



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS

EXPLORING GRADUATES' PERCEPTIONS AND
SUGGESTIONS CONCERNING “Práctica Supervisada
Reflexiva” AND “Experiencia Profesional”

A thesis submitted to the School of Languages for the Degree of
LICENCIATURA EN LENGUAS MODERNAS

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June, 2018



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ABSTRACT

This thesis reports a mixed method research concerning graduates' opinions and suggestions to the courses of "Práctica Supervisada Reflexiva" and "Experiencia Profesional". The study was carried out at a public university in a faculty of modern languages which has an English language teaching major. The program includes the subjects previously mentioned, and the study was directed to graduates from this ELT program. The primary aims of the study were to explore the different perceptions from graduates according to their experience in these courses, and to find out the recommendations that graduates have for these courses forming future English teachers.

The research data were collected via questionnaires that were applied to twenty graduates and an interview applied to four graduates. The research findings revealed that 80% of the graduates really enjoyed these classes and they learnt a lot. However, they considered there were some factors that they would change or add to these courses. The results also showed that 40% of the graduates expected from these courses to practice teaching, to gain classroom management experience and 20% expected to learn how to design a lesson plan. Furthermore, although most graduates (70%) rated their performance in these courses as good, they said they would have liked to practice more and also to have had the opportunity to work in different contexts and levels to have a better training in the field.

Finally, the different suggestions that graduates considered important to take into account for these courses are mentioned. Some of the suggestions include teaching real classes since the beginning of the major, having fewer microteachings, providing a positive feedback in both courses, being instructed to design a lesson plan, etc. These results and their implications are described within this thesis.

ACKNOWLEDGEMENTS

Writing this thesis was an intense learning process for me, not only in the professional field but also on a personal level and I am totally grateful to the people involved to make this possible.

I would first like to acknowledge Dr. Nancy Keranen, my teacher from Seminario de tesis I and II; she helped me to start this project and to carry out the basis of my study. She supported me greatly and was always willing to help me.

Likewise, I would like to express my sincere gratitude to Mtra. Amelia Hernandez Grande. I deeply appreciate her effort, support, patience, motivation, enthusiasm and immense knowledge. She taught me great things with her example and motivated me to take risks.

Moreover, I would like to thank the members of the reading committee. Mtra. Dalila Ortiz López and Mtro. Miguel Ángel Rodríguez Vega for their insightful comments, the excellent advice and detailed review during the preparation of this project.

Last but not least, I give my special appreciation to all the participants from the interview and the questionnaire. Their participation, comments, opinions and ideas provided me with valuable data to complete this research.

Thank you for being part of this project. Your contribution, guidance and support helped me throughout the research and writing process of this thesis.

DEDICATIONS

I especially dedicate this research to my beloved parents Guadalupe and Gabriel, for their love, understanding and support.

Above all, I dedicate this research to God, to whom I am forever grateful for the wisdom, strength, obstacles and opportunities.

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CHAPTER I: INTRODUCTION

1.0 Introduction

To be an outstanding teacher is one of the most important objectives for students involved in the teaching area. A student teacher has to be dedicated, requires having a lot of practice and an extensive instruction to be ready to teach a lesson to a variety of students.

Being a teacher brings with it a big influence in humanity; it plays an essential part in developing opportunities forming different generations. Consequently, it has been established that for achieving effective teaching the environment in a classroom is quite essential (Terek, Ivanović, Terzić, Telek & Šćepanović, 2015).

The significance of a classroom's environment includes setting aims and efficient lessons, collaborating with other teachers and the rest of the community, involving students with diverse tasks, meaningful learning, testing and constant feedback (Kington et al. 2005, cited in Terek et al, 2015, p.139)

Concerning my own teaching development, by now I have worked as an English teacher before. Also, some of my classmates have taught for some time now, but some others are just about to face it for the first time. Either situation, we require a lot of practice to gain experience and confidence in every aspect of teaching. As we are in the last year of a language teaching major, we are starting to get involved in the real world of teaching and eventually we may face unknown issues.

Novice teachers usually start with great expectations about the positive impression that they will create in their students, but frequently they face a surprising reality that makes them realize that it can be harder than they believed (Weinstein 1998, cited in Megan & Anita 2007, p. 5).

I have mentioned the previous information because I am a student of the language teaching major and I desire to learn and apply my knowledge when teaching. As soon as I start working as a teacher, I want to put into practice the basic preparation to perform an effective class, and through the time to develop skills in how to manage issues during the lesson. The achievement of being teachers depends on the first teaching experiences that they may have. Also, from the opportunities to share and receive feedback from these first lessons in order to avoid feeling unproductive and inappropriate for the profession (Pitton 2006, cited in Pinar & Cendel 2013, p. 2)

In the curriculum of the program that I am currently enrolled, there are two particular subjects that are the basis that any teaching professional must study and understand. These subjects aim to get students involved in the process of teaching a language. Moreover, they are part of a student teacher's professional formation to practice, to learn and to realize some circumstances, either positive or negative that being in front of a class might bring.

These classes contribute to the development of future teachers. They provide a minor training to get them ready when it is time to work in teaching. These subjects that I have been referring to are called *Práctica Supervisada y Reflexiva (PSR)* and *Experiencia Profesional (EP)*.

1.1 Study Justification

As I previously said, PSR and EP are two important subjects that student teachers take to start getting experience in front of a group. Besides this, they are a requirement to complete the curriculum of the degree and graduate. What is interesting for me is that, when it is time for student teachers to take these subjects, they expect to absorb and gain knowledge because these subjects are designed to get students involved in ELT.

At the time of this research, being a student of PSR and a future student of EP, I focused this thesis on the analysis of syllabus alumni's perceptions about these subjects. They had already taken these subjects and from them I could obtain some important information to understand student teachers' concerns about them. This study took place in a public university called Benemérita Universidad Autónoma de Puebla (BUAP) at the Faculty of Modern Languages. The methodology I used, described in more detail in Chapter 3, is a mixed method research. Questionnaires and interviews were applied as the principal data collection method to the realization of this thesis.

1.2 Significance of the Study

The relevant aspect of this investigation is to have a better understanding of what student teachers expect to learn in these classes. This study was focused on the awareness of graduates that have already taken these subjects; it explores the impressions that they had before taking these classes and then, as working teachers how these subjects influence and/or impact in the real practice. In the same way, from this study either researchers or teachers can analyze the methods and characteristics that are being applied in these classes. By doing so, they can perceive and discuss whether something should be improved or maintained for current and/or future courses.

1.3 The Context of the Research

This research was mainly directed to the study of the actual teaching of graduates who are now ELT professionals. These graduates are now working as teachers, thus now they can perceive the effectiveness of these classes in a deeper way; definitely it is not the same working with microteaching or just practicing certain hours in a different school as a requirement. To start working as an English teacher after graduation may be really different and I consider it is the time to start applying the techniques acquired in PSR and EP.

Since graduates already took these classes they can construct a different perception of what and how they learnt; so it is going to be possible to make some research about these perceptions. Also, through this study I can explore suggestions from graduates about these classes and make these suggestions useful for current/future courses forming future language teachers.

1.4 Background of the Researcher

Currently I am a last-year undergraduate in ELT; the school is the Faculty of Modern Languages of BUAP. And the subjects PSR and EP are a requirement not only for finishing my degree but also for my professional development.

The origin of the research idea came up when I was taking PSR. I used to discuss with classmates about these subjects, and how important it was to get involved in the management of a classroom. We knew that we were learning how to perform in front of a class, but we did not know what would be happening in a real situation. That is why I decided to focus this research on graduates, so I could find out how this learning is seen from novice teachers' perspective.

1.5 Place and Reasons for this Research

The research was carried out in the most prestigious university in Puebla, at the Faculty of Modern Languages. As I have previously mentioned, there are two subjects PSR and EP in the curriculum of this ELT major and I am interested in finding out graduates' perceptions and perhaps some suggestions for the subjects previously mentioned.

The reason why I chose this school is because I study there. Also, I could have access to graduates.

1.6 Research Aims

The aims of my research project were the following:

- a) To analyze the perceptions that graduates have from Practica Supervisada Reflexiva and Experiencia Profesional.
- b) To synthesize different ideas from graduates about what they learnt/acquire in these classes.
- c) To explore how these classes could improve through suggestions provided by graduates.

1.7 Research Objectives

In addition, this research had three main objectives, which were the following:

- To conduct an informal interview with a sample of 5-10 students who have finished their subjects of PSR and EP.
- To distribute a formal questionnaire to a group of 30-40 graduates
- To analyze and compare the results constructing general ideas of the phenomenon studied.

1.8 Research Questions

This project was carried out to answer the following research questions:

RQ1. What are program graduates' perceptions about the PSR and EP courses now that they are currently teaching?

RQ2. Do graduates have suggestions for the PSR and EP courses? If so, which are those?

1.9 Chapter Summary and Overview of Thesis Document

The main objective in Chapter I was to introduce the topic researched in this project. Through the chapter, I present the purpose of the research, aims and objectives, participants of the study, the research questions and of course where this study took place. In the following chapters, I will present in a deeper way more information of this study. In Chapter II, the literature and theories to support this work are presented, Chapter III explains the method and a description about the collection of data to answer the research questions, in Chapter IV there is a description of the results explaining the data in graphs, and finally Chapter V explains the significance of this study, the implications, limitations and suggestions for further research.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

Currently, learning the English language is quite essential in every aspect of society, consequently managing the language provides a great advantage to a person. Mahu (2012) argues that learning English is so beneficial nowadays because *it is the most spoken language*, 1 out of 5 persons understand the English language. *It expands the knowledge about other cultures*, it is very important to understand other people's culture to avoid misunderstandings. *It encourages to understand the own culture*, studying a foreign language and its culture provides the opportunity to see the own culture from a different perspective. *It helps to enjoy traveling and the whole experience*, to manage the English language is important when traveling because it helps to fully appreciate the country, the culture and different things around. *It allows discovering entertainment from different parts of the world such as music, literature or movie*, most great books, films or music are written in English. Thus, managing the language will open the opportunity to enjoy these amazing things in their original form.

Moreover, *managing the language is a great asset for any profession*, managing the language increases the job opportunities. Despite the career chosen or the life aims, learning English is an important influence. *It increases the opportunities to integrate in a different country*, learning English will help in case of moving to a different country. *It helps to adapt to a new culture and communicate with the local community*, besides, it would be easier to find a job if the English language is managed. *It helps to develop life skills*, learning English provides the opportunity to develop several skills such as reading and mental skills. But also, learning it gives important life skills because it encourages being able to adapt and face unfamiliar and new situations like communicating with

different people. *It helps to have a progress in the native language*, it is a fact that through studying a foreign language people improve vocabulary and the level of literacy of the own language. *It allows making friends from around the world*, learning English provides opportunities that involve meeting and communicating with people around the world establishing new relationships. *It is a positive quality to study abroad*, to speak English is a significant requirement for an application to study overseas. Besides all these, to study abroad will constructively affect the progress of the English language, because as soon as classes are over the language will be practiced not only inside but also outside the classroom.

As observed above, the reasons for a person to learn English might vary but what is sure is that speaking the language provides different benefits. I would like to add that, whichever is the purpose to study English, some of the great experience of learning begins in a classroom with an English teacher who shows the use of the language and enables the progress of students' language abilities (National Capital Language Resource Center [NCLRC], n.d.).

Learning to teach a language implicates different aspects, that is why English Language Teaching (ELT) is a relevant part of this research. To have a better perception of the phenomenon studied, this chapter provides information about the theories and literature linked to this topic.

2.1 English Language Teaching (ELT)

There might be numerous reasons why a person decides to learn English, but whatever the reason is, learning English is of great importance these days for any context. The National Capital Language Resource Center (NCLRC, n.d.) states that "...language learning is a process of discovery. Learner develops ability to use the language for specific

communication purposes” and for this research the purpose is based on English Language Teaching (ELT).

Language teaching is perceived as a decision-making method based on four elements that are knowledge, skills, attitude and awareness (Larsen-Freeman, 1983 cited in Freeman, 1989, p.31). *Knowledge* refers to what is being taught, to what students, background, learning styles or levels and where is being taught; *skills* describe teachers activities like presenting material, giving instructions, classroom management, etc.; *attitude* shows the position that one adopts towards the teaching and learning process and *awareness* refers to the ability to identify and monitor the attention that is given to something (Freeman, 1989).

According to Beijaard, Verloop & Vermunt, (2000), “...teaching is much more than the transmission of knowledge.” Language teaching is also based on the idea that the aim of language acquisition is the communicative competence that refers to the proper management of the language to achieve communication goals (The National Capital Language Resource Center [NCLRC], n.d.). Calderhead (1996, cited in Beijaard et al. 2000, p. 751) examined that “...it is generally agreed that teachers require a deep and full understanding of the subject area, in other words, an understanding that is characterized by a knowledge of many concepts and their relationships.” Thus, English Language Teaching implies not only to know the language but also to acquire the skills to teach successfully. ELT involves the importance of the language in the teaching and learning context. In addition, it involves different purposes.

2.1.1 Main Purposes of ELT

The multiple goals of the language teaching area show that besides the interests of teaching a language, there are also different purposes involved. These diverse purposes

include the skills obtained through the management of the language, the benefits for a future career, opportunities to live abroad, international trade development (Kementarian Pendidikan Malaysia, 1987 cited in Cook, 2007), enjoying learning the language, travelling to different countries, understanding of the way of life where the language is spoken (Coleman, 1996 cited in Cook, n.d.), interest in foreign or international business, disposition to study or work abroad and feeling ready to interact with intercultural people (Yashima, 2002 cited in Kormos, Kiddle & Csizér, 2011, p.496).

According to Cook (2002 cited in Cook, 2007, p.238), the most important goals of ELT are the following: the *self-development* that states when students are learning a new language they become better people; *a method of training new cognitive processes* implies that students can develop new procedures of learning or even learn more about themselves and their societies; *a way-in to the mother-tongue* states that learning a second language can involve students to make some improvements to their mother tongue; *an entrée to another culture* as the name indicates helps students to embrace new knowledge and understanding about different groups in the world and appreciate aspects like music and art of other cultures; *a form of religious observance* indicates that for some people learning a new language is part of their religious beliefs; *a means of communicating with those who speak another language* to interact with people from other parts of the world either for business or pleasure; *the promotion of intercultural understanding and peace* involves managing the language to negotiate avoiding war and changes in the society.

As observed above there are several purposes that involve ELT. This only means that when students decide to become a language teacher they not only start developing their goals but also they have more opportunities. These opportunities and experiences

encourage students to start constructing their idea for the future by getting knowledge and contributing to their personal and professional formation.

2.1.2 Constructivism in ELT

There are multiple disciplines related to the ELT education but student teachers' formation depends on their personal and others' experiences. In this sense, the reason of involving constructivism in the present study is because this language pedagogy approach shows how meaningful is for student-teachers to acquire new learning from different contexts.

Constructivism, from an educational perspective, refers to learn from new experiences in real situations to structure knowledge (Chmiel, 2014). The construction of the knowledge related to student teachers is based on the process of learning not only inside the classroom but also during the practice by applying the knowledge in different context. The performance of a student teacher also depends on an effective and constant assessment. The evaluation inside the classroom is as important as the evaluation from the performance in real context. From a constructivist perspective, informal evaluation such as teacher observation, constant feedback and discussions about it is as relevant as formal assessment (Bednar, 1991; Hannafin & Land, 1997 cited in Kesal & Aksu, 2006).

During the practicum program, it is essential for pre-service teachers to observe experienced teachers and vice versa. The purpose of this is to identify details, skills, methods, behaviors and different situations that happen during a lesson. Also, observations are helpful for pre-service teachers to recognize situations to work during the lesson and management of a class. The discussion of these observations is important for pre-service teachers because it helps them to improve the experience and knowledge in the area.

