



UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

**Video Recordings of Classes as Reflection Tool:
Effects on Uqroo Students' Reflection Process**

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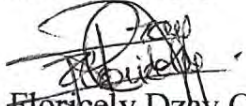
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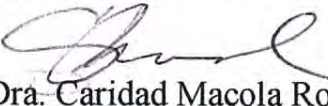
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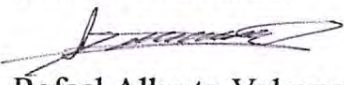
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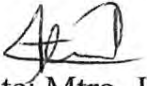
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SUMMARY

As different authors have reported it, reflection is an important key that leads to self-improvement for practitioners of any field. This research proposes the use of video recordings as a tool for reflection and aims to find the effects it has on UQROO pre-service teachers' reflective process. The main reason to choose video recordings is that they imply the use of technology and it produces reproducible evidence for the practitioner to be able to play and replay the video to observe his performance from an outside perspective. The results of this research proved, the assumptions and theory suggested by subject matter experts, to be true. In general, the effects of the use of video recordings were positive.

Key words: reflection, video, practice, teaching, effects

CHAPTER ONE: INTRODUCTION

This first chapter is an introduction to the study and provides a general description of the main aspects regarding the justification, approach, and context of the present research. It explains the problem statement, the objectives, and the context and circumstances in which the study was carried out.

Reflection is generally taken as a starting point in discussing language teacher education (Farrell, 2015; Guo, 2013; Larrivee, 2008; Schön, 1991; Zalipour, 2015). Language teachers, especially pre-service or novice teachers, usually encounter a variety of problems or situations inside and outside the classroom that sometimes they cannot understand or manage. Commonly, pre-service teachers get frustrated during their path in teacher education because they find themselves unable to generate significant improvement in their teaching practice. Reflection plays an important role in these situations because it has been said that reflection is the key to teachers' teaching practice improvement. There are studies (Coffey, 2014; Larrivee, 2008; Orlova, 2009; Osterman & Kottkamp, 1993; Zalipour, 2015) that support the idea that “reflection and practice nurture each other in numerous ways in the context of teaching” (Zalipour, 2015, p. 3). According to Larrivee (2008, pp. 341–342) “*practice* refers to one’s repertoire of knowledge, dispositions, skills, and behaviors” and “the term *reflective practice* refers to the on-the-job performance resulting from using a reflective process for daily decision-making and problem-solving”.

There is substantial interest in how teachers reflect and how doing a reflective practice helps them in their professional growth. Pre-service teachers are usually taught how to transmit their knowledge to others, how to perform, and how to elaborate material for their classes. However, they might not always be taught how to reflect effectively and the importance of reflecting before becoming actual teachers. As mentioned before, sometimes, pre-service teachers get frustrated during their teacher education practice when they face situations in which they do not know what to do to find solutions. Parsons (2005 cited in Coffey, 2014, p.87) notes that “students [pre-service teachers] who fail a school practicum experience are those who are unable to identify areas of their practice that require improvement, continually repeating their

mistakes...” All this might happen because even though they are provided with academic knowledge and theory during their teaching training, it is not until they are in a real classroom teaching a lesson that they might learn most of the knowledge and put all the theory into practice. Given this outlook, it was considered that reflecting upon the teaching practice, or in other words, doing a reflective practice would be an approachable option for University of Quintana Roo (UQRoo hereafter) pre-service teachers to recognize problems and find out possible solutions to improve their teaching practice.

A productive reflective practice can be achieved through the use of strategies or tools to trigger reflection upon the different aspects of teaching. Indeed, there are many different strategies that can be employed in order to become a reflective teacher or practitioner. “They include keeping a journal, teacher portfolio, lesson report and peer observation” (Taibi, 2015, p. 17). However, the classroom is the place in which multiple interactions and events occur at the same time. For this reason, teachers or pre-service teachers cannot pay total and equal attention to all that is happening. Then it is believed that the use of video plays a significant role in helping teachers observe what is not possible to notice during the act of teaching itself because it offers permanent evidence and record of the classroom interactions, activities and possible events (Coffey, 2014; Orlova, 2009; Sherin & van Es, 2005). Thus, video recordings give teachers the advantage of not having to rely on their own memory. Instead, teachers are able to watch the video over and over to analyze what happened from different perspectives and for different purposes (Sherin & van Es, 2005). Therefore, this research is aimed to promote reflection with the use of video recordings of classes in English students (also referred to as pre-service teachers, novice teachers or practitioners) of the University of Quintana Roo because of the important function that reflection has in education, as explained previously.

1.1 Context

The University of Quintana Roo is the youngest of the state universities in Mexico. It was created on the 24th of May in 1991. The curriculum for the English Language program was implemented in 1995 and it has been regularly evaluated and improved. The English Language Major

curriculum consists of 10 semesters aimed to be completed in five years. As part of a program focused on the formation of English teachers, students enrolled in the English Language Major (English students) have to take classes of different subjects in the field of education such as Philosophy of Education, Technology in Education, Methods and Approaches to Teach English, Didactic Material Design, and Teaching Practice (I and II).

Within the subject Teaching Practice I and II programs, students have to fulfill a series of requirements that include taking part in an immersion term in pairs (in which they do their teaching practice for some weeks within the semester), designing lesson plans and didactic material for their teaching practice, writing reflections on their teaching practices, doing peer-evaluations and attending group reflective sessions.

1.2 Problem Statement

In 2013-2014 a research project was carried out in the University of Quintana Roo (UQROO). That research was helpful to identify that English students (pre-service teachers) have low levels of reflection and are not familiar with reflecting tools or strategies which could help them to develop a reflection on their own teaching practice to eventually improve it. There was an intervention during the research with a small group of English students and, as a result, it was observed that there was an improvement in their levels of reflection.

In the research, the participants stated that from an early stage of their training as teachers it is necessary for them to:

- ◇ Be involved in a reflective process to improve their teaching skills.

- ◇ Be taught any tool or strategy that could help them to improve their level of reflection.

- ◇ Count on guidance from a mentor and co-students during the reflective process.

Based on those results, it became necessary to promote reflection on practitioners and to determine a tool for the reflective process. The main purpose of this was to make English students more conscious of the importance of analyzing critically the different aspects of their

teaching practice. As Orlova (2009) indicates:

Participants in SLTE (Second Language Teacher Education) programs evaluate a wide range of their teaching skills and techniques, such as implementing a lesson plan, giving useful feedback, managing a class, and introducing communicative activities. However, *critical* self-reflection goes beyond simply assessing these skills and requires students [novice teachers] to thoughtfully analyze and determine how their own belief system and attitudes impact their decisions and actions in the classroom. (p.31)

Therefore, in this research, the tool selected in order to promote reflection was the video recording of the class sessions. Indeed, the use of video recordings as a tool for the process of reflection is not new since different researchers have relied on it for their research projects related to teaching and reflection. For example, Baecher and Connor (2016) state that the use of video recordings as a means to provide feedback has been recognized in a wide range of fields (e.g. sports, medicine, and certainly, education), considering that it allows the actors to view, review and observe in detail their performance captured in real evidence instead of relying only on their memory-based recall or their observers' interpretations of their performance. Baecher and Connor also support the idea that video recording is an essential tool that can help teachers and novice teachers do a self-observation task without being exposed to observations by others, which usually tend to provoke high levels of stress. Hence, the use of the video can be the key to ease all that process.

Moreover, another benefit of the video is that teachers and pre-service teacher can observe aspects that they did not expect to observe, or aspects in detail that they could not handle in the moment of any incident. Watching the video post-conference might help them spot the reasons why a problem occurred and try to find possible solutions, which is, in fact, one of the reasons why reflection is promoted in the field of education.

1.3 Objectives

The general objective of this research is to determine the effects the video recordings of pre-service teachers' own classes have on their reflective process and teaching practice.

Consequently, the specific objectives are: (1) promote in practitioners the reflection upon their own teaching practice by using video recordings of classes as a tool for reflection and (2) analyze if practitioners recognize improvements in the reflection upon their practice using video recordings and therefore improvements on the teaching practice after reflecting. It is worth mentioning that the UQRoo students that participated in this study would be referred to as pre-service teachers, novice teachers, participants, etc. throughout the whole paper.

1.4 Justification

This research might also contribute positively to the teaching process for the Teaching Practice I and II subjects at UQRoo since, through the promotion of reflection in pre-service teachers, it aims to form better teachers that could be able to reflect on their own performance and analyze it to improve it. In the same way, the objective is to forge teachers that could be able to reflect on their students' behavior and interactions, which would lead them to find out the causes of specific situations, understand the consequences and determine the possible solutions. As Dzay (2015) states:

The early introduction of reflection helps student teachers to understand and improve their work, as well as to react, examine, and evaluate what they need to consider in their teaching practice. This will allow them to make decisions on necessary changes to improve methodology, assessment, attitudes, and beliefs at that initial stage of their profession. (p.73)

In agreement with Dzay, Orlova (2009) believes that reflection should be introduced from the early stages of teacher education and considers:

...pre-service teachers with little to no experience should be instilled with the idea of reflection during their first classes in EFL methodology when they are just being introduced to teaching and the door to the profession gradually begins to open. Critical reflection during these early classes prepares students for the actual teaching they will encounter later in the practicum when they intern with a practiced instructor and eventually take over classes on their own. (p.31)

CHAPTER TWO: LITERATURE REVIEW

This chapter will deal with the definition of reflection and reflective practice according to different authors and experts on the subject. In addition, it will present the authors' proposals of the levels of reflection that will be used to compare the results found in Chapter 4. Then, it will shed light on the use of video recordings of classes as a reflection tool and its benefits for pre-service teachers based on previous studies.

2.1 Reflection

In the field of education, one of the most common terms found within the discussion of different topics such as teacher education, second language education and pre-service programs (just to mention a few) is *reflection*. The concept of *reflection* was introduced by John Dewey (1910) in his book *How We Think*. He first focused on explaining what *thought* was and what it implied. Then he referred to the *reflective thought*, which he describes as a process when the ground or basis for a belief is desired and the adequacy to support such belief is examined. It means that reflective thought is the process in which a person looks for evidence to support his beliefs and evaluate the capacity of that evidence to effectively support such beliefs. Consequently, Dewey referred to *reflection* and stated:

It involves not simply a sequence of ideas, but a consequence –a consecutive ordering in such a way that each determine the next as its proper outcome, while each in turn leans back on its predecessors. The successive portions of the reflective thought grow out of one another and support one another; they do not come and go in a medley. (Pp. 2-3)

In other words, he considered reflection as a chain, as a process in which the ideas are organized in a way that one affects the next and determines the others coming. He also adds “the steadying and guiding factor in the entire process of reflection is the demand for the solution of a

perplexity.” (p. 11) That is, the reflective process involves 1) generating ideas that would affect and define the next ones, 2) finding solutions to a problem, situation or doubt, and 3) finding evidence to prove a belief, accept it or deny it.

