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ABSTRACT

This thesis reports on a qualitative study concerning whether or not teachers used reflective teaching in their classes. The study was carried out at the Benemerita Universidad Autonoma de Puebla in the Facultad de Lenguas. The primary aims of the study were to investigate if the teachers from the beginning, intermediate and advanced levels reflect before and after their classes and to analyze the teachers' process of teaching depending on their experiences and beliefs.

The research data were collected via questionnaires that were completed by 15 teachers. The research findings revealed that most of the participant teachers used reflection-in-action rather than reflection-on-action because there was more interaction between teachers and students to solve the problems that would emerge in the classroom. The results also showed that the majority of the teachers participated in reasoning that is one of the phases of reflective cycle but it is depending on the decision of each teacher in their teaching. In addition, most teachers used journal writing as a tool to reflect on their classes. However, not all teachers use all kinds of tools in order to reflect such as observation, video recording and questionnaires.

Likewise, the findings also showed that not all the teachers were interested in the specific problem that they faced in the classroom. These results and their implications are described within this thesis.

CHAPTER I: INTRODUCTION

1.1. INTRODUCTION TO THE PROBLEM

Reflective teaching or practice has its roots in the Enlightenment era (Robinson, Anderson-Harper and Kochan, 2001). Valli (1997, cited in Tilman, 2003, p. 5) reports that “reflective teaching is teaching with careful thought and judgement and that reflective teachers seek to consciously link theory to practice”. On a daily basis, many teachers may already think about their teaching and talk to colleagues about it, too. “Reflective teaching involves thoughtfully considering one’s own experiences in applying knowledge to practice while being coached by professionals in the discipline” (Schön, 1996, cited in Ferraro, 2000, p. 1).

However, beginning teachers may not be able to reflect as experienced teachers do. Ostorga (2006) states that novices in reflection do not often understand their own beliefs, values and attitudes about teaching nor do they possess the cognitive ability to reflect effectively. “The capacity to reflect is developed at different stages in different people and it may be this ability which characterizes those who learn effectively from experience” (Boud, Keogh and Walker, 1985, cited in Loughran, 1996, p. 19).

Reflective teaching has been a task of study encouraged and investigated for many universities in different places in the world. In May 2005, a study was conducted at the college of education at an urban campus of the university in southwestern United States. The participants were professors distributed among four academic ranks: lecturer, assistant professor, associate professor and full professor. The study was collected through person-to-person interview with each participant. Interview data were recorded by taping and note-taking. The findings were ‘Go back and think about what went well, how to do things

differently' and re-examine a variety of perspectives and then make some decisions about changing or continuing with what teachers are doing. There is no point in reflection if teachers are not going to change.

The following study was conducted in 2009 in the School of Education, Willamette University. The participants were 3 supervisors and 12 teachers. The data were collected over two semesters, fall and spring. In the fall semester, supervisors and teachers interacted in courses at the university and in field placement school sites. During spring semester, supervisors worked with these teachers primarily in their 13-week student teaching experience as well as in a weekly university seminar course. Data collected during the year was by observations, interviews, and artifacts including demographic information. The results suggest that it is necessary for teacher education programs to consider the stances of the supervisors working in their program, looking for matches with the program's philosophies about learning to teach. This unity of purpose lays a strong foundation for teacher candidates in the process of becoming a teacher, promoting the kind of learning that students value in teacher education programs and in the classrooms of these future teachers.

1.2 DESCRIPTION OF THE CONTEXT

The Facultad de Lenguas in the Benemérita Universidad Autónoma de Puebla has teachers with good level of English. But, most of the teachers follow a method of teaching that the students seem not to like. This could be the reason why they are not interested in the subject because the activities are not dynamics such as games, crosswords, puzzles, memories and so on.. Some of the teachers seem not to use them. And these teachers do not

care if students learn or not. Additionally, it has also been observed that most teachers do not give a questionnaire in order to gather data about their class to know if it is good or if it needs improvement in some aspects. The majority of the teachers left a set of copies for students to work on or just used the book. In this last case, students read the book, but students do not like to read.

In general terms, teachers demonstrate different teaching behavior. On the one hand, some teachers create their own material, make different activities in the classroom such as games, bring extra material like readings, exercises, and news related to the topic, use presentations in power point, and they also use the book. Some teachers try to use grammar, vocabulary, reading, writing, listening, and speaking activities intended to develop different skills in one class. Of course, those teachers spent a lot time but they tried to teach well. At least some teachers ask about their class or collect data regarding this aspect, but some of them make this at the end or in the middle of the course. This way, it can be said that some teachers reflect if their material and class match the level of the students. Based on experience, students need these kinds of teachers because the teachers are the example that students follow for their future career.

1.3 STATING THE PROBLEM

The problem found at the Facultad de Lenguas in the Benemerita Universidad Autonoma de Puebla is the apparent lack of reflection of teachers. Some teachers do not know if their classes or the planning of the classes are good or bad; teachers do not gather information about their classes, and teachers need to use different kinds of tools in order to collect data. According to Schön (1983, cited in Hatton and Smith, 2006) “professionals

should learn to frame and reframe the often complex and ambiguous problems they are facing, test out various interpretations, then modify their actions as a result” (p.4).

1.4 PURPOSE OF THE STUDY

The main goal underlying this project is to investigate if the teachers at the Facultad de Lenguas in the Benemerita Universidad Autonoma de Puebla reflect before, during or after their classes. The present research analyzes the teachers’ processes of teaching depending on their experiences and beliefs through reflection. Specifically, this research focused on teachers working at the beginning, intermediate and advanced levels of English in the undergraduate program by applying two questionnaires.

1.5 RESEARCH QUESTIONS

This paper sets out to answer the following questions:

1. Do the teachers at LEMO use reflective teaching?
2. If so, what tools do LEMO teachers use to reflect?
3. In what phase of reflective teaching are the majority of LEMO teachers?

1.6 SIGNIFICANCE OF THE STUDY

The results of this paper will provide information about how teachers working in the undergraduate program reflect on teaching. This will be beneficial for both teachers and students in the class, as it will make teachers more conscious of their process of reflection and may provide advice on how to improve their process of reflection. Also, students will

learn better with the help of the strategies of the teachers using different tools that it made a good environment.

1.7 DEFINITIONS OF TERMS

The following terms are essential for the theoretical framework of this research.

Becoming critical: This term means that teachers have to transcend the technicalities of teaching and think beyond the need to improve their instructional techniques (Barlett, 1990, in Richards, 1998, p. 20).

Dialogue Journal Writing: This term has been defined as a written conversation between two persons on a functional, continued basis, about topics of individual and even mutual interest (Station, 1998, in Loughran, 1996, p. 74).

Experience: This term refers to direct observation of or participation in events, an encountering, undergoing, or living through things, in general, as they take place in the course of time (Hativa & Goodyear, 2002, p. 48).

Image: This term refers to a central construct for understanding teachers' knowledge (Clandinin, 1985, in Richards, 1998, p. 29).

Journal: This term means a teachers' or a student teacher's written response to teaching events (Richards, 1994, p. 7).

Narrative Inquiry: This term refers to field notes of shared experience, journal records, interviews, story telling, letter writing, and autobiographical and biographical writing (Cossnelly & Clandinin, 1990, in Loughran 1996, p.193).

Observer: This term means an assistant to the teacher who collects information that the teacher would like to examine and reflect on (Richards, 1998, p. 28-29).

Perspective: This term is defined as the ways in which teachers understand, interpret, and define their environment and use such interpretation to guide their actions (Tabachnick and Densmore, 1987, in Richards, 1998, p. 36-37).

Practical Knowledge: This term refers to a rich interweaving of images, experiences, understandings, and personal stories that guide and inform teachers' actions (Zeichner & Liston, 1996, p. 89).

Reflection: This term refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose (Barlett, 1990, in Brock, Yu and Wong, 1991 p. 1).

Reflection-in-action: This term refers to something that occurs while the events were originally unfolding, so that students were thinking about reasons for what was going on as it happened (Hatton & Smith, 2006, p. 20).

Reflection-on-action: This term refers to the process of creating materials, think of new strategies and decision making and events being reflected upon (Hatton & Smith 2006, p. 20).

Reflective Conversation: This term refers to the responsive interchange between thinking and acting as an insight into reflective practice (Schön, 1983 & Yinger, 1990, in Loughran, 1996, p. 57).

Reflective Teacher: This individual is defined as the one who assesses the origins, purposes and consequences of his or her work at all levels (Zeichner & Liston, 1985 in Richards and Nunan 1990, p. 40).

Reflective Teaching: This term involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Schön, 1996, in Ferraro, 2000, p. 1).

Teachers' Teaching Criteria: This term is defined as personal subjective values a person tries to pursue or keep constant while teaching (Richards, 1998, p. 12).

Teaching: This term is defined in the narrow sense as what happens in the classroom as decided by people and events inside the classroom alone (Cruickshank, 1984, in Richards and Nunan, 1990 p. 78).

Values: This term refers to a more general ethnical or philosophical nature concerning the good life; they may be political values or they may be more directly related to education (Handal & Lauvas, 1987, in Zeichner and Liston, 1996, p. 31).

CHAPTER II: LITERATURE REVIEW

2.1 Reflection or Critical Reflection

In order to understand the importance of reflective teaching, first one must understand what reflection means. Reflection is an activity in which people recapture their experiences, think about and evaluate them (Boud, Keogh & Walker, 1985, cited in Loughran, 1996). In a similar way, Zeichner and Liston (1996, in Joan, 2005) argue that reflection is viewed as an act that humans realize in society.

Using a narrower concept, Bartlett (1990 based in Brock, Yu and Wong, 1991, p.1) defines “reflection or critical reflection as an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose”. Moreover, “reflection is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action” (ibid). As such, reflection is an important process in teaching and in many careers.

2.2. Reflective Teaching

Reflective teaching is a method that teachers follow in order to solve a problem in the classroom. More specifically, “reflective teaching is the ability to analyze one's own teaching practice” (Cruikshank, 1987, in Adler, 1991, p. 2). In a further definition, reflective teaching is defined as a process through which teachers learn new strategies to apply in their practice with responsibility (Robinson, Anderson-Harper and Kochan, 2001).

In addition, reflective teaching is a strategy that teachers need while teaching in order to maintain and improve their practice (Thorton, 2005). In sum, reflective practice is

an essential activity in education to help current and future teachers improve their teaching ability.

2.3 Forms of Reflection

Teachers need to utilize reflection to be successful in their teaching. Schön (1983, in Loughran, 1996) suggests that there are two types of reflection: reflection-in-action and reflection-on-action. Kolb (1984, in Hardy, 2004) further states that the forms of reflection are related to the learning cycle because both focus on the experiences of the teachers depending on their reflection in teaching.

Finally, Zeichner and Liston (1996) comment that the forms of reflection perceive the main reasons about the actions of teachers in the classroom. They argue that teachers must be able to give the reasons and purposes for the things they do in their class. In summary, reflection-in-action and reflection-on-action help teachers to develop their skills in the classroom using their experiences as a main tool.