Moreover, it would be essential to involve them in self-assessment and peer assessment (Jonassen, 1991; Tynjälä, 1999 cited in Kesal & Aksu, 2006).

As previously appreciated, an important aspect to construct knowledge is going to be acquired from the observations and comments from different parts. Individual's knowledge does not only come from collecting separated pieces of information; it is also constructed from the cumulative information that is acquired from experiences in different settings (Ormrod, 2003 cited in Chmiel, 2014). This is to say that learning to apply the knowledge about teaching a language is focused on the compilation of different experiences.

Another relevant aspect that influences the construction of knowledge is the teaching and learning environment. In order to have a meaningful learning, it is important to provide the learners a helpful, encouraging, harmless, unrestricted and responsive environment that stimulates construction (Airasian and Walsh, 1997; Hendry, 1996 cited in Kesal & Aksu, 2005, p.118). Student teachers have the right to acquire knowledge in a way that they feel encouraged to have an effective development in ELT. Being involved in a program of ELT, student teachers require working in different aspects to improve with consistency their knowledge to succeed in teaching.

2.1.3 Effectiveness in ELT

Effective teaching can be described as everything that directs to enrich students' knowledge using elements that are important to their future accomplishment (Coe, Aloisi, Higgins & Major, 2014). There are six important components that are suggested to consider when evaluating teaching quality (Ibid):

Content knowledge refers to have a profound awareness of the subject to teach, a well-understanding of the material being taught and to be able to identify students' way of thinking and common misconceptions.

Quality of instruction involves elements like well assessment by teachers, working with previous learning, providing material to students, good management of time to practice and constantly presenting new learning.

Classroom climate states that it is important to create a great interaction between teacher and students. Also, it involves producing a demanding classroom and recognizing students' effort.

Classroom management points to take into account the classroom environment. It includes having an effective use of lesson time, using the entire classroom and the materials provided, as well as applying the classroom rules to have a good learning.

Teacher beliefs refer to why teachers adopt certain practices, the goals they aim to succeed and how much they know about the learning process.

Professional behaviors discuss about professional practice and professional development, supporting colleagues and interacting with parents.

As previously observed, the characteristics point important aspects that a teacher might take into account to have an effective teaching. But, these characteristics are only part of creating an effective learning process because to achieve a successful transmission of the knowledge there is another element that contributes to create an efficient class: a well-planned lesson.

The benefits of planning a lesson are important because the teacher can think of the purpose of the lesson, set clear goals for teachers and students, predict possible problems, create transitions for each lesson, write a report of the course and study each class to make

improvements (Propst, 1997 cited in Hernandez, 2007, p.230). Lesson planning permits all teachers and novice teachers to structure the class with content, resources, purposes, strategies, techniques, evaluation and distribution of time for each activity. Also, it helps to anticipate probable grammar problems that students might face, pronunciation mistakes that would need attention and the useful language for activities during class when working in pairs or groups (Hernandez, 2007). Moreover, lesson planning helps teachers to decrease feelings of insecurity and anxiety increasing confidence and precision (Woodward, 2001 cited in Hernandez, 2007, p.231) and it also encourages students to experience a feeling of purpose, progress and coherence (Hernandez, 2007).

As perceived, there are multiple elements to take into account when the purpose is to achieve an effective process of learning. The constant professional development and lesson planning are a significant support to succeed. Definitely, a language teacher works really hard but as exposed above to accomplish the management of performing an effective ELT requires constant revision and dedication. The pressure on teachers is huge because they are asked to change their views on language teaching, to give more attention to the students' use of the language, to improve their own language skill and to radically change their methods in the teaching area (Wilhelm & Pei, 2008).

2.2 Microteaching

Microteaching was developed by Dwight Allen and his colleagues at the Stanford Teacher Education Program (Cruickshank 1996 cited in Ogeyik, 2009, p.205). It was first used as a training technique in Stanford University in the early 1960s. They developed a cycle for microteaching that consisted on 'plan, teach, observe, re-plan, re-teach and re-observe' (Brown, 1975 cited in Higgins & Nicholl, 2003). It was first applied to teaching science and then it was presented to the language teaching as a technique for professional

reflection (Wahba, n.d.). This means that is also used as an instrument to encourage students to analyze their own performance in their way of teaching. Students should be able to identify their own styles to develop teaching strategies and persuade themselves to practice in the areas needed to have a progress in their own work (Ibid).

Microteaching is a teaching training method that provides the opportunity to practice teaching in real situations. It helps to learn and acquire understanding about teaching skills (Remesh, 2013). Microteaching permits learners a safe exercise of the management of a classroom by applying teaching skills and techniques. It was predicted that in order to improve the professional development it is important to share experiences. Moreover, it is a potentially educational tool that allows increasing the self-confidence and the self-awareness (Higgins & Nicholl, 2003). Also, microteaching benefits the practice of teaching techniques without feeling afraid of failure and the learners gain knowledge from peer review and feedback (Minton, 1997 cited in Higgins & Nicholl, 2003, p.221).

Lastly, microteaching refers to the professional development of a teacher trainee then, students should strongly consider that microteaching is beneficial and if it is not well applied, microteaching becomes useless.

2.2.1 The Role of Microteaching for Student Teachers

Often, when studying at university, there are not associations between theory and practice about teaching leaving pre-service teachers under-prepared for the real experience (Bransford, Brown, & Cocking, 2000; Grossman, 2005 cited in Mergler & Tangen, 2010, p.200). This causes in pre-service teachers the feeling of inefficacy to teach (Mergler & Tangen, 2010). However, teachers with great efficacy feel more capable to perform in the teaching area because they attribute students' achievements to their personal efforts and abilities to teach, they care about learning needs, they are more enthusiastic to teach and set

higher goals for students and themselves (Ghaith & Shaaban, 1999 cited in Mergler & Tangen, 2010, p.200).

Microteaching plays an important part of a language teacher development because in it pre-service teachers can start to face and notice aspects related to language teaching including classroom management, and they start to associate the theory and the practice. Microteaching is a professional development tool that allows student-teachers to have the opportunity to explore, reflect and acquire teaching styles, techniques and strategies (Ogeyik, 2009). Also, it is useful to master teaching skills and acquire teaching experience (Amobi, 2005 cited in Ogeyik, 2009, p.205).

Microteaching offers to pre-service teachers a safe environment to practice and learn to teach before facing the real teaching experience (Quan-Baffour & Arko-Achemfuor, 2009). Besides, microteaching helps to overcome nervousness, hesitation and fear providing the techniques to increase the professional commitment. Also, it provides awareness about the teaching profession, increases teaching proficiency as well as it allows acquiring skills to interact with students. What is more, microteaching allows student teachers develop abilities not only in testing and evaluating but also in detecting strategies to catch students' attention. Additionally, microteaching allows to practice how to organize the time for the lesson, how to work with technology and how to gain experience for classroom management (Arends, 2000; Karamustafaoglu & Akdeniz, 2002 cited in Ogeyik, 2009, p.205). Moreover, the practice of microteaching reduces the difficulties by performing a specific skill in a short lesson. Also, pre-service teachers may obtain immediate support and feedback from their classmates concerning the teacher performance (Quan-Baffour & Arko-Achemfuor, 2009).

As observed, the main role of microteaching involves the development of student-teachers' experience putting into practice the relationship between the theories previously learned and their application in a real setting. It is the pertinent time to apply what pre-service teachers have learnt in previous classes. Thus, teaching a language is not easy, it requires an important organization and effort in order to encourage students to learn and apply what they learnt. That is why microteaching plays a relevant part in preparing a student teacher. It provides training that through the observation, cooperation and demonstration of the theories the skills will be developed and the personal preparation in the field will increase.

To conclude, microteaching benefits pre-service teachers because it exposes them to the closest actual teaching, it introduces them to the real role of a teacher (Amobi, 2005; Hawkey, 1995; Kpanja, 2001; Wilkinson, 1996 cited in Subramaniam, 2006), it helps to visualize how important is to plan a lesson and to make a decision (Gess-Newsome & Lederman, 1990 cited in Subramaniam, 2006), it is a great support to improve teaching methods (Benton-Kupper, 2001; Wilkinson cited in Subramaniam, 2006) and as previously mentioned, it reinforces confidence for teaching (Brent & Thomson, 1996 cited in Subramaniam, 2006)

As seen above, during microteaching student teachers reflect their basic knowledge about teaching. However, well applied microteaching will also depend on an effective supervision and constant communication that can be reached through meaningful feedback.

2.2.2 Feedback: The Main Tool for Microteaching

Microteaching consists of planning and delivering a small lesson to classmates (Mergler & Tangen, 2010). However, an important element to contribute to an effective microteaching is feedback.

Feedback refers to a verbal persuasion that encourages pre-service teachers to think about their performance and offers a different perspective that can have an influence on their effectiveness. Since feedback provides pre-service teachers with a vision of the effective techniques used during teaching (Mergler & Tangen, 2010), it should be supportive, productive and useful to improve pre-service teachers' teaching (Benton-Kupper, 2001 cited in Subramaniam, 2006).

The process of giving and receiving feedback provides pre-service teachers with the opportunity to analyze the way of teaching from different perspectives, to identify the techniques in which they did an effective performance and to explore ideas to improve in the teaching area. Furthermore, it provides the opportunity for classmates to examine and improve their own skills by observing the abilities of the presenter (Mergler & Tangen, 2010).

Feedback is an important tool for microteaching because it reviews all the findings originated in the micro lessons and the correct analysis of it will provide a valuable and successful performance. Microteaching feedback considerably encourages the teaching performance of student-teachers (Purohit, 1987 cited in Chawla & Thukral, 2011, p.78).

In most cases, feedback provided either by the classmates or teachers will provide positive classroom effectiveness increasing teaching efficiency about particular skills and improving the level of performance. It is also useful to understand since different points of view the student teachers' own microteaching performance. Regardless of the nature of evaluators, it is recognized that evaluation and feedback are relevant to the success of pre-service teacher's microteaching experiences (Amobi, 2005; Benton-Kupper, 2001; Wilkinson 1996 cited in Subramaniam, 2006).

2.3 Professional Practice

The last section explains the efficacy of micro lessons inside the classroom and how efficient the feedback can be, however, it is well known that teaching practices are different in a real context. The activity of teaching with students involves diverse actions providing the opportunity to apply and learn teaching skills at the same time.

Professional teaching practice is an essential part of student teachers' formation which consists of taking responsibility of a group of learners during a period of time (Tanruther, 1964 cited in Koc, 2008). Also, it is the opportunity for student teachers to put into practice the theory in a real context under the supervision of an experienced teacher (Cabaroglu, 1994 cited in Koc, 2008). Therefore, during professional teaching practice student teachers face several situations at the moment of teaching. As a result, they gain knowledge and confidence.

When student teachers are still students, they perceive teaching from one side of the desk and as a consequence they think that they know about it from the other side as well (Bullough, JR., 1997). Nevertheless, teaching is a huge experience and learning from other teachers and learning from real practice is a good way to start acquiring understanding as a language teacher.

To conclude, in ELT area professional practice is the moment to incorporate to a real classroom and start adapting to the everyday activities that a class might bring. The practice is an important period in which a student teacher acquires experience in the management of a class and applies the knowledge previously learnt at university. Teaching practice is a valuable part for professional training because it provides the basic tools to start the professional development. Some aspects involved in this development are to gain confidence to interact with students and coworkers, to acquire abilities to work with

students' personality and awareness to follow rules, to facilitate the transmission of knowledge and to stimulate the progress of a student in the teaching program.

2.3.1 Acquiring Knowledge in the Drill

Unlike microteaching, professional practice has more complications, which are very close to actual teaching. During professional practice student teachers are in charge of a real group where they are able to gain experience and they are encouraged to carefully plan the classes to achieve a meaningful learning process. Becoming a teacher is not an easy transformation; it is a social process that includes the interaction between future and qualified teachers and their social aspects (Lawson, 1992 cited in Bullough, JR., 1997, p.80).

As previously stated, teaching practice is understood as the activity developed in the classroom mainly focused on the process of teaching (De Lella, 1999). This is to say, teaching practice is one of the first opportunities that a student teacher has to spend some period of time in a real context and it implies a significant chance for a formative experience. It provides the opportunity for a student teacher to take advantage of the practice to improve the teaching skills and strategies, as well as to generate new ideas for future lessons. It is not possible to acquire teaching experience based on the theory learnt during the teacher education, the real experiences allow prospective teachers to connect theory and practice and the opportunity to define and improve teaching skills (Koc, 2008). Student teachers consider the teaching practice as an essential component of teacher training providing the chance for actual teaching and true learning (Calderhead, 1988; Griffin et al, 1983; Feiman-Nemser & Buchman, 1985; Franke & Dahlgreen, 1996; Johnston, 1994 cited in Koc, 2008, p.1)

When doing professional practice, student teachers face classroom phenomena which they may be involved in. These phenomena usually include dealing with different personalities of students, preparing lessons for a certain number of students, assessing if lesson objectives are achieved, etc. The individual commitment plus the study of every aspect during these practices are useful because a student teacher may gain experience to be capable of accomplish the main goal of being an effective teacher. Also, the practice contributes to lower the anxiety and nervousness of future experiences in the field.

2.3.2 Teacher Formation

As expressed earlier, professional practice allows student teachers to train in the language teaching area; however, during the practice it is relevant to take into account the intervention of mentors. According to Hobson, Ashby, Malderez and Tomlinson (2008), "...since the 1980s, school-based mentoring has come to play an increasingly prominent role in supporting the initial preparation, induction and early professional development of teachers in many parts of the world." Mentors perform a meaningful influence in the formation of novice teachers helping them to adapt to the rules, principles and expectations related to the teaching area (Bullough & Draper, 2004; Edwards, 1998; Feiman, Nemser & Parker, 1992; Wang & Odell, 2002 cited in Hobson et al., 2008, p.209).

Teacher training is a valuable and effective activity that requires the contribution of a cooperating teacher and a supervisor to advice and to guide student-teacher's through the practice. A cooperating teacher's role is about supporting, encouraging and facilitating the performance and learning of a student-teacher during the whole practice (Caruso, 1998 cited in Koc, 2008). A supervisor's role is about doing the necessary to simplify this student's first experience (Zimpher, 1980 cited in Koc, 2008, p.21). The intervention of both authorities complements the student teachers' learning through feedback. In this way,

student teachers become conscious about the necessary teaching improvement and obtain a better result in the practice.

Following the instructions from the supervisor and the cooperating teacher, a student teacher will start feeling confident to stand in front of a class and make a more effective performance. The functions of the supervisor and the cooperating teacher are different but useful to contribute to a student teacher formation. The cooperating teacher is in charge of checking the plans, making regular observations during the teaching lessons and comment about them. Besides this, the cooperating teacher provides feedback about the progress and the development of student-teachers, encouraging them to evaluate their own learning (Koc, 2008). He also involves student-teachers in lesson planning because it reduces the insecurity, builds confidence and allows organizing the time and activity flow (Clark & Peterson, 1986 cited in Koc, 2008, p.18).

On the other hand, supervisors' participation is also relevant because it contributes to the effective experience of student teachers and cooperating teachers (Cogen, 1970; Griffin, et al, 1983; Koehler 1984; Zimpher, deVas & Nott, G, 1980 cited in Koc, 2008, p.20). Supervisors' responsibilities are making frequent visits to observe student teachers performance in a classroom providing feedback about the teaching performance and evaluating the progress (Cicirelli, 1969 cited in Koc, 2008, p.21). Thus, the main purpose of the supervisor's interferences is to reach the constant development that influences the improvement of the resources and most of the aspects to work in a class. Through this, a student teacher acquires the knowledge to deal with a class through time and professional practice.

