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**“Analyzing self and peer reflective exploratory
teaching practice through videos in an indigenous
bilingual primary school”**

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By:
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**“Analyzing self and peer reflective exploratory teaching practice through
videos in an indigenous bilingual primary school”**

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DEDICATION

I dedicate this Thesis to God and to the Blessed Virgin Mary, for enlightening me during all the elaboration process of this work and for making themselves present in every single person who helped me in their own way to make this project possible: family, professors, friends, classmates...

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ABSTRACT

The aim of this qualitative research was to foster and analyze a reflective exploratory teaching practice of a pre-service teacher in an indigenous bilingual Primary school in Mexico. The instruments used were initial and final video-recordings, think-alouds, post-reflection interviews and check-lists. The initial video recording served for the participant to become aware and reflect on her teaching performance and the final video recording to reflect on her improvement. The research findings showed that after watching and reflecting on her video performing a lesson, the pre-service teacher developed a reflective attitude. Results showed that the participant's performance when giving lessons improved after integrating reflection to her pre-service teaching practices. Furthermore, this process was a clear contribution to her professional development.

CHAPTER I: INTRODUCTION

"Give a man a fish, and you have fed him once. Teach him how to fish and you have fed him for a lifetime." Chinese Proverb

1.1 Introduction

"English teachers should be autonomous learners in their life-long career" (Nhu & Thuy, 2006, p. 5). In order to be able to do so, any professional teacher has to fulfill a set of requirements. According to Wallace (1991, p.5) these are the following:

"a basis of scientific knowledge; a period of rigorous study which is formally assessed; a sense of public service; high standards of professional conduct; and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner".

As such requirements make of students of ELT professional teachers, a careful and reflective acquisition and practice of them becomes essential in teacher training courses where "the trainees are to be encouraged to develop their professional expertise in an autonomous and self-directed way" (Wallace, 1991, p.19). This shows that reflection is indispensable in professional development (Borko & Putnam, 1995, cited in Tapia, 2010).

Learning to be a teacher through a reflective approach is a valuable opportunity to critically reflect about self-attitudes, beliefs, assumptions and teaching practices (Richards & Lockhart, 1994). As it can be seen, such an approach clearly demands from teachers and student teachers a gathering of information from themselves for then examining it. They should be able to take responsibility to

manage their own learning. Reflecting on one's professional performance is crucial in identifying good and bad aspects of one's teaching and in thinking about what to conserve or later improve (Wallace, 1991).

A quite useful instrument that helps teachers to reflect on their teaching is the use of video-recordings of them. According to Orlova (2009), video recording is one of the most valuable tools for SLTE since it is an objective and permanent source that a teacher can view repeatedly to observe various aspects of classroom practice. Hence, it is a great stimulus for self-reflection in a pre-service EFL program.

1.2 Purpose of the study

As it can be seen, the purpose of this research was fostering a reflective exploratory teaching practice of a pre-service teacher through video-recordings of her. This had the aim to encourage her to use her first teaching experiences from her service learning as an opportunity to make of them a reflective exploratory teaching practice; thus, enhance her professional development from this early stage. The present study took place in a bilingual primary school located in a rural community called Nealtican in the State of Puebla, Mexico. The participant was doing her service learning in one of the sixth grades of this Primary. Since this was only one specific case to be analyzed, the method used was a case study which allowed this research to make an in-depth examination of the results obtained from the application of the instruments.

This was a qualitative research. "Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of

the meanings people bring to them” Lincoln (cited in Ospina, 2004, p.2). In this study, the reflections made by the participant in order to improve her performance after watching her videos were based on her beliefs about what a good teacher is.

The methodology used in this study consisted in the initial and final application of the instruments used. They were video-recordings, think-alouds, post-reflection interviews and peer feedback checklists. After this, two debriefing sessions were organized; an initial to let her make a self and peer evaluation and a final to check her progress.

1.3 Research questions

This study strived to answer the following research questions:

1. What were the reflections the pre-service teacher did after watching her video-recordings?
2. In what ways did the pre-service teacher improve her teaching practice through the use of videos as a developmental tool in the EFL classroom?
3. How beneficial was peer evaluation in an exploratory teaching practice?

The contribution done by this research is intended for pre-service teachers beginning to teach and those who want to give the first step into professional development. Although this was a case study and any generalization could be made, it can be added to the examples that support the idea that the use of video-recording is a useful developmental tool in fostering a reflective exploratory teaching practice and in facilitating a peer evaluation of pre-service teachers.

1.4 Key terms

Bilingualism: The use of at least two languages either by an individual or by a group of speakers, such as the inhabitants of a particular region or nation (Platt & Platt, 1992).

Critical Reflection: Assessment of the validity of the presuppositions of one's meaning perspectives and examination of their sources and consequences (Mezirow & Associates, 1990).

Critical self-reflection: Assessment of the way one has posed problems and of one's own meaning perspectives. (Mezirow & Associates, 1990)

Debriefing: Based on the definition given by Thomas (2010), it can be inferred that debriefing in teaching education is the student teacher engagement in the recollection, review, reflection, and analysis of events after a teaching practice.

Exploratory teaching practice: In the words of Allwright (2005) "Exploratory Practice is an indefinitely sustainable way for classroom language teachers and learners, while getting on with their learning and teaching, to develop their own understandings of life in the language classroom".

Learner autonomy: The ability to take charge of one's own learning (Little, 2006).

Multilingualism: The use of three or more languages by an individual or by a group of speakers such as the inhabitants of a particular region or nation (Platt & Platt, 1992). It is the ability to speak several different languages well (Macmillan Dictionary, 2009-2012).

Peer Evaluation: A student paired with another student as the evaluator. These students are expected to reflect on one of their classmates teaching experience (Karaman & Yontar, 2012).

Pre-service teachers or Student teachers: According to Mannathoko (1995, cited in 'Teaching Practice Handbook' University of Botswana, 2006/2007, p. 14)

“They are unqualified prospective teachers undergoing pre-service education and work in schools under the guidance and supervision of qualified and experienced teachers...A student teacher is expected to exercise a 'common duty of care' towards pupils – a legal concept meaning dispensing of one's service and duty in a work environment in a responsible manner within the general framework of policies of an institution and one's training from a recognized institution”.

Pre-service teacher: Those engaged in initial teacher education programs at undergraduate or postgraduate level and who typically have no formal language teaching experience (Borg, 2006, pp. 50-51).

Professional Development: Activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher (TALIS, 2009).

Reflective practice: The term 'reflective practice' entered the literature on professional education in 1983 soon after Donald Schön published *The Reflective Practitioner*. Schön defines reflective practice as Schön (1983) defined reflective practice as thoughtfully considering your own experiences in applying knowledge to practice. Reflective practice is about the process of thinking about your practice and

taking personal responsibility for improving your professional skills. This enables you to review the positive aspects of your own practice in order to build on your successes and to identify areas for improvement or further development.

Service learning: The Commission on National and community service has defined service-learning as follows:

- a) A method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;
- b) ...that is integrated into the students' academic curriculum or provides structured time for the students to think, talk, or write about what the student did and saw during the actual service activity;
- c) ...that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- d) ...that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others. National and Community Service Act of 1990, cited in Waterman, 1997, p.2)

Think-alouds: A method to gather data from people's minds. It involves participants thinking aloud as they perform a set of specified tasks. Users are asked to say whatever they are looking at, thinking, doing, and feeling, as they go about their task.

Think-aloud is a research method in which participants speak aloud any words in their mind as they complete a task (Charters, 2003).

Video recording in ELT: A powerful tool to teachers since it allows them to make a depth self-reflection on their teaching performance (Kong, Shroff & Hung, 2009).

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

This chapter contains the theoretical framework of this study. It is divided in three main parts: 1) Reflective Exploratory Teaching Practice, 2) Service Learning in Teacher education, and 3) Videos: a Powerful Tool to foster a REPT. The first part starts stating the importance that self-concept has in teacher development since a reflective attitude should begin in oneself. Then, it continues defining what reflective exploratory teaching practice is. After that, it points out that another manner of collecting information for self-reflection can be found in cooperative development. Finally, some considerations when making a Reflective Practice are made; in other words, how important the context of teaching is. The second part defines what service learning is, and how it can be linked to teaching and to a RETP. Finally, the third part describes the use of videos for ELT research, and how they can be explored for a RETP so that they lead the teacher towards professional development.

2.1 Reflective exploratory teaching practice

2.1.1 The role of self in teacher development

In the process of becoming a teacher the *self* plays an essential role. As self-understanding helps anyone to become a better person, it helps to make an individual a better teacher as well. Thus, the more positive and clearer sense of *self* teachers have, the better position they can take to ease the growth, development and education of the many young people in their development of learning (Lipka & Brinthaup, 1999).

In teacher education and in the preparation of all helping professionals the understanding of self is an indispensable aspect. Any teacher, before being so, is a person, and teaching is a profession totally involved in working with people (Lipka & Brinthaupt, 1999). Therefore, an effective teacher is “a unique human being who has learned to use himself effectively and efficiently to carry out his own and society’s purposes in the education of others” Combs (1965, p.9 cited in Lipka & Brinthaupt, 1999, p. 27). If a person’s behavior is close related to his/her self-concept, then depending on how good is such self-concept it will be the effectiveness in helping students to develop themselves (Lipka & Brinthaupt, 1999).

In order for teachers to understand and obtain a clear self-concept, a process of reflection is needed. According to Boud, Keogh and Walker (1985, cited in Loughran, 1996) reflection is a human process in which people bring back their experiences, think carefully about them over a period of time and finally evaluate them. Consequently, reflective teachers are needed. If they are able to be reflective about their personal experiences, they will also clearly be able to reflect on their professional experiences as well, which are part of their daily life. The teachers’ understanding of their own personal development eases their process of becoming reflective practitioners (Lipka & Brinthaupt, 1999).

Considering the above idea and based on Zehm (1999), effective teachers are not the ones who just have a great deal of knowledge about the language but they are the ones who have also enough knowledge about themselves. Hence, the importance of the development of the self “the human dimension of teaching and learning” (Zehm, 1999, p.36) in pre-service preparation programs.

2.1.2 Defining reflective exploratory teaching practice

According to Allwright (2005), the most compelled author in investigating about exploratory practice (EP), it is an approach to classroom research. However, this does not mean it is a research method. It is a way to understand the nature of the classroom life, its quality of life. It is closely related to Action Research but the difference lies in that this latter refers to the identification of problems and its solutions while EP to the actual understanding of them. Besides, EP concerns epistemological and ethical dimensions that Action Research does not take into account since it is more technical in doing things (Allwright, 2005).

For EP the relationship of identity between the people being investigated and the people doing the investigation is important. In EP the people being investigated are not the lab rats from any investigation where the only benefited is the researcher; they are, on the contrary, active and valuable participants contributing to their own development (Allwright, 2005). Different from the technicism used in solving problems in Action Research, EP is all about “practitioners themselves working to understand their own practices” Allwright (2005, p.357).

EP is not a merely technical approach; it is a different perspective that looks at the classroom life with ethical concerns. It implies a relation of trust between the researcher and the people being researched. It is not only a matter of ‘I research my teaching’ but ‘we research our practices’ which means that both students and teacher are essential elements in the effective development of the teaching-learning process (Allwright, 2005). In the sense of Lave and Wenger (1991): Every person involved in

the practice has the right to develop their own understandings and to expect others to help instead of obstructing their way.

According to Allwright (2005, p. 360) the following are the six principles underlying the development of EP and two practical suggestions:

Principle 1 - Put "quality of life" first.

Principle 2 – Work primarily to understand language classroom life.

Principle 3– Involve everybody.

Principle 4 – Work to bring people together.

Principle 5 – Work also for mutual development.

Principle 6 – Make the work a continuous enterprise.

Suggestion 1 – Minimize the extra effort of all sorts for all concerned.

Suggestion 2 – Integrate the "work for understanding" into the existing working life of the classroom.

The first two principles (Put "quality of life" and Work primarily to understand language classroom life) mean that the teacher should focus more on understanding the life in the language classroom rather than in solving problems related with the language used in the classroom. The next three principles ("involve everybody," "work to bring people together," and "work also for mutual development") show the ethical perspective from which EP looks at the classroom life. They reveal the fact that this approach is purely social and pays attention to both individual as well as collective understandings for everyone gets profits, so a common development is made. The sixth principle ('make the work a continuous enterprise') suggests that the process of understanding should never finish. It should become part of the teacher and students

life since, in a classroom, there are always puzzling situations that need to be understood and solved.

Although it seems that the last principle suggests that teachers should be always spending time from their class time to make it possible, it is not like that. This is why Allwright make the two last suggestions ('minimize the extra effort of all sorts for all concerned' and 'integrate the work for understanding into the existing working life of the classroom') which advices teachers to find a way to combine their classroom activities devoted to language learning with short time activities directed to explore the life of their classroom. In other words, EP should not block the process of teaching-learning (Allwright, 2005).

To conclude this section it can be said that EP is not a matter of experimenting in the classroom but rather an ethical way of doing research that denies the idea of trying out new ideas or methods in the classroom (Dar, 2012). EP is concerned with interpersonal relationships of trust with human beings. Hence, the importance of human teachers willing to work with human students in seeking their mutual development.

