive from me and the way I want to be remembered as a teacher. Students were my first motivation and even now they are still my motivation, I am improving because I want to be better for them; I want my students to feel comfortable by having a young teacher and I want my colleagues to understand that I know what I do and why I do it.

Going through all of my different data made me see how much I have developed and changed as a teacher. I was able to see a transition from the teacher I used to be to the teacher I have become and the one I want to be in the future. It took time, I had my ups and downs but I never quit. Even when I first disagreed on everything I was taught in the BA, later I learnt why it was taught that way and I learnt to cherish every aspect of it. I think part of becoming an EFL teacher is to embrace every aspect and stage of your preparation, because all of that together will be the result of the teacher you become.

In conclusion this BA taught more than what I expected to learn, it made me change the way I used to see teaching and showed me that there was more than handcrafts and noisy classes. Thus, in the following chapter I talk about a deeper, more analytical conclusion that I have had after doing this report of professional practice, things that can be done differently for further projects similar to this one, and things I could have done differently.

Chapter 5:

Conclusion

5.1 Introduction

In the previous chapter I discussed my narrative and how my teachers, classes, classmates, and places where I have worked influenced me as an English teacher. In this chapter I conclude with my report of professional practice; first I will give a brief summary of what I found out after writing this report, second I will talk about some of the implications that I faced while gathering data and analyzing it. Finally I will talk about some things which might be done for future research.

5.2 Summing Up

In this report of professional practice I was able to reflect and analyze myself from different angles, and also from different people's points of view, such as my teachers and classmates from the BA. I went through my entries in the journal I kept during the BA in order to see how I became an EFL teacher from first to seventh semester, and then compared to how I saw myself at eighth semester when I concluded my studies. I also included data from my teachers and classmates which helped me built my confidence and taught me to see my strengths and weaknesses.

The previous chapter is a combination of entries, feedback and comments which somehow shaped me as a teacher. If I go through Chapter 4, I will see how much I have developed as a teacher in terms of how I see myself as a teacher, what I believe and how I see teaching now. The entries do not appear in order and I tried to include the ones which I considered to be the most relevant for this project. This report is a combination of reflection and analysis and having taken *Análisis y Reflexión de la Práctica de la Enseñanza del Inglés* made me able to accomplish it. What I wanted to do with this report was to see if I changed as a teacher, and what things around me were part of it and how they affected me, either in a positive or a negative way.

5.3 Pros and Cons in Self-reflection

Writing this report of professional practice was not an easy task because I was part of it and at the same time I had to separate myself in order to analyze all my data and to write more objectively. One advantage of writing this report is that I could reflect and examine on myself as a teacher to discover things which might not have been evident before. I become critical about everything that surrounds me and I am also my own participant. In this case I did not have to look for data because I had it here and I just had to put everything in order, thus it made sense and it showed a cycle.

On the contrary as I mentioned before, I had to position myself as a participant and the researcher at the same. It was quite difficult because I had to separate myself from the writing in order to be objective rather than subjective at some points. Another disadvantage is that as your own participant you get to have much information which seems to be important, but you have to select the right pieces and moments in order to narrate your story without just telling stories.

Nevertheless, if I know how to separate myself from the investigation, I can explore different areas of me as a teacher and discover things that I can change or that I might improve in order to become a better teacher. My position in this report was both the participant and the researcher, which enriches the investigation because it is my own voice projected.

5.4 Notes for Further Professional Research

For future professional research I would recommend including interviews with colleagues or coordinators to have a wider comparison, and to see if what is being analyzed is actually happening from their perception. I would have also liked to include the first evaluations that I had when I started teaching to compare and see my progress. Thus, my recommendation would be to save all information received from students and/or coordinators which might be meaningful one day.

Keeping a reflective journal gave me the opportunity to see how much I have changed or improved as a teacher, and it also helped me reflect on the things that might not

be working so I can improve them. Therefore, the most important recommendation I make is to keep a journal not only with the topics that teachers ask, but also a journal to reflect on the things that happen in the classroom. Thus, teachers can always go back and see what things went good and which ones went wrong to change them or use them in future classes.

5.5 Conclusion

In order to write this report of professional practice I had to look into myself as an outsider and from there reflect on all of the things that happened to me before and during the BA. Even when writing this report was not easy it was something I enjoyed doing because I was able to discover things I did not see before.

There were many things I had to take into consideration when writing this report and even though I was not sure about the path my narrative inquiry was going to take I think it accomplished my goals. At the beginning of the BA, I was not sure about finishing it because at some point I felt frustrated with the subjects and I did not understand the purpose of many classes. Eventually I learnt that classes were arranged in that order for a reason, and after semester four I finally understood it.