Finally, the constant feedback from a supervisor and a cooperating teacher will guide student teachers to work on weaknesses and/or strengths for the following classes involving them in a constant learning environment.

2.4 Beginning Teachers

To start working as an English teacher implicates an array of responsibilities. After being involved in the first years of teaching, undergraduate students explore different settings in the field. This increases their experience and permits them to put the knowledge acquired during their studies into practice. Practice will improve beginning teacher's awareness, values and attitudes towards the profession.

In words of Feiman-Nemser (2003), the initial years of teaching are an important part of a teacher's career because there are differences about what has gone as a student and what comes after; this time beginning teachers are on their own facing the same situations as experienced colleagues. She argues that "...for the novice, the questions are unending: What am I supposed to teach? How will my students be tested? What will their test scores say about me as a teacher? What does the principal expect? Am I supposed to keep my students quiet, or do my colleagues understand that engaged learning sometimes means messy classrooms and active students? And after the first weeks of school, how can I find out what my students really know, deal with their diverse learning needs, and ensure that everyone is learning?." New teachers often feel the pressure because they notice the difference between what they learned about teaching and what they discover is required (Manen, 1995).

The first real experience with teaching happens when new teachers step into their own classroom (Feiman-Nemser, 2001) and start taking decisions about how to deal with different aspects involved. Beginning teachers might face not only teaching challenges but

also personal ones, such as acceptance, control and adequacy that must be fixed before they continue with their professional development about teaching and student learning (Fuller, 1969; Kagan, 1990 cited in Feiman-Nemser, 2001, p. 1027).

As previously perceived, the first years of teaching create a huge impact on beginning teachers because they start confronting real situations for the first time. New teachers wait for opportunities to learn from experienced colleagues expecting more than social support. Helping new teachers in how to develop a safe classroom environment, how to involve students in the learning process and how to work with parents is more worthwhile (Feiman-Nemser, 2003).

Being a teacher implies to have control of oneself about the process of learning to enable decisions about the characteristics needed in particular contexts (Graham & Phelps, 2003). Thus, becoming a teacher implies also monitoring oneself to identify how the experience improves in teaching. Taking up teaching as an important part for the personal development implies obtaining experience while discussing a variety of alternatives of teaching (Carson 1997 cited in Graham & Phelps, 2003, p.11).

2.4.1 The Sense of Real School Experience

As it was previously indicated, new teachers should be aware of every situation they might face in order to obtain more knowledge through the time and practice. They might not be really prepared to be in charge of a real class but it is true that they are willing to start applying and demonstrating their knowledge.

New teachers are in charge of student's intellectual, emotional and social development since the first moment that they step into a classroom (Kardos, Johnson, Peske, Kauffman & Liu, 2001). That is why they should learn how to think clearly, assess

situations and take decisions (Ball & Cohen, 1999 cited in Feiman-Nemser, 2003) as well as to teach in specific contexts (Feiman-Nemser, 2003).

As long as a beginning teacher starts working for the first time in the teaching area the interest to know about how a school is formed and how the system is structured starts to grow. Unfortunately, although beginning teachers have slight understanding about how a school works, they are expected to perform with the facility of an experienced teacher (Huling-Austin, 1990; Lortie, 1975 cited in Kardos et al., 2001, p. 250). This situation might lead new teachers to think that they are not good enough for teaching or assume it is a difficult area. Thus, new teachers require at least three or four years to adapt and reach competence and many more to accomplish proficiency. If new teachers are left without attention they may feel inadequate for the profession and leave, or they stay performing in a poor way just to subsist, and as a consequence students' learning is null (Feiman-Nemser, 2003).

Kardos et al. (2001) state that "...the novice teacher, eager to succeed in the classroom and in the school, seeks signals from her colleagues about how they interact with students, what instructional approaches they promote or suppress, what topics they deem appropriate or out of bounds for discussion at meetings, whom they look toward for expert guidance, how they use their planning time, and whether they encourage peers to exercise leadership beyond their classrooms." Every aspect mentioned is part of what new teachers look for to succeed as teachers; even though, they may know that in their first years they will encounter numerous challenges, which are characteristics that beginning teachers in general would not be able to avoid.

According to Boice (2000), there are common factors that new teachers experience before being truly ready to start in the teaching area:

- They can experience insecurity about their abilities, imagination and patience.
- The action of following a plan that is similar to a class they took before or even the plan of a textbook that as a result reflects an inactive and/or ineffective class.
- To suppose that the principal aspect in a class refers to strongly having all the important points covered.
- They write everything they want to express so systematically that they panic to lose control of it.
- To write notes under stress and as a consequence to present them in the same way.
- Picture in the wrong way the impact that the materials will cause in students.

Every aspect mentioned before can be true in a certain way for new teachers because the idea of being in charge of a group can cause mixed feelings as well as the fear of making some mistakes during the first classes. Nevertheless, the endless effort and constant practice will guide to increase experience. To sum up, the importance of the early years of teaching will be an unconscious learning and a great impact about being a language teacher.

2.4.2 Mentor's Collaboration

Although new teachers are already applying the knowledge acquired during their professional studies, they might need to continue having feedback and support all along their career. This time, feedback is not only related to the way of giving a first class, but also to have constant supervision and advice to keep improving in the teaching field.

A new teacher is always looking for opportunities to absorb knowledge from expert coworkers and expects to receive instruction that would help to improve the teaching skills.

New teachers require having a discussion about curriculum implementation, getting ideas to work on specific students' learning needs and obtaining an insight from colleagues already familiarized with their subject areas (Johnson & Kardos, 2002 cited in Feiman-Nemser 2003, p.28). The first years of teaching, new teachers might find themselves stuck with different questions about these topics, that is why beginning teachers need not only the advice of a colleague to improve but also the collaboration of a professor to help in some situations that new teachers may face during the way. Mentoring instruction is what new teachers require to be guided through every aspect presented.

Mentoring is frequently recognized as an effective strategy to help novice teachers to start teaching, to hold them to the profession (Johnson 2002, 13; Portner 2003, 3 cited in Watkins, 2005, p.84) and to support their professional development (Arter & Francis, 2001; Franke & Dahlgren, 1996; Marable & Raimondi, 2007; Su, 1992 cited in Hobson, Ashby, Malderez & Tomlinson, 2008, p.209). Also, mentoring new teachers is a factor to reduce the feeling of loneliness, to increase self-confidence and to improve self-reflection and problem solving (McIntyre & Hagger, 1996 cited in Hobson et al., 2008, p.209). As observed, the benefits of mentoring contribute to new teachers' formation because despite they have finished their professional studies, they need to be instructed and assisted about classroom management, how to teach effectively and what involves being a teacher.

According to Kardos & Johnson (2008), "...mentors help novice teachers decide what to teach and how to teach, advising them about how to choose, adapt, or create appropriate materials and instructional practices. Mentors help new teachers learn to manage their classrooms and develop strategies for succeeding with particular students. Mentors observe them in their classroom, model good teaching, and share materials and ideas." The mentor carefully considers the value of the feedback that leads new teachers to

improve and also constructs a mentor-new teacher relation of trust (Costa and Garmston 1993, 24; Johnson 2002, 79 cited in Watkins, 2005). It is clear that to achieve an effective professional formation, a new teacher must take into account the mentor's guidance as well as to be constant, so the mentor works continuously to help the new teacher. Mentors are open to support new teachers as soon as they ask for it because at this stage the mentor does not see a new teacher as a learner but as a teacher (Feiman-Nemser, 2003). Next, six basic and essential qualities of a good mentor were identified by Rowley (1999):

- A good mentor is dedicated to help new teachers to succeed in their work and knows that persistence is fundamental for mentoring and classroom teaching.
- A good mentor accepts that the new teacher is a developing and professional person and mentor is ready to provide meaningful support.
- A good mentor does not hesitate to provide instructional support to new teachers whatever their skill level.
- A good mentor knows that relationship with new teachers might be different each time. One year, a mentor may work with a new teacher that desires to be carefully guided but the following year a mentor may work with a new teacher that is unwilling to receive any recommendation. The mentor understands the way a teacher research students' learning needs, a mentor researches for new teachers' learning needs.
- A good mentor demonstrates that is good to be a continuous learner. They show that they always research for better solutions to each problem. The learning can be attained from colleagues, new teachers or through a variety of resources.
- A good mentor is not afraid to talk about own struggles and frustrations and how to manage each situation. The mentor communicates this insight in an honest and kind manner that generates trust.

As previously observed, a new teacher would be better prepared in the area if the first years of teaching are guided by an expert that in this case is called “mentor”. Mentoring brings multiple benefits that will help to gain experience step by step. Through continuous mentoring, new teachers will feel likely to perform a lesson and as a result to gain confidence and knowledge. Besides, effective mentors are really engaged with the new teachers that can perceive when they are ready to be left in privacy and independence (Little and McLaughlin 1993 cited in Kardos & Johnson, 2008, p.27). But, as well as new teachers are benefited by the mentor’s support, mentors are also benefited since this action contributes to increase their personal and professional development (Hagger & McIntyre, 2006; Yeomans & Sampson, 1994 cited in Hobson et al., 2008, p.209).

Finally, mentors and new teachers will face numerous challenges during the experience, but as mentioned above both parts are benefited. Thus, the importance of mentoring and the importance of a new teacher accepting the support give as a result a meaningful professional development.

2.4.3 Professional Growth

The continuous teaching activity and the effort to do better give the opportunity to achieve professional development in the field. Professional development refers to a process of growth that includes an improvement of skills and knowledge (Wichadee, 2011; Vrasidas & Glass, 2004) that should be continuous to accomplish doing a great job (Richards, 2002 cited in Wichadee, 2011, p.13). Mizell (2010), states that “...professional development provides ongoing opportunities for educators to continue to improve their knowledge and skills so they can help students’ achievement. When educators learn, students learn more. Anyone concerned about their students’ futures will want to support a cycle of continuous professional growth for educators.”

Professional development comes from the natural learning experiences and the designed activities for the assistance of an individual, group or school that will benefit the quality of the education. It is the procedure, in which teachers, alone or in groups, analyze and renovate their purposes of teaching, by which they obtain and improve their knowledge, skills, professional thinking, practice and planning for children, young people and colleagues (Day, 1999 cited in Wichadee, 2011, p.14). By working on their professional development, teachers are going to be well prepared to design the right program and make instructional decisions (Vrasidas & Glass, 2004).

Professional growth will also depend on the language teacher's performance and dedication. Working in the teaching area for several years does not assure an expert teacher; this experience comes when teachers are committed in self-reflection and the analysis of the classroom techniques to assist students' needs (Adams & Pierce, 1999 cited in Wichadee, 2011, p.13). Thus, professional development means an increase of knowledge that will depend not only on time but also on constant change of different methods to improve teaching.

As it was previously mentioned, professional experience not only comes through time but also through dedication. According to Bull (1994 cited in Wichadee, 2011, p.14) there are five principles for effective professional growth:

1. It is school-based. This principle involves teachers in the design and application of their own professional development activities.
2. It uses coaching and other follow-up procedures. It is important to have a sequence behind every session to increase effectiveness.
3. It is collaborative. The successful self-development is achieved through the collaborative work.

4. It is embedded in the daily lives of teachers, providing for continuous growth. Teachers should adapt the constant learning opportunities for growing as part of their working lives and also part of every institution's priority.

5. It focuses on student learning and is evaluated at least in part on that basis. The professional development should be assessed by the impact on the students, and a good way to appraise the results can be through conducting a five-point scale questionnaire applied after several sessions.

All the previous aspects should be taken into account to reach the goal of constant professional growth. As it is mentioned, professional development is a matter of dedication more than time. Teachers need to be in constant learning, analysis and practice of something different to increase experience that is a great benefit for every kind of student. This increase of experience is reflected in the satisfactory performance in the classroom.

2.5 Conclusion

Through this chapter, I provided the literature about the important aspects that are giving support to the phenomenon studied. I gave meaningful information describing characteristics of English Language Teaching, as well as some relevant elements focused on microteaching and professional practice which are aspects required in the language teaching program where this study took place. Finally, I revised the characteristics that involve the professional development of new English language teachers, who were the main participants of this study.

CHAPTER III: STUDY METHODOLOGY

3.0 Introduction and Overview

As presented in Chapter I, the main purpose of this study was to explore graduates' perceptions and suggestions regarding *Práctica Supervisada Reflexiva* and *Experiencia Profesional*. To achieve this purpose, the study was developed through a mix methods exploratory sequential design, which is a two-phase approach (Creswell, Plano Clark, et al., 2003 cited in Creswell & Plano Clark, 2007 p. 77). The first phase of this design required to qualitatively explore the research topic to develop a quantitative survey instrument and the second phase aimed to collect the data and validate this instrument quantitatively (Creswell & Plano Clark, 2007 p. 77).

Thus, this chapter explains the process followed to answer the research questions stated in chapter I. Such information involves the participants, the instrument and the procedure that helped me to carry out my research methodology.

3.1 The Study Participants

The participants of my study were mainly graduates from the undergraduate modern languages major in the teaching area. Twenty-five graduates participated. The participants were purposively selected because it was important to work with graduates who were already teaching so they could give true perceptions. As they were already teaching they could make a connection between the knowledge they obtained in PSR and EP courses and the professional knowledge they actually need as teachers.

3.2 Data Collection Instruments

Data for this research were collected through questionnaires and interviews. I focused this data collection on a semi-structured interview and an open-ended questionnaire. First of all, I decided to apply these kinds of instruments because after reviewing some

advantages/disadvantages of them I thought that I was going to obtain valuable results from them. Below, I explain in detail some of the main aspects of the instruments that I selected to collect the data for this study.

3.2.1 Interviews

According to Kajornboon (2005), "...interviewing is a way to collect data as well as to gain knowledge from individuals". Thus, the first instrument that I applied to get my results was a semi-structured interview. A semi-structure interview is a perfect method to gather information because it offers the opportunity to obtain detailed answers and appropriate evidence to understand respondents' experiences (Piercy, n.d.). I chose this type of interview because in a semi-structure interview the researcher prepares a list of questions and items to be covered. However, the order of the questions can be changed or even additional questions can be asked (Kajornboon, 2005). The interviewer decides the order of the questions and conducts the interview as a conversation, also the interviewer asks the questions using the words considered appropriate and is able to ask for clarification if the answers are not clear (Corbetta, 2003 cited in Kajornboon, 2005, p.4) as well as respondents might ask to rephrase a question (Kajornboon, 2005).

I considered that with the semi-structured interview format I could perceive the real feelings of respondents' opinions at the moment of speaking. Also, if I did not understand something that was being said I could ask the graduates to clarify it for me, or even when the conversation was turning interesting I could obtain fascinating data from their thoughts. Moreover, with this kind of interview, the interviewer is able to select information provided by the respondent and examines it according to what the interviewer considers particularly relevant and also that might not have been anticipated, or that had not occurred, or there was no prior knowledge (Sociological Research Skills, n.d.). Additionally, with the semi-

structured interview the respondent can talk freely but considering every aspect with little direction from the interviewer (ibid.).

There are also some limitations to this kind of interviews, for instance the interviewer cannot be really aware if the respondents were providing true answers (ibid.). As previously mentioned, semi-structured interview allows the opportunity to observe respondents' emotions, but the interviewer in some cases cannot be sure of it. Finally, it can be time consuming or even in some situations, expensive (ibid.).

The context in which the interview is presented can give time problems to the interviewee/interviewer or even some expenses if the interviewer organizes the appointment in a public place like a café or restaurant.