2.1.3 Cooperative development as an accompaniment for a RETP: Reflecting through a peer's eyes

It has been mentioned before that in pursuing a professional development, self-reflection plays a crucial role. It does so since it allows teachers to find out more about themselves and involves them in a continuous improvement process, desire which, according to Edge (1992), is often referred to as *empowerment*. When

teachers talk about development, they usually refer to a self-development. In other words it refers to 'my development is in my own hands', so 'everything I find out only works for me, benefits me and satisfies me.' However, "this emphasis on one self does not mean that we should work in isolation" (Edge, 1992, p. 3). Isolation impedes progress reducing teaching to a simple any other activity shared with no one. Thus, self-development cannot be reached in isolation, but rather, in cooperation with other people: colleagues and students (Edge, 1992). This is why Edge argues that a 'cooperative development' is necessary in teacher development. When there is cooperation among teachers there is a better mutual understanding of experiences and opinions. At the same time they enrich themselves with such understandings and experiences of others. By following such approach Edge claims that the short term outcome for participants working collaboratively is the increment in the next aspects:

Awareness of their own strengths and skills;

Appreciation of the strengths and skills of others;

Willingness to listen carefully to others;

Ability to respond to the needs of their own teaching situation;

Confidence in their capacity to empower themselves

Although this is reached through the constant work with others who help teachers to see themselves clearly, it does not mean they need to turn into what others think is the best way to be. Cooperative Development is about a reciprocate sharing of teaching experiences with others and teachers taking out of them what is

enriching for them, for their own self. This, of course requires that teachers learn how to speak, listen to and respond to be able to cooperate in a disciplined way (Edge, 1992). “Cooperative development is working together with someone in order to become a better teacher in your own terms” (Edge, 1992, p. 4). Reyes (1998) suggests that teachers should not only analyze their own practice but also that of colleagues (peers) in order to improve their own teaching practice.

In this paper it was considered that a Cooperative Development was considered to be a useful approach to accompany a RETP for two reasons. On the one hand, both approaches have the same goal, going towards a professional development. On the other, complementing self-reflection with peer evaluation eases the accomplishment and enrichment of such development. It may sound odd talking about professional development and pre-service teachers; nevertheless, it is worth mentioning that such development, contrarily to what it is usually thought, may start and should start from a training stage. In fact, “teacher development can only occur when the teacher decides to do so” (Bailey et al, 2001, pp. 5-6, cited in Tapia, 2008, p. 38).

Edge (1992) states that Cooperative Development suits a variety of teaching contexts and purposes. One of them is pre-service training because here no teacher training or teacher education which imply a difference of status between people working together, are involved. This is all about cooperation between equals in order to achieve a person’s self- professional development.

2.1.3 Considerations when making a RETP: importance of context

As a reflective exploratory teaching practice has a straight relation with ethical concern as and people relationships of trust, the participants and their context have a central place (Allwright, 2005). This section is devoted to point out the considerations a teacher should bear in mind when making a RETP, in other words, to point out the importance of the context. In this study the context was a bilingual primary school where Nahuatl and Spanish are taught. However, with the implementation of English, this school has become a trilingual primary school (Álvarez, 2012). As the main actors are children and teachers, the following paragraphs are dedicated to talk about them. Based on Harmer's book (1998) *How to teach English*, it will be pointed out the qualities that make a good teacher and a good learner in order to know the considerations the pre-service teacher participants should take into account when analyzing and reflecting on their teaching performance.

What makes a good teacher? According to the conclusions drawn by Harmer (1998) after asking many people such question, he found out that the character and personality of the teacher are decisive aspects in deciding whether a teacher is considered good or not. However, the majority of responses were not so much centered on teachers themselves but on the connections they establish with their students. Based on the responses Harmer (1998) obtained, the indispensable characteristics good teachers should have are the following: Good teachers should be approachable, empathic with students, able to encourage those students who never raise their hand to participate, able to correct them respectfully, able to manage a class, controlling without shouting and instead inspiring, and able to remember their

students names. What all these characteristics show is that good teachers “care more about their student’s learning than they do about their own teaching” (Harmer, 1998, p.3). This means that good teachers are those conscious that they are working with people and really pay attention to their actual students’ needs rather than worrying about their own interests.

Although it may be that some teachers possess a great deal of knowledge about their subject matter, they are not always the perfect teachers. There are some other skills that a student teacher has to acquire for being considered a good teacher. One of these skills is the way teachers talk to students. As parents do with their young children, teachers should be aware of the way they talk with their students, they should empathize with them. According to Harmer (1998, p. 3):

“Studies show that they use more exaggerated tones of voice, and speak with less complex grammatical structures than they would if they were talking to adults. Their vocabulary is generally more restricted too and the attempt to make eye contact (and other forms of physical contact) is greater.”

Surprisingly parents adopt this behavior unconsciously, something called by Harmer ‘rough-tune’ which refers to such simplification of the language used. This suggests that if this works naturally well for parents, teachers should adopt it as well. Teachers should use the appropriate level of language for their students considering their capacity to do it. Besides, they should also care about using body language which is essential in teaching. Especially with students at beginning levers, teachers can show any kind of feelings, movement, time sequences, or even concepts (Harmer, 1998).

The most important moment when teachers should consider the way they talk with students is when they give instructions. Following Harmer's considerations, the two general rules for giving instructions are that they are as simple as possible and completely logical. Harmer (1998) suggests always answering the following questions before giving instructions:

What's the important information I am trying to convey?

What must the students know if they are to complete this activity successfully?

Which information do they need first?

Which should come next?

It is always important for teachers to confirm whether students understand or not what they are asked to do (Harmer, 1998). However, according to Scrivener (1994) the answer to a simple *did you understand?* says nothing to prove students' real understanding. They usually say yes for saving their face in front of the rest of their classmates. In order to confirm instructions Harmer (1998) proposes asking students to repeat the instructions after the teacher has giving them, getting someone to exemplify how the activity will work or even asking someone to translate the instructions in their mother tongue. "The best activity in the world is a waste of time if the students don't understand what they are supposed to do" (Harmer, 1998, p. 4).

Another important consideration when teaching a language is who should talk in class. Based on Harmer's arguments, ideally STT (Student Talking Time) should be increased rather than having more TTT (Teacher Talking Time). The obvious

reason is that the student is the one who needs to learn and practice, not the teacher. Nevertheless, if there is a good TTT in class, it may bring benefits as well. If teachers are able to rough-tune their language to their student's level of listening comprehension, they will have the chance to keep in contact with the language they are learning, even when their productive level is lower. This 'more or less' understanding is called by Krashen 'comprehensible input' where students are exposed to receive rough-tuned in a natural way. This, according to Krashen (1982) is a subconscious acquisition. As when children learn their mother tongue; although they are not able to produce a lot of output they are always exposed to a lot of input from their parents. All of this demonstrates that TTT works only if the teacher finds the balance between STT and TTT. Teacher Talking Time should not neither be overused nor ignored (Harmer, 1998). "Good teachers use their common sense and experience to get the balance right" (Harmer, 1998, p. 4).

Having defined the potentials a good teacher should have, it is time to define how a good learner should be. Nevertheless, following with the arguments of Harmer (1998), it is difficult to do it since "each student brings a unique personality to the classroom" (Harmer, 1998, p. 7). All of them have different backgrounds, reasons for being in the classroom and a variety of learning styles that hinder getting a concrete definition of good learners.

Although what a good learner is cannot be well-defined, it is possible to point out some generalizations about the characteristics good classroom learners have. Perhaps the most important is motivation. Highly motivated students tend to do better and have a more positive attitude towards learning than the ones who are not

motivated at all. Part of the work of teachers is that of raising their student's interest and involvement in their subject by showing a positive and enthusiastic attitude towards learners and their subject. However, it should be clearly stated that they are not ultimately responsible for their student's motivation which is something that comes from each individual (Harmer, 1998).

Another important characteristic of good learners is that they are responsible for their own learning. In other words, they do not wait to be taught. Nevertheless, for many students working independently is very complicated because they are not used to do it. Thus, the role of the teacher here is to encourage students to do so, to take charge of their learning. This can be possible by getting students to do various kinds of homework (written exercises, compositions or study) in order to foster student autonomy (Harmer, 1998).

One more characteristic that good classroom learners have in common is that they take advantage of what is going on in the classroom than others. Hence, they have willingness to listen, to experiment, to ask questions, to think about how to learn and to accept correction. Such good learner's qualities should be fostered by the teacher by creating an atmosphere where student's experimentations and questions are welcomed. At the same time their learning should be directed to find their own best methods to study (Harmer, 1998).

Importance of Multilingual Context

In this study, as the students were not only bilingual (speaking Nahuatl and Spanish) but multilingual, learning to speak English too (Pai, 2005), the following consideration had to be made.

In order to ensure that students have success in learning a new language, it is suggested that teachers, instead of exposing them to long hours of such language in isolation, create connections between this latter and the language or languages already existing in the learners mind (Cenoz & Genesee, 1998; Jessner, 2008). In fact, the development of the child's first language ensures cognitive development and facilitates the acquisition of a second or third language (Cenoz & Genesee, 1998). Thus, an important aspect any teacher instructing students learning a third language is that for helping them to successfully learn this new language they should promote the cooperation between the languages in the learner (Jessner, 2008; Clyne, 2003). In order to do so, Jessner proposes the implementation of multilingualism awareness-raising activities in the classroom which entail the use of previous foreign language learning experiences and strategies as well as the development of skills to *compare*, *transfer* and *infer* in TLA-Third language acquisition- (Hufeisen, 2005 cited in Jessner, 2008). The technique of transfer refers to the co-relation made by the student with respect to phonetic structure, vocabulary and syntax of the languages the student knows (Möhle, 1989; Singleton, 1987 cited in Cenoz & Genesee, 1998). The technique of comparing is quite normal when students recur to the look for similarities between languages when they face problems in their target language; however, little attention has been paid to the use of this technique in the language classroom

(Jessner, 2008). Finally, the infer technique refers to the guesses students make about the new language taking as a basis the previous linguistic knowledge they have. Similarly, Schmid (1993-1995 cited in) identified such techniques in the next manner:

“(a) congruence (the identification of Interlingua correspondences),

(b) Correspondence (the development of processes to relate similar forms in the related L2 and L3),

(c) Difference (identification of contrasts)”.

2.2 Service learning in teacher education

2.2.1 Defining service learning

Service learning, apart from being a graduation requirement and mandatory by the 5th law of the Mexican United States constitution, is a great opportunity for student teachers to reflect on their professional development. According to Waterman (1997), getting engaged in service learning brings students many benefits. He divides them into four broad categories:

- a) Enhancement in the learning of material that is part of the traditional in-school curriculum.
- b) Promoting personal development
- c) Promoting the development of civic responsibility and other values of citizenship, and
- d) Benefits accruing to the community.

By doing service learning students have a great opportunity to learn meaningfully. In this process learning certainly become significant since they are planning and doing curriculum based materials and activities directed to somebody else. This allows students to relate their education process with an actual contribution to society. "What is experienced through action will be remembered more vividly than what is merely read, or heard in a teacher's class presentation" (Waterman, 1997, p. 4). Furthermore, apart from making them feel a sense of responsibility and care for others, service learning helps them to become reflective about what they do and how their actions may impact others. Thus, they are able to develop empathy for the people they are working with (Waterman, 1997).

Being involved in service learning activities encourage students to a "reflective development of attitudes and values" (Waterman, 1997, p. 4) rather than "the forming of particular attitude or value content" (Waterman, 1997, p.4). This tells us that serving to the community brings students the chance to develop a wide range of different values depending on their particular kind of activity. Thus, for example, while students who work caring about old people will become reflective about attitudes towards the elderly, students working with children will adopt a different and empathic attitude towards them (Waterman, 1997).

Service learning, apart from promoting attitudes and values, can contribute to the confirming or disconfirming of students carrier preparation (Waterman, 1997). As they are exposed to an extensive array of work situations, students can decide whether or not working with a specific group of people. Thus if students doing their service learning with adults did not feel like a fish in the water, they still can have the

opportunity to change their targeted direction. In any case they could have gotten a lot of learning from it.

Following the arguments given by Waterman (1997) and Bandura (1997) doing service learning enhance feelings of *self-efficacy* and *self-esteem*. According to Bandura (1997) students experience a feeling of self-efficacy if they regard worth doing and contributing their service learning work, and if they consider themselves capable to do it. Thus “students are in a position to appreciate the value of their contributions in a way that is generally not available in the classroom” (Waterman, 1997, p.4); as a result self-esteem is enhanced too since they know their actions will positively impact others as well. Furthermore, they will also become aware of the contribution to the society in general “making a difference in the quality of civic life” (Waterman, 1997, p.4).

2.2.2 Teaching in service learning

One of the ways to contribute to the community through service learning is teaching. One of the main reasons for including service learning in teacher education is that it has benefits not found in student teaching placements. According to Krustchindky & Moore (1981, cited in Spencer, Cox-Petersen & Crawford, 2005) The objective of placing student teachers in classrooms is to provide opportunities for them to link theory and practice and to improve their teaching skills rather than to provide a service to the community. It has been suggested than in student teacher placement students often take subordinate roles since they are assigned to a single classroom with one teacher acting as a mentor. This clearly reduces the opportunity for personal

learning and professional development. Unlikely, the role for pre-service teachers in service-learning differs from their role in the formal classroom because they are more likely to have decision-making authority depending on the service they provide. This experience potentially fosters in them personal learning and professional growth that at the same time is linked to a corresponding academic curricula (Spencer, Cox-Petersen & Crawford, 2005).