2.3.1 Reflection-in-Action

In order to understand reflection-in-action in practice and theory in the classroom, it is necessary to define it more clearly. Reflection-in-action refers to the interaction that teachers have with students and what teachers do if they have a problem in class (Schön, 1983, in Loughran, 1996). Moreover, according to Hatton and Smith, (1995, in Kaplan, Rupley, Sparks & Holcomb, 2007, p. 20) “decision-making or problem-solving of new facts require the need to impose automatic decisions and to assert a high level of control towards a group”. In short, teachers use this type of reflection as an attempt to guide their teaching in relation to what they do during the class.

2.3.2 Reflection-on-Action

Also it is essential to define the other type of reflection, which is reflection-on-action. Reflection-on-action is focused on planning the lesson and actions in regards to the class after it has ended (Schön, 1983, in Loughran, 1996). In the opinion of Russell and Munby (1992, in Zeichner and Liston 1996, p. 6) “this form of reflection is seen as the systematic and deliberate thinking-back on one’s actions”.

Schön (2003, in Hardy, 2004) emphasizes that reflection-on-action is a continual activity and process that is investigated and monitored by teachers behind their practice, and when teachers reflect-on-action they become researchers in their practice and can construct new theories or strategies. In brief, teachers use this type of reflection to reflect on the last actions or experiences in their work, and what they can do to improve the class after their teaching.

2.4 Dimensions of Reflection

The dimensions of reflection can help educators to examine their teaching. Griffiths and Tann (1992, cited in Zeichner and Liston, 1996) argue that teachers need to reflect with one or more dimensions to lead them towards their reflection practice theory. “The first dimension of reflection, which is likely to be personal and private, is part of what Schön (1983, cited in Gimenez, 1999, p. 3) refers to as reflection-in-action” Griffiths and Tann (1992, in Zeichner and Liston, 1996) on the other hand, refer to this as “*rapid reflection* in which teachers reflect immediately and automatically while they are acting in the classroom”.

The second dimension of reflection, “*repair*, is still reflection-in-action and is when the teacher makes a decision to alter behaviour of students’ response”. Schön (1983, cited

in Gimenez, 1999, p. 3) the third dimension of reflection, “*review*, and all of the remaining ones are part of what Schön calls reflection-on-action and takes place after the action is completed”. “Review, which is often interpersonal and collegial, can happen at any time during or after the teacher’s lesson”. In the fourth dimension of reflection, “*research*, the teachers’ thinking and observations become more systematic and sharply focused around particular issues”.

According to *ibid*, in the fifth and final dimension, “*retheorizing and research*, reflection is more abstract and rigorous than in the other dimensions and may take place over a space of months”. In a practical sense, teachers cannot complete all these dimensions at the same time because completion of the dimensions requires much time, but usually teachers participate in at least one of them and perhaps more.

2.5 Reflective Cycle

The reflective cycle is a tool which teachers should use as a model to analyze a situation or problem and try to solve it in the most efficient manner. Dewey (1965, in Loughran, 1996, p. 5) characterized the reflective cycle by five phases. According to *ibid*, “the phases need not necessarily to occur in any order but should fit together for the process of reflective thinking to be successful”.

The five phases are suggestion, problem, hypothesis, reasoning, and testing. In reflecting on their teaching, teachers may pass through the cycle several times; however, one element is not always or necessarily followed by the next element in the cycle, and an element may be omitted in moving through the cycle, especially when different courses of action are adapted (Loughran, 1996).

Similarly, other researchers have defined “this cycle of activity as containing the five elements of mapping, informing, contesting, appraising, and acting” (Shön, 1983, in Loughran, 1996, p. 5). No matter the definition, the reflective cycle is a model that can be useful for teachers to follow in order to have a successful class, and they can decide which phase they want to be according to the situation they find themselves in the five phases will be briefly described in the following sections.

2.5.1 Suggestions

The first phase of reflective cycle according to Dewey (1965, in Loughran, 1996) is suggestions. Suggestions take place when teachers take into consideration the students’ opinions about the class. Two researchers mention different points of view. The first, *ibid* maintains, “Suggestions are the ideas or possibilities which spring to mind when one is initially confronted by a puzzling situation” (p.5). However, Holly (1984, in Loughran, 1996) and Tripp (1987, cited in Loughran, 1996) also describe that this phase or reflection emphasizes how teachers decide to teach, and evaluate the students. Most importantly, suggestions can be useful to teachers when they face a problem in class and they do not know how to solve it.

2.5.2 Problem

Problem is the second phase of the reflective cycle and takes place when teachers are interested in a specific problem and identify the main causes of it. Dewey (1965, in Loughran, 1996, p. 5) holds “the view that problem or intellectualization is when the puzzle is seen as a whole rather than as small or discrete entities on their own”. In other words, “this phase involves seeing the big problem and recognizing the real cause for concern”.

Similarly, “this phase in reflective teaching begins the search for principles that underlie one’s teaching and the reasons which are the basis of one’s theory of teaching” (Schön, 1983, in Loughran, 1996, p. 5). In this phase teachers must take into account the ideas and purposes of their practice and how it might be affecting a certain problem. To summarize, it is necessary that teachers identify what the problem is in this phase so that they can eventually look for a solution to the problem.

2.5.3 Hypothesis

In the third phase of the reflective cycle suggestions and hypotheses are interrelated, as teachers need to understand the causes and reasons behind their teaching. Dewey (1965, in Loughran, 1996, p. 5) implies that “hypothesis is when a suggestion is reconsidered in terms of what can be done with it or how it can be used, and this phase involves contesting the teachers’ ideas and the structures that hold them in place”. This phase is valuable because teachers find the answers through sharing with their colleagues, and their understandings and reasons they have for teaching in particular ways.

In a similar fashion, “the answers involve a search for inconsistencies and contradictions in what they do and how they think” (Schön, 1983, in Loughran, 1996, p. 5). Finally, in this phase teachers use different strategies or techniques in order to change their methodology and obtain new ideas about their teaching.

2.5.4 Reasoning

The fourth phase, reasoning, is important for teachers because their reasoning depends on the perspective and experiences that they have had during their teaching experience. Dewey (1965, cited in Loughran, 1996, p. 5) explains that “the reasoning is the

linking of information, ideas and previous experiences that allows one to expand on suggestions, hypotheses and tests, and to extend the thinking and knowledge about the subject”.

Schön (1983, in Loughran, 1996) reported that in the second place reasoning is a process that is concerned with teachers improving their teaching. For example, an empathy reaction between teachers and students could be positive or negative depending on the activities in class. Finally, in this phase, teachers think about their experiences and have awareness about their knowledge.

2.5.5 Testing

The fifth phase is also related to hypothesis, and testing could be the first phase of the next reflective cycle because it creates a new reflective cycle. Dewey (1965, cited in Loughran, 1996, p. 5) declares that testing is the phase in which the hypothesis and result may be tested. In so doing, “teachers may accept or deny the result of the testing according to the teachers’ experiences”.

Furthermore, this phase is essential for teachers because they become strict in their practices, and these are evaluated under supervision of other colleagues (Schön, 1983, in Loughran, 1996). It can then be concluded that teachers use this phase to try to find and focus on a new approach to their teaching and clarify the problems that they might have.

2.6. Three Forms of Modeling Reflective Teaching

Modeling reflective teaching describes the abilities that teachers have during their teaching process. In Loughran’s opinion (1996, in Lim, Cheng, Lam, and Ngan, 2003) modeling reflective practice helps teachers to perceive and construct their own experience

through reflection. Schön (1987, cited in Loughran, 1996) explains “the three models as ways of coaching reflective practice and sees them as important ways for students to learn to see how the practice setting appears through the eyes of an experienced practitioner. The three models he proposes are the “hall of mirrors, joint experimentation and follow me” (pp. 6-7).

“Follow me involves experienced practitioners being able to demonstrate and describe their pedagogical knowledge to their students”. “The Joint experimentation is when teachers are encouraged to take the lead in commenting, advising and offering alternatives according to the students’ needs”. “The Hall of mirrors refers to the fact that teachers need to be an example for students” (ibid). In sum, the forms of modeling reflective teaching are important aspects to reflect in different times, circumstances, and situations.

2.7 Attitudes Promoting Reflection

Attitudes are an essential part of reflective teaching because teachers behave according to the type of attitudes that they have towards the class. Dewey (1965, in Ostorga, 2006) outlines three attitudes that he considers important for an individual to reflect: open-mindedness, responsibility, and wholeheartedness.

Similarly, Noddings (1994, cited in Le cornu, 2005) has argued for a caring attitude that not only involves encouraging students’ participation but also encouraging teachers’ participation in their teaching practice.

Even more, Mullen and Lick (1999, in Le cornu, 2005) explain that this concept is useful to capture information of the teaching as a process that requires opportunity, dialogue, enthusiasm and change to the benefit of the teachers. As it can be seen, using

these attitudes requires responsibility by the teachers, but using even one of them could result in a greater success in their teaching. The three attitudes are required in the process of reflective thinking; for that reason teachers want to become more competent in their teaching.

2.7.1 Open-mindedness

This first attitude requires that “teachers be willing to accept beliefs or thoughts that may be different from the beliefs that they have” (Ostorga, 2006, p. 13). “Open-mindedness is an active desire to listen to more sides than one, to give full attention to alternative possibilities, and to recognize the possibility of error even in beliefs” (Dewey, 1965, in Ostorga, 2006, p. 13). Teachers should have an open mind in order to listen to new ideas regarding their teaching and if they are wrong about their beliefs, they should modify them or improve them in some aspect.

2.7.2. Responsibility

This attitude of responsibility involves thinking about at least three kinds of consequences of one’s teaching. “The first is personal consequences which is the considerations of the effects of one’s teaching on students’ self-concepts. The second is academic consequences which is the effects of one’s teaching on pupil’s intellectual development. Finally, the third consequence is social and political consequences which refer to the projected effects of one’s teaching on the life chances of various pupils” (Pollard & Tann, 1993, cited in Zeichner & Liston 1996, p. 11).

Similarly, “responsible teachers are those who are aware of why and what they are doing in a class, and they consider why and for whom it is working” (Dewey, 1965, in

Ostorga, 2006, p. 14). To sum up, teachers must be careful about their plans the classes and the activities that students do during the teaching.

2.7.3 Whole-heartedness

The third attitude, whole-heartedness, is when teachers talk with themselves about what type of attitude they should choose when they have a problem. Thus, “teachers who are wholehearted regularly examine their own assumptions, beliefs and the results of their actions to approach all situations with the attitude that they can learn something new” (Dewey, 1965, in Ostorga, 2006, p. 14). However not all teachers have this attitude because it requires time to think about their teaching.