After Dewey’s definition of reflection, there were different authors that generated their own definitions applicable in different fields. One of those authors is Donald Schön who distinguished between *reflection-on-action* and *reflection-in-action*. According to him, on one hand, reflection-on-action consists of thinking of something after having done it, noticing how you have done it, “how well it has been working, and on the basis of these thoughts and observations, changing the way you have been doing it” (Schön, 1991, p. 55). On the other hand, reflection-in-action consists of thinking “about doing something while doing it” (Schön, 1991, p. 54). Taking into account what Schön states, it is clear that reflection can happen after and during any action or practice.

An author that agrees with Schön’s definitions is Fade (2013), who claims that reflection includes the actions of looking forward (prospective reflection), looking at what we are doing now (spective reflection) and looking back (retrospective reflection). Fade also considers that reflection involves describing, analyzing and evaluating our thoughts, assumptions, beliefs, theories, and actions.

Moreover, for Parada and Pluvinage (2014) reflection is a process of resolution of conflicts and doubts that provides the opportunity to revise the actions of the person that reflects. According to Bound, Koegh & Walker (1985, p.19), reflection “is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it”.

Jay & Johnson (2002) state “reflection is a process, both individual and collaborative, involving experience and uncertainty. It is comprised of identifying questions and key elements of a matter that has emerged as significant, then taking one’s thoughts into dialogue with oneself and with others” (p.76).

Lastly, Richards and Lockhart (1996) observe:

the process of reflecting upon one's own teaching is viewed as an essential component in developing knowledge and theories of teaching, and is hence a key element in one's professional development. This process is one that continues throughout a teacher's career. (p. 202)

Summarizing what the authors state, reflection is a process of thinking that could guide us

to the identification and resolution of problems. In education this process of reflection is fundamental and the products that could be obtained from it represent a great benefit for teachers and students. That is one of the reasons why reflection and practice are strongly related and give place to the concept of *reflective practice*.

2.2 Reflective practice

Reflective practice is described by Galvez-Martin (2003) as “a purposeful process that teachers use to improve their teaching performance and to critically analyze what, how and why they do what they do” (pp. 59-60). On the other hand, Osterman & Kottkamp (1993) view the reflective practice as a means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development. However, in words of Zalipour (2015), “reflective practice is more than a self-awareness process in which we pause and think^[SEP]back after something that has happened” (p. 6). She states that “reflective practice in teaching shifts from thinking about a sequence^[SEP]of chronological events to purposeful thinking in order to identify how to improve specific learning situations” (p. 6).

Reflective practice is a strategy for teachers to think about their actions in the classroom in a more accurate, intentioned and productive way from the perspective of education (Ramos, 2015), which also implies theory and methodology at the time. The idea is to formulate how to do it (in other words, what and how to reflect) and under what reference frameworks (from where should we reflect) (Ramírez & Heidi Medina, 2016).

Reflective practice is the source of intuition for teachers as it helps them to develop their own teaching. It is the process where the teacher has to ask himself/herself questions about his/her learners’ needs and the available materials (Taibi, 2015). Having explored the different definitions of *reflection* and *reflective practice*, it is important to mention why it is necessary to promote both of them among pre-service teachers. Therefore, according to Akbari (2007), in his review of literature he found that “research shows that reflective practice can result in an increase in teacher job satisfaction and an improvement in interpersonal relationships with colleagues and

students; it can also improve teachers' sense of self-efficacy (Braun and Crumpler, 2004)" (p.198).

In a study carried out by Galvez-Martin (2003) for the article *Reflective Teaching, Reflective Practice, and... What Else?* she concluded the following:

Pre-service teachers are achieving higher levels of reflection by being involved in reflective practice. [However,] the reflectivity achieved by pre-service teachers by the end of their programs is being lost after their first entry years as teachers. In most schools, reflection is not being promoted among teachers and many teachers are not interested in reflecting at all. Therefore, reflection stagnates or vanishes over time. (Pp. 61-62) [Some words were underlined to make emphasis on them]

In other words, Galvez-Martin expressed that the pre-service teachers' involvement in reflective practice has positive effects as they achieve higher levels of reflection, but if the promotion and encouragement to do reflective practices are stopped then the quality of reflection diminishes and the habit of reflecting upon the teaching practice disappears. Therefore, pre-service teachers should be reflective not only during their teaching education but also when they enter the professional field and become teachers.

Farrell (2015) notes that the term reflective practice is actually very popular in many pre-service teacher education programs (hereafter TEP) and in-service professional development programs all around the world. As an example of how reflective practice has been implemented in TEP, the University of Washington has a TEP in which reflective practice represents one of the most important foundations for learning to teach. In this process, the instructional staff models the reflective practice and the strategies to be used. Pre-service teachers on their part must attend a weekly seminar in which a TEP Teaching assistant helps them to work in the understanding of what reflective practice is and what it implies in teaching. Also, the assistant helps to engage pre-service teachers in the development of the real reflective practice (Jay & Johnson, 2002) because as Larrive (2008, p.341) states "the best antidote to take control of their teaching lives is for teachers to develop the habit of engaging in systematic reflection about their work."

Moreover, reflection is important because it helps teachers capture and understand practical learning experiences. It also assists teachers to confront inconsistencies between their thinking and their practice and promotes a conceptual change in teachers' views about teaching.

All this is essential for effective practice and can facilitate improvement (Fade, 2013; Zalipour, 2015).

2.3 Reflective levels

Different authors have suggested different proposals of the levels of reflection (Dzay, 2015; Hatton & Smith, 1995; Jay & Johnson, 2002; Ward & McCotter, 2004). They consider that teachers follow a process when reflecting that consists of different levels. In this research it was considered that it is similar to the language learning process or a video game. In the language learning process as in a game, a student starts as a beginner or novice and masters his abilities with time to level up. One of the goals a language student might have is to master the language and to be able to communicate like a native speaker. In the case of a gamer, the objective is to win reaching the highest level. For a teacher, the aim is to be a competent reflective practitioner. To do so, they have to cover some levels and reach the highest one.

For this reason, authors such as Dzay Chulim (2015), Jay & Johnson (2002) and Ward & McCotter (2004) suggested proposals of the levels of reflections that are based on the teachers' ability of inquiry. For example, Jay & Johnson presented the typology of reflection with three dimensions (See Table 1): Descriptive, Comparative and Critical. They define the descriptive dimension as "Describe the matter for reflection" (Jay & Johnson, 2002, p. 77) and it refers to the setting of the problem because it is the process in which the practitioner explains what happened and by which means it happened for it to be understood. The comparative dimension is defined as "Reframe the matter for reflection in light of alternative views, others' perspectives, research, etc." (Jay & Johnson, 2002, p. 77) and it refers to thinking about the problem already set in the first dimension and watching it from different perspectives in order to decode it and formulate different possible alternatives to approach it or solve it. The last dimension, critical, with its definition "Having considered the implications of the matter, establish a renewed perspective" (Jay & Johnson, 2002, p. 77) refers to the final step in which the practitioner, having set the problem and analyzed it from other perspectives, finally makes a choice and design the plan to give the problem a solution.

Table 1.

Jay & Johnson's (2002) Typology of reflection

Table 1
Typology of reflection: dimensions and guiding questions

Dimension	Definition	Typical questions
<i>Descriptive</i>	Describe the matter for reflection	What is happening? Is this working, and for whom? For whom is it not working? How do I know? How am I feeling? What am I pleased and/or concerned about? What do I not understand? Does this relate to any of my stated goals, and to what extent are they being met?
<i>Comparative</i>	Reframe the matter for reflection in light of alternative views, others' perspectives, research, etc.	What are alternative views of what is happening? How do other people who are directly or indirectly involved describe and explain what's happening? What does the research contribute to an understanding of this matter? How can I improve what's not working? If there is a goal, what are some other ways of accomplishing it? How do other people accomplish this goal? For each perspective and alternative, who is served and who is not?
<i>Critical</i>	Having considered the implications of the matter, establish a renewed perspective	What are the implications of the matter when viewed from these alternative perspectives? Given these various alternatives, their implications, and my own morals and ethics, which is best for this particular matter? What is the deeper meaning of what is happening, in terms of public democratic purposes of schooling? What does this matter reveal about the moral and political dimension of schooling? How does this reflective process inform and renew my perspective?

(Ward & McCotter, 2004)

Ward & McCotter (2004) developed what they call a rubric consisting in four levels (See Table 2): Routine, Technical, Dialogic and Transformative that involve three dimensions: Focus, Inquiry, and Change. The focus dimension refers to the concerns about practice the practitioner focus on, the inquiry dimension is about the process of inquiry the practitioner does and the change dimension has to do with the way inquiry changes the practitioner's practice and perspective. The Routine level is for:

(...) reflections that tended to contain very definitive statements that revealed either a lack of curiosity or a lack of attention to complexity. They usually did not focus on problems, but when they did, the tendency was to blame problems on others or on a lack of time and resources. The lack of questioning and especially the lack of a sense of responsibility for change are probably most characteristic of these low-level reflections. (Pp. 251-252)

The reflections that belong to the technical level "can best be thought of as instrumental, in that, the reflection is used as a means to solve specific problems but does not question the nature of the problem itself. Most typically, these reflections focus on teaching tasks." (p. 252)

Then, in the case of the dialogic level, “the term itself connotes discussion and consideration of the views of others” and one of the forms that the reflection of this level takes “is grappling with the learning process for a struggling student.” (p. 252) Finally, the transformative level deals with “reflections that question fundamental assumptions and purpose more deeply.” Also, “the primary focus of teachers at this level on teaching tasks and self-concerns tends to crowd out deeper questioning.” (p. 253) However, in their rubric, Ward & McCotter describe this process as “taking place over a long period of time.” (p. 253)

Table 2.
Ward & McCotter’s (2004) Reflection Rubric

Table 2 Reflection rubric		Levels			
	Routine Self-disengaged from change	Technical Instrumental response to specific situations without changing perspective	Dialogic Inquiry part of a process involving cycles of situated questions and action, consideration for others’ perspectives, new insights	Transformative Fundamental questions and change	
Focus (What is the focus of concerns about practice?)	Focus is on self-centered concerns (how does this affect me?) or on issues that do not involve a personal stake. Primary concerns may include control of students, time and workload, gaining recognition for personal success (including grades), avoiding blame for failure.	Focus is on specific teaching tasks such as planning and management, but does not consider connections between teaching issues. Uses assessment and observations to mark success or failure without evaluating specific qualities of student learning for formative purposes.	Focus is on students. Uses assessment and interactions with students to interpret how or in what ways students are learning in order to help them. Especially concerned with struggling students.	Focus is on personal involvement with fundamental pedagogical, ethical, moral, cultural, or historical concerns and how these impact students and others.	