2.2.3 Linking Service learning to a reflective exploratory teaching practice

If service learning offers the students the chance to think, talk, or write about what they do and observe during the actual service activity (National and Community Service Act of 1990), why not to use this experience as an opportunity to reflect on it by exploring and understanding it in a deeper way? By doing this, more benefits could be obtained from it to both participants involved in this process, the community and the students doing their service learning, specifically in teaching. "Studies related to service-learning state that in order to identify the outcomes of integrating service-learning into coursework there must be opportunity for student reflection" (Burns; 1998; Erickson & Anderson, 1997; Eyler & Giles, 1999; Gallego, 2001; Gray, Ondaatje, & Fricker, et al., 1999; Rhodes, 1997, cited in Spencer, Cox-Petersen and Crawford, 2005, p. 3), "be it through writing or discussion, to facilitate the connection between service and learning. "Waterman (1997) also agrees with the idea of taking the concept of reflection as an essential component for reaching of educational goals. Another author pointing out the importance of reflective activity in learning is Dewey (1916) whose claim is that we learn from experience. Learning from experience "is to make a backward and forward connection between what we do to things and what we

enjoy or suffer from things in consequence” (Dewey, 1916, p. 73). In other words learning comes from a continuous reflection about the things we live and do. Thus, if by doing service learning pre-service teachers are exposed to a great number of experiences in which they are active participants, a reflective analysis can be made from those events.

According to Waterman (1997), reflection in service learning takes to a personal development and academic learning. Getting pre-service teachers to make reflection activities focused on their emotional reactions to their experiences or on their development of skills and the recognition of increased competencies enhance a personal development. Usually when students get involved in service learning, a feeling of anxiety is present since they are facing activities they have not performed before. As they get experience, get familiar to the context and to the kind of activities and required abilities, a considerable reduction of anxiety and an increase in confidence result, as well as a significant improvement of skills. “Attitudes in specific areas may change as a consequence of the particular experiences each student has” (Waterman, 1916, p. 8). This is why activities that promote reflection are needed for students can draw their attention to the personal changes they are experiencing in a service learning program.

In order to get an academic learning through reflection on service learning activities, a more structured approach made of more specific reflection exercises should be used. This with the aim of center students’ attention on their experiences directed to reach an academic development.

As it can be seen, “reflections help teachers clarify their thinking and anticipate decisions and future action” (Spencer, Cox-Petersen & Crawford 2005, p. 3). In terms of Calderhead & Gates (1993), teacher education programs based on reflective practice walks towards:

(a) enabling teachers to analyze, discuss and evaluate their own practice; (b) fostering teachers’ appreciation of The Impact of Service-Learning on Pre-service Teachers social and political contexts; (c) enabling teachers to evaluate moral and ethical issues regarding classroom practice; (d) encouraging teachers to take responsibility for professional growth; (e) facilitating teachers’ development of their own philosophy of education; and (f) empowering teachers so they may influence future directions of education.

All the information above demonstrates that it is possible to make a connection between service learning and a reflective exploratory teaching practice.

2.3 Videos: a powerful tool to foster a RETP

2.3.1 The use of videos for ELT research

According to Shagoury & Miller (1993, 2003) recordings are excellent resources in gathering information for teacher-researchers. Specially, video recordings allow teachers to have a record of both verbal and no verbal interactions which become an immense aid if teacher-researchers have a clear objective for its use.

It has been suggested by previous research that in reflecting about teaching, the use of video-recordings is a powerful tool. In the words of Schratz (1992, p. 89 cited in Richards and Lockhart 1994, p. 11)

“Audio-visual recordings are powerful instruments in the development of a lecturer’s self-reflective competence. They confront him or her with a mirror like ‘objective’ view of what goes on in class. Moreover, class recordings which are kept for later use, can give a valuable insight into an individual teacher’s growth in experience over years.”

Orlova (2009, p. 1) states that “video recording is considered one of the most valuable tools for SLTE because it provides an objective and permanent source that can be viewed repeatedly to observe various aspects of classroom practice”. And Pellegrino & Gerber (2012) points out the utility of video-recording self-analysis as an effective means of reflective practice for teachers which are more explained in the following section.

2.3.2 Exploring Videos for a RETP: towards a professional development

Undoubtedly, video recording teachers takes them to improve. Harmer (2008) states that the act of watching a film of teachers’ selves teaching is the most developmental experience because they have an image of how they look like and who they are, and think they are putting that image over to their students, but they do not know what students are really seeing. However, if there is a camera and later they watch it, they get a much better idea of who students are seeing than the idea teachers have in their head. So, the beauty of watching oneself in films is that it provides a student’s eye view of what is going on in class. If this is true for reaching a

good teacher's development, it may also be true for teachers in training who can also develop professionally even at this early stage.

The distinction made between 'teacher training or education' on the one hand and 'teacher development' on the other has been made by several writers. For example, Edge (1998, cited in Wallace, 1991, p.3) claims that "the distinction is that training or education is something that can be presented or managed by *others*; whereas developmental is something that can only be done by and for oneself." The aim of this paper is to prove in great part that pre-service teachers are able to start working for a professional development at a teaching training stage supporting themselves on a reflective exploratory teaching practice through self-reflection on videos.

Getting teacher students to be video-recorded and inviting them to watch their recordings later will let them make a self-reflection of their own performance in class. This, at the same time will allow them to correct some aspects they do not like about themselves as performing teachers and improve for posterior classes. Furthermore, Harmer (2008) claims that by filming teachers we can observe a class over and over again each time focusing in different things. For instance, student's responses, body language, voice and so on. In an example given by him, one teacher before he saw one of his films he thought he gave clear instructions. Videos are evidently good instruments for trainee teachers to reflect on. Nevertheless, for some people it is not easy to accept the fact of seeing themselves in a video- recording. Even less when they are, in a way, the protagonists. In an interview to teachers made by Harmer (2007) about what it feels being filmed they answered:

Louise: Um, it was quite a shock the first time...

Philip: On a personal level I think is interesting to watch myself teach which is not something I do every day and I found that quite difficult to watch.

Harmer (2008), supports the idea that for solving the problem of the 'ugh' factor, the filmed teachers should have to see the film five times. After that, they will be able to watch it properly, with a critical eye and in a reflective way.

Recording lessons for self-observation and reflection allows student teachers among other things to distance themselves and be able to critically judge their teaching, help them identify and respond to strong and weak aspects of their teaching; view a DVD immediately and re-examine it many times; and it is a well-known motivating effect for them (Orlova, 2009). All of these aspects are potentially contributing to a RETP.

2.3.3 Making the most of videos for a REPT

"Becoming a reflective teacher involves reflection" (Pellegrino & Gerber, 2012). Videotapes enhance observation, analysis, and discussion of classroom performance, activities that contribute to such reflection, in this case for an exploratory teaching practice (Orlova, 2009). It is true that teachers themselves are sometimes the most reliable source of feedback, resulting in a sort of "gut feeling" which they must be having right after teaching a class, a vague but genuine feeling about how well or how badly they have done (Chan, 1999). However, although this reflecting process is more about self-consciousness of one's teaching performance in order to understand and improve (Allwright, 2005), it should be complemented with

peer evaluation reflection. One of the recommendations from Orlova (2005) when reflecting about a video is to view it with a friend since it promotes follow up discussions, enhances self-esteem and help pre-service teachers to accept or reject the suggestions made during the analysis. At the same time, she states that, a positive affective environment is created when individuals receive constructive criticism from people they respect and with whom they have a good rapport. By establishing a peer feedback environment, student teachers are provided with a climate in which they can deepen their understanding of effective teaching practices which promote quality learning (Karaman & Yontar, 2012). Chan (1999) states that in the evaluation of one's teaching performance, colleagues are able to play a significant role. According to this author, peer review/observation of teaching, if handled with care and carried out systematically, is capable of producing extremely fruitful results, because peers can be absolutely impartial, objective and are subject specialists. Furthermore, Fulcher and Paull (2010) stated that peer review bring the following benefits: it helps academics improve their teaching practice, develops collegial and collaborative relationships and engenders reflective practice (Fulcher & Paull, 2010).

To conclude this section, it can be said that in order to make the most of videos in a RETP, more than one reflective activity should be made (Karaman & Yontar, 2012). For the purposes of this paper, a collaborative work with a peer will serve as support in a RETP. It has been made clear that both self and peer feedback can be a good complementation in the process of reflecting about a teaching practice. This was done with the aim to start walking towards a professional development from a teacher training stage.

CHAPTER III: METHODOLOGY

3.0 Introduction

Up to now, the importance of reflection through video-recordings and peer evaluation has been clearly stated, but how did this research demonstrated that video recordings are a powerful tool to teachers that allows them to make a depth self-reflection on their teaching performance? Who were the protagonists of this story? What were the steps this research followed? This chapter contains a description of the subjects, instruments and procedures of this study.

3.1 Subjects

3.1.1 Sampling

In this qualitative case study the sample population was one Mexican female pre-service teacher whose age was 21.

3.1.2 Description

The pre-service teacher participant was studying the last term in the major in English Language Teaching at the state University of Puebla (BUAP). She was doing her service learning teaching English in one of the two sixth grades of an indigenous bilingual primary school located in a rural community called Nealtican, in the state of Puebla. The school holds a number of 309 students. Although this school holds the name “bilingual”, it can be now considered “trilingual” since, apart from Nahuatl and Spanish, English was started to be taught (Álvarez, 2012).

3.2 Instruments

For the purposes of this inquiry, the main instruments used were the following: video and audio-recordings, think-alouds, post-reflection interviews and checklists for peer observation and feedback.

3.2.1 Video and Audio Recordings

For the purposes of this research two lessons from the pre-service teacher were recorded. From each session, the first and the last twenty minutes were recorded. The first video-recording was made at the beginning of the study; the second was made at the end. The purpose of the first recording was gathering evidence from the participant's performance during a teaching session for posterior reflection. The second was to evidence the participant's improvement after having explored and reflected on her video.

Wallace (1981) states that there are basically three possibilities for recording 'the teach', which might be labeled as *high tech*, *low tech* and without *hardware*. The high-tech approach involves the use of one or more cameras in a studio. The low tech involves the use of one or more ordinary video recorders. He claims having used this technique in a variety of situations in several different countries, and he has found it remarkably effective in providing a point of reference, especially for those who have been participants in, or observers of, the original teach. For the purposes of this study the low tech is the most accessible in this investigation.

3.2.2 Think-alouds

Another important instrument for this research was think-alouds. They are a kind of introspective reflection. According to Charters (2003) they are a method to gather data from people's minds. It involves participants thinking aloud as they perform a set of specified tasks. Users are asked to say whatever they are looking at, thinking at, doing, or feeling, as they go about their task. In this study two think-aloud sessions were needed. They were used as one of the first triggering elements for self-reflection since this was a natural way to download the information from the participant's mind while watching her teaching performance. In each session the pre-service teacher was asked to make a verbal think-aloud while watching her video-recordings. She was encouraged to share any comment about her performance while giving a lesson. The first think-aloud was made in order to make her aware of her performance as a teacher for then she could reflect on her strengths and weaknesses according to her cognition. The second was made to make her reflect again on her performance and to show how much she had improved. The two think-alouds were recorded to be transcribed and analyzed later.

Borg, in his book *Teacher Cognition and Language Education (2006)*, points out that good quality think-aloud protocols have two main characteristics which this study attempted to follow. The first consisted in being as accurate as possible. In other words, the participant was asked to share her actual thoughts while watching her performance while giving a lesson. The second consisted in that her thoughts were as complete as possible since the protocols require the full range of thoughts occurred during the task to be included.

According to Gilhooly and Green (1996 cited in Borg, 2006), for the think-alouds were as accurate and complete as possible, the interaction between the researcher with the respondent had to be reduced, encouraging the participant to verbalize her thoughts as if she were alone.

3.2.3 Post reflection interview

Due to the fact that the first think-aloud did not provide enough information to be analyzed as it would have been desired, a post reflection interview was needed to gather such information. This interview was made just after the pre-service teacher watched her video and shared her thoughts in the think-aloud session. The interview entailed nine questions related to evaluative decisions which a teacher makes after a lesson has been taught. This instrument was adapted from Richards & Lockhart (1994). They arose from asking the following questions:

1. Was this lesson successful? Why or why not?
2. What were the main strengths and weaknesses of the lesson?
3. Did the students learn what they were intended to learn?
4. What did the students get out of the lesson?
5. Did the lesson address the student's needs?
6. Was the lesson at an appropriate level of difficulty?
7. Were all the students involved in the lesson?
8. Did the lesson arouse student's interest in the subject matter?
9. Did you do sufficient preparation for the lesson?

It is important to mention that the answers to these questions were based on the participant's judgments on her own personal belief system about what constitutes good teaching (Richards & Lockhart, 1994).

“It is assumed that what teachers do is a reflection of what they know and believe, and that teacher knowledge and “teacher thinking” provide the underlying framework or schema which guides the teacher's classroom actions” (Richards & Lockhart, 1994, page. 29).

3.2.4 Peer observation

In order to make the most of videos in fostering a reflective exploratory teaching practice, peer observation was suggested too. As the aim of this research was triggering a self-reflection made by the participant, the role of peer observation was that of being one more source for gathering information (Richards & Lockhart, 1994). It consisted in giving the participant an observer's perspective so that she could become more aware of her performance when giving a class.