2.8. Approaches to Become a Critically Reflective Teaching

The approaches described below are just some of the ways in which teachers can become involved in what has been referred to as reflective teaching (Richards, 1994). “What distinguishes these approaches to classroom investigation from other investigative strategies is that they are intended to complement the kinds of things teachers normally do as they teach, rather than impose additional chores on teachers” (Allwright, 1988; Bailey, 1991; Fanselow, 1987; Nunan, 1989; Woodward, 1991, in Richards 1994, p. 14). In a similar fashion, teachers can develop strategies for invention or change, depending on their needs (Richards, 1994). In conclusion, teachers use different approaches or strategies to investigate how they teach.

2.8.1. Journal Writing

One of the tools that teachers use to gather data about their teaching is journal writing which is widely acknowledged as a strategy to develop critical reflection. Using journal writing may have different goals. “The first goal of journal writing is to provide a record of the significant learning experiences that have taken place. The second goal is to help the participant come into touch and keep in touch with the self-development process that is taking place for them. The third goal is to provide the participants with an opportunity to express, in a personal and dynamic way, their self-development. The fourth is to create an interaction between teacher and participant in the process of self-development” (Powell, 1985, and Bailey, 1990, cited in Brock, Yu, and Wong, 1991, p. 4).

Bartlett (1990, in Richards, 1994, p. 11) suggests that “writing is about teachers routine and consciousness actions in the classroom, conversations with students, critical incidents in a lesson, their personal lives as teachers, their beliefs about teaching, events outside the classroom that they think influence their teaching and their views about language teaching and learning”. Furthermore, Spalding and Wilson (2002, in Kaplan, Rupley, Sparks, and Holcomb, 2007) described the use of journals as a help for teachers to acquire new knowledge inside the classroom.

Moreover, Gipe and Richard (1992, cited in Kaplan, Rupley, Sparks, and Holcomb, 2007, p. 5) “found a significant link between the number of teachers’ reflective journal statements and improvement in their lesson preparations and presentations during an early reading language as field experience”. To summarize, journal writing is a useful tool for teachers because they write far beyond what happens in the class, for instance, if the activities are good depending on the level or not, if the explanation of the topic or instruction is clear or not.

2.8.1.1. Benefits of Using Journal Writing

There are many benefits for teachers in journal writing, which help them reflect on their teaching. Sapck and Sadow (1983, in Richards and Nunan, 1990) claim that teachers become aware of each one of their difficulties and successes and have found their own conclusions with journal writing. Richards and Nunan (1990) “describe the benefits of the journals as a tool for reflective practice”. “The obvious benefit is that teachers can obtain help on areas of course content where they are having difficulty”. “The second benefit of using journals is that they promote autonomous teaching, encouraging teachers to take responsibility for their own teaching and to develop their own ideas” (p. 231).

Icy (2007) maintains, “The third benefit is related to the exchange of ideas that occurs between teachers and their colleagues in the journals. Teachers gain confidence in their ability to teach, to make sense of difficult material, and to have original insights”. The fourth benefit is the fact teachers take more responsibility for their teaching and this benefit of journal is more productive in class discussion (Icy, 2007, p. 9). “The fifth benefit is that the journal encourages teachers to make connections between course content and their own teaching” (ibid). “The sixth benefit is that the journals create interaction beyond the classroom, between teacher and student. The seventh benefit, regards motivation for using the journals in the first lesson” (Sapck and Sadow, 1983, in Richards and Nunan, 1990).

In brief, the benefits of using journal writing in classroom could change the teaching process depending on the skills of the teachers, and focus on the difficulties that they have.

2.8.1.2. Limitations on the Use of Journal Writing

The benefits of using journal writing are for teachers. However, there also are reasons why teachers do not want to use journal writing. Burns (1995, cited in Richards,

1998) reports that some teachers have commented that keeping a journal is time consuming and the activity is artificial, tedious and difficult to analyze and interpret.

In addition, Barkhuizen (1995, in Richards, 1998) points out that while some “teachers enjoy writing and write meaningfully and reflectively, this is not truth in all teachers”. On the contrary, some “teachers do not enjoy writing journals. For some reason they lack motivation and they are not interested nor prepared to give journaling a chance” (p. 155). As it can be seen, many teachers do not use journal writing because for them it is a boring activity, and in some cases even when teachers do participate in the activity, it can be difficult to interpret.

2.8.2. Audio or Video Recording of Lessons

Another tool that some teachers use in their reflection process is audio or video recordings of their lessons. According to Schratz (1992, cited in Richards, 1994), audio-visual recordings are a powerful approach in the development of a teacher’s self-reflective competence because they come face to face with themselves and view what they do in class.

Similarly, class recordings can give a valuable perspective of the teachers’ experience. Pak (1985, cited in Brock, Yu, and Wong, 1991) recommends that teachers use video recordings for one or two weeks and then analyze them to be used as a basis for an initial assessment. To summarize, teachers can use video recording because they can gather information from actually seeing themselves and their behavior in the classroom and the teacher’s reflection could change and apply new strategies for next class.

2.8.3 Self-reports

This kind of tool refers to teachers writing about what they do in class. Self-reporting is like an inventory or rubric in which the teacher writes about the lesson including what practices were used in a lesson and the specified time periods (Pak, 1985, cited in Brock, Yu, and Wong, 1991).

In addition, Richards (1990, in Brock, Yu, and Wong, 1991) implies that self-reports are used to focus on the abilities and weaknesses of teachers that they develop in their practice, and can improve the way they teach the next time. To conclude, self-reports are useful to identify the skills that teachers need to improve in their practice.

2.8.4. Biographies

Biographies are a tool that teachers can use in order to understand their own practice from the beginning to the end from the perspective of another person. “This approach requires more time because students or other teachers see what the teacher does when teaching and what teachers teach. Teachers can improve the mistakes that they make in the classroom.

Abbs (1974, cited in Brock, Yu, and Wong, 1991) suggests, “Teachers select 12 students or more in order to observe a class of one hour during 10 weeks. During this period of time each student writes about the experiences, and work of the teachers, and the biography is read and supported in front of the teachers” (p. 3).

Furthermore, Powell (1985, in Brock, Yu, and Wong, 1991) expresses the view that the use of biographies should be written after each activity by their colleagues or their students in order to encourage teachers on their own teaching practice. In general,

biographies are important for reflective teaching because teachers would write about the aspects and experiences of their classes.

2.8.5. Observation

Observation is another approach that teachers use in reflecting on their teaching. It includes taking notes, video recording, making comments about their colleagues or their own students, and/or focusing on a problem in teaching. Observation can give opportunities for teachers to check each activity in order to discover the different learning styles of their students, and also to provide opportunities for critical reflection in their own teaching (Brock, Yu and Wong, 1991, p. 2).

Furthermore , Goody and Brophy (1987, in Randall and Thorton, 2001) state that “observations are beneficial to see how teachers guide their lessons, solve problems of classroom management, and relationship with students. It may also use the adequate materials, strategies and and techniques according to the level of the students and apply it in the class” (pp. 147-149).

There are some advantages for teachers using this tool to reflect as they take into consideration other people that can help them. Richards (1990, in Brock, Yu, and Wong, 1991) states that teachers would work in pairs, take turns observing each other’s classes, and give feedback about the classes. Furthermore, Randall and Thornton (2001) maintain that the observer comments on the mistakes so they can make the teacher be more aware of the problem. The observer should advise the teachers what they can do to find a solution. In conclusion, it is important to identify the mistakes that teachers have in order to improve their teaching. Receiving feedback from the other teachers could be a great benefit perhaps because teachers cannot see their own mistakes while they are teaching.

2.8.6. Questionnaires

Questionnaires are one of the tools that many teachers unfortunately do not use to collect data because it requires time to think of what kind of questions to ask, administer the questionnaire, and analyze the results. However, some teachers do engage in this process. Richards (1994) reports that questionnaires are a useful way to gather information about beliefs, preferences, and attitudes towards students. Additionally, teachers can do it during the class.

Moreover, the questionnaire can ask students about class activities, the materials, and the interactions that teachers use in their practice, and if these are appropriate according to the needs of the students (Gregory, Kemmis & McTaggart, 1988, cited in Richards, 1994). Reinhold (1999) maintains that questionnaires help teachers in their teaching practice because teachers can reflect and focus on their goals, planning, and teaching methods through the students' responses.

In short, reflective teaching can be further investigated through the application of questionnaires of what students think about their teachers' practices.

2.8.7. Action Research

Action research is an important tool for teachers because they can investigate their own weaknesses and strengths about teaching. Reinhold (1999) holds "the view that action research implies concentration on the activities in which the teachers take responsibility for their actions. Action research is used to explore, and find a problem in the practice, and to do the practice again with the changes that the teacher applies" (p. 10).

Richards (1994) holds “the view that teachers decide which aspects of teaching they wish to explore and which procedures they want to use” (p. 12). Also, “Action research refers to what teachers do in the classroom and seek a problem in their teaching that they can change” (Gregory, Kemmis and Mutaggart, 1988, in Richards, 1994, p. 12). To summarize, action research is a useful tool that teachers can use to change activities and solve a problem in the class.

2.9 Teachers’ Beliefs

Teachers could use beliefs for their reflective teaching in order not to fall into the ambiguous teaching. According to some researchers, there are beliefs that some teachers take into consideration for their teaching. Richards (1991, in Richards and Lockhart, 1994) asserts that most teachers believe that their main role as a teacher is to help students and to teach their knowledge because they think the approaches that they use are effective according to their students’ needs.

In addition, Burns (1992, cited in Richards, 1998) “investigated and identified the belief of six ESL teachers that appear in teachers’ reflective practice. The first belief is that of the teachers’ own experiences in the language, and the second belief is the experience that they have. Third, teachers establish their practice in the classroom; the fourth belief is that teachers have their own strategies and techniques. The fifth belief is that teachers focus on their research in the classroom, and the sixth belief is that research is derived from an approach or method” (p.67).

In sum, some of the teachers apply some of these beliefs in their class according to students’ need and the situations that they are.

2.10 Teacher Decision Making

This part of reflection refers to the reflection on the teachers' experiences in teaching and their class management. Shavelson (1973, cited in Richards and Lockhart, 1994) observed that "the act of teaching is the result of a decision either in a conscious or unconscious way" (p. 78). "Teaching is an indispensable thinking process in which teachers are constantly faced with different options and are required to select the one that they think is best suited to a particular goal decision" (Kindsvatter, Wilen, and Ishler, 1988, in Richards and Lockhart, 1994, p. 78).

In short, decision making forms part of the result of reflection because teachers decide to change the ways of teaching after reflecting.

2.11 Planning Decisions

Planning decisions is part of teachers' reflection according to the students' needs, but teachers respect the syllabus and follow a methodology that they personally believe in. Brindley (1984, cited in Richards and Lockhart, 1994) points out that teachers use objectives, the type of language that they have to use in class, and the program that they follow in order to cover each class.