Inquiry (What is the process of inquiry?)	Questions about needed personal change are not asked or implied; often not acknowledging problems or blaming problems on others or limited time and resources. Critical questions and analysis are limited to critique of others. Analysis tends to be definitive and generalized.	Questions are asked by oneself about specific situations or are implied by frustration, unexpected results, exciting results, or analysis that indicates the issue is complex. Stops asking questions after initial problem is addressed.	Situated questions lead to new questions. Questions are asked with others, with open consideration of new ideas. Seeks the perspectives of students, peers, and others.	Long-term ongoing inquiry including engagement with model mentors, critical friends, critical texts, students, careful examination of critical incidents, and student learning. Asks hard questions that challenge personally held assumptions.
Change (How does inquiry change practice and perspective?)	Analysis of practice without personal response—as if analysis is done for its own sake or as if there is a distance between self and the situation.	Personally responds to a situation, but does not use the situation to change perspective.	Synthesizes situated inquiry to develop new insights about teaching or learners or about personal teaching strengths and weaknesses leading to improvement of practice.	A transformative reframing of perspective leading to fundamental change of practice.

(Ward & McCotter, 2004)

Syslová (2011) carried out a study on the reflection of pre-primary teachers in their professional development. For her study, she used Pířova’s 2005 (as cited in Syslova, 2011) classification of the stages/levels of reflection. The classification was divided into Description, Analysis, Evaluation, Proposing alternative procedures, Generalization and Metacognition. Pířova (2005, p. 145 as cited in Syslova, 2011) described each stage as mental operations:

- ◊ **Description** is the objective recording of the phenomena, where the phenomenon is education reality. The basis of this is the interactions between the teacher and the child/children; however, it can be divided into partial areas such as aims, educational content, methods and forms, etc. It is a basic mental operation, the quality of which determines the quality of all the other stages of reflection. In other words if the description is not of sufficient quality there cannot be awareness of the real level of one’s own professional skills.
- ◊ **Analysis** means analyzing and researching more complex realities by breaking them up into more simple ones. It is the ability to divide educational reality into simple parts, e.g. using questions like: “What did I do and why? How did the child/children react? What was the situation about? What was the aim of the situation? etc.” There is an assumption regarding the ability to identify (describe) unambiguous facts.

- ◇ **Evaluation** is the state of one's being aware of the causes of the identified phenomena, or it is the explanation of the causes of the discovered problems or successes. Evaluation is the sign of understanding the educational reality, which presupposes extensive theoretical knowledge as well as personal capabilities enabling the person to be sincere to themselves. It means that the evaluated person takes a position regarding themselves either positive or negative, looking for the answer to the question "Why?" For example, Why did I act this way? Why did the children react that way?
- ◇ **Proposing alternative procedures** presupposes that the teacher has managed the previous levels of mental operations and that he/she has had enough theoretical knowledge as well as practical experience to be aware what action could be more efficient, or what changes could support educational results of a higher quality.
- ◇ **Generalization** is in its basis a confrontation of one's own opinions with the opinions of experts, e.g. authors of professional texts or university teachers. In other words generalization can be also designated as a capability to formulate more general principles on the basis of one's own experience with educational reality.
- ◇ **Metacognition** is thinking about mental processes. It is also the ability to recognize how we react in stressful situations; where we prefer emotions to sense. Metacognition focuses especially on assessing the decisive processes, which means that the teacher is learning via this mental operation how he/she solves problems, reacts and decides. This self-knowledge leads to a better efficiency via auto regulative processes. Metacognition could also be described as an ability to predict certain mistakes and limits of the human mind with the aim of avoiding them or finding ways to get over them. It can be referred to as self-reflection.

In the case of Dzay, she formulated a proposal based on Ward & McCotter and Jay & Johnson's rubrics mixing their suggestions and questions into a renovated and improved proposal divided into four levels, each with three dimensions (See Table 3). The first level Non-reflective corresponds to the reflection that is merely the description of the class sequences in which the practitioner does not question himself about decisions taken and does not provide any personal response. The second level, Descriptive/Technical, comprises reflections that are focused on the description of the concerns that affect the practitioner, the students' behavior and more specific aspects of the class. Also, in this level, the practitioner starts to take into consideration teaching

strategies and methods and starts to make assumptions to understand situations based on personal judgments. Then the third level Comparative is for reflections in which the practitioner focuses now on his students' learning process and analyses his performance and the class development from different perspectives to find alternatives and options to solve problems or situations presented in the class. In addition, the practitioner makes comparisons between his perspectives of the class and others' perspectives and looks for his weaknesses to be improved. Finally, the fourth level Critical/Transformative refers to the deeper and truly critical reflection. In this level, the practitioner places his attention on the teaching context to understand, explain or make assumptions about the situations or problems, he focuses on the social, economic, moral, cultural factors, etc. Furthermore, the practitioner engages in critical analysis, takes into consideration model mentors and changes his assumptions and beliefs looking for improvement in all aspects. It can be said that this last level is the desirable level to achieve for practitioners. However, due to what it conveys is completely understandable that a novice teacher cannot reach this level in their very first reflection.

Table 3.

Dzay's improved proposal of reflective levels (2015)

	Focus (What is the focus of concern about practice)	Enquiry (What is the process of inquiry)	Change (How does inquiry change practice and perspective)
Level			
Non-reflective (Hatton and Smith 1995)	Focus is on identifying and describing a sequence of class, time, activities, students, environment, and teacher's activities that do not involve personal stakes.	There is no enquiry at all. No need to question personal decisions or students' behaviour or reactions to activities. Analysis of the class, teacher, and students are generalised.	Analysis of practice without personal response—as if analysis is done for its own sake or as if there is a distance between self and the situation (Ward and McCotter, 2004).
Guiding questions: Who are the students? What is the classroom like? What activities were developed? How long does the activity take?			

<p style="text-align: center;">Descriptive / Technical</p> <p style="text-align: center;">(Jay and Johnson 2002; Hatton and Smith</p>	<p>Focus is on self-centred concerns (how does this affect me?) or on issues that do not involve a personal stake. Primary concerns may include control of students, time, and workload, gaining recognition for personal success (including grades) (Ward and McCotter's Routine level, 2004).</p>	<p>It is still descriptive but starts focusing on specific teaching tasks, such as planning and management, and starts making connections between teaching issues at a descriptive level.</p> <p>Recognises an important matter to be analysed, distinguishes its features, emphasises and studies causes and consequences (Jay and Johnson 2002:77).</p>	<p>Provides reasons for the situations based on personal judgments, experiences, or interpretations of class, but does not express the use of the situation and what was learned from it to change perspective (Ward and McCotter 2004:250).</p>
<p>1995) (Ward and McCotter 2004; van Manen 1977)</p>	<p>Focuses on strategies and methods (Larrivee 2008). The focus on students is only at a descriptive level (e.g. age, characteristics, English level).</p>	<p>Analyses what works without values, beliefs and assumption (Larrivee 2008:342)</p> <p>Questions are asked by oneself about specific situations or are implied by frustration, unexpected results, exciting results, or analysis that indicates the issue is complex. Stops asking questions after initial problem is addressed. (Ward and McCotter 2004:250)</p>	
<p>Guiding questions:</p> <p>'What is happening? Is this working, and for whom? For whom is it not working? How do I know? How am I feeling? What am I pleased and/or concerned about? What do I not understand? Does this relate to any of my stated goals, and to what extent are they being met?' (Jay and Johnson 2002:77)</p>			

<p>Comparative (Jay and Johnson 2002)</p>	<p>Focus is on students, strategies used, methods, approaches, and teacher. Uses assessment and interactions with students to interpret how or in what ways students are learning in order to help them. Especially concerned with struggling students.</p>	<p>Situated questions lead to new questions. Seeks for new insights from different perspectives and points of view from other peers, students, parents, and authorities, amongst others (Jay and Johnson 2002; Ward and McCotter 2004; Hatton and Smith 1995; Lee 2008). The Theory-Practice relation is evident (Larrivee 2008, Griffiths and Tann 1992).</p>	<p>Synthesises situated inquiry to develop new insights about teaching or learners or about personal teaching strengths and weaknesses leading to improvement of practice (Ward and McCotter 2004:250). Finds solutions, understands, changes, and does things differently (Jay and Johnson 2002:77). The attention to consequences in learning is based on theory and empirical research (Larrivee 2008, Griffiths and Tann 1992).</p>
<p>Guiding questions: What are the alternative views of what is happening? How do other people who are directly or indirectly involved describe and explain what's happening? How does the research contribute to an understanding of this matter? How can I improve what's not working? If there is a goal, what are some other ways of accomplishing it? How do other people accomplish this goal? For each perspective and alternative, who is served and who is not? (Jay and Johnson 2002:77)</p>			

<p>Critical / Transformative (van Manen 1977; Hatton and Smith 1995; Jay and Johnson 2002; Larrivee 2008) (Ward and McCotter 2004)</p>	<p>Analysis of teaching context (Hatton and Smith, 1995) focusing on personal involvement with fundamental, pedagogical, ethical, moral, cultural, or historical concerns and how these impact students, teaching, and others (Ward and McCotter 2004:250).</p>	<p>Long-term ongoing inquiry including engagement with model mentors, critical friends, critical texts, students, careful examination of critical incidents, and student learning. Asks hard questions that challenge personally held assumptions (Ward and McCotter 2004:250).</p>	<p>A transformative reframing of perspective leading to fundamental change of practice (Ward and McCotter 2004:250). There is a change of assumptions, beliefs, and teaching objectives and practice from ethical, moral, cultural, social, political perspective.</p>
<p>Guiding questions: What are the implications of the matter when viewed from these [ethical, moral, political] perspectives? Given these various alternatives, their implications, and my own moral and ethics, which is best for this particular matter? What is the deeper meaning of what is happening, in terms of public democratic purposes of schooling? What does this matter reveal about the moral and political dimension of schooling? How does this reflective process inform and renew my perspective. (Jay and Johnson 2002:77)</p>			