Observation is a valuable tool when talking about professional growth (Wajnryb, 1992). Apart from being a useful source of information; it contributes to the self-development of the person being observed. According to Edge (1992), Self-development cannot be reached in isolation, but rather, in cooperation with other people such as colleagues and students. Thus, peer observation cannot be let out in the process of reflecting to pursue a self-professional development.

In this study, another pre-service teacher in the area of ELT was asked to watch the video and at the end give feedback to the participant. This process was

carried out just after the participant watched her video, shared her thoughts aloud and answered to the post-reflection interview.

In order to get feedback from the observer, she was provided with a checklist which contained the following aspects to be focused on:

- ✓ Encourages participation and involves students
- ✓ Makes use of previous knowledge
- ✓ Give students time to think
- ✓ Challenges students
- ✓ Gives clear instructions
- ✓ Uses elicitation techniques
- ✓ Gives clear explanations
- ✓ Encourages to use English as much as possible
- ✓ Uses her voice appropriately
- ✓ Uses body language
- ✓ Uses a variety of learning styles
- ✓ Uses teaching materials appropriately
- ✓ Uses a variety of techniques
- ✓ Group control
- ✓ General group motivation

Adapted from Richards & Lockhart (1994).

As the peer was the researcher of this study herself, it could be assured that the recordings are reliable since they were made from a common day in the classroom life. Thus, any of the restrains stated by Wallace (1991) about the

unreliability of observing somebody else giving a class can be eliminated. For example, it could be assured that the class was not rehearsed and that the students did not know what was going to be taught.

Once all the previous instruments were applied, the following question was asked to the pre-service teacher:

From all the exploration you have done on your performance in class, what are three things you want to improve?

3.3 Procedures

3.3.1 Data collection

The data collection was divided in the initial and final application of the instruments used. In both applications the same procedure was followed. The data was gathered in the following way: The first step was to video and audio record the initial and the final twenty minutes of a lesson. A complete lesson was 60 minutes long. Secondly, a posterior debriefing session was arranged for the participant could explore and reflect on her performance. During this session, the pre-service teacher was suggested to watch her initial video to make her initial think-aloud. She was encouraged to exteriorize her thoughts while watching her performance in the recording. The think-aloud was recorded and transcribed for purposes of analysis (Borg, 2006). Just after the think-aloud was made, a post-reflection interview was done and recorded as well. After that, the peer who observed the lesson too was encouraged to explain the participant her feedback expressed on the checklist previously given to her. Once the participant obtained a reasonable quantity of

information about her teaching performance, she was asked to think about three aspects she wanted to improve based on the reflection on action done.

Since reflection and learning take time, after a period of 8 weeks, the second application of the instruments was made. As it was mentioned before, the same procedure was followed. This time the aim of the application of the instruments was to focus on her improvement.

3.3.2 Data analysis

After data were collected, they were analyzed. Firstly, participant's and peer's first think aloud were transcribed and examined. Secondly, strengths and weaknesses from both participant's and peer's perspectives about the pre-service teacher performance were pointed out. Thirdly, the participant was informed. After that, the participant was encouraged to keep her strengths and work on her weaknesses through the exploratory practice approach. This approach, according to Allwright (2005) intends not to change those weak aspects of the teaching practice; instead, it promotes a reflection towards finding an understanding of why certain things do not work well in the classroom. Finally, once an understanding of such elements that she had to improve was reached from her as result of having made a thorough reflection and having received the collaboration of her peer, a step for improvement was taken. In order to do it, the participant was stimulated to consider as a guide the six principles stated by Allwright (2005) for a reflective exploratory teaching practice previously explained in chapter 2.

Principle 1 - Put "quality of life" first.

Principle 2 – Work primarily to understand language classroom life.

Principle 3– Involve everybody.

Principle 4 – Work to bring people together.

Principle 5 – Work also for mutual development.

Principle 6 – Make the work a continuous enterprise.

Suggestion 1 – Minimize the extra effort of all sorts for all concerned.

Suggestion 2 – Integrate the “work for understanding” into the existing working life of the classroom.

CHAPTER IV: RESULTS AND DISCUSSION

4.0 Introduction

The objective of this study was to foster a reflective exploratory teaching practice of a pre-service teacher through video-recordings of her performance in a lesson. Making recordings of her giving a lesson gave her the opportunity to reflect on them and consequently improve some aspects of her teaching. This was clearly a potential trigger to encourage her professional development even when she still was in a training stage since professional development is about activities that contribute to the teachers' development of their teaching abilities and skills.

As it was mentioned in Chapter III, video-recordings were the main means to foster reflection on the pre-service teacher. However, other instruments were also needed in order to provide the participant with more tools to gather information from her performance to reflect on. These were initial and final think-alouds, post-reflection interviews and checklists for peer-evaluation. This section presents the findings and the results obtained from the application of such instruments.

4.1 Results from the initial application of the instruments

4.1.1 Initial Video Recording and think-aloud

The first instrument to be analyzed was the initial think-aloud. The participant did it after watching the first recording of her lesson in the first debriefing session. Before starting to record the think-aloud the participant was given instructions about what to do while watching her video. She was encouraged to verbally share any thought that came to her mind while watching and she was informed that she would

be audio-recorded for the purposes of analysis. As it was a little difficult for her to share her thoughts in English, she was suggested to do it in Spanish for she could feel more confident.

The findings from the initial think aloud (see Table 1a) show the first reflections made by the pre-service teacher while watching her video recording. They clearly demonstrated how the act of watching a video of her while teaching a lesson was a useful tool to raise awareness on her own performance in class.

Table 1a. Reflection made by the pre-service teacher in the initial think aloud		
Point of focus	Aspects to be improved	High quality performance
1. Use of the board	✓	
2. Giving instructions	✓	
3. Elicitation of answers	✓	
4. Misunderstandings occurred in the mother tongue.	✓	
5. Length of activities	✓	
6. Student's response to the activities.	✓	

Table 1a shown above shows the aspects she focused on while watching her video in the initial application of the instruments. They are numbered in order of appearance in the recording of the think- aloud. It can be observed that the participant firstly focused her attention on her use of the board. Secondly, on the way she gave instructions. Thirdly, on the way she elicited answers from the students. In fifth place, her focus was on the use of certain words from her own mother tongue when they were misunderstood by the students. In sixth place she focused on the length of her activities; and finally on the students 'reaction to them. From this, two facts can be

stated: 1) the participant became aware of her performance in class and 2) she did it by only focusing her attention on aspects that she needed to improve. She did not mention any example of satisfactory performance in class (see Appendix A). This does not mean that the pre-service teacher was not going to be a successful teacher. On the contrary, by watching and reflecting on her video she found a kind of mirror that gave her an objective view of what went on in her class (Richards and Lockhart, 1994).

The findings from the initial think-aloud also made noticeable something that Richards and Lockhart (1994) point out. Teachers usually, when making their first evaluative decisions after giving a lesson, focus more on their performance and then on the effect their activities had on the students or on the students themselves. In this case, she did the same and it is shown in Table 1, she focused more on her own performance as a teacher. She only mentioned one aspect that had to do directly with her students which was the poor students' response to her activities.

4.1.2 Initial Post Reflection Interview

The next instrument to be analyzed was the initial post reflection interview. It was applied just after the participant did the think-aloud. It consisted in asking the participant a set of nine questions in order to help her to reflect on specific aspects of her performance before, during and after the lesson. The questionnaire used was an adaptation from Richards & Lockhart (1994, p. 87) (See Appendix B). The questions were related to the strengths and weaknesses of the lesson and student learning.

This questionnaire provided the pre-service teacher with a more structured criteria for evaluating her lesson. Other questions were raised by the researcher in order to gather the information as clear as possible. It is important to mention that all the participant's answers were based on her personal system of beliefs about what constitutes good teaching (Richards & Lockhart. 1994).

The findings of the initial post-reflection interview were as follows (see Appendix C for transcription). All her answers were based on the video made of her performing a lesson.

Question 1. Success of the lesson

Initial performance

According to the participant, her objective for the lesson was to make a review of all the topics she had given on mathematics. The participant believed that the lesson had been more or less successful since she realized she had had some problems in managing the class. For example, she claims not having given clear instructions to the students and not having appropriately managed the time devoted for each activity. She considered them too long. In the participant's words:

“...the activities, in a period of time were boring” (Lines 7-8, see Appendix C).

Question 2. Strengths and weaknesses of the lesson

Initial performance

The participant started naming her weaknesses. First, she again made reference to the way she gave instructions. According to her, she did not give clear

instructions. Secondly, she saw as a mistake not having monitored the students around the classroom. As a result “some of the teams were passive” said the participant. She realized that some students did not participate. In the participant’s words:

“The same students that I know that participate, they were active, and others were like passive and in a negative attitude, I could observe that” (Lines 28-30).

Another weakness she could find was that she did not establish a level of difficulty on the activities she used. As a result, the students lost attention to the lesson because the exercises were too easy at the end. Interestingly, this problem was identified once after watching the video. The participant claimed that when she was in the class she thought the students were actively involved in it, but it was not at all.

Among her strengths are the sitting arrangements, the materials she used, and the activities she usually creates on her own. First, she does not like to work with students seated in the same place all the time, so she frequently asks them to move their seats and work in a variety of ways. Secondly, the materials she used, according to her, are appropriate to her students’ needs. For her it is also easy to design brand new activities just from her creation.

Question 3. Did they learn what they were expected to learn?

Initial performance

According to the pre-service teacher they learn what they were intended to learn since they needed a review like the one she provided.

“They were remembering and relating the activities with their previous knowledge”

(Lines 56-57)

Question 4. What the students learned from the class.

Initial performance

According to the participant beliefs, the students learned how to work in teams.

Question 5. Did the lesson address students' needs?

Initial performance

The participant affirms that the lesson addresses students' needs because they liked to work with dynamic activities.

Question 6. Level of difficulty

Initial performance

According to the participant, it was not established an appropriate level of difficulty of activities for the class. This means, she could have put her easiest activities at the beginning and the difficult ones at the end.

Question 7. Involvement of the students in the lesson

Initial performance

She recognized that not all the students were actively involved in the lesson. In the words of the participant:

“No, because as I said before, I... in the video I watched that not all the students were involved and they were in a passive and also in a negative attitude, and they were not participating at the same level as the ones who are active and like saying ‘I know the answer’ yeah.”

Question 8. Did the lesson arouse students’ interest in the subject matter?

Initial performance

The pre-service teacher could observe that at the beginning they were motivated but at the end they were not because of the ease of the activities.

Question 9. Did I do sufficient preparation for the lesson?

Initial performance

The participant’s answer was ‘more or less’ since she recycled some material from previous lessons in order to make the revision.

Table 2a shows a summary of the findings from the post-reflection interview. It presents the aspects in which the pre-service teacher focused on when reflecting on the questions of the post-reflection interview.

Table 2a. Reflection made by the pre-service teacher in the initial Post-reflection interview.

Success of the lesson

- more or less
- some problems faced (giving clear instructions/time management)

Strengths

- sitting arrangements
- Materials used
- original activities created by the teacher
- The majority of students learned what they were intended to learn since it was a

revision.

-They learned how to work in team.

-The lesson addressed students' needs because the pre-service teacher brings dynamic activities for the class. Students like them.

Aspects to be improved

-lack of clear instructions

-lack of monitoring students

-lack of participation of passive students

-Not appropriate level of difficulty of activities

-lack of some students' attention.

Some facts can be stated regarding the reflection made by the pre-service teacher in the initial post-reflection interview. The first is that by answering to specific questions about her performance in class she could raise more awareness about the success of her lesson, her strengths and the aspects she needed to improve. The second is that comparing the results of this instrument with those of the think-aloud, the participant now was able to identify some strengths. However, she still kept her attention on aspects to be improved when asked for her strengths and weaknesses identified in the first debriefing session. She mentioned again, as in the think-aloud, that she did not give clear instructions, that the length of activities was too long, and that some students' response was poor since they were passive or not paying attention. Finally, it can be said that the findings of this instrument were positive for this study since the pre-service teacher was undergoing a process of reflection where she was truly recognizing that she needed to improve as a teacher.

4.1.3 Initial Check-list for Peer-feedback

The last instrument to be analyzed was the checklist for peer-feedback (see Appendix D). This instrument was applied to a peer, in this case the researcher

herself. She was required to watch the video and fill in the check list with the information required. The application of this instrument did not have the purpose to make an evaluation but rather gather more information about the pre-service teacher performance for she could have a wider vision of it.

The findings from the analysis of the check list for peer feedback are shown in the following table (see Table 3a).

Table 3a. Findings from the initial peer feedback observation check-list		
<i>Aspects in which the pre-service teacher shows proficiency in the skills.</i>	<i>Aspects in which the pre-service teacher has mastered the basic elements.</i>	<i>Aspects in which the pre-service teacher has awareness of the basic elements.</i>
Makes use of previous knowledge	Encourages participation and involves students	Encourages the use of English as much as possible.
Give students time to think	Clear instructions	
Challenges students	Uses of elicitation techniques	
Clear explanations	Uses her voice appropriately	
	Uses a variety of techniques	
	Group control	
	Group motivation	
Other observations made by the peer: -A rapport activity was missing at the beginning of the class. -Any opportunity could be taken to encourage the use of English. For example, naming colors if they already know them. -Lack of praising for students with a motivating attitude (phrases like very good! You're doing well, receive an applause...) -Activities could be shortened for the students don't get bored. -A way to involve all the students in the classroom could be found.		