As I said above, I applied this interview because the fact of transforming it into a conversation made me feel comfortable. What I did first was to write down some ideas about what I was expecting to know. I did not have an idea about how the flow of the interview would be, but I did want to be ready for any situation such as confusing questions so that I would not be able to get the correct answers. Then, I selected some of the questions that I would ask to the participants of this study. As this kind of interview allows following not only prepared questions but also questions that have not been anticipated and come out during the interview (Cohen & Crabtree, 2006; Kajornboon, 2005), preparing beforehand made me feel relief in case an important detail was forgotten.

Finally, I was careful with the design of the instrument in selecting and/or rephrasing the questions to try to apply an easy interview to graduates and also to try to obtain the appropriate information for my study.

3.2.2 Questionnaires

The second instrument was an open-ended questionnaire. I considered this instrument as a good support for the interview so I decided to design the questionnaire based on the evidence that I obtained from the interviews.

Questioning is not only a useful tool to obtain information, but also it is helpful to get details and clear evidence about it. Open-ended questions are questions that provide the opportunity to answer freely (Farrell, 2016) by stating opinions without being influenced by the researcher (Foddy, 1993 cited in Reja, Manfreda, Hlebec, & Vehovar, 2003, p.161). These kinds of questions are not answered with a simply reply; frequently they propose more than one accurate answer and also encourage the respondent to ponder and search possibilities before selecting an answer (Pate, n.d.). I believed that this questionnaire was quite helpful because graduates provided information that was not limited to say *yes*, *no* or *maybe*. In fact, as respondents could use their own words, open ended questions allow to uncover honest attitudes and views (Ventin, 1995 cited in Pate, n.d.). Besides, the most important aspect is that these questions allow discovering more than it is expected (Reja, Manfreda, Hlebec, & Vehovar, 2003).

Nevertheless, there are also some difficulties of using open-ended questions. When asking for information using open-ended questions there are responses leading to doubt regarding which of those responses is the most accurate to answer the question (Allen, 2002 cited in Pate, n.d.). Moreover, the analysis of written answers can be a hard and time-consuming process and sometimes leading to a lot of thinking feeling not fully satisfied (Pate, n.d.). Despite that, I considered that having used an open-ended questionnaire and set a considerable period of time to answer encouraged graduates to carefully define the ideas that they wanted to express, and as a result express valuable information.

As I mentioned at the beginning, according to the results obtained from the interviews I designed the questionnaire. What I wanted was to notice and check the way graduates performed during the interview and the possible results I could obtain. So, through these interviews, I could select more precise information to be asked in the questionnaire and I tried to make it more accessible and easy to answer. This led me to obtain responses more related to the study and to answer the research questions. Also, when I chose this particular instrument, I took into account that my participants were graduates. I thought that it would be hard to interview all of them face to face because of the time among other issues. So, I decided to email the questionnaire to a certain number of graduates in a way they could find it comfortable and encouraging.

3.3 Data Collection Procedure

In this part, I present in detail the procedure that I followed to obtain the results to answer my research questions. As I mentioned in the previous section, the instruments that I applied were a semi-structured interview and an open-ended questionnaire.

3.3.1 Interviews

As I mentioned at the beginning of this chapter, I decided to apply a face-to-face interview to a number of five graduates. At first, I thought to do this interview to graduates who were not necessarily teaching, but through the development of this project I came with the conclusion that it was better to work with graduates already working in the field so I could design a more precise questionnaire.

First, to apply this instrument I selected five graduates that share the characteristic mentioned before. After that, I talked to them and we set a date and hour to meet in a place in which we could have the interview. Before the interview, I was feeling rather nervous about how it was going to be but I was prepared with a list of questions and topics that I

wanted to ask in the interview so I felt confident about it. During the interview, I talked to the graduates and I told them that I was going to record the interview so I could have evidence of it and for further analysis of the information. After the interview was done, I could perceive that it was a little complicated but also very rewarding because having talked to those graduates face to face helped me to obtain valuable information to design the questionnaire.

Lastly, when it was time to analyze the information obtained from the interview, I took notes and I arranged the information according to the questions I had asked. Also, I classified the relevant information that would be useful to formulate the questionnaire.

3.3.2 Questionnaires

Once I finished working with the interview, it was time to apply the questionnaire. As soon as it was ready, I attached the document to a group of twenty graduates that were also working in ELT. In the email, I provided a description of my study and I asked them to collaborate with it. Also, I explained the characteristics of the questionnaire and I mentioned that they could feel free to write and communicate what they wanted, but always focusing on the purpose of each of the questions. Finally, I expressed my gratitude for their participation.

Unlike the interview, I was the one who established a flexible date to have all the questionnaires back. This time I was also nervous about the results and from time to time I tried to remind graduates about answering the questionnaire. Besides, I reminded them that they could email me in case of any doubt. I tried to be not only as flexible and patient as possible but also to be aware of how the process was going. Finally, as soon as I got all the questionnaires back I carefully started the analysis of the information so I could comprehend and classify the results obtained.

3.4 Data Analysis Procedure

When the process of the application ended, I started to deeply analyze the instruments. In the following sections of this chapter, I will describe the procedure that I followed to examine and classify the information in order to answer my research questions.

3.4.1 Interviews

Applying the interview was not easy. Although the semi-structured interview is a great tool to obtain accurate information, it accumulates a lot of data. This data need to be carefully checked in order to select the best options that are useful to answer the research questions.

Since, I had checked and selected the best questions before designing the questionnaire I separated them into a different document. After that, I reviewed the notes that I took during the interview and the recording from it.

After transcribing the interview, I studied the transcript several times so I did not miss any detail. I wrote the most relevant details in the correct place in the document mentioned before. Then, I checked and classified the characteristics in common until I had brief and specific information. After, I did a list in a new document in which I separated into different categories the information previously classified so I could see the differences between the questions and the answers. Finally, to present the results that I obtained from the interview I used a chart so I could show the aspects I used in order to design my questionnaire and also to provide evidence to my research questions.

3.4.2 Questionnaires

As in the interview, applying the open-ended questionnaire had its complications. As the participants were graduates, it was a little hard to convince them to answer the

questionnaire on time and it was also hard to expect them to answer just reliable information.

In this case, I followed the same procedure as I did above. First, I printed all the questionnaires so I could underline and classify the papers. As I was reading, I was taking notes of the most common answers or similar characteristics in each response and question. Then, I chose the ones that were remarkable and were rightly directed to answer the questions from the questionnaire. After that, I classified the selected information of the questions and answers in a single document. Lastly, after a final analysis of data I classified the results gotten in a chart that shows the different graduates' perceptions and suggestions related to the classes PSR and EP that are the main topic of this study.

3.5 Chapter Conclusion

In this chapter, as I explained at the beginning, I gave all the information related to the methodology of this study. I presented characteristics of the participants, the instruments and the method that I used to answer my research questions. In the next chapter, I will present the results that I obtained illustrated in graphs in order to give a valuable support to the answers of the research questions.

CHAPTER IV: RESULTS

4.0 Chapter Introduction

In the previous chapter, I described the main details about the instruments and the procedure that I followed to collect the data for this research project. Therefore, in this chapter I will present the findings that I obtained from the instruments providing an answer to my research questions. The results will be represented in graphs and tables providing an interpretation related to the literature of this study.

4.1 Research Questions

Below, the research questions are presented to be answered afterwards.

RQ1. What are program graduates' perceptions about the PSR and EP courses now that they are currently teaching?

RQ2. Do graduates have suggestions for the PSR and EP courses? If so, which are those?

4.2 Results

As it was explained in Chapter III, in order to answer my research questions I used two instruments: a semi-structured interview and an open-ended questionnaire both focused on graduates (participants of this study).

After collecting the instruments, I compared the information obtained from the interview to the one that I obtained from the questionnaires and I could observe that most of the evidence was alike. Although the questionnaires were individually applied and were directed to answer both of my research questions, I will show relevant information from the interview because it was also pertinent to answer the questions.

In the following part, first I present results from the interview, then the results from the questionnaire and finally I inform graduates' suggestions for Práctica Supervisada Reflexiva (PSR) and Experiencia Profesional (EP).

4.3 Results from the Semi-structured Interview

As previously stated, the interview was developed in a meeting. The main purpose was to obtain relevant points that could be useful to design the second instrument. Below, in table 4.1, I show the outstanding points mentioned by graduates during the interview.

Table 4.1 Topics from the interview mentioned by graduates for PSR and EP courses

PSR	EP
Real practice	Practice time
Strategies	Different levels and groups to practice
Observation to different classes	Personal dedication
Feedback	Feedback
Design of lesson plan and material	Design of lesson plan and material
Look for my teacher's support	Look for my teacher's support
My expectations before taking the class	My expectations before taking the class

In Table 4.1, it can be seen that graduates had in common several opinions about the classes PSR and EP. After studying the interview, I perceived that graduates were describing their views about each subject and they agreed in most aspects. These were important prompts to design the questionnaire.

4.4 Results from the Open-ended Questionnaire

The following results were obtained from the individual questionnaire that was aimed to know graduates' insights and also some recommendations for each course.

The first two open-ended questions (Fig. 4.2 and Fig. 4.3) were aimed to identify if graduates enjoyed their classes and if they had any experience in ELT area while they were studying them.

Figure 4.2 Graduates' impressions about the classes of PSR and EP

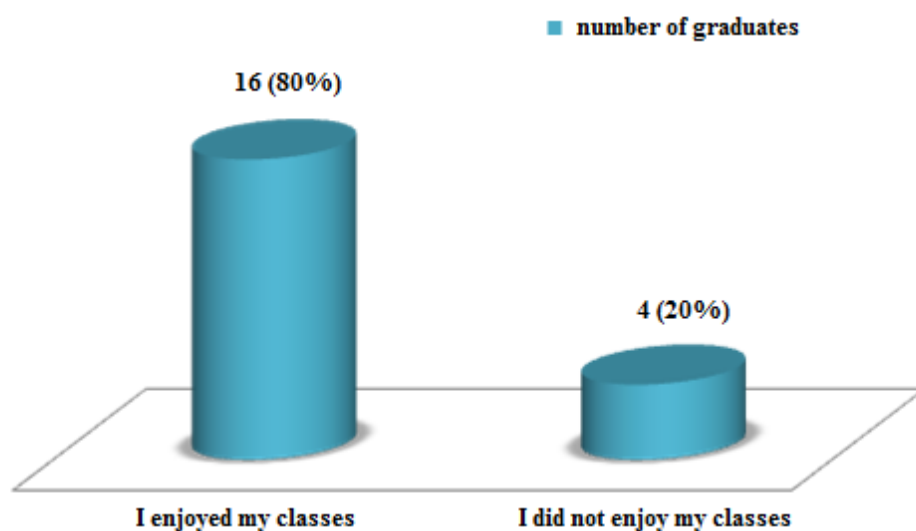
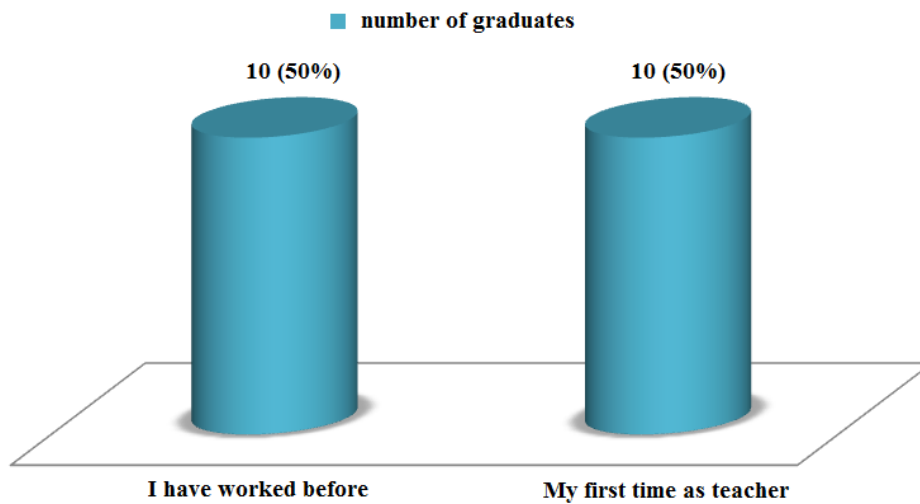


Figure 4.2 above shows that 16 graduates liked their classes. This represents 80% of the twenty graduates. Although, this answer was very general we can see that graduates had a great influence about these classes because only 4 of them said that they did not enjoy them, which represents 25%.

I considered that it was also important to know if graduates had a certain experience in ELT before or while taking these courses. Their perceptions might be different. Below, this information is shown.

Figure 4.3 Graduates that worked or did not work while taking the courses of PSR and EP



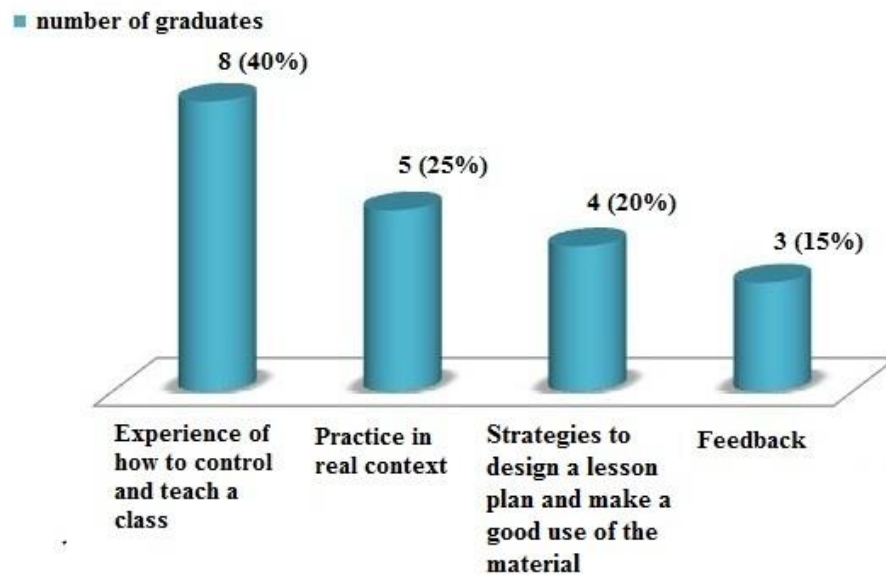
As seen in Fig. 4.3, the number of graduates that were working or not during these courses is equal. This would represent that 50% of the graduates had some experience in ELT while 50% performed in front of a class for the first time.

4.4.1 Graduates' Perceptions about the PSR and EP Courses

The next part reveals the evidence that answers the first research question of this project. Since most of graduates' responses were alike, I divided the information into categories to observe in detail such responses. Immediately, I present excerpts from the Literature review (see Chapter II) to see the importance of graduates' perspectives.

During the interview something important came out. When students are about to start a new subject, they might be curious about what is going to happen. For sure they have an idea because they heard rumors or they talked to friends about it. It was interesting to share with graduates their expectations before taking these classes and to find out if they were fulfilled (see Fig. 4.4 & Fig. 4.5).