(Dzay, 2015)

It is evident that the authors coincide in many aspects and in most of their suggestions of the levels of reflection. All of them agree, that the first level of reflection refers to that phase in which the teachers only describe their practice without asking themselves about the class development, his own performance, his decisions taken and not even his students' reactions. Also, they consider there is a level that refers to the middle stage where teachers change their

focus from themselves to their students, develop more their inquiry sense and identify the problems and the possible causes as tracing a path to the improvement. Moreover, Jay & Johnson and Ward & McCotter believe there is the highest level at which the teachers can identify the problems and relate them to the teaching context considering social, cultural, moral and even economic factors. In addition, Pířová (as cited in Syslová, 2011) proposes the Metacognition level as the last stage in which the practitioner does the highest mental operation in which he predicts mistakes and limitations with the purpose of avoiding them for the next experience. Nevertheless, Dzay states the practitioners can mention the context and consider all those aspects but at a non-critical level. It means that despite they mention such aspects it does not mean they achieve a high level of reflection because, as it was mentioned before, they just describe without going further. Considering the authors' general idea in this level, the practitioner can decide what is the best alternative or solutions to the problem and to set what changes can be done in order to improve whether his performance or his students' learning process or experience. As it has been mentioned previously, achieving higher levels of reflection is only possible when teacher or novice teachers get experience in teaching as in reflecting. Otherwise, it would not be easy to get the fourth level without having on what to reflect and without reflecting on what is done. Therefore, to be a competitive reflective practitioner, it is necessary to be involved in reflective practices.

2.4 Reflective tools

According to Akbari (2007), the engagement in reflective practices among language teachers is promoted through the use of different reflective tools such as journals, diaries, and discussions of their daily classroom achievements and failures. These tools have the purpose of helping teachers to notice classroom interactions and capture thoughts of classroom events that can “serve as the basis for critical reflection” (Richards & Lockhart, 1996, p. 6).

In her dissertation *Reflective Teaching as a Form of Continuous Professional Development: Case of EFL University Teachers*, Taibi (2015) presents the reflective tools as strategies that can be used to become a reflective teacher. The tools she considered in her

dissertation were: keeping a journal, teacher portfolio, lesson report, and peer observation. In the same way, in their book *Reflective Teaching in Second Language Classrooms*, Richards and Lockhart (1996, p. 6) discuss the reflective tools as different procedures by which teachers can investigate their own classroom teaching:

1. Teaching journals: Written or recorded accounts of teaching experiences.
2. Lesson reports: Written accounts of lessons that describe the main features of the lessons.
3. Surveys and questionnaires: Activities such as administering a questionnaire or completing a survey, designed to collect information on a particular aspect of teaching or learning.
4. Audio and video recordings: Recordings of a lesson, or part of a lesson.

As Orlova (2009) states, among those procedures suggested by Richards and Lockhart, “video recording is considered one of the most valuable tools for SLTE (Second language teaching education) because it provides an objective and permanent source that can be viewed repeatedly to observe various aspects of classroom practice” (p. 30). In agreement with Orlova, Sydnor (2016) refers that the kind of reflection that results in action is the one that really benefits the practice improvement and that this kind of reflection can be enhanced through the use of the video because in that way teachers can “view and think about their future approaches in light of their past experiences” (p. 68).

Therefore, the video recordings of classes were utilized as the main tool for reflection for this research.

2.5 Video recordings as a reflection tool

Referring to video recordings, there is plentiful literature (Coffey, 2014; Guo, 2013; Orlova, 2009; Ramírez Castillo, 2016; Richards & Lockhart, 1996; Sherin & van Es, 2005; Sydnor, 2016; Wright, 2008) that suggests the use of video as a tool that can significantly help to improve many aspects involved in the teaching practice and this tool has been extensively used in education. Guo (2013) stresses that video-technology has contributed to teacher education, particularly, in promoting reflection and reflective practice. She also states that using video technology in the

study of one's own teaching practice supports teacher growth due to its distinctive capabilities to record classroom practices for future use.

Richards and Lockhart (1996) mention that one of the advantages of video recording a lesson or class is that "it allows choice of focus - this could be the teacher or a particular group of students" (p. 11). The other advantage they mention is that "the recording can be replayed and examined many times and can capture many details of a lesson that cannot easily be observed by other means, such as the actual language used by teachers or learners during a lesson" (p. 11).

Video recordings of classes provide teachers permanent evidence of the class, a kind of access to classroom interactions, a different experience and a possibility to develop new ways to examine what happens in their classrooms (Sherin & van Es, 2005).

For the research made by Ramírez (2016) on Problem Based Learning conducted in the Autonomous University of the State of Mexico (Universidad Autónoma del Estado de México), three different instruments were used and one of them was the video recording of classes. In her research, she concluded that the video recordings let her observe the participation of the students and she was able to identify some factors that were affecting the students' participation such as the lack of interest and motivation. Also, Ramírez focused on the reflection and improvement of her own teaching so she could observe the way she worked in developing the class and, as a result, she noticed she was not promoting participation among students and consequently there was no motivation promoted during the class.

Coffey (2014) carried out research in which the participants had the opportunity to watch some footage of their practices in order to reflect. In addition to it, they received written comments from their tutors. For that research Coffey (2014) concluded that the participants "were able to discern particular aspects of their teaching that were both strengths and weaknesses. Having the opportunity to view their footage enabled them to reconcile what they saw in their video with the written comments that they received" (p.94). Within the conclusions Coffey continues:

One of the benefits of the experience is that students [pre-service teachers] can view first-hand how their students would see them in a real classroom situation. Having an early opportunity to identify areas of weakness and identify strategies to address these weaknesses is particularly important in graduate-entry teacher education programs. Underpinning this capability is the capacity of students to quickly develop their skills in

critical reflection. By having key areas upon which to focus when viewing the video footage enables the students to direct their attention to the more complex skills that they need to acquire. (p. 94)

According to Coffey, the results of that research confirmed the early findings in general research regarding the benefits of the use of video in the development of skills for critical reflection.

In another study carried out by Guo (2013) in which video was used to improve presentation skills the results revealed that the use of video recordings helped graduate students in the improvement of presentation skills in the areas of (1) verbal and non-verbal communications, (2) organization, and (3) engagement of the audience. Also, according to the author, the results were a contribution to the existent knowledge regarding the effectiveness of video data and supported the value of video for professional development. The study itself can be helpful for instructors and educators to make better use of the video for effective teacher training because technology is nowadays providing more opportunities to improve the teaching practice in aspects such as observation, class monitoring or teachers' presentations.

Sydnor (2016) conducted a qualitative study in which five student teachers had to view video dialogically of their own teaching with their university supervisor with the objective of finding what the teacher candidates noticed in their videos, how the dialogic viewing affected their noticing and what were the teachers' attitudes towards watching themselves teaching. Then, in general, the results of this study revealed that the teacher candidates shifted from focusing on themselves and what they had done to focus on their students' actions and what they could do to improve. They also shifted from making comments related to the mechanics of teaching and classroom management to making comments related to the students' engagement. The results also showed that there was a change in the type of reflection the participants were doing and Sydnor refers to this as a change from reflection-on-action to reflection-for-action. Lastly, the results provided evidence that the participants changed their attitude towards watching themselves teaching. Initially, they reported feeling discomfort of watching themselves but eventually, they changed their attitude and indicated later that they considered a valuable experience to watch themselves. So, as Sydnor states "The findings from this study strongly support the current research that indicates the potential of reflective practice involving video" (p. 80).

In his dissertation, Wright (2008) organized his findings in five themes of analysis from which the first two are the most valuable for this research. The first theme called “Getting started” is related to the participants’ first responses to the process of the video-enhanced reflection. There the results showed that some participants had had previous training in reflective practice. Also, all of the participants mentioned they do reflect on their teaching. Some reported they reflected informally and some others reported they reflected by writing down their thoughts. Meanwhile, in the second theme, “Teacher Written Reflections Experience,” Wright discussed and described the participants’ experiences with the written reflections. He found that most of the participants preferred the video-enhanced reflection to the written one while others stated they would like a combination of the two of them. He also concluded that it was difficult to decide which of the two methods was more effective. Furthermore, Wright states the following conclusions:

The findings suggest when teachers are provided a specific time to reflect, their willingness to engage in reflective practices increases. (p. 138)

The teachers reported during the exit interview that the issue of time was an important element of their reflective practice. (p. 138)

Providing teachers a rationale for why they should actively participate in the reflection experience was an important factor to the success of this study, because as soon as the teachers understood the value of the process, their willingness to participate increased. (p. 139)

This literature review supports the belief that the use of video recordings of classes as a tool for reflection has different effects on pre-service teachers’ process of reflection. The objectives previously presented in this paper evolved from the findings of this literature showing what the effects of using video in reflection can be.

CHAPTER THREE: METHODOLOGY

The present chapter is devoted to the description of the methodology, the approach and the entire procedure of data collection carried out for this research. As well, there will be a brief explanation of the instruments utilized to obtain the data and to do their analysis.

This research was developed under a qualitative analysis also called interpretive analysis because as Crocker (2009) states “qualitative research is more simultaneous, nonlinear, and iterative” and consists on “collecting, analyzing and *interpreting* data” (p.10). This research was also based on the **methodology** of *action research* (AR, hereafter) in the education field. Ramírez (2016) sums up it is a process of steps in which the teachers reflect, research and act continuously to establish a model of intervention that allows them to constantly improve their practice. Moreover, Lomax (1990) states that AR is an intervention in professional practice with the intention of provoking an improvement.

On one hand, for Bartolomé (1986) it consists on a reflective process that dynamically links the research, action, and formation done by professionals in the fields of social sciences in matters of their own practice (as cited in Latorre, 2005). On the other hand, Crocker (2009) defines AR as a systematic and self-reflective approach that is used for the collection and analysis of specific information that is helpful for teachers to explore the issues that occur in their classrooms. Its main purpose is to change or improve the teachers’ practice.