However, some teachers do not plan their lessons around the kinds of objectives which they are often taught to use in the programs (Clark and Yinger, 1979, in Richards, and Lockhart, 1994). Neely (1986, cited in Richards, 1994) suggests that "planning decisions is done after a process of reflection during which the teacher has to consider what students do in class" (p. 82).

In brief, teachers plan their class to follow the order of the activities but sometimes the plan is not finished as they plan it, so they need to change the activities that do not work as they want.

2.12 Evaluative decision

Evaluative decisions are the most important for teachers because they decide to evaluate according to the experiences that they have had in teaching; for instance, how the students learn more and develop their skills. Woods (1991, in Richards and Lockhart, 1994) found that teacher's evaluative decisions were consistent with their beliefs about teaching. Richards, Giblin, and Ho (1992, cited in Richards, 1994) demonstrated that teachers who evaluated their teaching sessions throughout 10 weeks noticed a change in their techniques of teaching and how they managed their lessons. "The evaluative decisions the teachers made provided input to planning decisions that they make subsequently in their lessons" (ibid, p.88). In conclusion, evaluative decisions are an important part of reflection because teacher can assess their teaching in order to improve.

As a general conclusion, reflective teaching is a process that many teachers follow in order to improve their classes and personal development as educators. The two major subtypes of reflective teaching are reflection-in-action and reflection-on-action which help teachers to develop their skills into the classroom using their experiences as a main tool. Additionally, teachers may consciously or perhaps unconsciously decide in which phase of the reflective cycle they want to be: suggestion, problem, hypothesis, reasoning, and testing. Teachers use different approaches or strategies to investigate how they teach, for instance journal writing, audio or video recording of lessons, self-reports, biographies, observation, questionnaires and action research.

It is important that teachers make decisions in order to change the ways of teaching after reflecting but also to plan their class in order to consider the needs of the students. While some aspects of reflective teaching may be natural and participative by the majority of teachers, it is also likely that many teachers do not invest time to sincerely reflect and improve their teaching through reflection.

CHAPTER III: METHODOLOGY

This chapter gives a description of the methodology used in this study. The methodology provides specific information about the individuals who participated in this investigation as well as the setting where the application of the instrument took place. Finally, the design of the instrument used for this survey research is explained along with the procedures to collect and analyze the data.

3.1 Method.

The method used for this work was qualitative in order to gather data from the situations questionnaire. The method of research was analytic and synthetical to classify the teachers' responses based on the rubric designed according to Zeichner and Liston (1996).

3.2 Context.

The study was carried out in the Faculty of Languages of the Benemerita Universidad Autonoma de Puebla. The undergraduate programme can be fulfilled in 4 to 5 years with spring, fall and summers courses. There are morning and afternoon sessions. It counts with 90 teachers and 1,200 students, approximately. There are 4 buildings and about 40 classrooms which are equipped with a computer with the corresponding projector or screen; two well-equipped virtual rooms, and one computer room with 50 computers, among other facilities.

3.3 Participants

Twenty-five teachers of the undergraduate program were selected randomly to participate in this research, but only 15 of them responded positively. The table described the demographics questionnaire was designed in order to gather background information regarding the participants. This instrument can be seen in Appendix A.

DEMOGRAPHICS QUESTIONNAIRE												
Num. Parti	Gender	Age	Exp	Worked at LEMO	Worked before LEMO	Degree English	Another career	Native	Subjects	Sub like	Level teach	Level prefer
1	F	30	9	4	Elementary, junior high and high school	Yes	No	No	Learning evaluation, LM II	English	University	University
2	F	51	10	2	Universidad realistica de Mexico	Yes	Psychology	No	LM III, workshop III and IV	LM	II and III	All
3	M	38	14	7	UTP, Quick Learning, Mesoamericana	Yes	No	No	Didactics, Methodology I, II, Curriculum Design, Discourse Analysis, Target Language.	All	All	Intermediate and advanced
4	M	51	31	27	CELE, high schools	Yes	No	No	LM I, III, Evaluation, Seminars, workshop	All	All	All
5	F	42	18	7	TCU, Kinder, elementary, high. Junior high school	Yes	No	No	LM, Workshops, seminars	All	Basic, Intermediate	Basic, Intermediate
6	F	47	14	5	SEP, Centro Educativo Nicolás Copernico	Yes	Business Administration	No	LM, Learning Strategies, Literature, Sociolin	All	All	all

									guistics, Psycholinguistics, Documental Techniques			
7	F	40	11	8	Tronco Comun, cursos estacionale	Yes	No	No	Target Language, Academic Writing, literature, seminars	All	Intermediate, Advanced	All
8	F	40	15	10	Kinder, elementary, junior high, high school	Yes	No	No	Target Languages	Target Language	Intermediate	all
9	F	36	13	13	Kinder, junior high school	Yes	No	No	Target Language	LM I	Basic and pre-intermediate	Basic
10	F	-----	+10	+10	Universidad de las Americas and American schools	No	----	Yes	Teaching Methodology, testing, Curriculum Design	---	Advanced	advanced
11	M	45	15	10	TCU	Yes	Pedagogical sciences	No	All	All	All	All
12	F	29	9	6	Universities	Yes	No	No	Linguistics, research subjects	All	advanced	advanced
13	M	51	30	25	Colegio Americano de Puebla, Benabente, UPAEP	Yes	Law	Yes	Translation, lexicography, phonetics and phonology.	All	Basic and Advanced	Beginners
14	M	30	10	5	Private schools and universities	Yes	No	No	LM, Evaluation, MELE	Related teaching	All	All
15	M	29	8	5	Anglo Español, Instituto Mexicano Madero, elementary	Yes	No	No	Teaching, Spanish, and Research area	Linguistics area	All	All

					ry school							
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Table 1: Participants information

3.4 Instruments

The instruments used in this research were two questionnaires and a rubric. The first one was a demographics questionnaire (see Appendix A) intended to obtain personal data about the participants. The second one, a situations questionnaire (see Appendix B) was designed to collect data about some problematic situations that teachers may face in the classroom. Finally, a rubric (see Appendix C) was taken from some authors and designed in order to classify the answer of the situations questionnaire.

3.4.1 Situations Questionnaire

A questionnaire used for this research was designed according to some of the problematic situations that teachers may face in the classroom in order to collect data on their reflective process in response to each situation. Specifically, it consisted of eleven situations that teachers may face in the classroom regarding the use of materials, participation of the students, interaction between teacher and student, motivation, grammar, level of the students, planning lessons, vocabulary, and the syllabus, as well as tools they may use to reflect such as journal writing, video recording of lessons, or self-reports.

The instrument was written in English and all questions were all open-ended, so as to make teachers feel confident and not tested due to the fact that they were expected to express what they would do in each situation. This instrument can be seen in Appendix B.

3.4.2 Rubric.

In order to classify the answers collected, a two-section rubric was designed. The first section was intended to identify the types of reflection, reflection-in-action or reflection-on-action (Schön, 1983, cited in Loughran, 1996). The second part was expected to provide an insight regarding the phases of reflective cycle such as suggestion, problem, hypothesis, reasoning, and testing (Dewey, 1965, in Loughran, 1996). Each section included statements and definitions that described each section (see Appendix C).

3.5 Procedures

Once the instruments were finalized, both the demographics questionnaire and the situations questionnaire were administered to the 25 teachers. The participants were asked to answer the questionnaires without writing their names. The questionnaires were given to 25 teachers but only 15 of them responded. The application of the survey took place during 2 weeks because the questionnaire was said to be long and needed time to be answered. Some teachers sent the questionnaire via e-mail and others answered in paper.

After that, the rubric was used in order to classify the information depending on the teachers' responses. In order to gather the data, a chart was designed with the numbers of participants, the numbers of questions, the types of reflection and the five phases of reflective cycle first. Second, the teachers' responses were read one by one to find out whether the answer coincided or had a similar relation to the statements or definitions of one of the types of reflection and one of the phases of the reflective cycle. Third, the reflection-in-action and reflection-on-action were counted to obtain the total of types of reflection. After that each one of the phases of the reflective cycle were counted to obtain the corresponding total. In order to register and classify the answers, Excel was used so as

to process the information and present the results by means of some graphs to help the reader have a better understanding of the data collected.

CHAPTER IV: FINDINGS

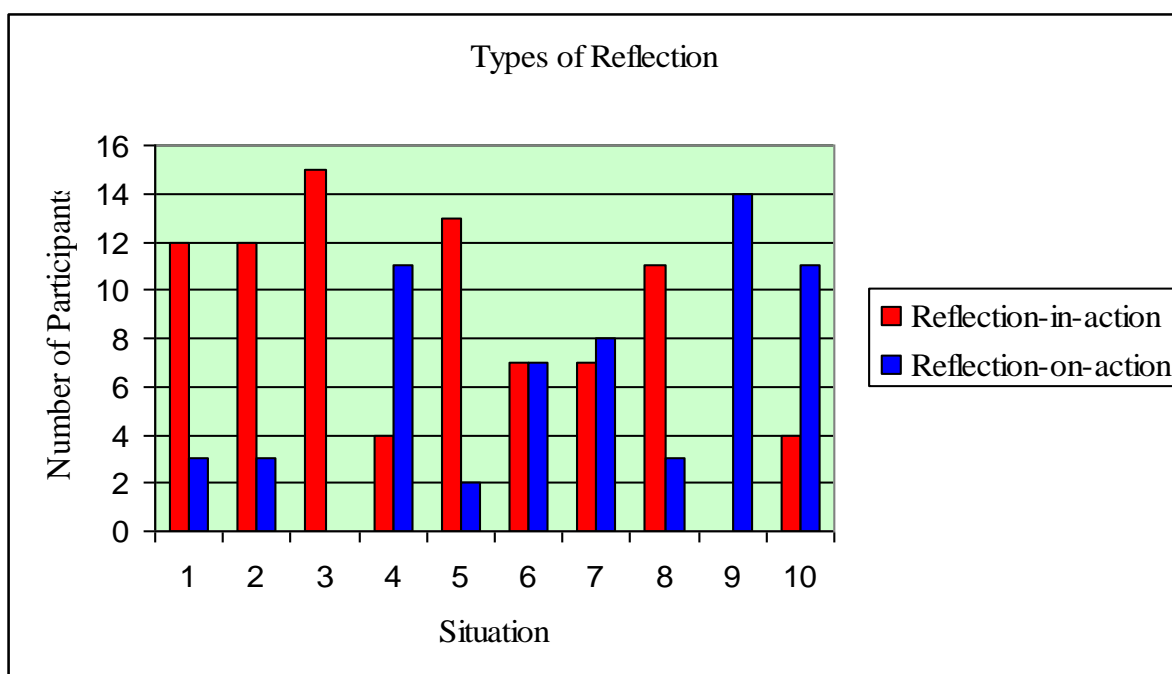
4.1 Overview

The results of the questionnaire applied to 15 teachers of the undergraduate programme in Modern Languages of the Benemerita Universidad Autonoma de Puebla are presented and discussed in this chapter.