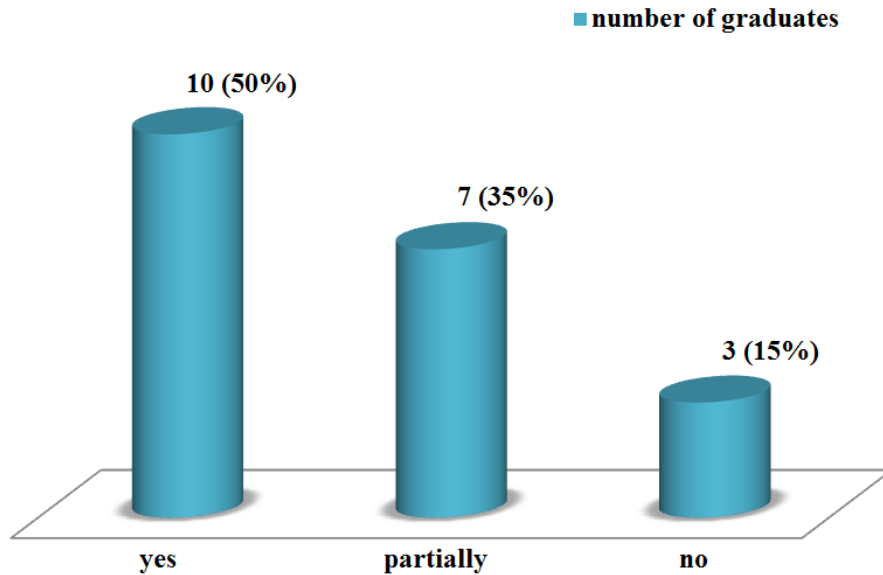
Figure 4.4 Graduates' expectations before starting the courses of PSR and EP



As noticed in Fig. 4.4, 3 graduates were interested in the feedback that they could receive which represents 15%. Next, 4 graduates were expecting to learn about the design of a lesson plan and a how to apply the material in a class; this represents 20%. Also, 5 graduates were expecting to teach in real contexts; this is 25%. Finally, 8 graduates wanted to acquire classroom management experience; this is equivalent to 40%.

After observing graduates' expectations, Fig. 4.5 shows if those expectations were accomplished.

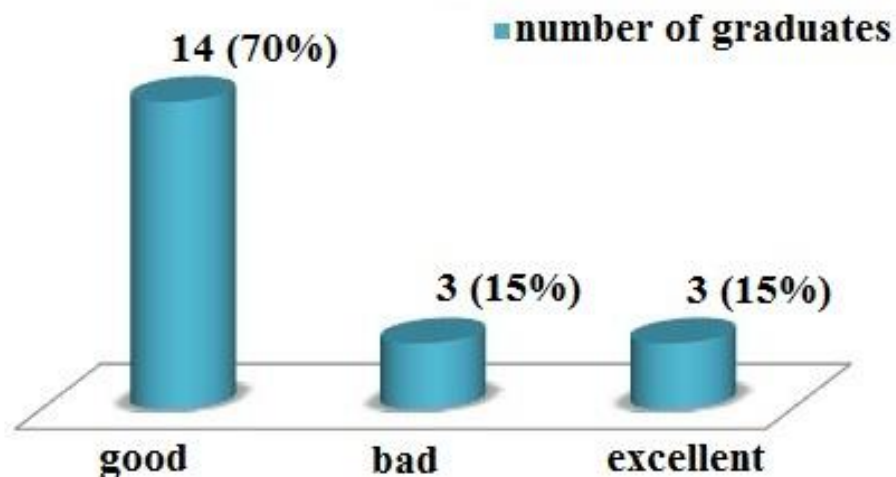
Figure 4.5 Number of graduates that expressed if their expectations were accomplished



As shown in Fig. 4.5 above, for 14 graduates the expectations were accomplished. This represents 50%. Moreover, 3 graduates said that their expectations were not accomplished, which means 15%. Besides, it can be observed that 7 graduates considered that their expectations were partly accomplished; this is equivalent to 35%.

Besides having high expectations from a class, I believe that it is also important to be able to evaluate the self-performance. It is not only about what we expect but also what we offer. So, after the previous information, it was considered relevant to inquire about graduates' effort and dedication (see Fig. 4.6 & Fig. 4.7).

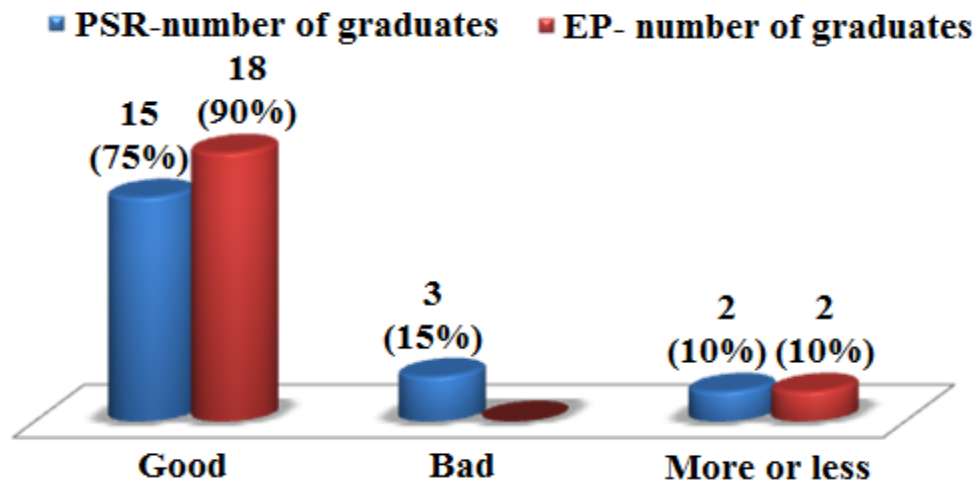
Figure 4.6 Self-assessment of graduates working with lesson plans and materials



As distinguished in Figure 4.6 above, 14 graduates assured they did a great job with lesson planning and designing materials, which represents 70%. Then, 3 graduates considered that they did not work enough, which is equivalent to 15%. Also, 3 graduates presumed an outstanding dedication when designing lessons, which represents 15%.

During the interview, graduates shared how hard they worked designing lesson plans and materials because they were not truly prepared and they wanted to improve, so they consider their dedication and performance as remarkable (see Fig. 4.7).

Figure 4.7 Evaluating graduates' dedication to the courses of PRS and EP



For PRS, that is represented in blue (Fig. 4.7 above), 15 graduates considered that they had a good performance, which is represented by 75%. Whereas, 3 graduates said that their performance was deficient, this is 15%. Finally, 2 graduates believed their performance was somewhere between good and bad, this means 10%.

For EP, that is represented in red (Fig. 4.7 above), 18 graduates evaluated a good performance, that means 90%. On the other hand, any graduate considered a poor performance; this represents 0%. Finally, 2 graduates rated their performance somewhere between good and bad, which is equivalent to 10%.

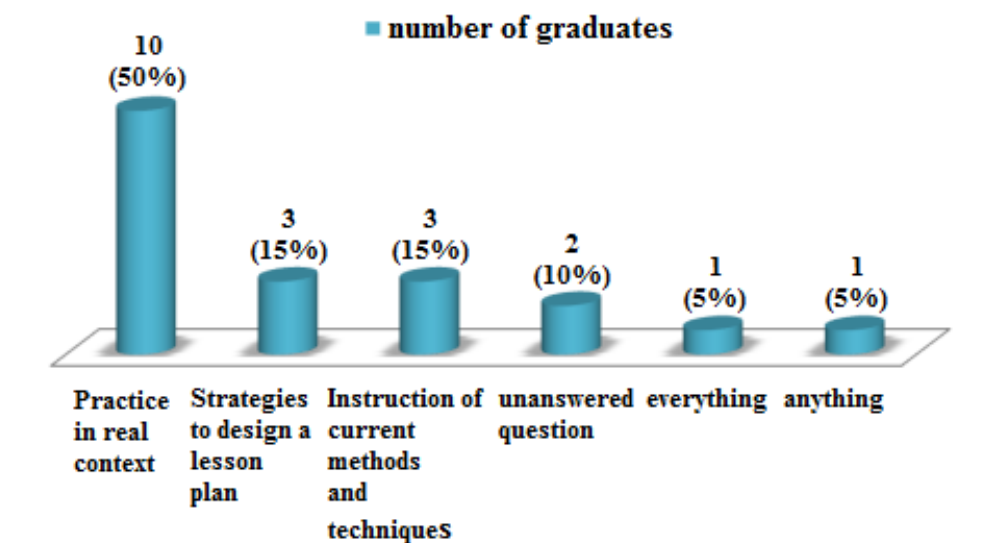
The information displayed in Figures 4.6 and 4.7 is quite relevant because it shows that despite graduates had few doubts about lesson planning and materials, they worked hard in every course.

So far, the figures shown in the preceding sections were related to personal assessment inside the classes. We could perceive graduates' feelings about expectations and dedication. From now, I will present detailed information about graduates' expectations connecting significant literature highlighted in italics (see Chapter II) to observe the importance of certain aspects to develop in the ELT area.

As explained in Chapter II, there are multiple issues that influence the professional development of a language teacher. Graduates expected from PRS and EP valuable insight that might contributed to this development, so they mentioned aspects that they considered were missing or that were unnecessary from *Práctica Supervisada Reflexiva (PSR)* and *Experiencia Profesional (EP)*.

First, according to graduates the missing aspects for PSR are presented below (see Fig. 4.8).

Figure 4.8 Graduates' opinions about what aspects were missing in PSR.



In Fig. 4.8, 10 graduates said that PSR course needed practice in a real context, this result represents 50%. Then, 3 graduates agreed that PSR course needed to instruct about

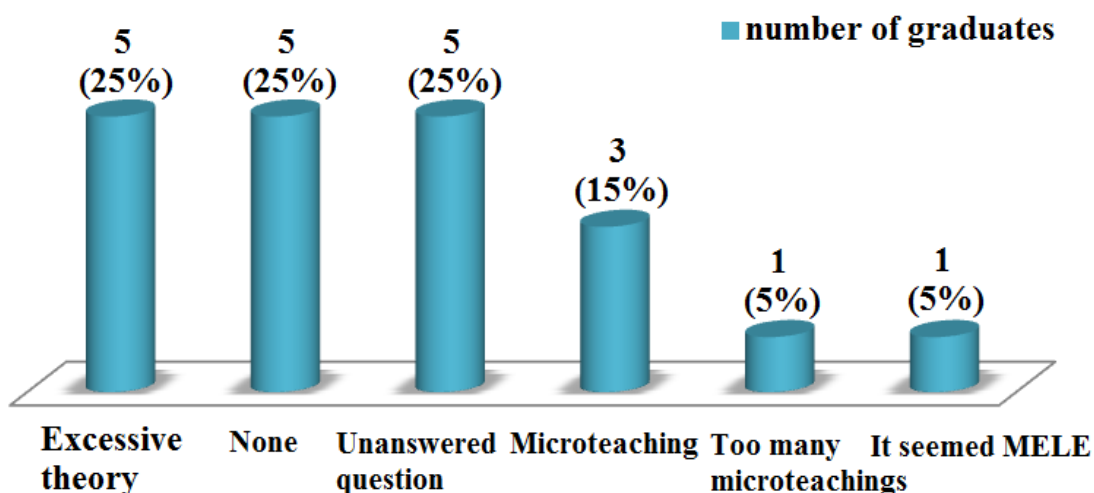
designing a lesson plan, which is 15%. Also, 3 graduates stated that learning about current methods and techniques to use in a classroom were necessary, and this is represented by 15%. Unfortunately, 2 graduates were not willing to answer this part, which is equivalent to 10%. Lastly, 1 graduate said this class was not satisfactory and 1 graduate said that it was complete; this is equivalent to 5% per each part.

As observed in Figure 4.8, most graduates expected to teach in a real context. This result is quite relevant because it agrees with Koc's theory (2008), which establishes that real practice allows connecting the theory and the practice and it gives the opportunity to learn from actual teaching.

Also, it is observed that graduates expected to learn how to design a lesson plan because, as Hernandez (2007) mentioned, a lesson plan benefits to carefully think about the goals, the purpose, possible problems and to make improvements to each class. Thus, a lesson plan is a vital tool for the teaching area because through it a teacher can be aware of different issues related to a class. In addition, learning current methods and techniques would result in a positive learning process environment.

After revising aspects that graduates thought were missing in *Práctica Supervisada Reflexiva* (see Fig. 4.8), the figure 4.9 integrates the most common aspects that they considered were unnecessary.

Figure 4.9 Graduates' opinions about what aspects were unnecessary in PSR



As seen, in Fig. 4.9, 5 graduates said that it was unnecessary to review a lot of theory, which is represented by 25%. 5 graduates answered that it was a complete subject; this represents 25%. 5 graduates did not answer this part, so this is equivalent to 25%. 3 graduates considered that the microteaching was unnecessary; this is represented by 15%. On the contrary, 1 graduate reported that microteaching was fine but excessive, which represents 5%. Finally, 1 graduate said that this class was similar to another subject of this ELT program, which represents 5%.

As studied in Chapter II, microteaching is an important tool to the professional development of a teacher trainee. It helps to learn and acquire understanding about teaching skills (Remesh, 2013). However, some graduates consider that is not necessary. Nevertheless, microteaching is quite important. It is a potentially educational tool that

allows increasing the self-confidence and the self-awareness (Higgins & Nicholl, 2003), but as mentioned before students need to get involved in the learning process so microteaching and any other tool become valuable to their professional formation.

Moreover, we observed that graduates mentioned that they saw theory that they had already seen in previous subjects. Nevertheless, Mergler and Tangen (2010) studied that sometimes during the university there are not associations between theory and practice about teaching programs leaving pre-service teachers under-prepared for the real experience. So, it is important to study theory but only to relate it with the teaching practice. In my own class, we did not have the chance to review previous knowledge, but after doing this study and analyzing my own case I can express that it would have been a good strategy to briefly work and observe how to apply this theory in teaching contexts.

Furthermore, I believe that a well applied Microteaching gives as a result a positive learning process to start acquiring the initial aspects that teaching might involve. For instance, Ogeyik (2009) researched that microteaching allows to practice how to organize the time for the lesson, how to work with technology and how to gain experience for classroom management.

Subsequently, figure 4.10 encompasses the aspects that graduates considered were missing or unnecessary for Experiencia Profesional.

Figure 4.10 Graduates' opinions about what aspects were missing in EP

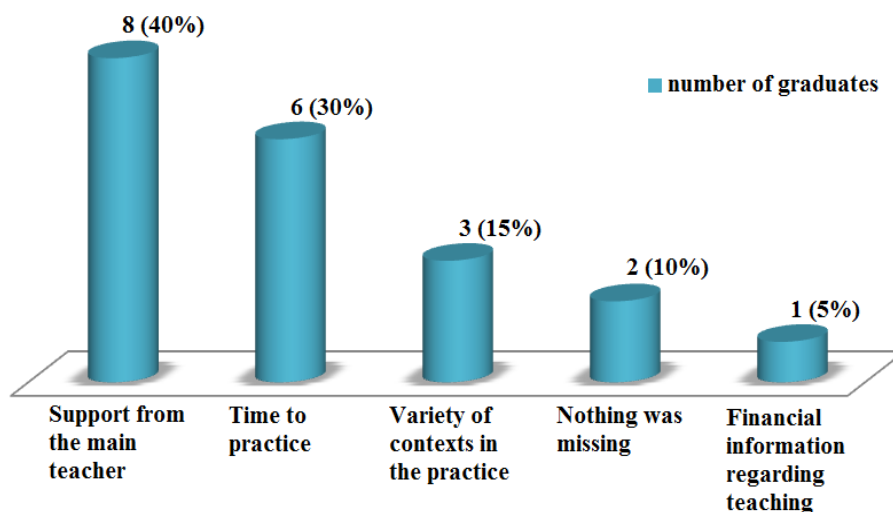


Fig. 4.10 shows 8 graduates who considered that support from the EP supervisor was missing, which is equivalent to 40%. In addition, 6 graduates said that the time dedicated to practice was not enough, this represents 30%. Then, 3 graduates answered that the practice with a variety of contexts could have been useful, which is equivalent to 15%. Next, 2 graduates considered that this course was complete; this is represented by 10%. Finally, 1 graduate considered important the instruction of financial terms concerning the teaching area, this represents 5%.