According to Burns (2005), AR requires an intervention in which students are exposed to strategies, processes or activities that are applied to solve any problem that has been identified in any subject such as applied linguistics, scholar administration, curriculum implementation, teaching methodology, classroom management, motivation, or any other teaching area.

Reason & Bradbury (2008) state that AR is:

...a participatory process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities. (p. 4)^[SEP]

In agreement with Reason & Bradbury, Pine (2009) says AR “is a conceptual, social, philosophical, and cultural framework for doing research, which embraces a wide variety of research methodologies and forms of inquiry. Actually, AR is a process of concurrently inquiring about problems and taking action to solve them” (pp. 29-30). Taking into account what was mentioned above, the process for this research consisted on making an intervention of three cycles in which the video recordings of classes were presented to the students as the main tool to promote reflection.

3.1 Participants

The participants were 10 volunteer students from the 9th and 10th semester of the English Language Major of the University of Quintana Roo. They were students enrolled in the Teaching Practice I and II courses in 2017 and 2018. As part of the subject programs, they did their teaching practice by giving English classes in different education levels and in different schools (public or private) in the city of Chetumal.

3.2 Procedure and instruments

The **data collection methods and instruments** that were used were surveys, video recordings of classes, and audio recordings.

The first step consisted on applying an initial survey (See Appendix 1) that Hernández, Cantin, López & Rodríguez (2012) define as an instrument that consists on obtaining information of the participants by using questionnaires previously designed to obtain specific information.

According to Cerda (1991), the survey is mainly used to establish what is existent, in other words, it determines the nature of the existent things' state. It results in the accumulation of knowledge that is analyzed and is related to a problem and an objective previously stated. The information that the participants themselves wrote was used and analyzed manually.

For a second part of the study, some elements of AR were used to do an intervention of three cycles in which the pre-service teachers video recorded classes of their own teaching practice to use them to reflect. The video recordings of classes were chosen because they are a way of leaving reproducible evidence of a visual action that was done and that would probably be reused for different purposes. This is the reason why this instrument was used in this research as the main tool.

Continuing with the process, the participants watched the video recordings with a mentor with the purpose of stimulating the reflection on their practice in private sessions. They also had the option to watch their videos before the session. Those sessions of reflection (*reflections* hereafter) were done individually or in some cases in pairs. Also, they were carried out in three cycles because the participants had to video record and reflect upon their classes three times. The strategy of *questioning* was included in the reflections.

Questioning is the process of forming and welding in order to develop insight and it consists of employing questions to explore and investigate an issue, idea, problem or anything intriguing (Wikipedia-contributors, 2018). This strategy was used because the supervisor guided the participants with reflective questions, so they were able to identify different aspects involved in the teaching practice and reflect on them (See Appendix 2). It was with the main objective of improving their process of reflection and improving their teaching practice. These reflections were recorded to generate written transcripts for the analysis of the information given by the participants. However, it is important to mention that no specific conventions on formats or guidelines were followed to transcribe the audios because there was *not* any intention to do a discourse analysis.

Finally, in order to conclude with their participation, the pre-service teachers were applied a final survey (See Appendix 3). The objective was to find out, and in some cases, confirm the participants' general opinion on (the efficacy of) the use of video recordings as a tool of reflection. The final survey was made with Google Forms and was sent by e-mail.

3.3 Data Analysis Process

The analysis of the information collected from the first survey was done by analyzing the answers given to learn about the habits of reflection and the general opinion on the topic that both participants and non-participants have about reflecting and reflecting using video recordings of their classes.

In the case of the reflections' recordings, they were transcribed and analyzed to proceed to identify categories that were coded into subcategories and then supported by quotes that demonstrate the concepts of the categories (Burns, 2009). It is worth to mention that in order to facilitate the process of analysis, ATLAS.ti (a computer software for qualitative analysis) was used to work in the codification process. Initially, it was considered a data-led analysis which consisted on identifying the topics the pre-service teachers mentioned in their reflections every cycle in order to have an overview of what they were reflecting on. Therefore, in this first phase of analysis, the units of analysis were the changes of topic made by the participants. Later, the units analyzed were the *interventions* made by each of the participants in their reflections in order to establish new categories and subcategories but this time with a focus on the depth of their reflective process.

For the purposes of this research, the term *intervention* is used to refer to each turn the participants took to speak during the reflection. The term *turn* was not used because it was considered that it is more related to the numerical organization rather than the conceptualization that was aimed, and the term *comment* was too specific, so the preference was to use a more general term. In this case: *intervention*. During the analysis process of the results from the last categorization, some similarities were found with previous models of the levels of reflection. Therefore, as part of the analysis, it was decided to work on the comparison and contrast between the findings in the types of interventions and the model of levels of reflection suggested by Dzay (2015).

As it was mentioned before, a final survey was created with Google Forms and sent by email to the participants. Thanks to the multiple functions and tools of the service of Google Forms, the analysis of the final survey could be carried out in a systematic way by comparing the

answers and establishing the trends, the participants' common ideas and general opinions on the use of the video recordings of classes as a tool for reflection.

In the following chapters of this paper, there are some quotations selected that will exemplify the results found in the analysis. The reflections were originally transcribed in Spanish because the reflections were done in Spanish, and for the purpose of this thesis, they were translated into English. In order to quote the participants' statements, the first letters of the words *Intervention* or *Survey (1 or 2)* and *first/second/third cycle* or *question* was used. The participants' names were also used, but, even though the participants gave their permission to use their names, the first letters of their names were used to keep the anonymity.

For example:

Intervention = In

First Cycle = 1C

Name: Vanessa Thompson = VT

The resultant reference is: In1C-VTS

Survey 1(for first or 2 for final) = S1

Question (1 to 12/ 1 to 10)= Q1

Name: Erick Jefferson = EF

The resultant reference is: S1Q1-EF

CHAPTER FOUR: RESULTS AND DISCUSSIONS

This chapter is going to present the results obtained from the data analysis done by hand, with ATLAS.ti, and with Google Forms. Also, it will present the discussions of those results and the relation they have with other authors' findings. Within this chapter, specifically, there will be different quotations that will exemplify the findings of this research.

4.1 First survey/questionnaire (participants and non-participants)

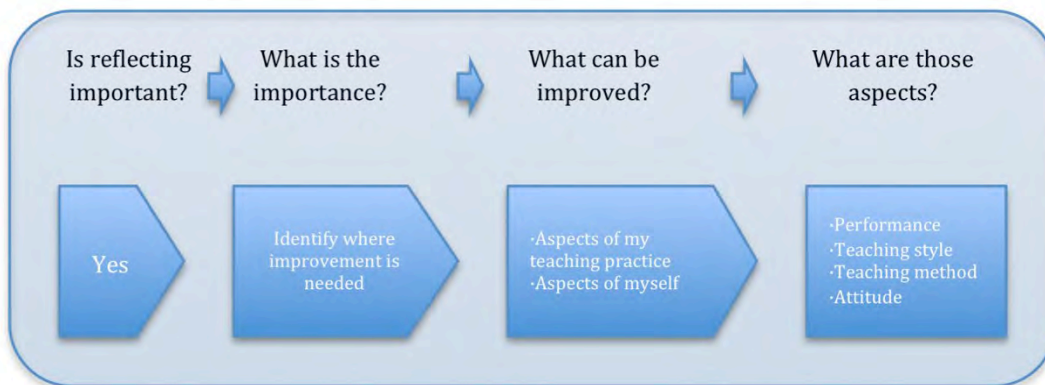
There were 30 respondents to the questionnaire. The purpose of the survey was to learn about the habits of reflection and the general opinion on the topic that the participants in the research and non-participants have about reflecting and reflecting using any specific tools or strategies. The data collected from the questionnaire are analyzed below. Each question was examined separately.

Question one: Do you think it is important to reflect?

All of the respondents answered that they consider it is important to reflect making reference to their own teaching practice. Despite it was a yes/no question they also mentioned *why* reflecting is important. On one hand, most of them agreed that reflecting is important because it helps to identify what aspects of themselves and of their teaching practice they can improve. The general focus was on improving and the respondents mentioned different things they consider could be improved. As can be seen in Figure 1, they talked about improving the performance, the teaching style, the teaching method, and also the attitude.

Figure 1.

Graphical representation of the responses for Q1S1



On the other hand, some participants agreed that reflecting helps to recognize the strengths and the weaknesses, and some others said that through reflecting they are able to recognize the errors, what worked in their class and what did not.

This result showed that apparently, pre-service teachers, in general, are aware of the importance of reflecting on the teaching practice. However, it is not proof that they are involved in reflective practices. Also, the reasons they provided on why reflecting is important, corroborate why Richards & Lockhart (1996) believe “the process of reflecting upon one's own teaching is viewed as an essential component in developing knowledge and theories of teaching, and is hence a key element in one's professional development” (p. 202).

Question two: Do you like to reflect? Why?

All the respondents answered they like to reflect and this shows they have a positive attitude towards doing reflective practices. The participants also answered why to their answers and there were three main reasons given.

- Reflecting helps them to think about all the things they did while teaching and whether they did them well or wrong.

- Reflecting is an opportunity to find out ways to improve their teaching and to improve not only as a teacher but also as a student and as a person.
- Reflecting helps them to know how they are developing themselves as teachers.

Besides these reasons, there were others such as

- It works as feedback,
- It is a good way to think of methods and solutions which can be applied in specific situations,
- It is a good way to know what to do and not to do, and
- It helps to understand the process of the class and to review what was done in order to analyze it with calm.

From these answers, it can be said the pre-service teachers, in general, have a positive attitude towards the implementation of reflection in teaching practice.

Question three: In your opinion, what are the disadvantages of reflection?

Of a total of 30 respondents that answered the survey, only a few of them consider that reflection has no disadvantages. In the case of the rest that answered it does have disadvantages, they expressed that one disadvantage of reflection could be that it is time-consuming and sometimes it is exactly “time” what most teachers do not have.

“The downside is probably that you need to invest time to do it.” (S1Q3-JQC)

“A disadvantage can be that takes more time and some people may not like to do so.” (S1Q3-YMCR)

One of the reasons why the participants might have answered this is that (as some pre-service teachers mentioned it in class) some of them had and still have part-time jobs, so they did not have time enough to reflect. This finding is very similar to what Wright (2008) found in his study because in his results he found that “The teachers reported during the exit interview that the issue of time was an important element of their reflective practice” (p. 138). Therefore, as time is an important factor for the reflective process, it would be good to assign pre-service teachers

specific moments in class to reflect as part of the programs of the subjects Teaching Practice I and II at UQRoo, and it should be done once the students start their teaching practices.