Table 3a above was divided into categories which show the peer's perspective in observing the lesson. In the first category presented here, according to the peer, the participant shows proficiency in giving students time to think, challenging them and give clear explanations of certain grammatical point. The second category presents the aspects which the pre-service teacher has mastered but is still lacking of practice in order to get proficiency on each of them. They are encouraging participation and actively involving students in the lesson, using appropriate elicitation techniques, using her voice appropriately, using a variety of techniques, controlling the group and motivating the group with appraisal. The last category shows one important aspect that the teacher should take into account, encouraging the students to use English.

The results of this last instrument showed that according to the peer's perspective the pre-service teacher had both strengths and aspects to be improved to a greater or lesser degree. The information collected from the peer pointed out that although the participant had some strengths, she still needed to improve certain aspects of her performance as a teacher. Comparing these findings with the ones from the previous instruments, it was revealed that there are some aspects that the pre-service teacher should focus more on when considering specific points of improvement. Thus, the results from the application of this instrument suggested that the participant should have focused on giving clearer instructions and encouraging more participation and involvement of passive students in the lesson.

4.1.4 Balance of the results from the initial application of the instruments

Making a balance of the findings of the three instruments used based on the initial video-recording and as a result of the analysis made from them, it can be indicated that, on the one hand, regarding the pre-service teacher strengths, seven aspects were identified. However, only three were recognized by the participant during the post-reflection interview. The other four aspects were pointed out by her peer in the checklist for peer feedback (See Table 4). On the other hand, regarding the pre-service teacher's aspects to be improved, nineteen aspects were identified from which eleven were recognized by the participant during the initial think-aloud and the post-reflection interview and eight were pointed out by the participant's peer.

Table 4 Balance of the results from the initial application of the instruments		
Instruments used	Identified Strengths	Identified aspects to be improved
1st – Think-aloud	Any found	<ul style="list-style-type: none"> -Use of the board -Giving instructions -Elicitation of answers -Misunderstandings occurred in the mother tongue -Length of activities -Poor Ss' response to the activities.
2nd- Post-reflection interview	<ul style="list-style-type: none"> -Sitting arrangements -Original materials -Ss learned to work in teams 	<ul style="list-style-type: none"> -Timing activities (too long) -Giving clear instructions -Ss not paying attention -Monitoring Ss work -Lack of Ss involvement in the lesson
3rd – Checklist for peer feedback	<ul style="list-style-type: none"> -Making use of previous knowledge -Giving Ss time to think -Challenging Ss -Giving clear explanations of grammatical points. 	<ul style="list-style-type: none"> -Encouraging the use of English as much as possible -encouraging participation and involve passive students -Motivating the group -Controlling the group -Using more elicitation techniques -Giving clearer instructions -Using a more appropriate tone of voice -Use of a variety of teaching techniques

It is worth mentioning that concerning the points of improvement, certain aspects of the pre-service teaching performance were repeated in two or in the three instruments used. Table 4 above uses different colors to show the correspondence of the aspects considered to be improved after the initial application of each instrument. The repetition of such aspects suggests that action should be taken on each of them in first place. They were the following:

- 1) Giving clearer instructions
- 2) Motivating students to participate and be involved during the lesson
- 3) Timing activities according to Ss needs
- 4) Using more elicitation techniques for encouraging the use of English

The above were the aspects suggested to be improved according to the analysis of the findings of the initial application of the instruments. Nevertheless, as the reflective process was supposed to be done by the pre-service teacher herself, after presenting all the information gathered (not analyzed for her) to the pre-service teacher and as a consequence fostering a reflective attitude in her, finally she was asked to choose at least three things she wanted to improve within eight weeks, when the second and final recording would take place. The elements she decided to work on were the following:

1. Giving clearer instructions
2. Timing activities according to her students' needs.
3. Praising students to motivate them

After making this decision, the pre-service teacher was asked to pay attention to the aspects she chose in order to improve them in an eight-week period of time

when a the second part of this study would take place. As a manner of supporting her process of reflection she was encouraged to consider the principles mentioned in chapter II for understanding the life of her classroom and from it making improvements.

Finally, as it can be noticed, there is not too much difference between the conclusions to which she arrived after reflecting on her performance and identifying the aspects she wanted to work on and the aspects suggested by this study after the analysis of the results from the instruments applied.

4.2 Results from the final application of the instruments

4.2.1 Final Video Recording and Think-aloud

The participant did the final think-aloud after watching the final recording of one of her lessons in the last debriefing session. Before starting to record the think-aloud the participant was again given instructions about what to do while watching her video. She was again encouraged to exteriorize any thought that came to her mind while watching and she was also informed that she would be audio-recorded. She was suggested to do it in Spanish just as she did in the initial think-aloud (see Appendix E).

The findings from the final think aloud (see Table 4) show the last reflections made by the pre-service teacher while watching her video recording. They are numbered in order of appearance in the recording of the final think- aloud. They reaffirmed the fact that by watching a video of her teaching increases her awareness of her performance in class and fosters reflection. Interestingly, this time she focused

more her attention on her students than on her, and she made suggestions for improving her following lessons. This behavior is supported by the idea previously mentioned of Richards and Lockhart (1994) that says that teachers after focusing on their performance, as she did the first time in the initial debriefing session, usually, focus on the effect their activities had on the students or the students themselves, as she did this last time.

Table 1b. Reflection made by the pre-service teacher in the final Think-aloud		
Point of focus	Aspect to be improved	High quality performance
Ss lack of integration to the activities	✓	
The initial song was tiring for her	✓	
Ss successfully learnt a song		✓
Lack of material preparation	✓	
Problems with question formation	✓	
Ambiguity in meaning of the material used	✓	
1 student standing up at the inappropriate moment	✓	
Ss learn well		✓
Lack of students' accuracy in writing	✓	
Good behavior shown by a student		✓
Some Ss do not respect material lent by the T	✓	
T adapts her instructions to students' behavior		✓
Different behavior of a student when being a camera filming	✓	
Suggestions for improvement		
<ol style="list-style-type: none"> 1. To get students to know the purpose of the lesson. 2. To make Ss pay attention by actively asking them questions. 3. To involve more the passive students in the activities. 4. To encourage everybody to participate. 5. To work more on Ss writing competence. 6. She got ideas of how to teach the next lesson based on her Ss 'needs from this lesson 		

Table 1b shown above shows the aspects she focused on while watching her final video. It shows aspects that she pointed out about her performance, her students' performance and the suggestions she came up with while thinking aloud. In the table the gray lines represent her student's performance and the white lines her own performance. Each point of focus has a tick in front of it to indicate if the performance needed to be improved or if it was of high quality.

On the one hand, concerning her performance, she pointed out four aspects that she had to improve. She first mentioned that the song she worked with was tiring for her. She said this because the last time she was video-recorded she started the lesson with a song. She showed her students how to sing and dance the song. She also mentioned that she did not previously prepare an appropriate board marker, so she took time to do it at the moment of the lesson. She recognized she doubted about how to write the correct structure of a question in English but that at the end she did it well; and finally she mentioned that she failed in bringing a drawing which was misunderstood by the students since it had ambiguous meaning.

On the other hand, concerning her students' performance, she pointed out 8 aspects she observed related to the general and specific behavior of the students. Firstly, she noticed that one of her students was not integrated to the activity in progress. Secondly, she mentioned that the students learnt the song because some students kept on singing it even after the signing activity. Thirdly, she realizes that another student was standing up while everyone was doing other activity. Fourthly, she recognized her students learnt well since the majority of them answered correctly when she asked for the parts of the body which was the main topic of the lesson.

Fifthly, she claimed to worry about the way they write because they only write what they listen, so they have many misspellings both in English and Spanish. In sixth place, she pointed out the good behavior of a student. She said that this was one of the students who handed in a good work at the end. In seventh place, she pointed out the general behavior of the students about the material she lends them. They were using some fly swatters. She mentioned that if they broke them they would have to pay them. In eighth place she observed that the students did not follow one of her instructions, so she had to change it. Finally, she pointed out that the behavior of one student was different when there was a camera recording.

Finally, it is essential to mention that in this final think aloud she made some recommendations for her own performance based on this lesson for improving the posterior ones. She pointed out the importance of letting students to know the purpose of the lesson by writing the main topic on the board. She said that a useful way to make her students to pay attention could have been by actively asking them questions about the topic. She considered the need to involve more the passive students in the activities in order to make them participate. She mentioned the necessity to focus more on her students' writing ability; and finally she got ideas of how to work with material for the next class in order to help them with the identification of words in English (see Appendix E).

From all of this, some facts can be stated: 1) as the pre-service teacher knew more precisely how the think-aloud instrument worked she was more confident when exteriorizing her thoughts, observing things and recognizing existing strengths and weaknesses in her classroom. 2) At the beginning she was so focused on her that

she could not see her students' performance. She now was able to focus not only on her but on her students' response to her activities. And 3) she did not only focus on aspects to be improved but also on students Strengths.

4.2.2 Final Post Reflection Interview

The final post reflection interview was applied just after the participant did the final think-aloud. It consisted in asking the participant the same set of questions from the initial debriefing session in order to help her to reflect on specific aspects of her performance before, during and after her last video-recorded lesson. Other questions were raised by the researcher in order to gather the information as clear as possible. Once again it is important to mention that all the participant's answers were based on her personal belief system about what constitutes good teaching (Richards & Lockhart, 1994).

The findings of the final post-reflection interview were as follows (see Appendix F for transcription).

Question 1. Success of the lesson

Final performance

According to the participant, her objective for this lesson was that students could identify the names of the parts of the body. The participant believed that the lesson was successful since she could organize all the sections of the class.

Question 2. Strengths and weaknesses of the lesson

Final performance

The participant started naming her strengths. According to her the strengths were the use of a song and a game. However, according to her, her main weakness was not to focus her attention on the passive students.

“Strengths...hum...the song, the game, and could be the...well, the weaknesses could be that I wasn’t focused on the students who were passive, so maybe it is a weakness” (Lines 6-8)

Question 3. Did they learn what they were expected to learn?

Final performance

The participant claimed that they learnt what they were intended to learn. In this case she accomplished her objective for the lesson.

Question 4. What the students learned from the class.

Final performance

According to the participant beliefs, the students learned the intended content, to work in teams and being respectful while being in class.

Question 5. Did the lesson address students’ needs?

Final performance

According to the participant the lesson addressed her students’ needs since it was important to make a revision of the basic content before starting reviewing the more difficult one. In the words of the participant:

“...it was a kind of review because those kinds of topics are essential and also are basic for them and then it is also to continue with difficult topics” (Lines 28-30)

Question 6. Level of difficulty

Final performance

According to the participant the level of difficulty was appropriate since it was a revision of the content they had already seen.

Question 7. Involvement of the students in the lesson

Final performance

The participant claims that some students were not so involved in the lesson.

In the words of the participant:

“No, because also I could notice that some of them were passive and also I didn’t asked them to participate...” (Lines 36-37)

She thinks she needs to encourage more participation from them specifically.

Question 8. Did the lesson arouse students’ interest in the subject matter?

Final performance

According to the participant’s beliefs they were interested in the subject matter.

In the participant’s words:

“Yes because they were very...well, for example with the game and with the song they were motivated and also with the game they already played in

previous classes, so they knew what they had to do and also it was a kind of competitive activity” (Lines 46-49)

Question 9. Preparation for the lesson

Final performance

The participant claimed that this was a review of a topic previously seen, so she had already prepared the material and kind of activities to teach the topic.

Table 2b shows a summary of the findings from the post-reflection interview. It presents the aspects in which the pre-service teacher focused on now that she reflected with help of the interview.

Table 2b. Reflection made by the pre-service teacher in the final Post-reflection interview.

Success of the lesson

-successful lesson.

Strengths

- well organized sections of the lesson
- the majority of the students enjoyed the song and the game played in class.
- appropriate level of difficulty of the activities done in class.
- Most of the students learned the content of the lesson
- they learned to work in teams and be respectful

Weaknesses

- lack of involvement in the lesson of some students
- Lack of encouragement for passive students by the teacher

The results from the application of this instrument showed that in the final post-reflection interview the participant recognized to have more strengths than weaknesses regarding her and her students’ performance. In addition, she considered this lesson to be successful. This clearly demonstrated that there was

improvement in her lesson. However, complementing these results with the ones obtained from the final think-aloud, it can be said that although she considered this lesson successful, there were still some aspects that she needed to improve in her teaching performance. From this the fact that can be stated is that professional development based on reflection is a never-ending process since there will always be things in our teaching practices that we will want to conserve or later improve (Wallace, 1991).

Apart from the set of nine questions asked to the pre-service teacher, the researcher formulated some other questions with the aim of getting more specific comments from the participant about her improvement shown in this final video-recording compared with the one recorded at the beginning of this study. Such questions and answers from the participant can be found in lines 50-166 (see Appendix F). They were based on the 3 aspects she decided to work on at the end on the initial debriefing session. They were giving clearer instructions, timing of activities to catch students' attention and praising students to increase their motivation. Table 5 contains the main findings on her improvement on these three elements, comments about other areas of improvement and comments about the use of video-recordings to foster a reflective exploratory teaching practice.