4.2 Analysis of Results Regarding Types of Reflection.

The following graph presents a detailed analysis of the results gotten once the instrument designed for this survey was applied. The total number of questions was eleven and they were designed according to the situations that the teachers may face in the classroom.

Figure 4.2.1. Types of Reflection



Based on the data presented in Figure 4.2.1 above, it can be said that according to the teachers' responses, most of the teachers use more reflection-in-action. This means that they interact with students and what they do if there are problems in the class. In other words, teachers are used to solving the problem according to the facts and they need to

impose automatic decisions and assert a high level of control towards a group. On the other hand, reflection-on-action is less used by the teachers because they do not focus on planning the lesson, and take actions in regards to the class after it has ended. Additionally, they created new strategies depending on the last experience of teaching.

4.3 Analysis of Results Regarding Phases of the Reflective Cycle

Figure 4.3.1. Situation 1: Use of Passive Voice

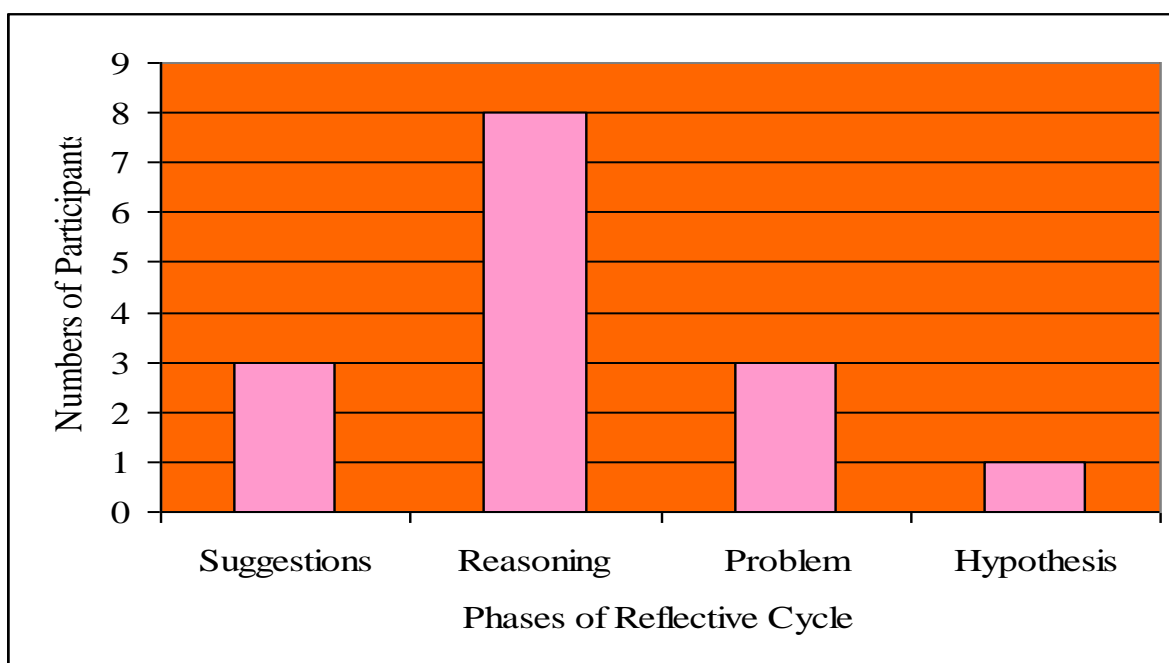


Figure 4.3.1 shows that for Situation 1, the phase of reflective cycle mostly used by teachers is reasoning because participant 1 and 2 said they bring some situations or examples in context about students' real life to the class in order to play and make the topic easier, and participant 3 said if it is necessary, they use L1 in order for them to grasp the meaning after explaining them in both L1 and L2 in detail. But participants 9 and 10 said they also bring some authentic materials of interest to them such as pictures, newspapers and so on. In addition, participant 5 said they ask students to work together or in pairs. That

is, with someone who understood the topic and/or another one who did not do the exercises. Finally, participant 7 asks them if there is any problem in order to give them extra exercises to work at home.

Figure 4.3.2 Situation 2: Students do not participate

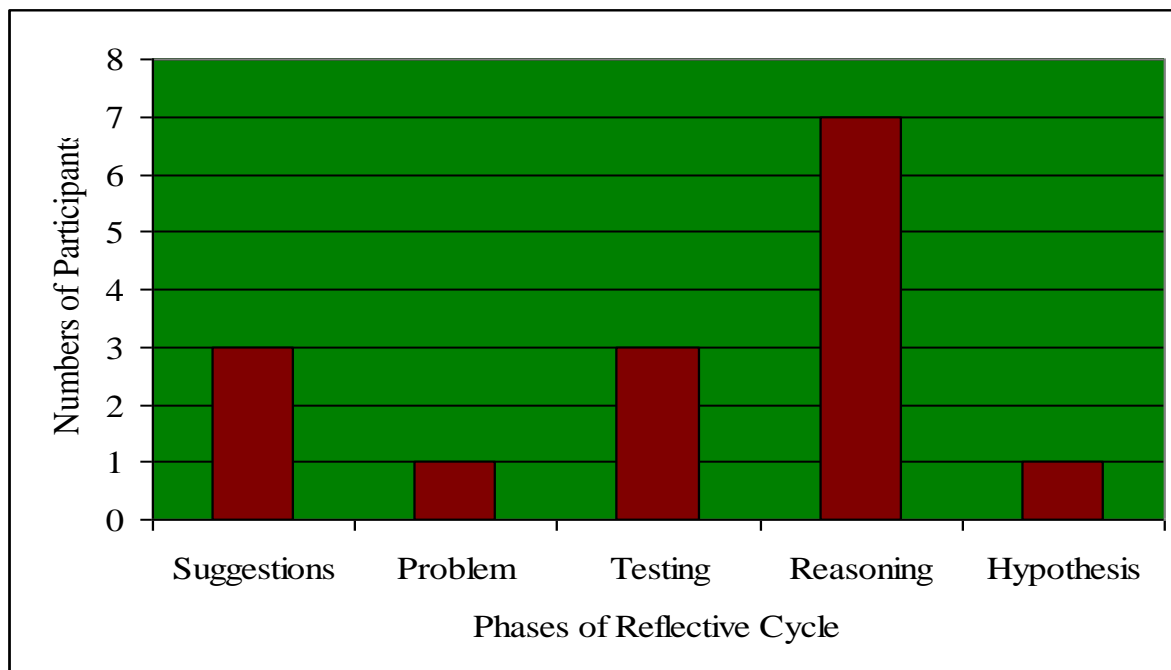


Figure 4.3.2 shows that for Situation 2, reasoning is the most used phase of reflective cycle teachers used. This means that their reasoning depends on the teachers creating a social environment where all students can interact freely, so that teachers can see students learning styles and strategies, participant 1 said. Besides, participant 2 said teachers motivate and encourage them to participate randomly. On the contrary, participant 3 and 9 said if students do not like to participate because sometimes they are shy, even though they have brilliant ideas, teachers look for clever ways to make them participate; for example, participants 8 and 12 said participate according to the list or call their names out. In addition, participants 4 and 6 said they start paying attention to individual cases and try

to find out some of the possible reasons about their negative attitude or just change the activity.

Figure 4.3.3 Situation 3: Students do not bring homework

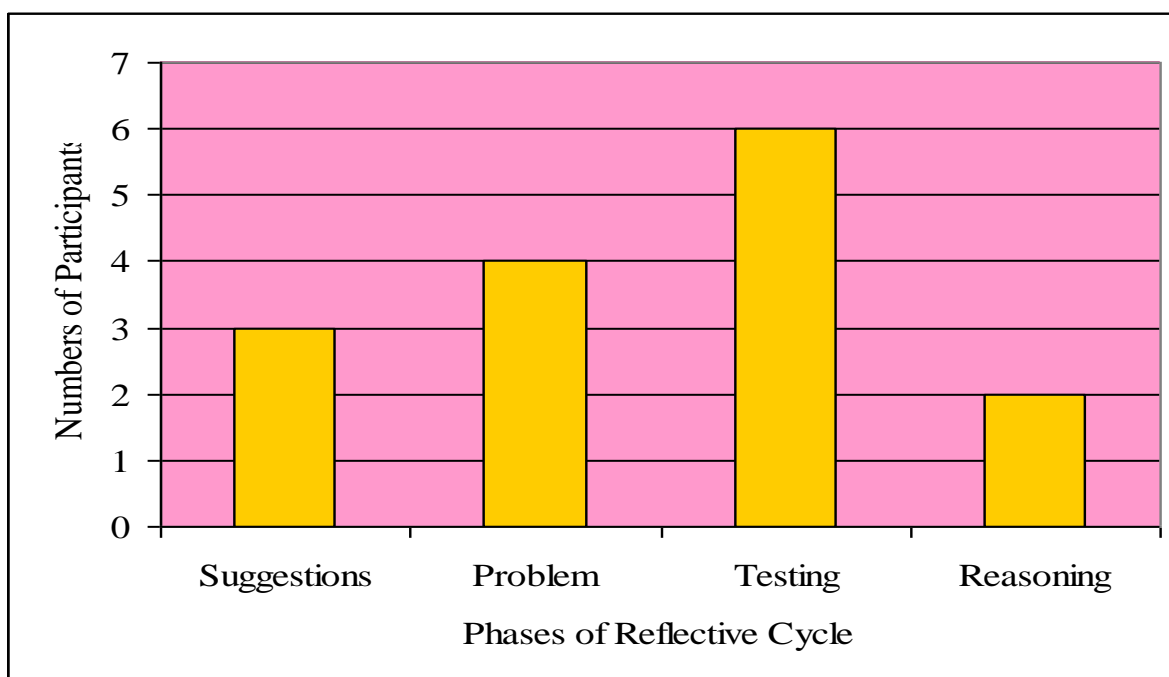


Figure 4.3.3 shows that according to situation 3, the most used phase of reflective cycle by teachers is testing because participant 1 said they have to make the point clear and take advantage to assign the homework. Furthermore, participants 3 and 4 the importance of homework is stated at the beginning of the course. Teachers let students know that it will have a percentage in the evaluation criteria. However, participants 6, 8 and 11 said teachers motivate and encourage students and probably they give students a prize if they do it. Also, participant 5 said teachers ask them if they have any problems in their home or job that make them impossible to do the homework. Sometimes teachers can be flexible and then they ask those students a lot in class; otherwise, there will not be a way to help them. Furthermore, participants 7 and 10 said teachers give them some advice such as getting

tutorials, taking additional English courses, working with other students in class, and bringing the homework next class.