Other participants mentioned as a disadvantage, that reflecting involves being honest with themselves and sometimes they are not willing to accept their mistakes or recognize they are doing something wrong or something that is not working.

“That you realize that you are doing it wrong and got frustrated.” (S1Q3-ECM)

“I think the main disadvantage is that you can feel demotivated if you realize your class is not working as you want or your students are not engaged with your teaching.” (S1Q3-GMR)

Another of the disadvantages that the respondents mentioned is that reflecting can generate demotivation or affect their feelings when they find out something is going wrong with their teaching practice. They agreed that the process of reflecting on their own teaching practice sometimes generates frustration, stress, and anxiety. At the same time, the respondents explained that other aspects that might be considered as disadvantages are the teacher students’ lack of motivation and interest on doing the task of reflecting and the inaccuracy of doing a reflection only with the memory based recall because they consider it is not always effective since they cannot remember everything about their teaching practice once it has been done.

Question four: What kind of helping tools (e.g. a teacher’s diary) and strategies (e.g. talking to a peer) do you consider necessary in order to reflect?

The respondents mentioned a total of 10 tools or strategies for reflection they know and consider necessary in order to reflect. The tools mentioned were randomly listed below:

- | | |
|----------------------------------|-------------------------------------|
| ✓ Peer evaluation | ✓ Video recordings |
| ✓ Talking with a peer or teacher | ✓ Watching movies and documentaries |
| ✓ Teacher’s diary | ✓ Students’ feedback |
| ✓ Report of activities | ✓ Taking notes |
| ✓ Audio recordings | ✓ Written reflections |

The participants were provided examples of tools and strategies in the question but they mentioned some more. This being evidence of their awareness of the options they might use when reflecting.

Question five: Do you ever reflect on your teaching practice?

The results were that 25 of the respondents reflect on their teaching practice, four do not reflect and one does sometimes.

Those results are shown in the table below:

Table 4.
Results of Q5 (Question five)

Answer	Number of respondents	Percentage
Yes	25	83.3%
No	4	13.3%
Sometimes	1	3.3%

It is important to mention that for those who answered they do not reflect it was not necessary to complete the rest of the questions (See appendix 1). In this sense, there were 4 participants that finished the survey in this question (Q5). However, the others (26 respondents) who answered positively they did continue with the next questions of the survey.

Question six: When do you usually do it?

This was a multiple-choice question and the respondents were given the following choices: (1) Before class, (2) During the class, (3) Immediately after my class, (4) When I go home, and (5) At some other time. The answers reported that over half of the respondents reflect when they go

home, some others do it immediately after their lessons, very few do it before class and a small number of them do it during the class or at some other time.

Question seven: How much time do you take to reflect? (Roughly)

Regarding how much time they take to reflect the answers were very diverse. Most of the respondents expressed they reflect between 10 to 15 minutes, some others reflect between 30 minutes to 1 hour and the others stated that they reflect for two hours, few minutes or depending on how their performance went.

Question eight: Do you use any specific tool to trigger reflection? If so, which one?

The answers were quite surprising for Q8 because even when the respondents were previously asked about the tools and strategies they know to reflect, approximately the 47% of them (without considering the 4 respondents that finished the survey in Q5) answered they do not use any tool to reflect. It is important to bear in mind that they stated previously they reflect but the answers to this question reported they do not use any tool to do so.

Regarding the rest of the respondents, some of them affirmed that the tools and strategies they use to reflect are (a) speaking with other teachers, (b) a diary, (c) video (without specifying what kind of video), (d) a questionnaire and (e) a list of characteristics to evaluate the performance from 1 to 5 points (similar to a checklist). Others answered they do not know.

Question nine: Do you generally reflect: a) individually b) with another person (a classmate, a friend, a teacher) c) with a group of people?

As for the result found, according to their preference the majority classified *individually* in the first place followed by *with another person* and *with a group of people*. In this sense, they might prefer to reflect individually because they are afraid of admitting their mistakes in front of others or they simply feel free of expressing themselves without company. The preference for reflecting with another person stayed in the second place probably because as students and members of a community, they work better with some guidance either from their own classmates or their mentors.

Question ten: How do you think reflective practice should be accomplished: individually, or by sharing your experience with someone else, or both? Why?

The answers reported that most of the students believe reflection should be accomplished both individually and by sharing their experience with someone else. Very few think that reflection should be accomplished either only individually or only by sharing their experience with someone else. This shows that the students believe it is helpful to count on others' perspectives and opinions to be able to compare what they think in order to have new alternatives and improve. In the same way, it supports Jay & Johnson's (2002) words: "Reflection is a process, both individual and collaborative, involving experience and uncertainty."(p. 76)

Question eleven: What aspects of teaching do you pay attention to while you reflect (about your own teaching or someone else's)?

The respondents mentioned a wide variety of aspects they pay attention to while reflecting. The following Table illustrates randomly the different answers provided by the respondents.

Table 5.

Aspects of teaching that students pay attention to while they reflect Q11

Aspects of teaching that students pay attention to while they reflect				
Grammar mistakes	Technique and method	Body language	The performance	Teacher's confidence
Nervousness	Teacher's ability to change what is not working	Students' engagement, motivation and participation	The time each activity takes	Facial expressions
Classroom management	Teacher's knowledge and preparation	Students' reactions and actions during an activity	The voice quality and tone	Eye contact
Activities	Strategies	The way of teaching	Pronunciation	Fluency of the class
Material	Approaches	Teacher's attitude	Students' behavior	Coverage and understanding of the topic

The ten participants talked about different and unique aspects. For example, while one of the participants made comments related to her teaching experience, another commented about his family influence and another one about her knowledge in other fields. It might have to do with their personality and their personal interests. Also, it is possible that they took advantage of the opportunity to talk with a professional or mentor to share certain information in order to solve doubts, obtain approval, be emphatic or get some advice.

Question twelve: Would you say that the time you spend reflecting on your teaching is productive or unproductive? Why?

In this case, 23 of the respondents considered the time spent reflecting to be productive. From the other 3, one said to find the time spent reflecting unproductive, another said he or she does not know and the last one said that the time was not productive enough. (See Table 6.)

Table 6.
Comments for Q12

Question	Representative comments
Q12: Would you say that the time you spend reflecting about your teaching is productive or unproductive? Why?	<p>“Unproductive, I don’t improve even if I want to.” (S1-Q12-KVCM)</p> <p>“I think it’s very productive but not enough. If I improve my way to reflect the time would be perfectly invested.” (S1-Q12-DLGB)</p>

4.2 Reflections (participants)

The reflections were carried out in three cycles as mentioned before. Unfortunately, not all the pre-service teachers were able to fulfill the three cycles. The participants that did not complete the three cycles commented in personal conversations that they were not going to be able to video record another class because of diverse reasons. Some of those participants video recorded the last of their classes in their teaching practice term so they could not video record again. Others decided not to video record again as in the following classes their students stopped attending classes or the authorities in the school they were working at canceled the classes. In other cases, the reasons were the lack of time and commitment to the project.

Therefore, at the end of the research ten participants completed the first cycle. Then two of them continued and completed the second cycle and finally only one of those two completed the third cycle as illustrated in the table below.

Table 7.

Number of participants in the cycles of reflection

	Cycles of reflection		
	First	Second	Third
N° of participants that completed the cycle	10	2	1

Despite the dramatic decrease in the number of participants, we could complete the three cycles at least with one of them.

From the first cycle, the participants were given the opportunity to watch their videos before attending the reflection. Only three participants watched their videos completely, two watched part of their videos and the other five did not watch their videos before the reflection in the first cycle. For the second cycle, the two participants that remained watched their videos completely before the reflective session. Also, the only participant in the third cycle watched her video completely.

4.2.1 First cycle

During the process of codification in the first cycle, codes were assigned to every different topic found in the interviewees' responses. The first results generated a lot of codes that were pretty similar among them. For example, there were "description of the class," "description of the activity," "description of the students," "description of the students' behavior", etc. With a second analysis done with ATLAS.ti there was a clearer panorama of the topics and they could be organized into more general categories and subcategories. In order to do the categorization, the

topics that were constantly mentioned by the participants were assembled and classified into four main categories.

The main categories up to this point were:

1. The English class
2. Feelings or emotions of knowing the class was being video recorded
3. Aspects noticed with the help of the video
4. Problems or situations

The categories 1 and 2 are illustrated in Table 8, and the categories 3 and 4 are illustrated in Table 9 below.

Table 8.

Categories 1 and 2 and their subcategories with topics

Categories	Subcategories and topics		
1. The English class	<i>Group characteristics</i>	<i>Lesson</i>	<i>Students</i>
	-Level of English -Level of education -Number of students -Number of classes per week -Requirements for the class	-Activities -Teaching routines -Teaching strategies, methods or techniques -Material used -Lesson planning	-Age -Level of English -Behavior -Motivation -Likes and dislikes -Strengths and weaknesses
2. Feelings or emotions of knowing the class was being video recorded	<i>Feelings</i>	<i>Causes of the feeling</i>	
	-Nervous -Worry or concern -Insecurity	-The action of being video recorded -The worry of being reprimanded -The awareness of having evidence of the errors -Knowing someone else is going to watch the video	

Table 9.

Categories 3 and 4 and their subcategories with topics

Categories	Subcategories and topics		
3. Aspects noticed with the help of the video	<i>About him/herself</i>	<i>About his/her students</i>	<i>About other topics</i>
	-Body language -Voice -Attitude -Appearance	-Reactions -Actions -Response -Behavior	-Actions made by the students or other teachers -Classroom appearance -Material appearance, usefulness and legibility
4. Problem or situation	<i>In general</i>		
	-Material -Classroom management -Classroom items -Other professors -Group of students -A specific student		

As it can be seen in the tables, from the first cycle we could obtain the topics the participants talked about and the aspects they focused on during the reflections. The pre-service teachers usually started describing what they were doing in the video then continued talking about what they usually did every day in their classes. Later the participants started to talk about past events and experiences they had during their teaching practice term by mentioning what they did in past classes as well as the changes noticed in their performance and in their students. Then the participants continued the reflection talking about their material, their activities, and the classroom management. During the reflections, there were moments in which the video was not taken into account anymore. Even though the supervisor tried always to go back to the video, the interviewees continued talking in general and about more aspects, for example about the problems they faced, their personality and so on. As they were changing from topic to topic one after the other, there was also a change in the way they addressed the topics. This means the participants were making different interventions with very distinguishing characteristics. The first idea was to define the types of comments but there was a huge amount of different ones, so, the best option was to define the type of interventions. Therefore, there were three types of

interventions the participants made within their reflections: descriptive, evaluative and analytic. This classification was obtained with the analysis done using ATLAS.ti.