Table 5. Final comments on the pre-service teacher improvement	
Instructions	"Instructions...I think that I didn't work on that... because I didn't have a clear instruction at the beginning 'we have to do this and after this' and maybe the instructions were not in English. They were more in Spanish, so students could get the idea, for example, 'don't write on your notebook' 'please, pay attention' 'first and then you have a time to write' and maybe I said that kind of instructions, but for example for the game I couldn't explain the game or the instructions in English because they already knew the rules".

Time of activities	"I could manage the time but I have to improve in some activities like pronunciation because they are a big group but I have to work on how to make them to participate or being involved in that kind of activities, but without they get bored. It's part of the job".
Praising students	"I could improve more in the way I encouraged the students because I know that I have to use the reward like 'very good' but I have to be more cheerful".

Comments about other areas of improvement

Encouragement of more use of English:	"I took that decision because it was part of my social service, it was a rule to use more English instead of Spanish. Maybe if they didn't get the idea you could use Spanish but also you could use your body language for explaining"
Improvement in giving the lesson:	"It was easier for me to give an English class than to give a mathematics class because it's too hard to find the vocabulary about mathematics or about geography...and for example the material that I used in this class I've already made it. So, it was easier for me to give the English class".
She was more enthusiastic than at the beginning	"About this video... I was more enthusiastic because as I mentioned for all of us as students of teaching English it is easier to teach English than mathematics, so, I don't hate mathematics but it's hard. And also, for example, the game that I use with them could be part of other classes because they know how to play it, but now using a different strategy because I told you that maybe for the next time could be only the name of the parts of the body and not the pictures" .

Comments on the use of video-recordings to foster a reflective exploratory teaching practice

-She affirmed that in posterior lessons or in her future work she would use videos as a tool for reflecting about them:

"Yes because it's very useful, it is not for criticizing, it's for your improvement as a teacher and improve your strategies and maybe...well, in my case I could implement some other strategies or other kind of games or for example the seating arrangement because if they are in lines it's like the traditional classroom".

-“The first observation was kind of weird because I was not accustomed to that kind of things, but in the second observation I could realize that it was part of your job and also for my improvement in the case of strategies, methods and all of that”.

Comments by the pre-service teacher about the use of videos regarding the students

"They tend to act in some cases... like Xavier...or others...for example the one who was singing, that boy is very spoiled and I could watch that he was on his seat, and he was with an introverted attitude. So ...but some of them (the majority) acted like in the normal classes.

From table 5 the following can be stated: 1) By watching her own video-recording the pre-service teacher realized how much she improved in the aspects she chose at the end of the first debriefing session after reflecting on the initial and final application of the instruments. She improved in praising students and managing the time, but she claimed not having improved too much on giving clear instructions, in part because the last lesson was a review of what they knew, so the students did not need too many instructions. 2) Although she did not improve as she would have desired, there were other aspects of her performance that she enhanced. She improved in encouraging more the use of English. This was clearly seen by comparing the initial and final recordings and reflections made by the participant. The final application of the instruments clearly shows how she motivated the students to use more English. 3) Although the use of video-recordings may have some disadvantages, such as the strange feeling that some students feel when being recorded, it is effective in helping the pre-service teacher to realize about what life is like inside her classroom and therefore what and how to improve. The pre-service teacher herself affirmed that she would use video-recordings as a tool for gathering information to reflect on her future teaching practices.

4.2.3 Final Check-list for Peer-feedback

The final checklist for peer-feedback (see Appendix G) was applied again to her peer, the researcher. She was again required to watch the video and fill in the check list with the information required. As the initial application of this instrument, this final did not have the purpose to make an evaluation but rather to gather more

information about the pre-service teacher performance in the last application of this instrument for she could have a wider vision of it.

The findings from the analysis of the final check list for peer feedback are shown in the following table (see Table 3b).

Table 3b. Findings from the final peer feedback observation check-list		
<i>Aspects in which the pre-service teacher shows proficiency in the skills.</i>	<i>Aspects in which the pre-service teacher has mastered the basic elements.</i>	<i>Aspects in which the pre-service teacher has awareness of the basic elements.</i>
Makes use of previous knowledge	Encourages participation and involves students	
Give students time to think	Challenges students	
Gives clear instructions	Uses elicitation techniques	
Gives clear explanations	Uses teaching materials appropriately	
Encourages to use English as much as possible		
Uses her voice appropriately		
Uses body language		
Uses a variety of learning styles		
Uses a variety of techniques		
Group control		
General group motivation		
Other observations made by the peer: Make sure all the students participate		

Table 3b was divided by categories which show the peer's perspective in observing the lesson. In the first category presented here, according to the peer, the participant showed proficiency in making use of previous knowledge, giving students time to think, giving clear instructions, giving clear explanations, encouraging to use English as much as possible, using her voice appropriately, using body language,

using a variety of learning styles, using a variety of techniques, controlling the group and motivating the group with appraisal. The second category presents the aspects which the pre-service teacher has mastered but is still lacking of practice in order to get proficiency on each of them. They are encouraging participation and actively involving students in the lesson, challenging the students, using elicitation techniques, and using teaching materials appropriately. In the last category, the peer suggested her to make sure all the students' participation.

The results from this last instrument complementing the results of the two previous instruments (think-aloud and post-reflection interview) revealed that effectively the participant showed improvement in her lesson; however, there were still aspects that she could work on. This, once again shows the continuous process of reflection needed.

4.1.4 Balance of the results from the final application of the instruments

Making a balance of the findings of the three instruments used based on the final video-recording and as a result of the analysis made from them, it can be indicated that, on the one hand, regarding the pre-service teacher strengths, in comparison with the first balance of the results, there are more indicators that this lesson was more successful than the first one. It is worth mentioning that in this balance there are not only strengths from her but also from her students. In the same way there are aspects to be improved by her as by her students (see Table 6).

Table 6. Balance of the results from the final application of the instruments		
Instruments used	Identified strengths	Identified aspects to be improved
Last think-aloud	<ul style="list-style-type: none"> -Ss successfully learnt a song -Ss learning is going well -Good behavior shown by a student -T adapts her instructions to students' behavior -T makes suggestions for improving the following lessons. 	<ul style="list-style-type: none"> -Ss lack of integration to the activities -The initial song was tiring for her -Lack of material preparation -Problems with question formation -Ambiguity in meaning of the material used -1 student standing up at the inappropriate moment -Lack of students' accuracy in writing -Some Ss do not respect material lent by the T -Different behavior of a student when being a camera filming
Last post-reflection interview	<ul style="list-style-type: none"> -Successful lesson (aim achieved) --well organized sections of the lesson -the majority of the students enjoyed the song and the game played in class. -appropriate level of difficulty of the activities done in class. -Most of the students learned the content of the lesson -they learned to work in teams and be respectful 	<ul style="list-style-type: none"> -lack of involvement in the lesson of some students -Lack of encouragement for passive students by the teacher
Last checklist for peer-feedback	<ul style="list-style-type: none"> -Making use of previous knowledge -Giving Ss time to think -Giving clear instructions -Giving clear explanations -Encouraging to use English as much as possible -Using her voice appropriately -Using body language -Using a variety of learning styles -Using a variety of techniques -Group control -General group motivation 	<ul style="list-style-type: none"> -Encouraging participation and involves students -Challenging students -Using elicitation techniques -Using teaching materials appropriately

It is important to mention that concerning the points of improvement, in this case there was one specific aspect repeated in the three instruments used. Table 6 above uses blue color to show the correspondence of this aspect considered to be improved after the final application of each instrument. The repetition of such aspect suggests that action should be taken on its improvement in first place. It was the lack of all the students' involvement in the lesson.

Once again, as the reflective process was supposed to be done by the pre-service teacher herself, after presenting all the information gathered (not analyzed for her but given to her for she could reflect on) to the pre-service teacher in the final debriefing session finally she was asked what aspect she would now choose to work on for posterior improvement. She answered that after having watched and reflected on the videos her main concern was working on improving her own speaking ability in order to get more confidence to talk with her students and develop in them such ability. According to her beliefs, the lack of a high speaking ability is one of the causes that kept her back from developing fully.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

My B.A. thesis topic came from the following question: where is the starting point of a professional teaching development? Once you have a title as a teacher? I personally believe that the starting point of a teacher's professional development is at the teacher training stage. As it has been mentioned in previous chapters, professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Thus, pre-service teachers should seriously visualize themselves as professionals of their area since now. Unfortunately, many pre-service teachers I have observed do not believe themselves to be teachers until they finish their major. The problem is that meanwhile everything they do is just to fulfill a set of requirements demanded by the school. Clear examples of this are doing their service learning, doing their teaching practices and writing their B.A. thesis. In my point of view such a situation should be changed since all of these activities have the potential to enhance our teaching development, even when being still student teachers. They should start wearing the shoes of a teacher and start reflecting on everything they do and the decisions they take. They may start reflecting, for example, when doing their service learning if they have the opportunity to teach or in their actual teaching practices.

When talking about this, it comes to my mind a simple but meaningful comparison with daily life activities: preparing to be a teacher is like cooking chicken. If you do not add salt to the chicken before being boiled, the chicken will taste bad

once it is ready, and it will be very difficult to give it flavor even if you add salt later. The same may happen with teachers; whatever they may not do now, it would be very hard for them to do it in the future, when they are 'ready' to be teachers. Pre-service teachers who do not have a reflective attitude towards teaching now in their practices will find very difficult to use reflection in their actual teaching as professional ELTs.

For the reasons mentioned above I encouraged, by carrying out this research, one pre-service teacher to take the actual role of a teacher and start reflecting and exploring her teaching practices through the use of videos in order to demonstrate that it is possible for teacher students to start developing professionally at this stage.

This chapter presents the conclusions of the whole research by firstly answering to the research questions set out in the first chapter. Secondly, it presents a discussion about the relevance of this research. Finally, it makes some suggestions for further research.

5.1 Answers to the research questions

The following are the questions and answers to the research questions:

- 1. What were the reflections the pre-service teacher did after watching her video-recordings?*

As it can be seen in chapter IV, this study let the pre-service teacher participant to reflect on various aspects of her performance. However, in order to obtain clear results of her improvement, it was necessary to narrow these aspects by focusing on only three main aspects she particularly wanted to improve. These were: giving

clearer instructions, managing the time of the activities according to her students' needs and improve her manner of praising students. It is important to mention that although she did not improve as she would have desired in the aspects she chose, she could realize that she improve other aspects such as in using more English during the lesson. This tells us that a reflective process requires time for understanding things and then taking action on them.

2. How can pre-service teachers improve their teaching practice through the use of videos as a developmental tool in the EFL classroom?

As it has been shown by this study, pre-service teachers may improve their teaching through the use of videos as a developmental tool in the EFL classroom by not only watching them, but adopting and be willing to have a reflective attitude towards what they watch. By incorporating the use of videos in their teaching practices they have the opportunity to watch them not only once but as many times as they may want, each time focusing on a different aspect they may want to understand and then improve. An important aspect to be mentioned here is that the reflection on videos can be well complemented with other instruments for reflection as it was shown in this study where think-alouds, post-reflection interviews and peer feedback checklists were used.

3. What are the benefits the pre-service teacher received from watching and reflecting on a video of her performing a lesson?

By having watched and reflected on her teaching performance, the pre-service teacher increased her understanding and awareness about what was really happening in her classroom and how positively or negatively she was contributing to the learning process of her students. This clearly benefited her in that at the end she

could improve her teaching performance. In addition, the use of video-recordings provided her with a great tool not only to improve this time while being part of a research but to be able to improve at any stage of her future career.

4. How beneficial was peer evaluation in an exploratory teaching practice?

The feedback the pre-service teacher received from her peer was a valuable piece of information since this let her see her teaching performance from a different perspective apart from hers. This certainly increased her opportunities for self-reflection. She actually took into consideration to be improved one of the aspects her peer pointed out as one of her aspects of improvement when performing a lesson.

5.2 Discussion

This research shows a clear contribution intended for pre-service teachers beginning to teach. As it was mentioned at the beginning, they should be able to be autonomous learners during all their careers (Nhu & Thuy, 2006). This means that they have the responsibility to develop their professional expertise in a self-directed manner even if they are at a training stage. This is what makes them professional teachers.

It has been stated that the key to reach the objective set out above is fostering reflection. As it was mentioned in chapter I, learning to be a teacher through a reflective approach provides pre-service teachers with the opportunity to critically reflect about self-attitudes, beliefs and teaching practices.

In this study it has been shown that the use of videos is a quite useful contributor to foster reflection. It raises pre-service teachers' awareness on their

teaching performance. This provides a wide gathering of information which pre-service teachers can later examine and reflect on.

Although the use of videos is an important tool which fosters reflection, it is central to mention that in order to do a further effective reflection other means to foster reflection are necessary. In this study they were: think-alouds, post-reflection interviews and checklists for peer-evaluation. By combining all these elements pre-service teachers can make of their practices a continuous enterprise towards their professional development which not only benefits themselves but as a result makes them offer a better service to the learning community.

In conclusion, reflection leads to awareness, awareness leads to understanding and change, understanding and change leads to improvement, and improvement in our teaching practices leads us to reach our professional development.