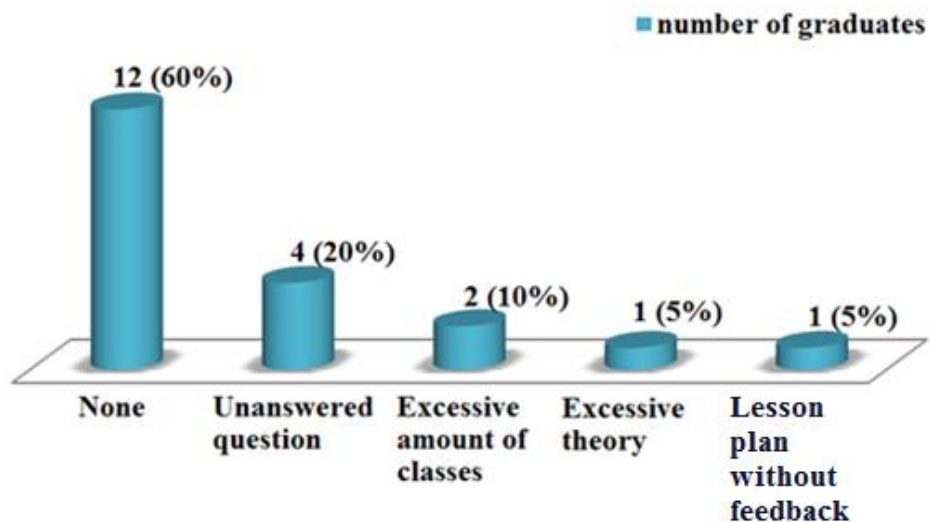
The information found through the application of the instrument (figure 4.10) states lack of attention in some aspects that could have been important before start working. Some aspects were practicing in a variety of contexts considering more practice time. As mentioned in chapter II, professional practice in a real context is important to develop teaching skills. Koc (2008) reviewed that it is an essential part of student-teachers'

formation which consists of taking responsibility of a group of learners during a period of time; this is why graduates considered significant to add time to practice not only in one level but also in different levels to have a better initial training.

Also, another relevant aspect was to have more support by an experienced teacher during this practice. As stated by Koc (2008), a cooperating teacher provides student teachers feedback about their development and encourages them to evaluate their own learning and a supervisor makes frequent visits to observe student teachers performance and provides feedback about the teaching progress. Graduates were conscious that they had to work with their teachers but they said that they needed more assistance from them.

Figure 4.10 above, described the graduates’ perceptions regarding the aspects that were missing in Experiencia Profesional. Fig. 4.11 displays the aspects that graduates considered were unnecessary for this course.

Figure 4.11 Graduates’ opinions about what aspects were unnecessary in EP



The results from Fig. 4.11 denote that 12 graduates considered that nothing was unnecessary, which is equivalent to 60%. 4 graduates did not answer this part, which

represents 20%. 2 graduates believed they practiced too many hours, this is representing 10%. 1 graduate said that this class involved a lot of theory and it was not useful, which represents 5%. 1 graduate argued it was useless to email lesson plans without receiving any feedback, this is represented by 5%.

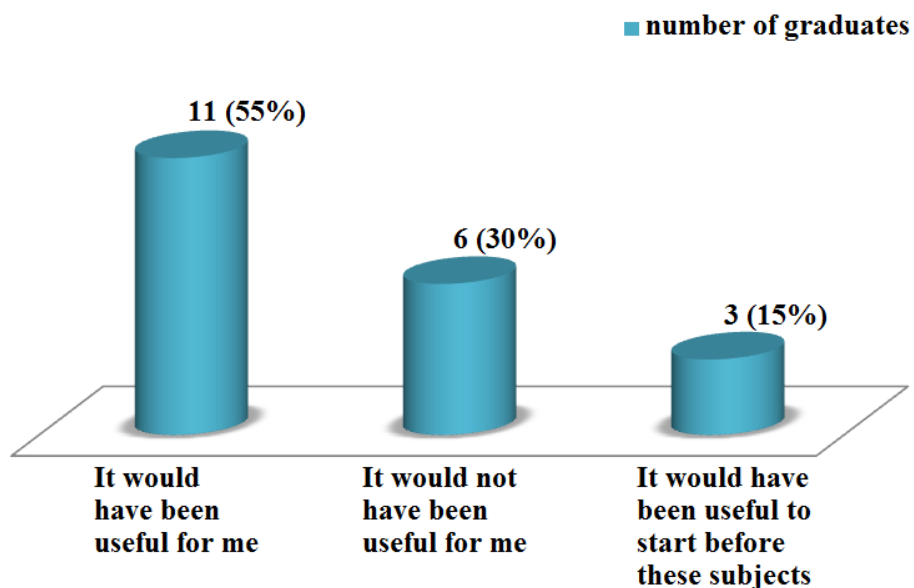
Unlike *Práctica Supervisada Reflexiva*, graduates agreed that although there were missing aspects to enrich their professional formation most of the *Experiencia Profesional* program was useful. From these results, I observed that training teachers should worry about constant learning. They should not only focus on what they acquire in the classroom but also to be willing to investigate, read, share, participate, look for opportunities to observe classes and to practice. The achievement of being teachers depends on the first teaching experiences that they have. Also, from the opportunities to share and receive feedback from these first lessons in order to avoid feeling unproductive and inappropriate for the profession (Pitton 2006, cited in Pinar & Cendel 2013, p. 2). This is to say, professional formation also depends on students-teachers attitude and dedication.

To this point, the information presented has been of great importance to distinguish aspects that graduates perceived from PRS and EP. Moreover, it is significant to underline that the relation with the literature reviewed in this study reinforce the fact that these subjects are relevant for teachers' formation. However, the aspects that graduates visualized for each subject are observed.

The next data describes in detail graduates' concerns illustrated above. These concerns involve class observation, teaching in real context, feedback and mentoring.

As previously seen, graduates agreed that they expected to start practicing in a real context when taking *Práctica Supervisada Reflexiva*. The following graph indicates their point of view about this concern (see Fig. 4.12).

Figure 4.12 Graduates' opinions regarding to start teaching in real contexts when taking PSR.



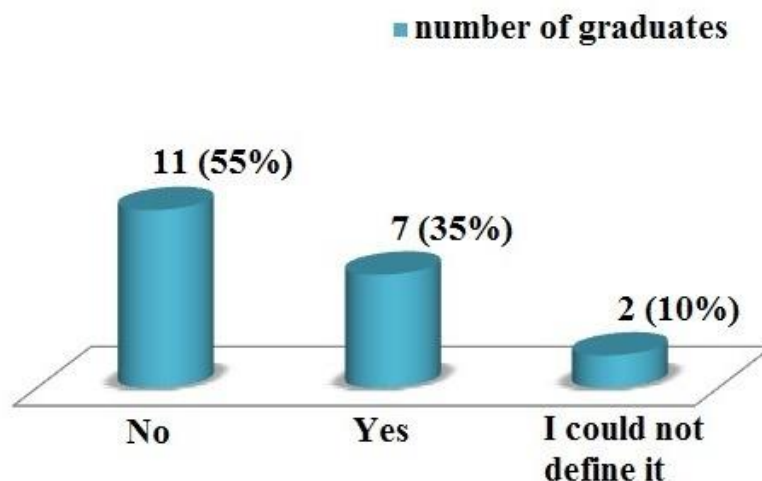
As we can see in the Fig. 4.12 above, 11 graduates considered that to start teaching real classes could have been very useful, which represents 55%. On the other hand, for 6 graduates could not have been that useful; this is represented by 30%. Finally, 3 graduates said that to start practicing with real classes before taking the PSR and EP could have been better, which is equivalent to 15%.

Simultaneously, it has been observed that practice in real contexts was important for graduates. Even, some of them believed that the time invested in this important matter was not enough. And according to the study, for student-teachers, the practice in real contexts is a basic training to be prepared to face the first experiences in the classroom. I consider

important to start training as soon as possible to confront real challenges and to learn how to deal with them. Also, as it is suggested by Graham and Phelps (2003), taking up teaching as an important part for the personal development implies obtaining experience while discussing a variety of alternatives of teaching.

It can be seen that *Práctica Supervisada Reflexiva (PSR)* and *Experiencia Profesional (EP)* require observing classes from experienced teachers to compare and/or acquire knowledge in the teaching area. Below, Fig. 4.13 illustrates if graduates did enough observations to different English language teachers.

Figure 4.13 Graduates say whether they did observe enough classes while taking PSR and EP courses



As seen in Fig. 4.13 above, 11 graduates said that they did not observe enough English classes; this is represented by 55%. Then, 7 graduates reported that they did observe different classes, which is equivalent to 35%. Also, 2 graduates could not describe if observations were enough, which represents 10%.

The principal factors of why graduates said that they did not do enough observations should be considered. They stated that the reasons why they did not observe

enough classes were due to lack of time, lack of motivation and because some teachers did not allow students to observe their classes. In order to have a meaningful learning, it is important to provide the learners a helpful, encouraging, harmless, unrestricted and responsive environment that stimulates construction (Airasian and Walsh, 1997; Hendry, 1996 cited in Kesal & Aksu, 2005, p.118). Thus, it is crucial to support students to encourage them during their professional training, providing a safe environment to develop teaching and language learning strategies.

Another aspect concerning graduates' expectations was about feedback. They perceived that a complete feedback from teachers and classmates could contribute to improve teaching skills. Below, what they said per each course is observed respectively. Figure 4.14 presents the evidence gathered about *Práctica Supervisada Reflexiva*.

Figure 4.14 Graduates' opinion regarding feedback received from PSR

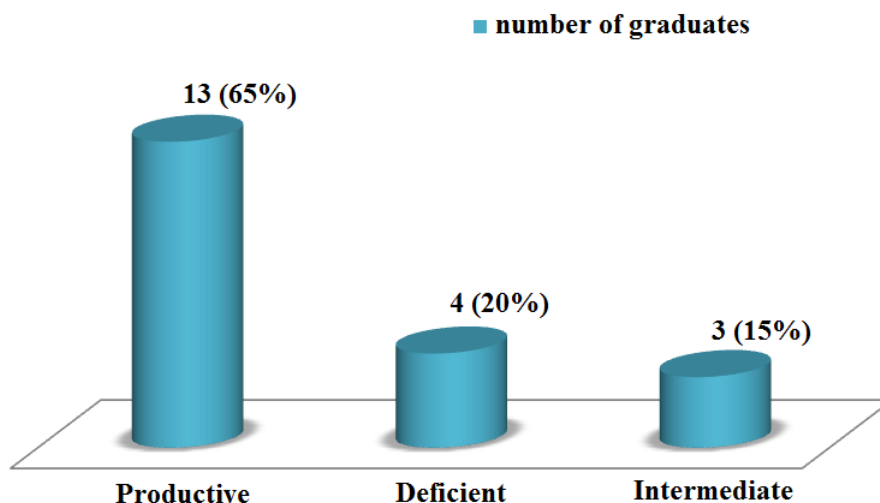
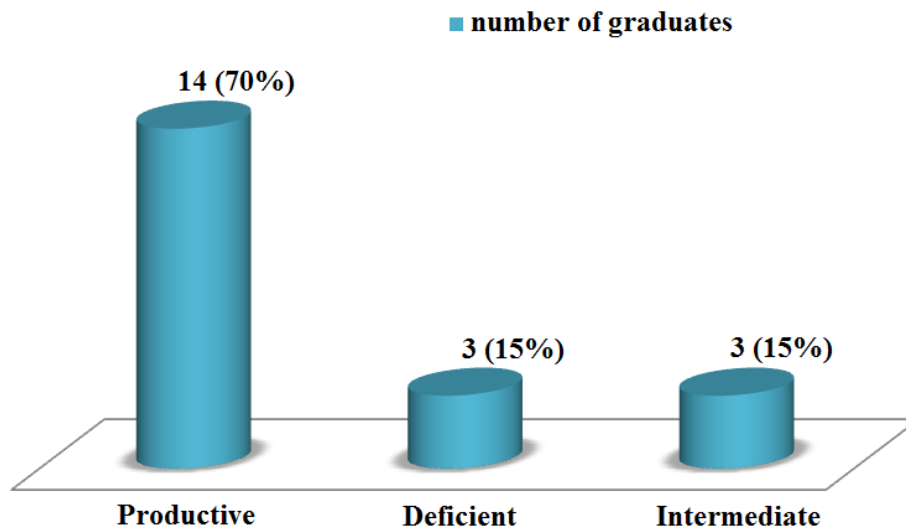


Fig. 4.14 presents the following results: 13 graduates said that the feedback received from teachers and classmates in PSR was pertinent and productive, which is equivalent to 65%. Then, 4 graduates said that the feedback was not productive, which represents 20%.

Also, 3 graduates said that the feedback was somewhere between good and bad, this represents 15%.

Following, Fig. 4.15 shows the results concerning Experiencia Profesional.

Figure 4.15 Graduates' opinion regarding feedback received from EP



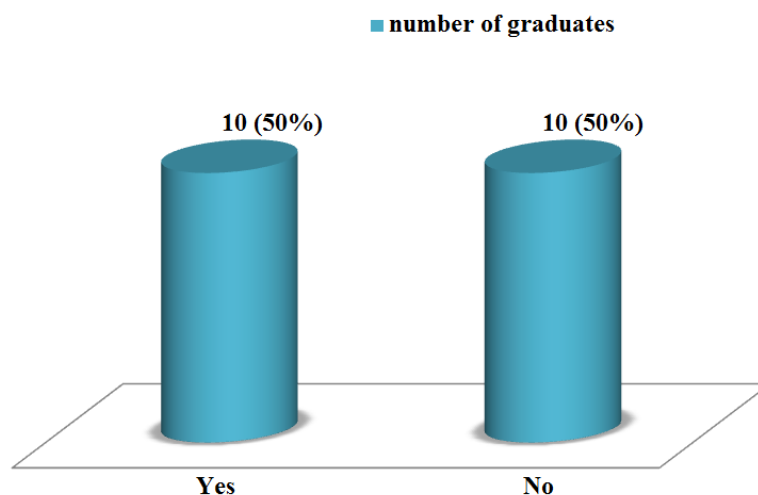
In Fig. 4.15, 14 graduates reported that the feedback received from teachers and classmates in EP was indeed productive, which is equivalent to 70%. Then, 3 graduates said that the feedback was not productive, which represents 15%. Also, 3 graduates reported that the feedback was between good and bad, this represents 15%.

The previous results seemed very similar (see Fig. 14 and Fig. 15). This means that graduates accepted feedback as it is, an instrument to support teaching training. What must be considered for these classes is to explain the concept of feedback and what it involves in order to provide meaningful comments. As Subramaniam (n.d) stated, feedback should be supportive, productive and useful to improve pre-service teachers' teaching.

Besides using feedback as a complement to improve in the teaching area, the importance of receiving continuous support from teachers or colleagues during the first experiences as a teacher might be relevant to feel supported and encouraged to perform.

The next graph has the purpose to show if graduates still accept support from their PSR and EP teachers (see Fig. 4.16).

Figure 4.16 Graduates that receive or ask for help now that they are working as teachers



As seen in Fig. 4.16, 10 graduates are supported by a teacher. However, the other 10 graduates do not receive or ask for any help to improve the ELT. This represents 50% and 50% of the graduates.

Some graduates considered irrelevant to continue looking for support from their teachers. They rather work individually. However, some graduates found it important to continue consulting professionals to solve doubts.

Fig. 4.17 shows data from the 10 graduates (see Fig. 4.16) that still receive or ask for support.

Table 4.17 Graduates who receive or request support for ELT

I RECEIVE OR ASK FOR SUPPORT FROM:	NUMBER OF GRADUATES:
A teacher from the same faculty but from a different subject	5
Colleagues or ex classmates from the career	3
Teacher from EP subject	2

Fig. 4.16 shows that 10 graduates still get valuable instruction to improve their classes. They receive support from teachers, colleagues or ex classmates (see Fig. 4.17).