Figure 4.3.4 Situation 4: Students do not know the answer

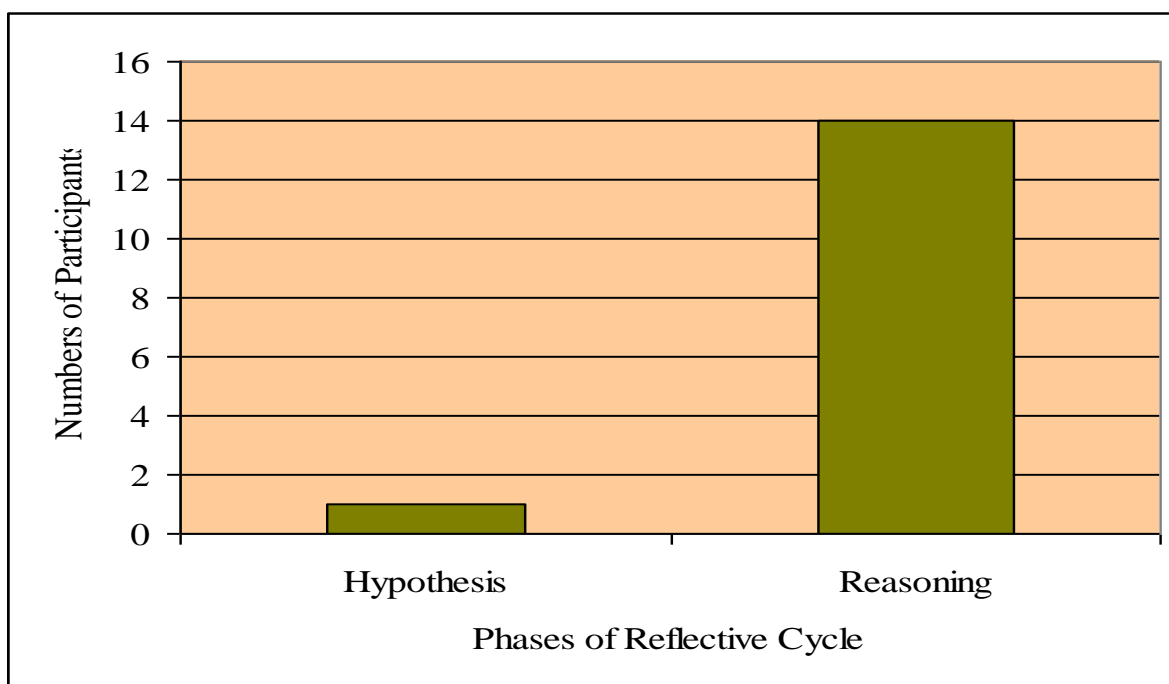


Figure 4.3.4 shows that according to the situation 4, the phase of reflective cycle used mostly by teachers is reasoning because participant 3 said teachers prepare about grammar aspects in case of having some possible grammar misunderstandings, but participant 13 said teachers have to be honest if they do not know the answer. Even more, participants 1, 2, 5, 6 and 7 said teachers invite them to investigate the answer together in the library, in a section of a grammar book, by asking another teacher for help in order to give a clear explanation and bring the information next class.

Figure 4.3.5 Situation 5: Advanced students

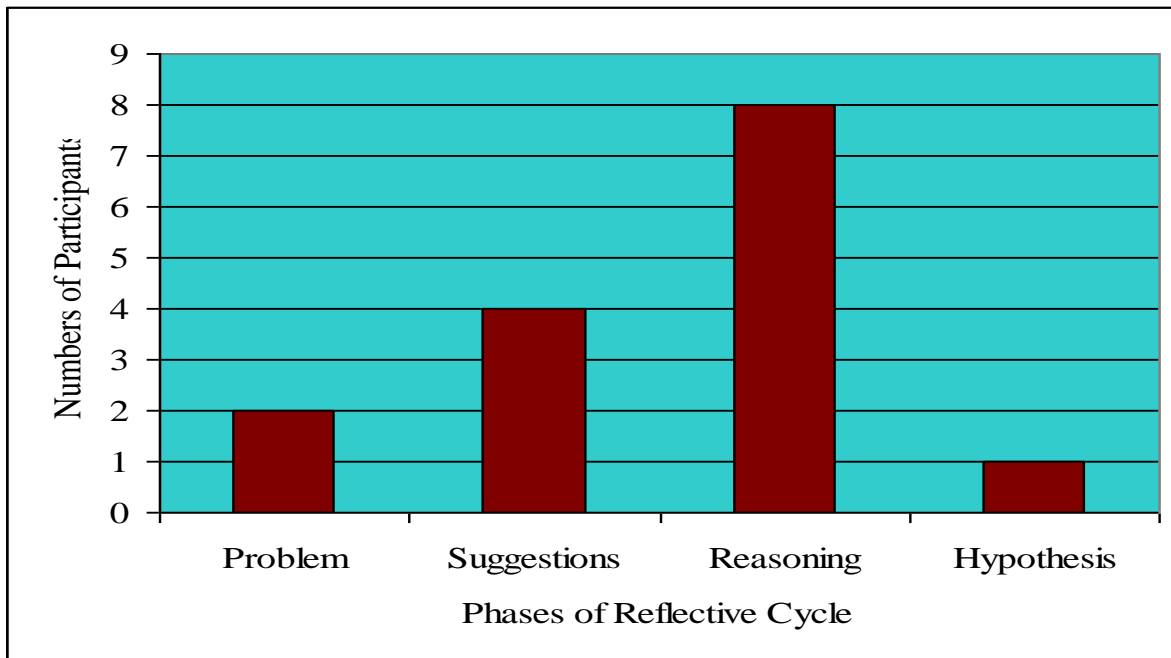


Figure 4.3.5 shows that according to the situation 5, the phase of reflective cycle mostly used by teachers is reasoning because participant 3 said they try to use common vocabulary and easy expressions to give the instructions of the activities, but participant 7 said in some cases students do not understand; so that, participant 2 said advanced students help, work together and give tutorials to weak students so that participant 7 said they can understand the activity or the topic better. In second place, participant 4 and 9 said teachers give them some materials related to the level and advanced students could also be assistants or monitors in the class at a certain moment of the process. In addition, participants 7, 10 and 15 said teachers give weak students extra work to do inside and outside the classroom in order to accomplish their own needs.

Figure 4.3.6 Situation 6: Students do not learn at the pace

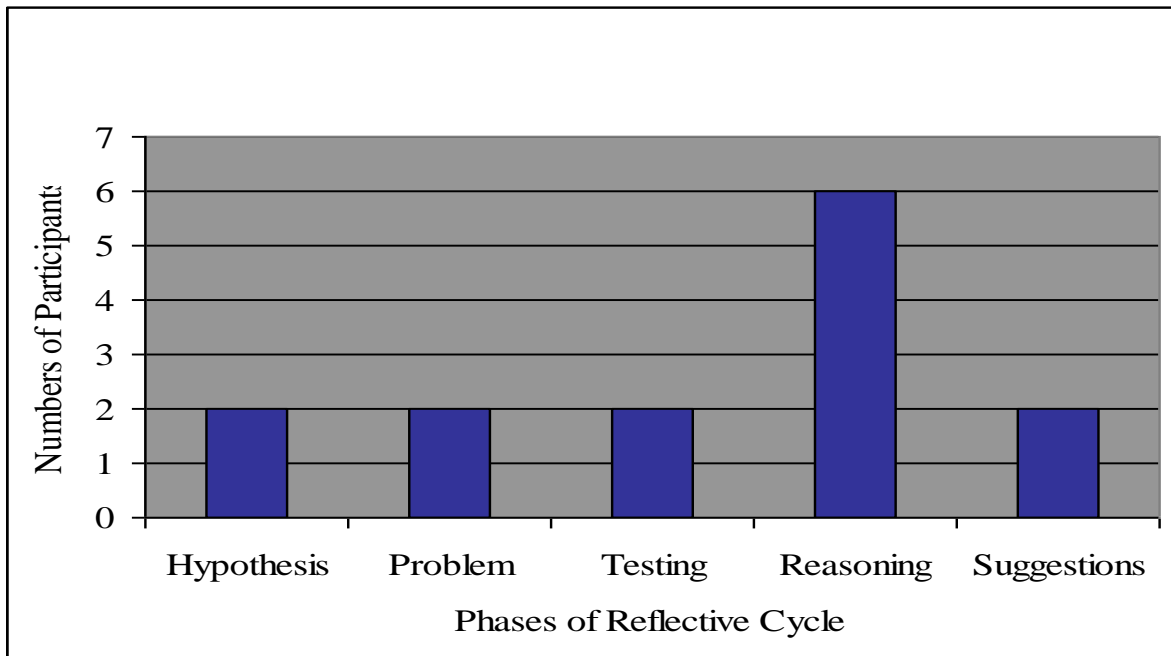


Figure 4.3.6 shows that for situation 6, the phase of reflective cycle mostly used by teachers is reasoning because participant **15** said some teachers follow the program or syllabus and select the most relevant topics or aspects to work on. Furthermore, participant **7** said teachers try to accomplish as much as they can the topic even though they do not finish with the syllabus requirements, but participant **6, 8** and **10** said teachers could adapt the course, activities, material and exercises taking into account students' needs. Finally, participant **4** said teachers prefer quality than quantity; so far, they do not have to be forced to cover the program or syllabus 100%.

Figure 4.3.7 Situation 7: Students do not want to come to the class

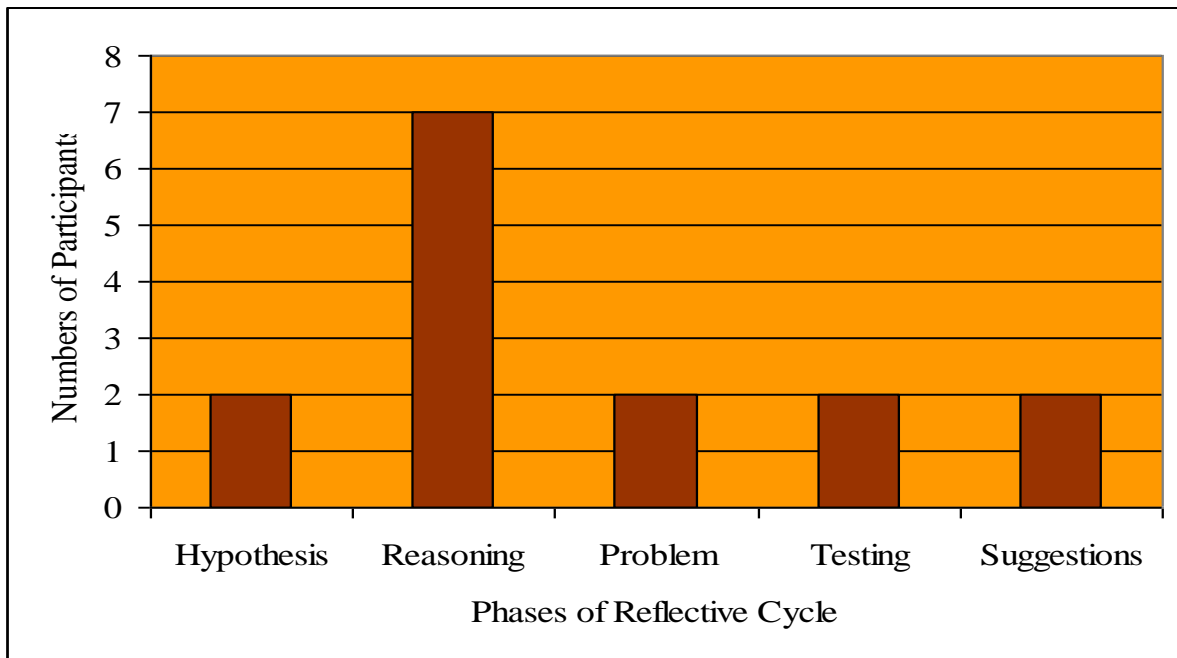


Figure 4.3.7 shows that according to responses for situation 7, the phase of reflective cycle mostly used by teachers is reasoning. That is, participant 3 and 9 said teachers ask students about their personal reasons, or do an analysis of the situation to find out why students do not come to the class in order to change the negative feeling or situation. After all, participant 3 said teachers would also reflect upon the preparation of their lessons and the way they are doing within the classroom; participants 1, 2 and 10 said they have to readjust their planning and make activities the more interesting depending on the students' interests and needs. Also, participants 1 and 6 said some teachers motivate, help and encourage them, but participant 5 said sometimes it is difficult because students feel bored, so they do not want to do anything to be active and then can demotivate the teacher.