5.3 Suggestions for further research

This paper pointed out the importance of fostering a reflective attitude towards the first teaching practices of pre-service teachers at a beginning stage due to the belief that if they adopt such attitude since now, they will do it in the future. Videos and other complementing tools were the means to reach this objective. All of this was done with the aim to provide pre-service teachers with a tool that help them to become autonomous learners in their life-long career; in other words, by not always being dependent on a teacher's advice about what to do.

On the one hand, as it can be seen, this study explored elements that could lead a pre-service teacher to step into professional development. For example, it provided the participant with instruments that helped her to reflect on her teaching performance and her students' performance and with it understanding the life of her classroom. This study clearly revealed how such instruments were useful for improving herself but not really how they influenced on the students. For this reason it is suggested as further research to look for the perspective of the students in a study like this. In other words, this research could be further developed or expanded if it includes the students' perspective as well.

On the other hand, it can be said that this study also wanted to raise the culture of a reflective behavior in future professionals, in this case pre-service teachers. However, it is my belief that future professionals are not only pre-service English teachers, but pre-service teachers compelled to teach other subjects. For this reason, further work is also required to establish this. It might be shown that the use of videos might help pre-service teachers of other subjects to reflect on their behavior when performing their lessons; thus, leading them to understanding of their practices and improvement of them. This might clearly enhance even more a reflective behavior which might be visible when they arrive to later stages. In addition, this will bring benefits not only for them but for the community where they are performing their teaching service.

5.4 Teaching implications

This research besides demonstrating that the use of video-recordings complemented with other instruments such as think-alouds, post-reflection interviews and peer checklists are a powerful developmental tool to foster reflection in teachers' practices, it demonstrates that one of the best ways to improve teachers' performance in class is precisely the inclusion of reflection. Furthermore, this research also proved that using video-recordings is not only a way to improve performance as a teacher but it is also a valuable manner to contribute to teachers' professional development. In other words, and as it was mentioned on Chapter V, reflection leads to awareness, awareness leads to change, change leads to improvement and improvement in a teacher's practices leads to professional development.

5.5 Limitations of the study

As any other study this research had some limitations pointed out in the following lines. The first is that as this was a case study, any generalization could be made. However, the participant found being part of this research quite useful and rewarding since she discovered aspects of her performance she could have not even notice if she had not watched and reflected on her video-recordings. In addition, she recognized that living this experience definitely contributed on her professional development because she was now more aware of her strengths and aspects of improvement.

Finally, the second limitation has to do with some inaccuracies of the think-alouds and videos. On the one hand, think-alouds may have had certain inaccuracies

since we cannot be sure that the participant exteriorized every single thought from her mind when watching her performance on the video. However, this is why other instruments were used in order to gather more information about her reflection on her performance. On the other hand, the video recordings may have influenced the natural behavior of some students impeding in this way to have a pure video-recording of the natural environment of the classroom. Nevertheless, the pre-service teacher mentioned that only a few students changed their behavior a little. This situation can be avoided if the camera is placed somewhere the students cannot see it, so they do not feel the presence of somebody video-recording them.

In conclusion, although this study had some limitations, it did not impede to make a meaningful contribution to the pre-service teacher professional development.

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Appendix A. Initial think-Aloud

Minute	Think-aloud	Comments
00:04:43A	Ahi creía que estaba en el otro salón. En el otro salón tengo dos pizarrones...y yo así de...ah chihuahuas es uno...	She was going to start writing on the board.
00:15:18A	Ahí me equivoqué...hahaha	She gave some instructions to the students.
00:15:21L	Por qué?	
00:15:22A	Porque les dije “come to your seats”...lo que yo siempre he escuchado es “back to your seats” lo bueno es que ya estaban en sus lugares.	
00:18:38A	Diesiocho...hahaha...ahh sus tres años!	She was dictating numbers for the students wrote them on the board. She wanted to use as a reference the phrase “remember when parents celebrate their girls a party”. This obviously was ambiguous since parents usually celebrate their daughter’s 3, 15 and 18 years old. The number she wanted the students to write contained the number 15.
00:19:52A	Especial y los de este equipo ponen a la que era especial...hahaha	
00:20:02A	Yo creo que emplee mal la palabra...en “especial”... hubiera dicho...al compañero que le tengan más confianza...	
00:23:47A	Wow, me tardé con eso veinte minutos.	In the classroom there is a girl with a physical disability whom they may call special. When the pre-service teacher said “choose someone special from your team” the students immediately chose her.
00:25:51A	Soy mala...	
		She points out that the activity where the students had to go to the front and write a number lasted 20 minutes. It was too long for her.
		She said “I’m bad” because, in the activity they were doing, the students received a point for each correct reading of the number she showed them. However, this time as she could not decide who giving the point to, she decided not to give any point.

<p>00:26:41A</p>	<p>En esa actividad ahí cambió como el rol porque este equipo en la primera actividad estuvo más activo y ya después ellos fueron los más activos y ya los más pasivos fueron los otros...sí...se desmotivaron por no llevar tantos puntos.</p>	<p>She realizes how a team was actively participating at the beginning but how this motivation fell down when they realize they had not enough points.</p>
<p>00:43:52L 00:43:56A</p>	<p>Ahí ya no mencionaste quién ganó, o sí? No, ya no... No, pero ves que les había dicho: “es un hecho que ustedes ya ganaron”</p>	

Appendix B

Questionnaire for the Post-Reflection Interview

1. Was this lesson successful?
2. What were the main strengths and weaknesses of the lesson?
3. Did the students learn what they were intended to learn?
4. What did the students get out of the lesson?
5. Did the lesson address the students' needs?
6. Was the lesson at an appropriate level of difficulty?
7. Were all the students involved in the lesson?
8. Did the lesson arouse students' interest in the subject matter?
9. Did I do sufficient preparation for the lesson?

Adapted from Richards & Lockhart (1994)

Appendix C

Transcription of the initial Post-reflection interview

Name: Post-reflection interview **Place:** School of languages BUAP **Time:** 3:30 pm

Interviewer: Maria Luisa Zavaleta Muñoz **Date:** January 30th, 2013

<p>001LU <i>Was this lesson successful? What do you think?</i> 002A Uhm...about the video...the objective it was not...uhm... 003LU <i>What was your objective?</i> 004A The review of all the topics...but for example when I gave 005 the instruction I was not clear about that and I think that also 006 the time it was not following that...in five minutes I had to do 007 this and so, I think that the objective, it was clear but the 008 activities in a period of time were bored. 009LU Do you think they were too long? 010A Aha... yeah, because I didn't establish the time that they had 011 to do the activity. 012LU So do you consider it successful? 013A Successful, so, so... 014LU More or less? 015A More or less, yeah. 016LU <i>What were the main strengths and weaknesses of the class?</i> 017A Strengths...hum... 018LU Something you feel it was ok, it was good. 019A Strengths...start with the weaknesses... 020LU Ok. 021A Ok the weaknesses were that instructions were not clear and 022 also I made a mistake that I couldn't monitor the classroom. 023 For that reason some of the teams were passive. Also...and 024 the participation...well, I tried that students had a 025 participation...well... how to say that... 026LU That all of them participate? 027A Aha...yeah, but I could observe that they don't 028 participate...all the group because some...the same 029 students that I know that participate, they were active and 030 others were like passive and in a negative attitude because I 031 could observe that. If they didn't win a point they were like 032 angry about that, yeah. And also, for example, in solving the 033 sums, I could realize that the activity, it was not from the 034 easiest to the highest or something like that... 035LU Like you didn't establish a degree of difficulty? 036A Yeah, and also...what else? Uhm... well, for that reason I 037 could notice that I lose the control of the group because they 038LU were doing other stuff, yeah. How did you feel when you 039 were there? Did you feel like they were participating?</p>	
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040A	I felt that they were participating but I could watch that	
041	they...	
042LU	Now that you watched the video you realize that some of	
043	them do not participate?	
044A	Yeah, yeah that it wasn't...and the strengths...uhm...	
045	maybe... the seating arrangement because I'm not used to	
046	teach in the same way that they have to be in lines or	
047	something. I try to make teams and also to promote	
048	individual participation, and also could be the material that I	
049	use, and for example to plan the lesson I'm used to like	
050	create my own activities, for example in the geography class	
051	"When I went to the space..." that was from my creation.	
052	Yeah.	
053LU	<i>Did the students learn what they were intended to learn? Or</i>	
054	<i>practice in this case that it was a revision.</i>	
055A	Uhm...Yeah because I knew that after, or during vacation we	
056	are not used to study and I really wanted to review those	
057	topics for the next topics that we are going to check, yeah.	
058	And they were remembering.	
059	Yeah and they were remembering and they were relating	
060	their previous knowledge and then, ok, well, if they had	
061	some mistakes they could improve the way they learned	
062	them before.	
063LU	<i>What did the students get out of the lesson? What could they</i>	
064	<i>learn from this lesson? What did they learned? Something</i>	
064	<i>that you think they took home.</i>	
064A	They learned for example... I could realize that they learned	
065	to work in teams because sometimes they made comments	
066	like "it's not fair, why if they are working like a whole group	
067	they have the whole point if you are asking only for a person	
068	that has to give the answer" but with those kind of activities I	
069	try to... that they learn how to work in team because for	
070	example when I asked for a special classmate	
071	they...well...the team who was with Siomara, they	
072	understand that she was the one.	
073LU	The special...	
074A	Yeah, but they tried to support her, and maybe they didn't	
075	win, but... also in each class I try to remember that rule: if	
076	you are in a team, you have to work like a team, yeah.	
077LU	<i>Did the lesson address the student's needs?</i>	
078A	Yeah because they are, for example they are used to use	
079	dynamic activities, also... because their teacher is not	
080	like...you have to stay in your place and sit down, be quiet.	
081	Also they make dynamic activities, also for the meaningful	
082	learning, yeah. After an explanation they have to do an	
083	activity and with that they could get better the information.	
084	With the activities that you provide	

085	Yeah.	
086LU	<i>Was the lesson at an appropriate level of difficulty?</i>	
087A	Maybe at the beginning, but also it was like...so difficult for	
088	them for example in the numbers...I didn't establish that step	
089	or that rule, that the numbers were from the... for example	
090	sixty to two thousand...	
091LU	Did you teach them these kind of numbers before?	
092A	Yeah, I taught them but... uhm...I think that the activity it	
093	was not...	
094LU	At their level?	
095A	It was at their level but it was not planned in an order that	
096	they could understand better the numbers. Yeah.	
097LU	You mean like... that they could have answered first the	
098	easiest ones	
099A	Yeah.	
100LU	and at the end the most difficult?	
101A	Aha, the most difficult. Yeah.	
102LU	<i>And were all the students involved in the lesson?</i>	
103A	No, because as I said before, I... in the video I watched that	
104	not all the students were involved and they were in a passive	
105	and also in a negative attitude, and they were not	
106	participating at the same level as the ones who are active	
107	and like saying "I know the answer" yeah.	
108LU	<i>Did the lesson arouse student's interest in the subject</i>	
109	<i>matter? Were you able to make them get interested in the</i>	
110	<i>class?</i>	
111A	They were interested at the beginning, but at the end they	
112	were not... because it was like my fault because I didn't	
113	involve them and for that reason they were not interested to	
114	do the activity and to participate in their team.	
115	For some of them	
116	Yeah.	
117LU	<i>Did you do sufficient preparation for the lesson?</i>	
118A	More or less because the material was from last year. And I	
119	used the same material because I knew it was a review and	
120	they had to remember again how for example...how to say	
121	an addition and a subtraction... but my...well the	
122	organization, it was not clear.	
123LU	The organization of the activities? The order of the activities?	
124	Or..?	
125A	The order was ok but the organization about the time.	
126	Ok, those are all the questions, thank you for your	
127	participation.	
128	Thank you. It was good to observe my class.	

Appendix D

Initial Checklist for peer evaluation

The following table contains the results of the peer feedback.

1. Needs improvement
2. Has awareness of the basic elements
3. Has mastered the basic elements
4. Shows proficiency in the skills of this criterion

		1	2	3	4
1	Encourages participation and involves students			X	
2	Makes use of previous knowledge				X
3	Give students time to think				X
4	Challenges students				X
5	Gives clear instructions			X	
6	Uses elicitation techniques			X	
7	Gives clear explanations				X
8	Encourages to use English as much as possible		X		
9	Uses her voice appropriately			X	
10	Uses body language			X	
11	Uses a variety of learning styles				X
12	Uses teaching materials appropriately			X	
13	Uses a variety of techniques			X	
14	Group control			X	
15	General group motivation			X	
Other observations: -A rapport activity was missing at the beginning of the class. -Any opportunity could be taken to encourage the use of English. For example, naming colors if they already know them. -Lack of praising for students with a motivating attitude (phrases like very good! You're doing well, receive applause...) -Activities could be shortened for the students don't get bored. -A way to involve all the students in the classroom could be found.					