Descriptive: This type of interventions is the one in which the participants described what they were doing in the video or in the class video recorded, who and how their students were and how they commonly worked. In these interventions, they only described and focused on mentioning *what*, *who* and *how*. What happened, who was involved and how it happened? These descriptive interventions were related to the different topics the participants decided to talk about.

The following intervention made by one of the pre-service teachers and taken from the beginning of the reflection is an example of a descriptive intervention. The participant talked about the topics *The English class* and *Problem or situation*. Specifically, she made comments about her students' characteristics, for example, the number of students and their age. Also, she mentioned a situation she faced with a specific student that showed a very particular attitude towards her and her peer's presence.

Well, my group is small, there are thirteen children and there are more boys than girls. I think there are nine boys and very few girls. All of them are quite participative. From the first day, I felt their acceptance. (Pause) This boy over here, he is one of the very few children that does not... he simply does not... from the moment my peer and I came into the classroom he used to look at us as if he was angry, like very angry and when I asked him to participate he just remained silent. So I tried, like, to tell him "aren't you going to participate? And the star sticker?" and all that. Actually, in this class, it was the first time I felt accepted by him because he smiled and participated, and he called me "teacher." I mean he was good. I was like "wow!" (In1C-KIG)

The intervention below, which was also taken from the beginning of the reflection, is another example of the descriptive intervention. In this case, the participant talked about the topic *The English Class* and about a decision she and her peer took for their benefit. She mentioned the number of students and the material they decided to make because they had many students and considered they would not remember all of their names, so for them not to be rude when talking to the students they made nametags for them.

[In that part of the class/video] We are giving them their nametags that we made ourselves because they were many children. They were thirty-two approximately and we

would not remember all of them so, for us not to call them “Hey,” or “You,” or “You, the one in the back,” we decided to make the nametags for them. (Laughs) (In1C-DGB)

The last one is another example of descriptive intervention and was taken from the middle of the reflection. Again, a different participant talked about the topic *The English Class* and described what he was watching on the video, what he was doing and the decision he took when he was in a little trouble.

Um no, what was I doing there? Oh, after I taught them the verbs I had to use the material that we used before because I didn’t know what other examples to use. And well, the material we used was full of examples because it was like a flipchart, right? And it was full of pictures. It didn’t have any words. (In1C-JMPM)

Evaluative: These interventions are those in which the participants evaluated different aspects of their class. They mentioned whether they considered those aspects beneficial or not and they approved or disapproved their performance. The focus on these interventions was to mention what they thought about what they did. They sometimes mentioned when they felt the decision they made was good, when they felt happy because what they did worked for their students or did not work, and when they felt bad or felt they did not do the activities correctly. They also focused on talking about the mistakes and the things that went wrong during their classes.

The following intervention was taken of one of the participants’ last minutes of reflection. It is an example of an evaluative intervention and the participant talked about the topic *Problem or situation*. She explained that she was trying to review some vocabulary that her students were supposed to have learned. She expressed that even though they had already seen the topic, the students were unable to relate the name of the objects with their names. They could not relate the vocabulary with their meanings. Therefore, in the first minutes of her class, instead of just waiting for the other students to come to class, she took advantage of the time to do a review. However, she mentioned that she did not bring any kind of material to help her students with their understanding, and the vocabulary explanations ended up in translations. In other words, her students only translated the words from English to Spanish or vice versa instead of relating the word with a real object. For example, they translated “big” into “grande” but never relate the word “big” with an object with big dimensions or something that really looks “big.” Then the participant showed discomfort with her teaching because she was not reaching her objectives for

her class. She also felt bad, because even though she knew there was a need for material to support her explanations, she did not bring any to her class.

While I was waiting to see if the other girls were coming [to class] I took advantage of that [time] for them to work again with it [the topic previously seen], they learned it but weren't able to relate the objects yet. I mean, they know what "big" is, it is "grande", but they didn't relate the words with the objects. That is what I was trying to do, that they relate the objects but as I didn't bring anything for them to make the relation, it ended up being a translation. (In1C-AMP)

A participant made the next example of evaluative intervention after being asked if she faced a problem during her class. She talked about the topic *The English Class* and the focus of her intervention was to show comfort and approval with what she did. She explained that she liked her development in that class and was satisfied with the results. Also, she mentioned her relief of having video recorded that class because it was carried out very well. Finally, she mentioned an aspect that she thought might be improved.

Mentor's question:

Did you face any problem or situation in your class?

Participant's answer:

Not really. Actually, I felt very good. I was happy that it was the class I video recorded because I felt very good and they [the students] participated. They understood the structure, started using it and there was no need that I explain with "I..." No, it was natural. I asked them to tell me the sentences, yeah and I told them in Spanish what the meaning was. I felt good. It's only that, improving myself as a teacher. (In1C-KIG)

The next intervention is also a clear example of an evaluative intervention. In this case, the participant talked about the topic *The English Class* and evaluated the material she and her peer used. She approved the usefulness of the material and mentioned how the students reacted to that material.

I liked the material of that day very much. We hadn't done something that colorful. That day we drew two children. We made drawings of each of the words and I liked how eye-catching they looked like in the whiteboard at that moment. Later, we used flashcards of the words to relate them to the drawings. The drawing was there and they [the students] had to put the words according to where they belong to, the UK or the USA. So I think we

used a lot of material and I think it was material that the children liked a lot. They appreciated it. (In1C-DGC)

Analytic: these interventions were those in which the participants mentioned why they decided to do specific activities and how those activities turned out. They explained what they thought the causes of the problems they mentioned were, and what other non-academic aspects were influencing the problem. In other words, how morals and values, economic status, family, and society were related with the situations that took place in class. Also, they made assumptions, whenever they did not know the cause or why something happened, they stopped for a minute and thought of different possibilities. Moreover, in this kind of interventions they also talked about the consequences of their decisions and what could be the aspects they would have to change in order to improve or what actions they would have to implement to obtain different results. Then they focused on saying why, what were the causes and the consequences, and how they could change or improve the results of any of their actions.

Below there is an example of an analytic intervention. In it, the participant talked about the topic *Problem or situation*. She previously described a student that was not able to produce any word in English when her classes started. Then she organized her class differently. She decided to do a motivational session where she could explain the topic and share with her students her personal experiences as a language student to motivate them. Then the mentor asked her if she decided to do so for that specific student or for all of her students, so she explained she did it for all of the students because she wanted to encourage them to be more involved in the class and to find a reason to learn English. She explained that their motivation increased after the session she gave to share her experiences.

Mentor's question:

Did you decide to do that motivational activity for him or was it for all the students?

Participant's answer:

For all of them because I said, "I want them to be motivated". They are the guys that had failed. Then I said, "I really want them to...mm... to find a reason to learn English." Instead of "we must come to class" because... that boy I told you about before was really shy and once he told me, "Teacher, I don't know why I am taking extra classes. My dad knows English, it is just that... ugh, I'm very lazy." So I wanted to motivate them because I noticed that many of them were very lazy even though I told them my stories of how I

learned English. I could inspire some of the students and among them, he, the one I said that did not participate. He stopped coming to class, he quit and I said, “It’s a shame because he could have learned more.” (In1C-JQC)

In the next analytic intervention the participant gave the reasons why he had to do a specific activity. He first described he worked with drills. The first drill according to him was with choral repetition. He asked students to repeat something all together. The second was a semi-controlled drill in which he gave them parts of a sentence and the students completed the sentence by themselves. Having described that, the mentor asked him why he decided to work with those specific drills. He answered he did it because he thought the first drill helped students to feel comfortable as in a community and reduce their anxiety provoked by being exposed to participate individually. He said he believed it is important to guide the students into a process that helps them not to feel afraid of making mistakes as everyone can make them within a group and not to feel alone as others support them. Part of this process is to make them be self-confident and guide them to the independency and willingness step by step.

Mentor’s question:

Why did you decide to work with those specific drills?

Participant’s answer:

Because for me it is important that they master the drill, do not feel [sic] on the spot and gain confidence. So every time (inaudible)... “When I feel supported by other classmates I am not so shy,” Right? I continue providing the structure in a more natural way. It is like when we put a video, we don’t put it like “you, you and I on the front”; instead we are always with other people that support us. In the second drill, when I do it semi-controlled, what I do is to give them a phrase and if the student makes a mistake I first give him an opportunity to do self-correction. If the self-correction doesn’t work then I do peer correction. Usually, I identify who feels okay when I correct them and I help them, right? If they are unable to correct themselves, I have to give them clues for them to say “ah, this is, this is the mistake,” but I never give them the correct answer. (In1C-HRR)

The last example of analytical intervention was done by one of the participants after having mentioned that in his class he praised his students when they did a good job with their projects. In this intervention, he talked about *The English Class* and explained why he liked to

praise his students when they worked successfully. The participant explained he did it because he wanted his students to be motivated and he wanted to be part of that motivation.

It is not that I praise the students just for having done the project because that is their responsibility but I praise them if they did it well; so, when they get home, they will feel good knowing they worked, knowing they were praised for their job. If they talk on the table at home, [If someone asks them] “How was your day?” [They would say] “My teacher congratulated me for doing this.” They’re going to have a good incentive to be motivated and to look for improvement. (In1C-ENH)

As it can be seen, the categorization of the interventions done is very similar to the reflective levels proposed by Jay & Johnson (2002), Ward & McCotter (2004), Pířová (2005) (as cited in Syslová, 2011) and Dzay (2015). Although it was not the intention to evaluate the participants’ levels of reflection, there was a need to categorize and understand what kind of reflective process they were doing in order to identify the effects of the video recordings of classes. Therefore, in the categorization done, the “Descriptive intervention” can be related to the first stage identified by Pířová (as cited in Syslová, 2011) “Description” and with the first and second levels in Dzay’s proposal “Non-reflective” and “Descriptive/technical”. The “Evaluative intervention” is very similar to Pířová’s “Evaluation” stage and to Dzay’s third level “Comparative”. The “Analytic intervention” is much the same as Pířová’s stage “Analysis” but also relates to the fourth level “Critical/transformational” in Dzay’s proposal. Given this outlook, it can be said that the participants in this study not only made different types of interventions but reached different levels of reflection.