Sometimes it might be important not only to ask for support but also to contribute and work with other teachers. Individual's knowledge is not only from collecting separated pieces of information; it is also constructed from the cumulative information that is acquired from experiences in different settings (Ormrod, 2003 cited in Chmiel, 2014). To get constantly involve might help to find different methods and techniques to deal with classroom issues, as well as constructing knowledge from different contexts and experiences.

Thus, personal knowledge not only depends on receiving instruction but also increasing knowledge by working and learning from other settings. A new teacher is always looking for opportunities to absorb knowledge from expert coworkers and expects to receive instruction that would help to improve the experience as a teacher. New teachers require discussions about curriculum implementation, ideas to work on specific students' learning needs and an insight from colleagues already familiarized with their subject areas (Johnson & Kardos, 2002 cited in Feiman-Nemser 2003, p.28).

Despite all the data presented about the PSR and EP courses, there is still a last issue to answer the first research question. Since graduates have already concluded these classes, they were able to provide their points of view.

Figure 4.18 displays the items that graduates commented about PSR.

Table 4.18 Graduates' comments about PSR

PRACTICA SUPERVISADA REFLEXIVA	
POSITIVE	NEGATIVE
—Good management of the theory about how to plan a class according to the skill and topic desired to apply.	—I did not like the surroundings of the group because they often did not participate in the practice.
—In this subject we start to teach "classes". It refers to the experience of taking control of a group in a simulated way.	—Many topics were missing in this class: lack of practice, stress control, group control and what to do in difficult situations.
—It is a great help for those who do not have previous experience.	—You are not in a real group, so you do not argue about real problems that you may face when you teach.
—It focuses on lesson plans and the different characteristics of groups.	—There was not enough practice and therefore there was neither a valuable feedback nor experience.
—Organizing a portfolio with the material collected during the course is very useful.	—They did not accurately explain each part of a lesson plan.

Table 4.18 above, illustrates the viewpoints that graduates had about PSR. They mentioned the aspects that they found beneficial from the course, as well as the aspects that they considered were ineffective. For instance, graduates mentioned that this course was practical because they could start designing a lesson plan and practicing with simulated classes. Besides, the information gathered during the course was constructive. Nevertheless, they mentioned that sometimes simulated classes were not effective due to the lack of interest from classmates causing poor feedback.

Figure 4.19 displays the items that graduates commented about EP.

Table 4.19 Graduates' comments about EP

EXPERIENCIA PROFESIONAL	
POSITIVE	NEGATIVE
—Productive hours in EP in front of a real group with real problems.	—The subject does not last enough and perhaps it should be taken more into account.
—The most important in this class is the experience in a real group and that you face real problems; it is a subject in which you learn a lot.	—The teacher and the principals from the school where you teach your lessons of EP believe that it is the only subject you take and you have all the time in the world.
—It helped me to strengthen my beliefs about what works and what does not work in language teaching.	—Well, I think a single course is not enough.
—I received great advice from the teacher.	—The negative in this class are the circumstances that come from the availability of the place to practice.

Table 4.19 describes graduates' viewpoints from EP. They considered the subject as an important tool to face real issues when teaching. However, they expressed that the length of the subject was not enough to be ready to teach, so they suggested that it should not be taken for granted.

To conclude, as graduates are working teachers now they contributed to this study by reviewing the perspectives and learning they had. Additionally, graduates had some recommendations to enrich these subjects and achieve a valuable learning process.

4.5 Graduates' Suggestions for the PSR and EP Courses

To complete the previous findings, this section will present data obtained from the open-ended questionnaire concerning to answer the second research question of this project. The following information describes graduates' suggestions for *Práctica Supervisada Reflexiva (PSR)* and *Experiencia Profesional (EP)*. As they have already finished and they are working as teachers now, they have in mind some ideas that can be taken into account for these subjects forming future teachers and it is of great importance to know what graduates recommend for these classes.

As well as graduates' perceptions, when I was reading their suggestions, I identified that they had in common many elements that they considered important to contemplate. In the next two sections, I explain about graduates' suggestions for PSR and EP.

4.5.1 Graduates' Suggestions for *Práctica Supervisada Reflexiva (PSR)*

As I commented above, the recommendations that graduates provided were similar and, of course, important. Graduates suggested that it could be very useful to reduce the enrollment, so students could have more attention when they are practicing in the class. Furthermore, graduates reported to present a less amount of microteachings so they have a better quality, and not only prepare them because students must perform a number of classes. Besides, graduates consider this course important to start practicing in real contexts and start facing situations that real classes involve. So, they suggested to distribute the class to practice with microteaching and then with real contexts.

Graduates also mentioned something about feedback. They said that it could be valuable to receive more feedback from the teacher, and when it comes from classmates it should be brief and meaningful. Also, graduates said that the feedback should be focused

not only on the negative but also on the positive part to reinforce teaching strategies. They also suggested that the teachers' advice should be related to their experience in the field, so students could learn from those experiences. Similarly, they reported that this course should be taught by somebody with valuable experience in the ELT area.

Additionally, some graduates said that they worked with theory that they had already learnt in previous courses; instead they suggested working only with the required information. What most graduates suggested for this class was to make sure that students know and understand each function and part of a lesson plan to ease its design and use through the time. Another common and relevant suggestion is that this course about teaching should be imparted since the beginning of the ELT program so students can have a better training in the field.

Table 4.20 Suggestions for PSR

PRACTICA SUPERVISADA REFLEXIVA
Classes with few students
Start with real classes
Less microteaching
Positive feedback
An experienced teacher to teach the course
Less theory
Instruction about the parts of a lesson plan
Real classes since the beginning of the major

Table 4.20 above summarizes the recommendations that graduates stated in the instrument for PSR.

4.5.2 Graduates' Suggestions for Experiencia Profesional (EP)

In the same way as with PSR, graduates had in common some suggestions for EP. Primary, graduates suggested having more hours of practice. Subsequently, they agreed that for student-teachers would be useful to be evaluated by experienced teachers in the ELT area. Besides, for a student-teacher is important to observe different classes, so graduates suggested that teachers from this ELT program should be more flexible and let student-teachers to observe their classes. Additionally, graduates said that they would have liked to be sent to observe teachers with great experience. Also, some graduates mentioned that there should be agreements in the school to do the professional practice because some teachers refused to let them practice in their classrooms.

Another aspect that graduates considered relevant is related to the supervisor. They asked for a flexible and dedicated supervisor, whose patience and dedication contribute to develop a meaningful personal feedback, adding that the supervisor should go to observe the student-teacher more than once.

Moreover, they mentioned that a student-teacher expects to have more attention when designing and preparing a lesson plan and material to create an efficient class. Also, they consider useful to organize discussions in class to talk about each one's experiences and improve situations in the classroom. Likewise, graduates suggested the same idea from PSR about feedback, but in this case they believe constructive to take into account feedback from the students where a student-teacher is practicing.

Finally, graduates added that now that they are working as teachers they consider convenient to focus on the competency approach since it is the basis of education. As well as, they mentioned that professional practice should be focused not only on one level, but

also to practice with a variety of groups, levels and contexts to acquire a better training and be ready at the moment of working with one's own group.

Table 4.21 Suggestions for EP

EXPERIENCIA PROFESIONAL
More hours of practice
Being evaluated by experienced teachers
Permission to observe experienced teachers
More supervision to the student-teacher to have a meaningful feedback
More attention in the design of a lesson plan and material
Discussions in class to share and improve
Positive feedback
Feedback from the students where student-teacher is practicing
A more flexible and dedicated teacher
Study the competency approach
Variety of contexts to practice

Table 4.21 above provides the recommendations that graduates indicated in the instrument for EP.

The previous statements were directed to answer the second research question of this research project (see titles 4.5.1 and 4.5.2 above). The purpose was to explore new ideas that could benefit the teacher formation from these important classes that are part of the program of this profession.

4.6 Chapter Conclusion

In this chapter, I described and explained the results obtained from the two instruments: the semi-structured interview and the open-ended questionnaire. The collection of these data was done with the purpose of providing answers to each of the research questions of this project. In the next chapter, I will give the general conclusion of this research project; also, I will answer my research questions and finally, I will discuss about the significance, the limitations and directions for further research.

CHAPTER V: CONCLUSIONS

5.0 Chapter Introduction

This research project was directed to know graduates' perceptions and suggestions for the courses of Práctica Supervisada Reflexiva (PSR) and Experiencia Profesional (EP) of the ELT program of this university. As it was previously mentioned, the main purpose of this research was to know the learning and expectations that graduates had about these courses. It was also intended to know graduates' suggestions.

As graduates have already lived the experience of taking these courses during the career and now that they have started to work in ELT, they perceived these courses differently and they could provide some information that can be useful to include in future courses at the Faculty of Languages at BUAP. In Chapter IV, I presented in graphs and tables the results obtained from the analysis of the results obtain from the instruments that I used to answer the research questions. In this final chapter, I will present the general conclusions of this research project. Therefore, I will summarize the main findings of the study emerging from the data presented in Chapter IV. I will also describe the significance of the study and answer each of the research questions involved in this project. Finally, I will give details about my personal reflection, limitations and directions for further research.

5.1 Findings and Significance of the Study

During the analysis of the instruments, I could observe similarities that caught my attention and I noticed useful information for my research project. Primarily, when I was doing the interview I found that graduates had similar points of view and it was interesting to notice that graduates had in common most of their expectations for these subjects. After designing the questionnaire and analyzing the data from it, I noticed that according to my

participants, although half of them had certain experience in the field and half did not (see Fig. 4.3 from Chapter IV), they could contribute with valuable information regarding the PSR and EP courses.

First, I observed the expectations that graduates had from these courses before taking them and I could notice that for most graduates those expectations were accomplished. The most important expectations from graduates were to acquire experience to teach a lesson and manage a classroom. Also, graduates said that they were ready to teach in real contexts to acquire experience. Then, I could observe that graduates were expecting to learn about the design of a lesson plan as well as receiving a valuable feedback.

In addition, it is important to contemplate the aspects that graduates considered were missing or unnecessary for these classes. First, for the class of PSR I could realize that most graduates believed that to practice in real contexts could have been necessary from this course. Also, I found out that in this class graduates needed to be taught about the structure and parts of a lesson plan. Besides, they said that the instruction of current methods and techniques for teaching was missing. On the other hand, what graduates considered unnecessary for this course was the number of microteachings and to review theories previously learnt in different subjects. However, I could see that a part of graduates said that nothing was unnecessary in these courses.

Regarding the aspects that graduates considered were missing for EP, there is one that most of them considered relevant. They expressed that more support from the supervisor was missing, the main teacher of the class. Moreover, a good number of graduates said that it was not enough time to practice and that it would have been useful to organize the course in a way that they could have practiced in different contexts. Also,

there is one issue that caught my attention. One graduate responded that for this class there was missing instruction about financial aspects of giving classes, such as taxes, social security, salary or the cost of an individual class. On the contrary, there are also some aspects that graduates considered unnecessary for EP. Few graduates said that in this class there were a lot of hours of practice and a lot of theory. Finally, most graduates said that everything was unnecessary.

Because of the information that graduates provided in the interview, I asked through the questionnaire about their opinion of teaching real classes since PSR. It was found that half of the graduates considered that it could have been quite useful to practice real teaching; either to start developing in the teaching aspects or to reinforce knowledge for the graduates who have taught before. On the contrary, another part said that it could have been better to work with real classes since the beginning of the ELT program. I also noticed that although most part of the graduates said that it could have been a good idea, a fewer amount of graduates said that it could have affected their education because they needed more theory and because they could have lost interest in these subjects.

I could also note some interesting information that I gathered from the instruments. Firstly, I should remind that doing observations to other classes is a basic tool to take into account for the PSR and EP courses; however it was found that the largest part of graduates said that they did not do enough observations to other classes. Only few graduates said that they did and two said that they could not define if it was enough for them.

Considering the previous answer, I was also curious why graduates said that they did not do enough observations and this is what I found out. The main factors for which graduates did not do enough observations were i) because they did not have enough time,

ii) because their teachers did not encourage them to do it, and iii) because the teachers that they wanted to observe did not allow them to enter to their classroom.

Regarding the feedback that graduates received from their teachers and classmates I could notice that graduates' opinions for both classes were similar. Most of them said that the feedback in PSR and EP was very productive while some graduates considered it was deficient for them or between good and bad.

According to the information presented in this study (see literature review), graduates should continue receiving support from a teacher. An aspect found is that half of the graduates still receive help from someone. In the same way, I asked who they receive assistance from and it was found that the majority of graduates (5) receive help from other teachers but from the same school. Yet, others (3) said that they receive help from co-workers or ex-classmates from the school, and two graduates said that they still receive support from their teacher of EP.

After all the information stated above, graduates also mentioned some interesting comments about these courses. About PSR, graduates really enjoyed the way of practicing in the classroom. The planning of a lesson according to a certain level and also keeping a portfolio from these materials was useful. Moreover, graduates considered that the feedback was not exactly valuable because they did not give classes to real groups. About EP, graduates seemed to be really satisfied to the fact of working with tangible contexts although they said it was not enough. And the problem that they faced was to find a place to practice.

With respect to graduates' suggestions towards the PSR and EP courses, the questionnaire showed relevant information. For PSR, it was mainly found that graduates recommended a class with a fewer amount of students so the classes can be significant.

Also, they suggested brief and meaningful feedback from the teacher and classmates. For this class graduates advised to take into account the instructions of how to develop a lesson plan. Now, for EP, the study indicated that graduates suggested having more hours of practice but in different levels and contexts. In addition, they said that more support and revision from the supervisor is necessary. As a final point, graduates propose that teachers in the school should allow students to observe their classes.

5.2 Answer to the Research Questions

This research project was focused on answering two research questions. Thus, they are shown and answered below.

RQ1. What are program graduates' perceptions about the PSR and EP courses now that they are currently teaching?

In order to answer this question I applied a questionnaire that was designed to show what graduates' perceptions of these courses are. It was found that graduates considered that these classes are crucial for professional formation and they really enjoyed and learnt from both courses. Also, it was found that they put a great effort not only with the lesson plans but also with the material and any other aspect in them. However, graduates perceived there were some aspects missing or unnecessary in both courses.

For instance, they agreed that both classes were very useful to start facing real situations in ELT, but for the class of PSR it could have been important for them to start teaching in real contexts (50% graduates), as well as receiving information about recent teaching methods (15% graduates) and how to design lesson plans(15% graduates). From this information it was conclude that most graduates believed that it would have been useful to start teaching in real contexts since this class (55%), some graduates said that it would

not have been useful (30%) and few students considered that it would have been useful to start teaching in real contexts before these subjects (15%).

On the other hand, some graduates agreed that it was unnecessary to receive excessive theory in this class (25% graduates). Also, graduates mentioned they considered they did a lot of microteaching (15% graduates). They said that most microteaching was designed with poor quality because they expected to finish the lessons they were asked for.

For the class of EP, they would have liked to have more supervisions and personal feedback from the main teacher of the class (40% graduates). Also, they said that the real practice in this class was quite great but now that they are working teachers they realized that the period of practice was not enough (30% graduates) and the practice with different contexts was missing (15% graduates). Moreover, for this class only few graduates mentioned that they were asked for an excessive amount of classes and the period was not enough to complete them (10% graduates). Most graduates agreed that any aspect was unnecessary for this class (60% graduates).