After four years of essays, journeys to Guanajuato, and sleepless nights, I look back and I am able to connect the dots and see how it all makes sense. One subject led to the other and each one made me discover other areas that I can explore in the future such as, becoming an observer, a researcher or even the fact that now I am willing to take a Master's degree in Applied Linguistics. Writing all the entries of my journal makes sense now that I can go back and use my journal as the most important tool to finish this report.

There are many things that I can still explore and discover and I am willing to keep writing entries in my journal and maybe in the future I will be able to see other things that at this point I am not able to see yet. Becoming an EFL teacher is a process that never finishes and it is our job as teachers to look for other courses or classes which will help us improve in this area. Being reflective is not easy and in my personal opinion the most difficult thing about reflection is not noticing your areas of improvement, but to actually doing something about it and having written this assignment made me see other areas that I need to work on and some others that I can still improve.

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Appendix B: Ethnographic Notes for Observation

School: Boston Academy What did you choose to focus on?
 Level/Age: Chat club, adults Valeria Márquez Arellano
 Schedule: 6:30 - 7:30 Wednesday, September 21st, 2016

Time	Description	Reflection
6:30	* Note: due to my schedule I could only observe the chat club.	
6:30	- T walked into the classroom, ss were arriving and I asked them about their levels, some of them seem to go very often because of how they greeted the teacher "What's up, dude!", "yellow teacher" ? <i>so it's open to all levels.</i>	I was able to see some books from the ss and they were from Elementary (low ss) and intermediate - upper intermediate
6:33	- T started the chat with eight students and they were sitting around a table	Anyone can get into the chat club and I have met ss that by attending this get a higher level of English.
6:34	- T wrote on the board some letters 'T S A L N E P I' → told ss that they had to write as many words as they could in 3 min.	This a friend and ss seem to like him because of how he is
6:34	- Ss took out their notebooks & started writing, some of them are talking and there are two ss in a low level that keep looking at the posters to get more words.	
6:35	- T plays some music while ss write	
7:00	- Ss asks the teacher for 1 word and T gets closer to help.	

Appendix C: Dialogue Journal

Friday, February 19th, 2016

Valeria Márquez Arellano

#3rd entry

During this week I checked oral presentations and written tasks of my students, most of the presentations were good but the problem came with the written task. At the beginning of the semester I asked my students to write a composition as part of their grade and I told them that they had to follow a certain format and if they did not follow it, it will be a zero automatically.

I did not have problems with sixth semester but in the case of my students of fourth semester I had many compositions that were written in a different way. In the case of 4^o, had around 7 students with a zero because of this reason. One of the students is the brother of a very close friend and that made it much more difficult for me.

In this case, was that ok? I mean, I told them about the format like four times or even more and I actually sent them an email and they signed the normativity of the class which also has that included; I guess I have never given so many zeros and that is why I felt bad about it. I think one of the most difficult things for me as a teacher of these groups is that most of my students are brothers/sisters of my classmates and it is kind of hard to be tough with them as I knew them before.

Besides that I did not have any problem with the group, next week we will start with exams and I guess students will hate me more when they get their grades. For your information the written task is 30% of their final grade in the case of the subject "Interpretación de Textos" for "Normas Gramaticales" they had an oral presentation which is also 30% of their final grade. I decided to work like this so I can actually see some real production in the class but starting next module I will have to change the percentages of the evaluation because the exam has to be 70% (which I don't consider fair for the students and this is something that I think doesn't really show how much my students know) but that's how it is and I just have to follow the rules.

Yes, for the moment. In the future, when you can make these decisions you will set the rules.

and what were the issues? The one who didn't do the homework right was the student's friend :)

You need to learn to separate the personal from the professional.

Appendix D: First Journal Entry

Valeria Márquez Arellano

16/08/13

#12 My motivation wof 5#

role model

It all started in the last year of highschool when my English teacher; Lilia, told me she was retiring & that she wanted me to take her place and of course I said: yes. So I took a teachers' Diploma Course and I loved it, it was such an amazing experience and then they hired me in Boston Academy. I have worked with kids, teens & adults; it has its difficulties but it has been worth, especially with adults because some of them don't want a teen as a teacher but on the other hand they respect me and they also admire me because I teach at my young age. I am in this BA because of my students, they are my motivation and they give me that spark to continue and to make it better, I am studying this because I don't want to stay in a comfort zone, I want to improve it and here is the place where the magic happens and with the guidance of my teachers I know I will go further in this journey and by teaching I will get more experience, so pretty much my motivation is my job, my students (monsters) because I can see them all growing in knowledge & age (the kids and teens) and when they thank me for what I do, oh man! I can't even explain that pride, that feeling of happiness that makes me know I'm doing it right but this is not the end, I will do it better to make me feel also proud, this is what I do, this is what I will always do, because of them, because of me.

Appendix E: Last Journal Entry

Valeria Márquez
02/06/17

#15 Teacher development/future/ journey of professional development.