Figure 4.3.8 Situation 8: Students do not understand the vocabulary

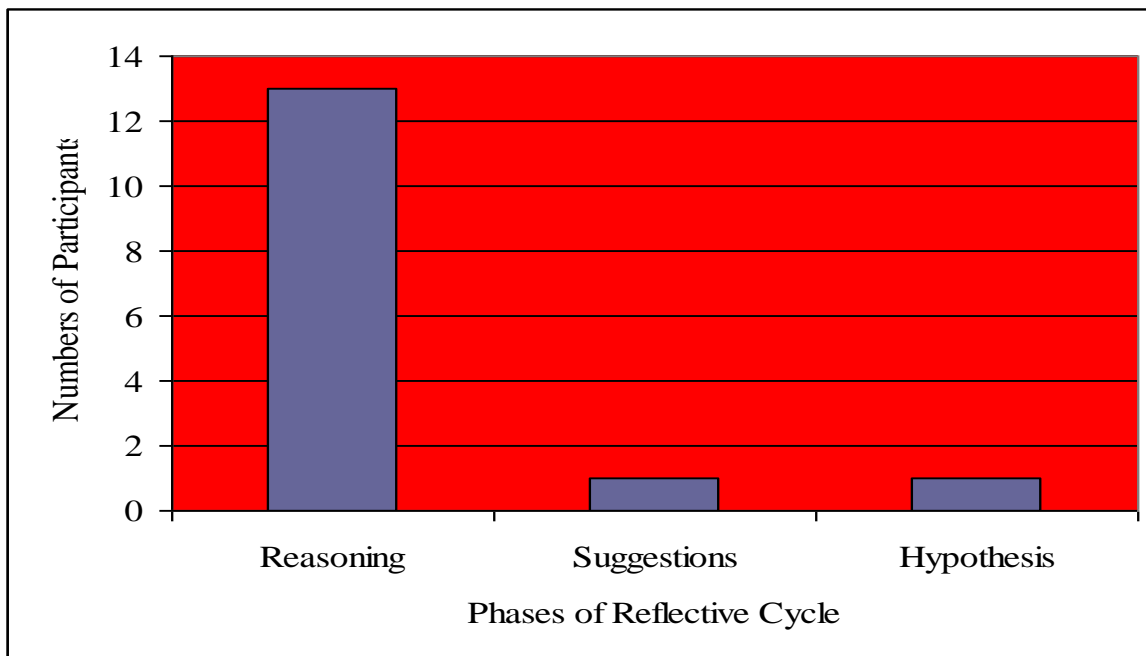


Figure 4.3.8 shows that according to situation 8, the phase of reflective cycle mostly used by teachers is reasoning. Participant 5 and 11 said the teachers use different activities or strategies in the class in order to explain the vocabulary of the reading; for instance, participants 1, 2, 3 and 5 said divide the group into teams so that each team has to look for the new word, using the drawing in a piece of paper and they can show it to the whole class explaining what is happening; work with that vocabulary with other examples according to their real life, use dictionaries, give them more real material so they can practice this ability. Also, participant 7 said teachers ask specific questions related to the language vocabulary, and if students do not know the meaning, they ask them to figure out the meaning by deducing it through the context.

Figure 4.3.9 Situation 9: The syllabus

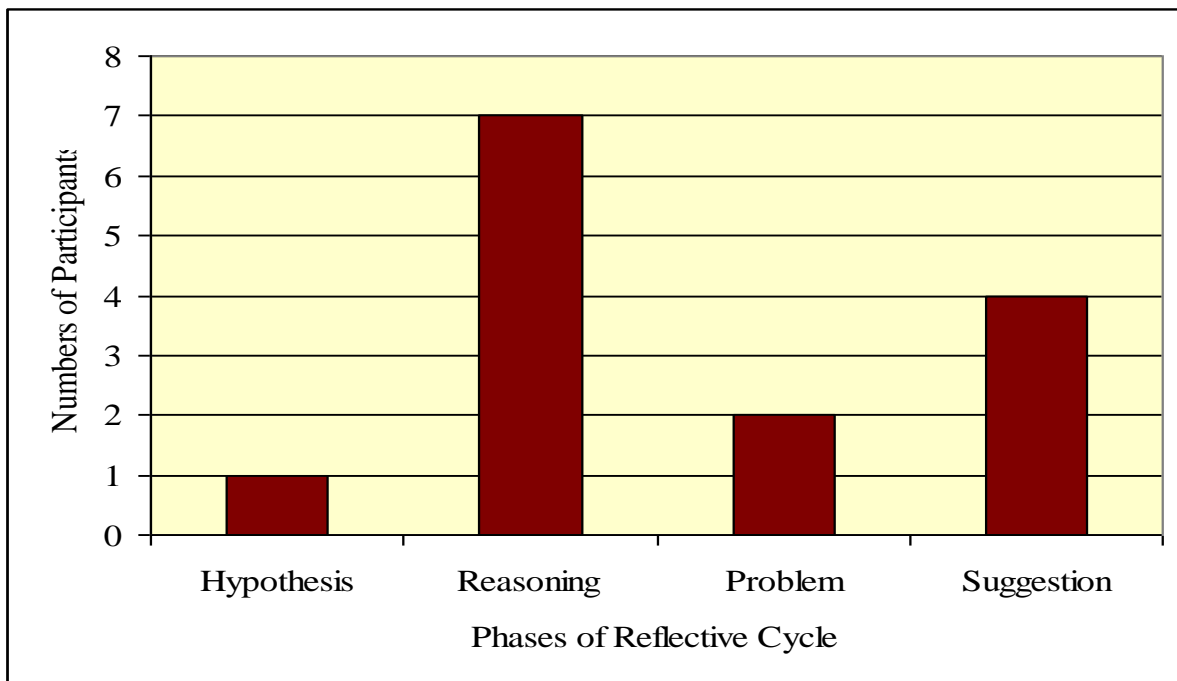


Figure 4.3.9 shows that for situation 9, teachers use reasoning mostly. Participants **1** and **4** said some teachers share the idea to the principal that the syllabus that the school gives them is not according to the level that they teach. If the principal says that the syllabus cannot be modified, teachers just mention some innovations. In addition, participants **2, 3** and **15** said some teachers redesign or modify the syllabus based on the students' needs, looking for other sources in order to adapt it and the syllabus is more accessible for teachers and students.

Figure 4.3.10 Situation 10: Materials are not working

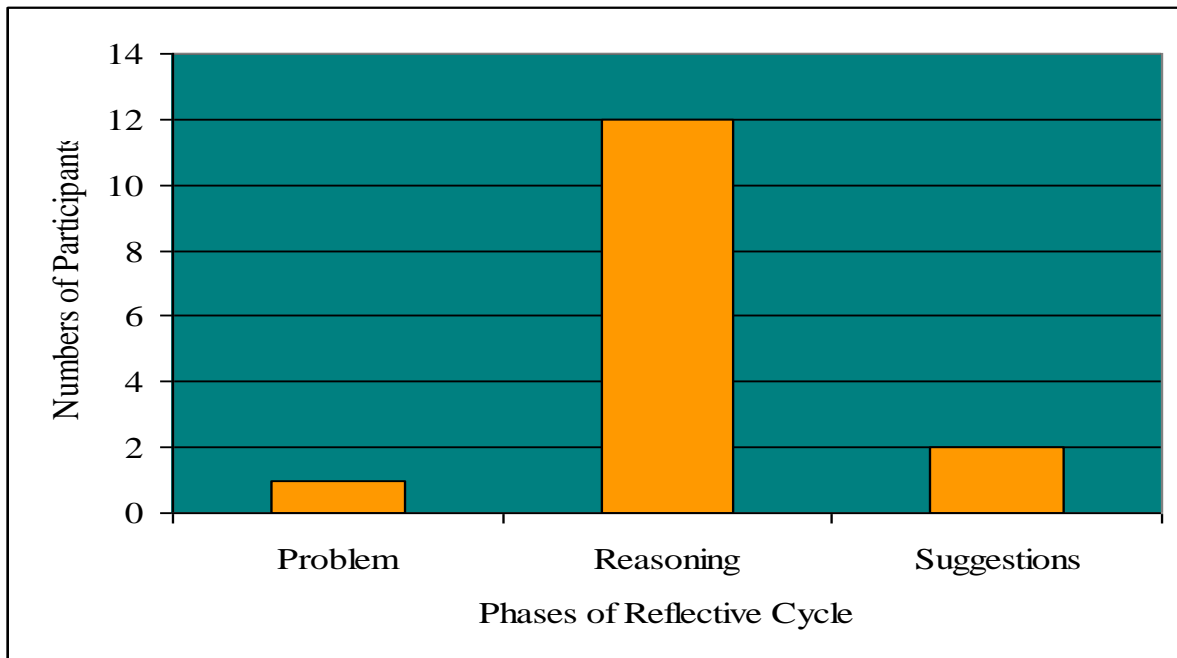
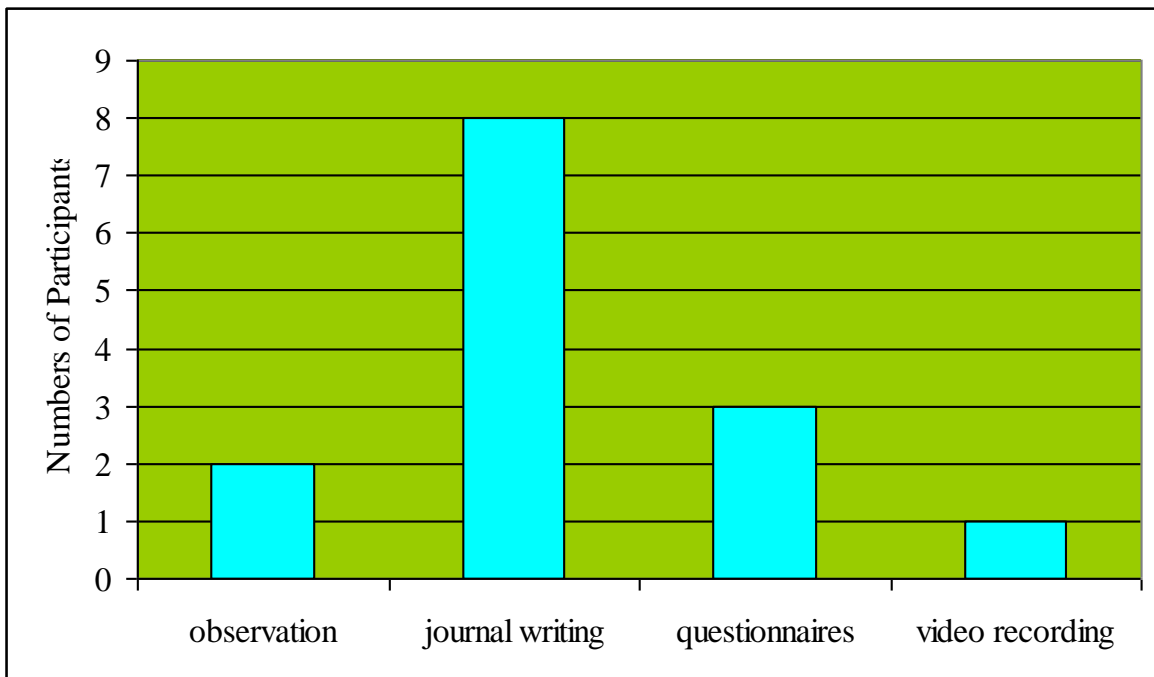