(Adapted from Richards & Lockhart, 1994)

Appendix E. Final think aloud

Minute	Thoughts	Comments
00:01:33 00:01:34	LU: Ya saben qué es louder? Sí	Here the researcher asks the pre-service Teacher if they already know the meaning of the word louder because she does not mention the meaning to the students at any moment.
00:01:44	Mira, Xavier no estaba bailando	She notices that one of her students was not integrated to the activity in progress.
00:04:30	Es agotadora esa canción.	She points out that the song was tiring for her, the teacher.
00:04:51	Bien que se la aprendieron.	After the activity in group of singing the song 'head, shoulders, knees and toes' some students kept on singing it without the music.
00:05:14	Ahí iba a agarrar el plumón y le puse así (haciendo señas de escribir) y dije ay este no es de pizarrón, agarro otro y tampoco era de pizarrón.	She explained why she took time for starting to write.
00:05:43 00:05:52 00:06:03	(she laughed) Tuve mis dudas para escribir esa pregunta Sí, es que no sabía si era primero 'do you...know? O 'parts of the body do you know?' ¿Qué es primero?	She doubted about how to write the correct structure of a question in English.
00:06:15 00:06:17	LU: Do you know...? Heeee! Diez!	
00:08:08	Ahí se me olvidó ponerles el título, les puse y lo borré	She pointed out that it was important to write the name of the topic on the board, so the students could know the aim of the lesson.
00:09:20	Ahí hubiera sido bueno que les preguntara a los que no estaban poniendo atención	Some students were not paying attention. She realizes that a way to make them pay attention could have been to ask them about the topic.
00:09:30 00:09:44	(she laughed) Les dije... Los niños de primero sí agarraron bien la onda, me me dijeron, la espalda. (she and the researcher continue laughing)	In one of her flashcards she

00:09:51	Será porque no me salió como el dibujo original.	tried to represent with a drawing the back, but this seemed to be the stomach.
00:11:09	Oye esta niña estaba parada.	The students misunderstood the intended meaning of the drawing.
00:13:56	Ahí les debí haber preguntado a ellos, a los más pasivos.	She was asking the students, one by one, to tell her the parts of the body. She realized that one of the students was standing up while this activity.
00:14:14	Y luego nada más lo agarré a él. Por eso yo creo que me odia.	
00:14:31	Él sí sabe pero es mañoso para trabajar	
00:16:31	No se si ahí también le dije a Ángel.	She asked volunteers to tell her the parts of the body. Some students were really encouraged to participate but some others were not. She points out that she should have asked them in order to make them participate.
00:17:15	Sí, porque primero fueron volunteers y después victims.	
00:21:44	Diría mi maestro de Francés, aunque es muy tardada la actividad, tienes que hacerlos participar	
00:21:55	Sí! Se les quedó algo	Although the activity was long, she recognized the importance of asking students one by one for making them participate.
00:22:23	De tanto que se les estaba repite y repite. La cuestión es la forma escrita que es lo que más les cuesta... porque ellos todavía tienen el error de lo que escuchan lo escriben.	
00:22:27	Pero español ya saben bien, ¿bien?	The majority of them answer correctly when she asks them to tell her the parts of the body. She recognizes her students learn well; however she worries about the way they write. She points out that they still write what they hear. They still commit misspellings even in Spanish.
00:22:29	No, tienen unas faltas de ortografía	
00:22:49	LU: ¿Ahí que te preguntó?	
00:22:51	Qué parte del cuerpo...no me acuerdo...que si...ah...que si tenían que hacer los dibujos y le dije que no, pero ya sabes, que les dices 'no escriban' y ahí están.	
00:23:23	Y por ejemplo Xavier, aunque se ve pasivo pero estaba haciendo todo, él fue de los únicos que me entregó con dibujos.	The researcher asks her what did a student asked her. She asked about instructions.
00:24:02	Un día los van a romper y me los van a tener que pagar.	She points out the behavior of a student. She says that this was one of the students who hand in a good work at the end.
00:24:55	Quería hacerlo de espaldas pero empezaron a voltear y dije 'ya véanlo' (She laughed)	As part of one activity, the students were playing with some fly swatters. They hit the board too hard that she says that one

<p>00:25:19</p> <p>00:25:30</p> <p>00:26:20</p> <p>00:27:56</p> <p>00:31:39</p>	<p>Para la próxima vez lo voy a hacer con nombres y no con las flashcards.</p> <p>Sí porque igual hice eso con los niños de primero y ya como que empiezan a identificar las letras y ya saben.</p> <p>Ya me di cuenta de que Xavier se intimida con la cámara porque si no estuvieras tú estaría sentado.</p> <p>...que igual no funcionó porque estaban parados.</p> <p>Jazmín creo que ya no volvió a pasar, se tomó muy a pecho el hecho de que les dije que si ya habían pasado que ya no pasaran.</p>	<p>day they will break them and will have to pay for them.</p> <p>For the same activity she wanted them not to face the board. However it was impossible for them not to face the board. She had to modify the instruction and ask them to face the board.</p> <p>She got an idea for the next class in order to help them with the identification of words in English. Instead bringing drawings, she will bring the letters. She did it with younger students and it worked well.</p> <p>She points out that the behavior of one student is different when there is a camera recording.</p>
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Appendix F.

Transcription of the Final Post-Reflection Interview

001LU	<i>Was this lesson successful? Why? or Why not?</i>
002A	Yes because I...I could organize all the sections about the
003	class. It was a little bit...kind of boring for the students that I
004	had to ask...but it was part of the lesson.
005LU	<i>What were the main strengths and weaknesses of the class?</i>
006A	Strengths...hum...the song, the game, and could be
007	the...well, the weaknesses could be that I wasn't focused on
008	the students who were passive, so maybe it is a weakness.
009LU	<i>And I didn't ask but what was your objective?</i>
010A	Objective...that students could identify the names of the
011	parts of the body.
012LU	<i>And did the students learn what they were intended to learn?</i>
013A	Yes
014LU	<i>The parts of the body? Yes?</i>
015A	Yes
016LU	<i>What did the students get out of the lesson? What did they</i>
017	<i>learn?</i>
018A	The parts of the body and also well, I think that it was that
019	they identified them with the pictures, but maybe for the next
020	time they could identify their own bodies. For example, point
021	out your hand or your leg.
022LU	<i>And apart from the lesson?</i>
023A	To work in teams and also to be respectful because I could
024	realize that I said phrases like 'be quiet' 'sit down please'
025LU	<i>Did the lesson addressed students' needs? Why was it</i>
026	<i>important to teach them the parts of the body?</i>
027A	Maybe for them it is not too much important that they learn
028	the parts of the body, but for me it is was because they
029	already knew the parts of the body, but it was a kind of
030	review because that kind of topics are essential and also are
031	basic for them and then it is also to continue with difficult
032A	topics.
033LU	<i>Was the lesson at an appropriate level of difficulty?</i>
034A	Yes.
035LU	<i>Or was it too easy or too difficult?</i>
036A	No, it was average.
037LU	<i>Were all the students involved in the lesson?</i>
038	No, because also I could notice that some of them were
039A	passive and also I didn't asked them to participate
040	or...like...could you tell me what is the name of this part of
041	the body and point out to the picture.

042LU	<i>So you think that you needed to encourage more participation from them?</i>
043	
044A	Yeah
045LU	<i>And did the lesson arouse the student's interest in the subject matter? I mean the way you presented the topic, the materials, everything.</i>
046	
047	
048A	Yes because they were very...well, for example with the game and with the song they were motivated and also with the game they already played in previous classes, so they knew what they had to do and also it was a kind of competitive activity.
049	
050	
051	
052	
053LU	<i>How did you see your improvement from the last?</i>
054A	I could improve more in the way I encouraged the students because I know that I have to use the reward like 'very good' but I have to be more cheerful.
055	
056	
057LU	<i>How difficult was it to say 'very good'?</i>
058A	It was not too difficult, but it was not the same as with kids of first grade because they are of 6 th grade, and they are not aware to be in situations like when the teacher says 'very good!' or 'an applause for him or for her' they are not accustomed to do those kind of things, but I have to work on that.
059	
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064LU	<i>Because I noticed that when you used more 'very good' they also said 'very good', they were repeating. I noticed that they were more encouraged to participate. They were 'me, me, me'</i>
065	
066	
067	
068A	Yes, but I have to be more cheerful.
067LU	<i>Well I think that it was good, I saw that you improved in praising students, but maybe you need a wider range of phrases for praising them.</i>
071	
072	
073A	Yeah: excellent...
074LU	<i>Not only very good but other kind of expressions. And what about the length of the activities? Did you improve in that aspect?</i>
075	
076	
077A	Yes because I could manage the time but I have to improve in some activities like pronunciation because they are a big group but I have to work on how to make them to participate or being involved in that kind of activities, but without they get bored. So, it's part of the job.
078	
079	
080	
081	
082LU	<i>It's part of the job. And the other aspect was instructions.</i>
083A	Instructions...I think that I didn't work on that... because I didn't have a clear instruction at the beginning 'we have to do this and after this' and maybe the instructions were not in English. They were more in Spanish, so students could get the idea, for example, 'don't write on your notebook' 'please, pay attention' 'first and then you have a time to write' and
084	
085	
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089	maybe I said that kind of instructions, but for example for the
090	game I couldn't explain the game or the instructions in
091	English because they already knew the rules.
092LU	<i>But did you feel they did what you wanted them to do?</i>
093	yes
094	<i>So there was no problem with the instructions, they did it</i>
095	<i>well?</i>
096	<i>And what other aspects do you think you improved apart</i>
097	<i>from the three that you chose?</i>
098
099	<i>Because I could realize that you used more English</i>
100A	Ahh yes!
101LU	<i>More than in the last one.</i>
102A	Yes because it was part of the rules in this class because
102	since 2 or 3 weeks ago I told them that the class would be in
103	English. More English than Spanish in order to improve their
104	communicative competence.
105LU	<i>Why did you take that decision?</i>
106A	Because it was part of my social service, it was a rule to use
107	more English instead of Spanish. Maybe if they didn't get the
108	idea you could use Spanish but also you could use your
109	body language for explaining.
110LU	<i>And what other kind of things did you realize about the</i>
111	<i>video? Or maybe from the first time you watch it and this</i>
112	<i>time.</i>
113A	Well, it was easier for me to give an English class than to
114	give a mathematics class because it's too hard to find the
115	vocabulary about mathematics or about geography...and for
116	example the material that I used in this class I've already
117	made it. So, it was easier for me to give the English class.
118LU	<i>And what was your first impression when you watched the</i>
119	<i>first video? What did you think about you, about the</i>
120	<i>students?</i>
121A	About the students...I could watch and confirm who are the
122	students who tend to be passive or active or participating,
123	and also because I had to observe before your observation,
124	and I could notice the same students who are passive not
125	only in my class are also passive in the normal classes they
126	have, so I have to work more with those students because if
127	they don't feel confident in themselves they won't be able to
128	participate. And about this video it was the same students
129	who were passive who preferred to be quiet. Yes.
130LU	<i>Something else about this video?</i>
131A	About this video... I was more enthusiastic because as I
132	mentioned for all of us as students of teaching English it is
132	easier to teach English than mathematics, so, I don't hate

133	mathematics but it's hard. And also, for example, the game	
134	that I use with them could be part of other classes because	
135	they know how to play it, but now using a different strategy	
136	because I told you that maybe for the next time could be only	
137	the name of the parts of the body and not the pictures.	
138LU	<i>And for example for your posterior lessons or in your future</i>	
139	<i>work would you use videos as a tool for reflecting about</i>	
149	<i>them...</i>	
150A	Yes!	
151LU	<i>Reflecting about them and reflecting about your</i>	
152	<i>performance?</i>	
153A	Yes because it's very useful, it is not for criticizing, it's for	
154	your improvement as a teacher and improve your strategies	
155	and maybe...well, in my case I could implement some other	
156	strategies or other kind of games or for example the seating	
157	arrangement because if they are in lines it's like the	
158	traditional classroom.	
159LU	<i>And what do you think the students think about the video?</i>	
160	<i>Do you think they feel kind of threaten?</i>	
161A	They tend to act in some cases... like Xavier...or others...for	
162	example the one who was singing, that boy is very spoiled	
163	and I could watch that he was on his seat, and he was with	
164	an introverted attitude. So ...but some of them acted like in	
165	the normal classes.	
166LU	<i>The majority of them?</i>	
167A	Yes, the majority. Because for example, the same students	
168	that I could watched in my observations that they tend to be	
169	passive, those ones are the same, but in the case of the	
170	ones that tend to act bad, well, I could notice that in the	
171	example of Samuel or Xavier. And also for example other 2	
172	students were passive when they tend to participate	
173	because I think that they felt uncomfortable that someone	
174	was recording.	
175LU	<i>And how did you feel when being recorded?</i>	
176A	The first observation was kind of weird because I was not	
177	accustomed to that kind of things, but in the second	
178	observation I could realize that it was part of your job and	
179	also for my improvement in the case of strategies, methods	
180	and all of that.	
181LU	<i>Well, that's it. Thank you very much!</i>	

Appendix G. Final Checklist for peer evaluation

The following table contains the results of the peer feedback.

1. Needs improvement
2. Has awareness of the basic elements
3. Has mastered the basic elements
4. Shows proficiency in the skills of this criterion

		1	2	3	4
1	Encourages participation and involves students			X	
2	Makes use of previous knowledge				X
3	Give students time to think				X
4	Challenges students			X	
5	Gives clear instructions				X
6	Uses elicitation techniques			X	
7	Gives clear explanations				X
8	Encourages to use English as much as possible				X
9	Uses her voice appropriately				X
10	Uses body language				X
11	Uses a variety of learning styles				X
12	Uses teaching materials appropriately			X	
13	Uses a variety of techniques				X
14	Group control				X
15	General group motivation				X
Other observations made by the peer: You should make sure all the students participate.					