You will have to read my thesis in order to answer to this entry...

After writing my report of professional practice I realized that I have improved a lot as a teacher & I am able to say that based on this journal which contains all my entries from 1st to 8th semester.

I have not only developed but also I have changed in terms of what I used to think was the "right method", my beliefs & perceptions, how I see the use of L1 in classes, but the most important thing is that I have finally understood the purpose of each class in the BA.

When I first started I didn't understand why I had to learn about phonetics, academic writing or discourse analysis; however, now that I look back it all makes sense. I finally know that by having this BA degree I am not just an English teacher, now I have the tools to do more & to go further which leads to the next topic, my future.

I would like to continue studying & my next goal is to have a master's degree in Applied Linguistics

but not in the UK but in a different place like London (but... money happens) I would also like to give conferences & workshops because I know I'm good at creating activities & designing materials.

I'm not sure about how everything is going to be but I'm determined to accomplish my goals & never stop; learning is something that never finishes & I'm willing to keep learning from both formal & informal courses.

Appendix F: Classmate's Feedback After 10 Minute Clip

UAT/O

Please give me some feedback on my lesson by completing this form. Please do not write your name on the paper, as what you write is confidential. You can write comments, questions, suggestions, etc., anything that you consider important for improving my teaching. Thank you for your time and help.

TEACHER'S PRESENCE	SUGGESTIONS/COMMENTS
<p>Ability to create a friendly atmosphere; use of language: fluent, intelligible pronunciation, voice projection; sensitive to all sts; clear instructions; T's presence: confident, leadership qualities, etc.</p>	<p>Your voice is really good. Good rapport. Your presence in the classroom is good. Your use of English the entire class, nice. Environment of the class is really good.</p>
MATERIAL/PREPARATION	SUGGESTIONS/COMMENTS
<p>Clear objectives; variety; materials created or adapted by the teacher/trainee included; timing and achievement of aims; solid lesson planning etc.</p>	<p>well use of extra material. It makes them feel engaged. It is notorious that your class was well prepared.</p>
ACTION	SUGGESTIONS/COMMENTS
<p>Capable of maintaining interest; sts on task; pacing; use of teaching aids; sensitivity and handling of sts errors; evidence of grouping techniques; effective teaching and methods; monitoring; use of language in class; able to adapt plans if needed; achievement of objectives; interaction (t with sts, sts with sts); etc.</p>	<p>It is amazing how you encourage sts to participate forcing them to do it, good. Sts are really interested in the class.</p>
GENERAL COMMENTS	
<p>1. List anything that you have learned from this teacher that would benefit you in your own teaching practice. 2. Summary and reflection of the observation.</p> <p>I like the confidence you have teaching. Sts feel comfortable with you, and that is a good factor in their learning process.</p>	

Appendix G: Teacher's Feedback After 10 Minute Clip

Please give me some feedback on my lesson by completing this form. Please do not write your name on the paper, as what you write is confidential. You can write comments, questions, suggestions, etc., anything that you consider important for improving my teaching. Thank you for your time and help.

TEACHER'S PRESENCE	SUGGESTIONS/COMMENTS
<p>Ability to create a friendly atmosphere; use of language: fluent, intelligible pronunciation, voice projection; sensitive to all sts; clear instructions; T's presence: confident, leadership qualities, etc.</p>	<p>Your voice projection is good. You seem to have established good rapport with them. Your teaching qualities are good.</p>
MATERIAL/PREPARATION	SUGGESTIONS/COMMENTS
<p>Clear objectives; variety; materials created or adapted by the teacher trainee included; timing and achievement of aims; solid lesson planning etc.</p>	<p>Your activity was good and something they can relate to. Contexts of this age are always interesting, what would you do to improve your instructions?</p>
ACTION	SUGGESTIONS/COMMENTS
<p>Capable of maintaining interest; sts on task; pacing; use of teaching aids; sensitivity and handling of sts errors; evidence of grouping techniques; effective teaching and methods; monitoring; use of language in class; able to adapt plans if needed; achievement of objectives; interaction (t with sts, sts with sts); etc.</p>	<p>How would you modify the activity? or there anything you would do differently? The activity was fun, do you think all of them were involved? Do you think the questions were difficult for them?</p>
GENERAL COMMENTS	
<p>1. List anything that you have learned from this teacher that would benefit you in your own teaching practice. 2. Summary and reflection of the observation.</p> <p>Your presence as a teacher is good and your voice projection is an asset. You are very creative and your activities are fun to your students. Thank you for sharing your idea.</p>	