Figure 4.3.10 shows that regarding materials the phase of reflective cycle teachers mostly used is reasoning. Participants **1** and **4** said sometimes the material that the teacher prepares for the class is not working for the students and then teachers listen to the point of view of the students about the material through a material evaluation format so that teacher can analyze, reflect, check the problem of the material, and try to solve it. Furthermore, participants **2, 4, 7** and **8** said teacher looks for more relevant materials, changes, and modify the material and activities focused on different styles of learning, likes, and needs of the students.

Figure 4.3.11 Types of Tools of Reflective Teaching



As it can be seen in Figure 4.3.12, most teachers use journal writing as a tool for reflection in their teaching because participants **1, 2, 3, 4, 8** and **14** said they write about what happens in the class. If there were problems, the materials were good depending on the students' level, and register the teacher's and students' behaviour. Furthermore, participants **3** and **6** said they use questionnaires in order to gather data about the class.

Figure 4.3.12 Total of Phases of Reflective Cycle

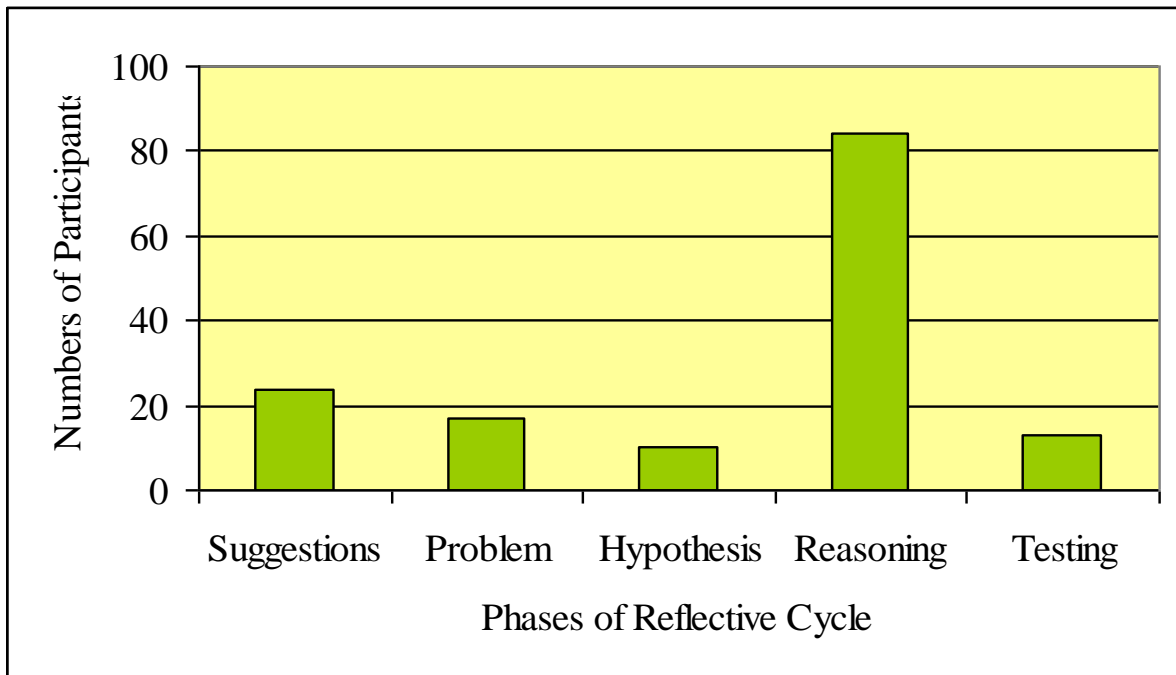


Figure 4.3.11 shows that reasoning is the phase of reflective cycle mostly used by teachers (84 %); then suggestions (24%), problem in the third place (17%), testing in fourth place (13%) and finally hypothesis (10%).

CHAPTER V: CONCLUSIONS

This chapter contains different sections intended to work as a summary of the principal conclusions for this research. In addition to the implications of the study, its main limitations found during this investigation are indicated. Finally, some directions for further research are also provided.

5.1 Conclusions

The aim of the present paper was to investigate if the teachers at the Benemerita Universidad Autonoma de Puebla (BUAP) in the Undergraduate program of Modern Languages (Lenguas Modernas, LEMO) reflect before and after their classes. It was also expected to analyze the teachers' process of teaching depending on their experiences and beliefs. This aim was accomplished through the use and analysis of the questionnaire designed for this study.

The findings of the needs analysis performed to the teachers are described. The results of the questionnaire demonstrated that most teachers use more reflection in-action than reflection-on-action. In addition, the phase of reflective cycle mostly used by teachers is reasoning; although suggestions and problem are the phases of reflective cycle used at a lower degree, leaving testing and hypothesis as the least used. Moreover, the most useful type of tool is journal writing in order to gather data from the class.

5.2 Implications

The analysis performed and the results suggest that these teachers need to improve their reflection, and take into consideration many aspects such as the needs and styles of their students (Taylor, 2002, cited in Le Cornu, 2005, p. 6). Thus, it is important

that teachers take the time needed in order to gather information about the classes, and they can use more than one kind of tools of reflective teaching that is useful for them (Hatton and Smith, 1995, cited in Kaplan, Rupley, Sparks and Holcomb, 2007).

5.3 Limitations

The results were a little difficult to gather because some of the teachers did not have a lot of time in order to answer the questionnaire. The questionnaire was delivered to 25 teachers but only 15 teachers were available to complete it.

5.4 Possibilities for Future Research

As it was previously stated, this research only analyzed the problems that teachers at LEMO face in class. However, further work is necessary. It is clear that this study identified the most important problems but some deeper research needs to be done in order to improve the reflective teaching at LEMO. In addition, decisions about the methodology, participants, and the type of questionnaire must also be made to be designed and tested for reliability and validity. In the meantime, it is hoped that this study will contribute to what is already known, and will provide some insights that can be useful for LEMO teachers who are interested in improving their teaching.

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APPENDIX: A

DEMOGRAPHICS QUESTIONNAIRE

1. Gender _____
2. Age _____
3. How many years of teaching experience do you have? _____
4. How many years have you worked at LEMO? _____
5. Where do you or have you worked before besides LEMO?

6. Do you have a degree in English?

7. Did you or do you study another career? If so, which one?

8. Are you a native speaker of English?

9. Which subjects do you teach?

10. What subject do you like to teach more?

11. In which level do you teach?

12. In which level do you prefer to teach and why?

APPENDIX: B

APPENDIX ONE: QUESTIONNAIRE FOR TEACHERS

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Seminario de investigación II

Please answer the questions honestly and with as much detail as possible in regards to the steps you would take to overcome these problems you might face in the classroom. All answers are completely anonymous.

1. Many students do not understand the passive voice in class. You presented all of the material in the book and some of your own. What do you do?
2. The students do not want to participate in the class. They do not like to answer questions or volunteer for activities. What do you do?
3. Many students do not bring the homework to class. They also do not work in class. What do you do?
4. The students ask you something related to grammar and you don't know the answer. How do you respond and what do you do?
5. If some students are more advanced in the subject matter, what do you do in order to attend to their needs but also teach the class at the appropriate level for the rest of the students?
6. The students in your class are not learning at the pace you want and had planned when making the syllabus for the course, so the class is getting behind. What do you do?
7. Some students do not want to come to the class, because they say the class is boring. What do you do to encourage them?

8. Many students do not understand the vocabulary of the reading although you explain it in class and complete some related exercises. What do you do?

9. The syllabus that the school gives you is not according to the level that you teach. What do you do?

10. If the material that you prepare for the class is not working for your students, what do you do?

11. What kinds of tools do you use in order to reflect on your teaching and gather data regarding your teaching?

APPENDIX: C

RUBRIC

Reflection-in-action	<ul style="list-style-type: none"> - Interaction between teachers and students. - What teacher do if they have a problem in the class.
Reflection-on-action	<ul style="list-style-type: none"> - Planning the lesson. - Actions taken in regards to the class after it has ended. - Create a new strategies. - Experiences in the work.
PHASES OF REFLECTIVE CYCLE	
suggestions	<ul style="list-style-type: none"> - Students' opinions about the class. - Teachers decide to teach and evaluate them.
Problem	<ul style="list-style-type: none"> - Teachers are interested in the specific problem. - The main causes of it. - Principles and reasons for teaching. - Ideas or purposes for their practice.
Hypothesis	<ul style="list-style-type: none"> - Teachers understand the causes and reasons. - A suggestion is acceptable. - What can be done with it or how it can be used. - Sharing with their colleagues.
Reasoning	<ul style="list-style-type: none"> - Perspective and experience of their teaching. - Thinking and knowledge about the subject. - Teachers improving their teaching.
Testing	<ul style="list-style-type: none"> - Hypothesis and result are tested. - Teachers accept or deny the result. - Experiences. - Teachers are strict. - Their colleagues evaluate them.

(Schön, 1983, cited in Loughran, 1996; Dewey, 1965, in Loughran, 1996).