For both classes, graduates were conscious that they required doing observations to learn from other English teachers' experience. However, 55% of the graduates perceived that they did not observe enough classes, even so 35% of the graduates were satisfied by the number of classes they attended and only 10% could not define whether a number of observations were appropriate. Furthermore, graduates perceived from these classes that the feedback received was important through each lesson. Although, in PSR microteaching was important they dislike that they did not discuss real situations because they were not practicing with in a real context. They mentioned that some microteaching was useless because most classmates did not want to contextualize, therefore feedback sometimes was not valuable. Though, in EP graduates considered real practice as significant. They could

face real situations and acquired the basic experience in the management of a classroom. The concern for graduates was to be observed with more frequency by their supervisor to receive constant feedback. Nevertheless, graduates said that the feedback from classmates and teachers during PSR (65% graduates) and EP (70% graduates) was very productive to reinforce their experience.

RQ2. Do graduates have suggestions for the PSR and EP courses? If so, which are those?

In the same way, the answer for this research question was obtained from the questionnaire that was applied to graduates. The results showed valuable information that graduates considered could be useful to apply for PSR and EP courses.

As described in Chapter I, PSR is a class in which a student-teacher starts training to be a language teacher through microteaching. In this class student-teachers initiate designing classes and acquiring techniques by practicing in their own classroom. For this class, graduates suggested numerous issues that they considered important to include and all are mentioned below.

Initially, graduates suggested reducing the number of students, because as there are many in a classroom the process of learning becomes deficient due to the lack of time to work deeply with every student. Also, graduates suggested to work not only with microteaching but also to distribute the time in such a way that is possible to practice with real contexts for a while during this class. Besides, they advised to receive more feedback from the teacher mentioning information from the own experience. And, when it comes to classmates they asked it to be brief and meaningful focused not only in the weak points, but also in the strengths to reinforce the teaching method. In addition, the recommended not to work with theory concerned to previous courses but with new methods and information about how to design a lesson plan. A final relevant issue that graduates considered

important to suggest is that it could be effective to practice in real contexts from the beginning of this ELT program so that students can get a more complete experience.

Unlike the previous course, EP is a class to train the teaching skills but in a real scenario, it is working with a real group of students with everything that goes with it. So, graduates also showed their concerns with the purpose to consider students' needs and improve the course.

Firstly, graduates suggested increasing the hours of practice, but they included to be evaluated by an experienced teacher. They meant to assign a teacher that is really prepared in this matter. Graduates added that it would be excellent to work with a teacher who is really committed to the students. They mentioned that the teacher should go to observe the student-teacher more than once, so the feedback is meaningful and the student-teacher knows how to work and what to improve. Another important concern from graduates was that this faculty should allow student-teachers to observe classes because they mentioned that some teachers were negative towards being observed. Also, graduates suggested that to create a more effective learning there should be meetings with the group to discuss and share experiences from the practice. Similarly to PSR, graduates asked for a meaningful feedback, but they considered relevant to take into account feedback from students where the student-teacher is practicing. Another similar point was that graduates recommended paying more attention in the lesson plan and material to create effective classes. They mentioned that the teacher should check in detail these tools. As final point, graduates suggested that this class should teach about the competency approach because it is the current method used in education, as well as to practice with a variety of contexts to acquire the basic knowledge of each level.

5.3 Research Aims

The aims established for this research project are the following:

- a) To analyze the characteristics of the perceptions that graduates have from Practica Supervisada Reflexiva and Experiencia Profesional.
- b) To synthesize different ideas from graduates according to their learning in these classes.
- c) To explore how these classes could improve through suggestions provided by graduates.

5.3.1 Achievement of the Research Aims

One of the aims of this study was to analyze the characteristics of the perceptions that graduates have from PSR and EP. This aim was accomplished through the examination of the data in the questionnaire applied (see Chapter IV). I found that graduates' responses were similar for these courses. That means that they had alike perspectives from these classes and that their idea of professional development is correctly focused. For instance, they expected to learn, to practice and to gain experience.

Another research aim was to synthesize different ideas from graduates according to their opinions about these classes. To accomplish this aim, during the analysis of the data obtained from the questionnaire, I tried to organize the information to explain as clear as possible graduates' responses. We could see that although graduates rated their performance as perfect, they expected to give more real classes so they could have practiced more in the area, and also that they needed more support from their teachers. In the same way they suggested starting this kind of training from the beginning of the ELT program to excel in the field.

The last of the research aims was to explore how these courses could improve through suggestions provided by graduates. This aim was accomplished by collecting information from the questionnaire applied. Graduates were willing to provide their

personal suggestions based on the experience they had in each course, and now that they are teaching they could offer a valuable opinion.

5.4 Personal Reflection on the Research Experience

In this segment, I will describe a little about the different experiences that I faced while I was doing this research project. I will present a personal reflection from four different perspectives. First, I will mention about the beginnings of this research project. Then, I will describe about the project development period. Next, I will write about the ending period of the project. Finally, I will say about the personal changes that I have experienced as a result of this process.

Through the development of this research project I faced several situations that were a positive influence for me to become a better individual. When I was about to take the two subjects focused on writing a thesis, I was nervous because I did not know the process of it. I became more nervous when I asked my classmates about their classes and they told me about the hard work that this implied. Therefore, I was concerned because I did not know how these classes would be, and also because I was not sure about my thesis topic. It took me some time to decide what I wanted to research. Our teacher asked us to bring some topics that we wanted to investigate. She encouraged us to decide what the best option was.

When I was taking my class related to write a thesis, I was also starting to take one particular subject that was focused on teaching. To be honest I was confused because I was expecting the experience to be different. One afternoon I was talking to a friend. He was already a graduate from this ELT program, and we were discussing about his job and my classes. In some way, we finished sharing about certain influences that we had from our classes to our work life. I was telling him the way my class was and he told me about his classes and his ideas from them. Then, I thought about the improvement that both courses

could provide for the professional formation and this is why I became interested in the topic. So, I presented it to my teacher and we agreed that researching about the opinions that graduates have from these particular courses focused on teaching was a great research topic to study.

Once I had the topic of my research, I could focus on the next step which was to start writing about it. It was a challenge. Although I enjoy writing, sometimes it was hard for me to unify my ideas to clearly express what I wanted to research, and also to organize all the literature that I had read. The first chapter was not so hard to describe, but as it is known the second is more challenging. Then, the third and fourth chapters had their difficulties because it was important to take time to analyze the instruments applied for this project. And finally, I consider this last chapter as a little arduous to write because it is time to summarize all the learning and findings. It is relevant to mention that the guidance of my teachers through each chapter and my dedication were a strong influence to accomplish this research.

Finally, I would like to share some personal views. I have read in other theses that researchers improved in several aspects after writing their projects. Now, I can prove this with my own experience. I have improved a lot. As I was mentioning above I really like writing; however, I had never done a research like this. It was very gratifying to see how my thesis was growing. I remember that at the beginning I was thinking about the moment that I could see one, two or three chapters done, and when I was writing this chapter I was feeling great. Actually, I improved my writing skills because now I take less time to organize and express ideas. Also, it was very interesting to see how an answer is found from a phenomenon studied. Furthermore, I finally have in front of my eyes something that years ago I thought was something really difficult to do. Seriously, I really enjoyed

researching. It has its complications but also it has its gratifications, and if I have the opportunity to continue doing it, I will. I can assure that a person grows, learns, gains confidence, gains motivation and motivates, helps, teaches and many other things that create an impact in the area studied. All the knowledge that I acquired, not only in writing a thesis but also all the information that I acquire from it, surely I will use it through my professional performance.

5.5 Limitations of the Study

As I have been mentioning, the main purpose of this project was to know graduates' perceptions and suggestions from the courses of PSR and EP. Some limitations that I had while writing my thesis were the collection of the data from the questionnaire. The number of participants that I was expecting to answer the questionnaire changed from 25 to 20. But not only that, I also changed the participants; I had sent 25 questionnaires by email to 25 different graduates. I set certain time and a day to have the questionnaires back but they were not in my email. Constantly, I was reminding graduates to answer the questionnaire but I just received some of them. Although, I was persistent, I was replied with excuses. I was a little worried because I had planned to have my instruments answered before some vacations that were coming, and after that problem I thought that I wouldn't make it. Fortunately, a friend of mine helped me to contact more graduates so I could apply my instrument. Finally, I applied it and everything worked fine but as I said at the beginning the number of participants was reduced but I still obtained significant information.

Another limitation of my instrument appeared when I was analyzing the data. I know that it is a little complicated to ask people to answer questionnaires but I did not know why I thought that they would be perfectly answered. When I was checking the questionnaires I was happy to see that most of the questions were answered; however, some

responses were very short and also some spaces were left blank. As I said, there were just few people who did that, but I consider that if they had answered all questions I could have obtained better results. Whatever it is, I really appreciated their participation and effort.

At the end, I could obtain worthy results and according to the interview I did before the questionnaire I can assure that the results obtained involve the true feelings of the graduates that took these courses. I said that because the interview was in a meeting and the graduates gave similar responses regarding these courses, but the questionnaire was individual and I still realized that their responses were quite alike.

5.6 Suggestions for Further Research

The principal resolution for developing this research project was to find out what graduates' thoughts were about the courses of PSR and EP from the ELT program, and what kind of suggestions they could contribute for these courses. Now, that they are working teachers they could observe these courses from a different perspective and they could be able to give their opinions about how efficient were these courses for them. Consequently, from all this work some suggestions for doing further research emerge:

- This research project was still focused on people graduated from an academic model called Fénix, but it could be interesting to do a research focused on future graduates from the new academic model called Minerva. Perhaps, the way of conducting the class is different and some new perspectives/suggestions can be found or they can be compared from this study and see how similar or different those perspectives are. Also, it can be found if the way of giving this class is improving.
- In this case, the study was focused on the ELT in the English area, but also it could be interesting to research about the language teaching in the French area. I am

sure that the process of these courses is similar but I do not really know how easy or hard is to find a place to practice and later the demand of job from this area. It could be fascinating to know graduates' perceptions and suggestions in this area.

- Also, the study could be focused on one course. They are concentrated in the same purpose that is training to teach but to research these courses separated some interesting data could be found in the way teachers and students are feeling about the subject.

- According to some results in this project, graduates did not do enough observations to other classes because of different perspectives. A further study can be focused on the type of classes and/or characteristics that students chose to observe a class. Also, the reasons of why some teachers do not allow students to observe their classes can be studied.

- It would be interesting to do a replica of this study but this time focused on teachers that give these courses. It would be interesting to know the reactions, behaviors and opinions from teachers towards these classes and students, regarding the same aspects: feedback, supervision, microteachings, methods, and so on. Certainly, the more we know about these courses, the better the courses could become.

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Appendices

Appendix A: Graduates' Interview

Guía de preguntas para entrevista con graduados

Antes de comenzar entrevista:

¿Les gustaron sus clases de Práctica Supervisada Reflexiva y Experiencia Profesional?

Comienza entrevista:

¿Ustedes ya habían trabajado como docentes de inglés antes de estas materias, durante las materias, o era la primera vez que enseñaban?

Teniendo o no conocimiento de que se trataban estas materias: ¿Cuáles fueron sus expectativas más importantes acerca de las mismas?

Después de comentar la respuesta ¿Cuándo las terminaron, notaron que finalmente si cumplió sus expectativas o tampoco? ¿Por qué?

Los dos cursos en general, incluyendo sus profesores, supervisor y prácticas, ¿ayudaron a su desarrollo profesional? ¿Consideran que estos dos cursos influyeron para su desempeño docente?

¿Ustedes ponían el empeño suficiente al realizar el plan de clase y material para ambos cursos?

¿Cómo consideran o califican su desempeño cuando estaban en estos cursos?

Tomando en cuenta el tema sobre retroalimentación, ¿Qué grado de importancia le daban a la retroalimentación de sus profesores, mentor, supervisor y compañeros que les otorgaban en cada clase?

¿Qué opinan de la práctica de microteaching y de dar clase en un contexto real?

En este momento de tu desempeño docente, ¿qué importancia le podrían dar a las clases, a toda la información aprendida, las prácticas y la retroalimentación? ¿Lo siguen aplicando o algo de estas materias ya quedo en el pasado?

¿Qué consideran fue de gran ayuda para prepararlos a estar frente un salón de clases?

¿Algunos de ustedes siguen recibiendo apoyo del profesor de sus clases de EP o PSR?

Si pudieran descartar y/o agregar algo de estas materias, ¿qué sería?

De acuerdo a su experiencia ¿Qué sugerencias o que aportaciones podrían dar para esas materias?

Appendix B: Graduates' Questionnaire

CUESTIONARIO PARA PROYECTO DE INVESTIGACION ENFOCADO A LAS MATERIAS DE PRÁCTICA SUPERVISADA REFLEXIVA (PSR) Y EXPERIENCIA PROFESIONAL (EP).

NOMBRE COMPLETO _____
PERIODO ESCOLAR DE 20 _____ **A 20** _____

Responde lo siguiente lo más sincero y claro posible. Recuerda que tus respuestas son confidenciales. Su único propósito es de análisis e investigación.

- 1 ¿Te gustaron tus clases de PSR y EP? (Da un breve comentario.)
- 2 Antes de tomar estas materias o durante las materias, ¿Trabajabas ya como profesor o era tu primera vez que ibas a dar una clase?
- 3 Cuando estabas por comenzar tus clases de PSR y EP posiblemente ya tenías una idea de lo que ibas a ver en estas clases. Por otro lado, también tenías una idea de lo que esperabas o querías ver en estas clases. ¿Cuáles fueron tus expectativas más importantes? ¿Qué es lo más significativo que esperabas de estas materias?
- 4 De acuerdo a lo anterior, al concluir ambas clases, ¿Consideras que se cumplieron tus expectativas? Justifica tu respuesta.
- 5 ¿Cómo consideras que fue tu empeño en la realización de tus planes de clase y material para tus clases?
- 6 ¿Qué aspectos consideras que les faltó o que fueron innecesarios a las clases de PSR y EP? Clasifica en el recuadro.

PSR	QUE FALTO
	QUE FUE INNECESARIO
EP	QUE FALTO
	QUE FUE INNECESARIO

7 Analiza: ¿Qué opinas de poder haber comenzado a dar clases reales desde la materia de PSR?

8 En tus clases de PSR y EP ¿Realizaste suficientes observaciones a diferentes clases para adquirir/comparar experiencia de otros profesores?

9 ¿Cómo consideras que fue tu dedicación y desempeño en cada una de estas materias?

10 Dentro de tus clases en general, ¿Qué factores consideras que fueron de gran ayuda para prepararte al manejo de un salón de clases?

11 ¿Qué piensas de las materias PSR y EP ahora que ya las has terminado y comenzaste tu vida laboral? Clasifica en positivo y/o negativo según tu caso.

PSR	MIS PERCEPCIONES POSITIVAS DE ESTA MATERIA SON:
	MIS PERCEPCIONES NEGATIVAS DE ESTA MATERIA SON:
EP	MIS PERCEPCIONES POSITIVAS DE ESTA MATERIA SON:
	MIS PERCEPCIONES NEGATIVAS DE ESTA MATERIA SON:

12 ¿Qué opinas de la retroalimentación que recibías por parte de tus profesores (profesor, supervisor y mentor), y compañeros en ambas materias? ¿Y que importancia tuvo para ti?

PSR	FEEDBACK
EP	FEEDBACK

13 Ahora que ya estás desempeñándote como profesor de inglés, ¿sigues pidiendo y/o recibiendo apoyo por parte de uno de tus profesores de estas materias? O ¿consultas apoyo de otro profesor? (si es así, especifica de que escuela)

14 Importante: ¿Qué sugerencias podrías aportar a las materias de PSR y EP? Específica en el recuadro.

PSR	SUGERENCIAS
EP	SUGERENCIAS

15 Éste espacio es libre para cualquier comentario que desees agregar.

COMENTARIOS ADICIONALES