Appendix H: Teacher's Feedback from Video Observation

Video observation and reflection (20%)	Name: Valeria Marquez	Comments
5 page double spaced reflection, 12 font, no references needed, clear use of language (structure, lexis, punctuation, capitalization, academic style), clean and presented professionally	excellent (10-9.5) very good (9.4-8.5) good (8.4-7.5) average (7.4-7) below average (6.9 and below)	9.5 Very good presentation follows guidelines
Level of reflection: able to look at one's teaching and make suggestions and connection as to what was done and what should be done for future teacher development	excellent (10-9.5) very good (9.4-8.5) good (8.4-7.5) average (7.4-7) below average (6.9 and below)	9.5 Good complete analysis written in clear organized form. Includes all appropriate aspects (a special comment on
Teaching: presence as a teacher, teaching ability and skills, execution of the lesson, lesson plan (see aspects from the observation form used for the live evaluative observation.	excellent (10-9.5) very good (9.4-8.5) good (8.4-7.5) average (7.4-7) below average (6.9 and below)	9.5 Variety of dynamic. Good organizational skills. 100% English used. Clear instructions and focus Good T. Presence. Good planning. Rather slow to organize gps for activity
	Final grade	9.5 Lesson plan included with any handouts and sources:

British English)

#1

Appendix I: Teacher's Feedback from Live Observation

Universidad de Guanajuato - Escuela de Idiomas Lic. en la Enseñanza del Inglés CLASSROOM OBSERVATION GUIDE PRÁCTICA DE ENSEÑANZA SUPERVISADA EI-500	FIRST VIDEO OBSERVATION
	FIRST ONSITE OBSERVATION
	SECOND VIDEO OBSERVATION
	SECOND ONSITE OBSERVATION X
Observee's name: <u>Valeria Marquez Arellano</u> Date: <u>Wednesday May 17th 2017</u> Time: <u>5:00-6:00pm</u>	School's name: <u>Colegio Hidalgo de Leon</u> Number of sts in class: <u>3</u> Level: <u>Mixed level</u>

The following four themes will be taken into consideration for your overall grade.

TEACHER AND LEARNING ENVIRONMENT	SUGGESTIONS/COMMENTS	GRADING SCALE
Rapport: ability to create a friendly atmosphere; use of language: fluent, intelligible pronunciation, voice projection; sensitive to all sts; clear instructions; T's presence: confident, leadership qualities, etc.	Due to the small size of the group and personality of teacher, the learning environment was very friendly. Language use by teacher, as in previous lessons, was fluent/accurate and pronunciation was clear. Voice projection was good-the teacher didn't need to raise her voice due to the small group size and since she was sitting with the students. The teacher presented confidence throughout the class and her presence was noticeable-sts knew what was expected of them/what their roles were. All learners were treated equally.	Excellent: 10.0 to 9.4 Very good: 9.3 to 8.7 Good: 8.6 to 8.0 Satisfactory: 7.9 to 7.0 Needs to improve: 6.9 and below GRADE: 9.0
LESSON PLANNING		
Clear objectives; variety; materials created or adapted by the teacher trainee included; timing and achievement of aims; staging of activities; solid lesson planning: extensive, etc.	Objective could be more defined-sts will be able to give a description/complete a written assignment (a description of what/what type of written assignment?). Copies of materials included/materials were of professional appearance. A variety of pace and activities were included-a nice improvement compared to the previous two observed classes. Lesson planning could be more detailed (such as clearer objectives/more information about previous work, solutions to possible problems that are explicit and perhaps don't rely so much on the teacher).	GRADE: 8.3

EXECUTION OF LESSON PLAN		
Capable of maintaining interest; sts on task; pacing; use of teaching aids; sensitivity and handling of sts errors; evidence of grouping techniques; effective teaching and methods; monitoring; use of language in class; able to adapt plans if needed; achievement of objectives; interaction (t with sts, sts with sts); etc.	Sts were engaged since the topic chosen was something most sts could relate to (and the fact that the activities were all threaded together with the topic). This engagement lasted the entire class. When sts used Spanish you directed them back to L2 use. Errors were mostly ignored in speaking tasks. When it came to the writing task where they received some feedback. The riddle was quite difficult-could another have been used to increase the possibility of st success in guessing the answer? Instructions could be improved by providing an examples/modelling, followed up by checking comprehension. Objectives were achieved. Teachers used Spanish only to check comprehension. Interaction was in large part teacher-student, and ways to increase student-student interaction would give them more chances to use the language.	GRADE: 9.1
ABILITY TO REFLECT AFTER IMPARTING HIS/HER CLASS		
I. Immediate self-reflection II. Reflection after receiving written feedback	Teacher reflected on not only this lesson, but feedback received from previous lessons which shows reflection in greater depth in this aspect. Several successful factors were identified (such as improved confidence by the learners, improved lesson planning in terms of the flow of activities etc...). The reflection focused a lot on how to deal with unknown vocabulary in class. Teacher should set long term goals in order to work on them in the future.	GRADE: 8.1

OBSERVER'S NAME AND SIGNATURE: Bryan Derry FINAL GRADE: 8.7