From the results obtained from the reflections done in the first cycle, it can be seen that a type of intervention was done more constantly than the others. The results show that all of the participants that took part during the first cycle focused mainly on making descriptive interventions. Some of them made very few evaluative or analytic interventions but these interventions were only answers to the mentors’ questions or comments that triggered the analysis of any of the situations described by the participants. This might have happened because it was the first time the majority of the participants confronted any reflection and they tried to do the easiest one, which was the description of what occurred in their classes. Consequently, they were only reflecting on the surface.

Moreover, most of the participants did not use the video at all to reflect. It means they did not base their comments on what they were watching on the video at all. They based their comments on their memory. In the cases in which the video was taken into account, the participants only described verbally what was happening in the video.

It is clear that all the participants were able to make descriptions of the aspects and situations that were part of their classes but not all of them could go further from those descriptions. In other words, a participant could describe a problem he or she had with a student but he or she would not be able to do a metacognitive process within her or his reflection in order to say whether he or she knew the causes of the problem or if he or she solved the problem, not even to mention what can be improved from the situation that caused the problem or what can be done to avoid the problem that was faced.

However, there was a participant that could make many analytic interventions in his first and only reflection. This is not a case study but it is important to point out this particular finding. The participant in this case went further and deeper in his reflection but it might be because he has a strong personality and a vast desire to learn and improve. Also, he has had previous experience in teaching and is really involved in the teaching field as he reported in a personal conversation with the leading researcher of this study (Dr Dzay). Furthermore, he provided evidence in class of being very inquisitive so he questioned himself about his decisions and analyzed carefully every situation he faced, always considering the context, the teaching strategies and his students' learning process.

Examples of HRR's interventions:

Okay. Well in this part [of the class] I am making an introduction to the grammar part. I did not want to do it in the Grammar Translation Method style because I never liked it, especially because they use [in the school] a Communicative Approach, so I am encouraging the students to reflect about experiences of mine for them to be able to practice later. In this class the main objective was to teach the object pronouns, that they were able to differentiate between subject and direct object. For example, I put the verbs in the middle. I put them here. On the right I put the objects and on the left the verbs so they could reflect and say, "Oh, after the verb there cannot be he, she or it. It has to be those [him, her, it], why? I don't know yet, but they go there." (In1C-HRR)

At the beginning it was quite difficult to work with the students because of their ages. They are sixteen, seventeen, eighteen-year-old teenagers. First it was necessary to put the class in order and then explain to them the benefits of the class, the reasons why the class was going to be only in English and what I was expecting from them. Little by little they started to react and take into account what I was telling them until they got involved and became participative. As we can see I am a person that focuses a lot on the pronunciation from the very beginning so there are not going to be so many mistakes in the communicative skill. (In1C-HRR)

In other words, it can be said that he achieved the fourth level of reflection; he had a critical/transformational level of reflection. His classmates, on the other hand, remained in the very superficial phase of the process of reflection, achieving only the non-reflective or barely the descriptive/technical level. This might be the result of the lack of experience in teaching and reflection the participants have as novice teachers.

Another finding is that the first focus of the majority of the participants was the self, first themselves and later their students. They accepted they first focused on watching themselves and analyze their performance instead of focusing on the students. Just as Orlova (2009) states “Predictably, a primary focus of trainees concerns their ego, or what I would call the “actor’s syndrome,” because at first trainees often focus on how they are acting instead of on their interaction with the students.”

This is because it was their first experience in this kind of reflective procedure and their first confrontation to their own practice, to themselves. Also, it was the first time they watched themselves from a different perspective, from the outside, from the observer’s point of view.

Also, something really interesting found in this first cycle and registered in the categorization of the topics the participants talked about in the reflections is that all of the participants mentioned a specific student within the problems or situations they faced. This is an aspect similar to a characteristic of the dialogic reflection identified by Ward & McCotter (2004): “One of the most common forms that this reflection takes is grappling with the learning process for a struggling student.” In this research, all the participants talked about either a struggling student or a special student. They talked about a) a student that was having problems in their learning process because his/her lack of motivation, commitment, or even cognitive abilities and

b) a student that was (in some cases not officially) diagnosed with health problems or any disability.

4.2.2 Second Cycle

For the second cycle of reflection, only two participants video recorded themselves for the second time. The rest did not continue video recording due to different reasons. Some of them video recorded their last class for the first time, within the teaching practice period so they could not video record another class. Others did not have the opportunity due to time constraints or the different circumstances that were not within their means to solve. Other participants did not continue video recording because of their lack of commitment and interest to continue participating in the project.

For the second cycle, the two participants showed a difference in their participation. They did not talk about new topics different from the ones already set but they did more than just descriptive interventions. This time they talked about fewer topics and made more evaluative interventions and some analytical ones. They did not only focus on describing what they were watching or how the events happened but on mentioning the situations and commenting what the possible causes were and consequences as well as how to change or improve the circumstances for future events.

Table 10 has the information obtained from the reflections with ATLAS.ti and shows the frequency in which each type of intervention was done.

Table 10.

Incidence of interventions made during the first and second cycles

Incidence of interventions made during the first and second cycles						
	<i>Descriptive</i>		<i>Evaluative</i>		<i>Analytic</i>	
Participant	First Cycle	Second Cycle	First Cycle	Second Cycle	First Cycle	Second Cycle
JQC	15	21	3	11	2	8
AMP	26	21	9	9	3	6

As it is shown in the table above (Table 10), in the case of the participant JQC, she made more descriptive, evaluative and analytic intervention in the second cycle than in the first. It is clear that in the first cycle she focused on describing and in the second, although she described as well, this time she focused on evaluating apart from only describing. In other words, in the first cycle she described many situations but she did not give more information than the description for most of them. Actually, in the first cycle, the very few evaluative and analytic interventions she did were triggered by the supervisor's questions. Instead, in the second cycle, she also described the situations but she gave more information; she evaluated the situation and her actions regarding the situations, and she did a deep analysis by making some assumptions about the possible causes of the situation and the possible actions that could help to avoid such situations. This proves that the use of video recordings of classes as a reflection tool is positive.

For the participant AMP, the changes were different because her descriptive interventions decreased, the evaluative remained the same and the analytic increased. It means that she was less descriptive and more analytic. This could be because in the second session she was facing the same problem and there was no need to describe it again but instead she wanted to analyze the problem deeper and finally find the real causes and the best alternatives to give the problem a solution. However, when analyzing her concerns she only could attribute the causes to classroom aids or students' personality or behavior. Ward & McCotter (2004) found something similar in their research for their construction of their reflective rubric:

Routine reflections tended to contain very definitive statements that revealed either a lack of curiosity or a lack of attention to complexity. These [...] did not focus on problems, but when they did, the tendency was to blame problems on others or on a lack of time and resources. (p. 251)

In this second cycle it can be said that both of the participants changed their focus and improved their level. They got the "Comparative level". This might have happened because in their first reflection they addressed all the common concerns they had but never consulted with a mentor. So they took advantage of the situation and expressed what they were worried about in general and then in the second cycle it changed. Since they had already consulted general concerns they focused this time in more specific aspects.

Examples of JQC and AMP's interventions in the first cycle:

In this activity the idea was that *I had some adjectives glued to some adverbs*. For example, “difficult”, “easy” and the students had to put them in the blanks because it was the activity “Fill in the blanks” (In1C-JQC)

The students were in the introductory level and *I was not giving them classes at all, I was providing them consultancy*. That is why *I had few students*. Despite that *I noticed that the camera made me feel kind of nervous*, specifically, insecure of my level of English. [...] *I was thinking*, “why am I being so dumb while I am speaking?” (In1C-JQC)

I try to make an environment of confidence because *I want students to know* that if they make a mistake nothing is going to happen. (In1C-JQC)

It is a small group. *I never know how many students I am going to have because I started with a group of seven students*. One of them stopped coming and later there were two new girls. (In1C-AMP)

At the beginning *I had a problem* because the video recorder was not staying still so *I had to manage to put it in a place* where the entire classroom could be seen. After ten minutes *I forgot I was being video recorded but when I remembered I only could think “I should not have done this, this is going to be bad, this is going to be in the video”* (In1C-AMP)

Examples of JQC and AMP’s interventions in the second cycle:

This is the established group. [...] *They knew each other* from the past semester, there were small groups within the same group and *they made a lot of noise*. It was their main characteristic, that *they were very noisy*. (In2C-JQC)

There in the back *there was a group of guys that did not understand* how to do the sentences at all and *they were asking me for help to do the sentences*. *They actually knew a lot of vocabulary*. (In2C-JQC)

The students go and ask me [their doubts]. *It depends on the type of student* because *there are students that want to learn but they can’t learn everything in a short moment*, so *they go and ask me*. *They ask me many times*. (In2C-JQC)

Two of the girls have problems when writing the words. This time I noticed [...] that *they don’t make a relationship* between the written words and the pictures. I write the words for them but I don’t know if when I write them *they don’t watch it* and just listen when I say them. (In2C-AMP)

There are parts in the video where it can be seen that **Maya goes back to her seat** with a sad face. [...] **She went to ask me something twice**, something that was not related to the topic. **She asked me but** as I was focused with Jimena I didn't answer to her. It happened twice and when I realized of it I thought "Argh!" So maybe **it affects her and make her not to want to participate. Maybe she feels I ignore her.** (In2C-AMP)

In the quotations above it was highlighted with **yellow** where the participants focuses on themselves and with **blue** where they focused on their students.

Also, it was evident that in the first reflections they focused on themselves and did not pay attention to their students because their first and most important concern was to know how they did their practice and probably if the mentors got a good impression of them. This is consistent with what has been found in previous research made by Sydnor (2016) whose findings revealed the participants shifted from focusing on themselves and what they had done to focus on their students' actions and what they could do to improve.

4.2.3 Third Cycle

For the third cycle, only one of the participants remained and did the third video recording. As a result, the table below shows the information obtained with Atlas.ti by comparing the three cycles she did. In it can be seen that the participant did every time less descriptive and evaluative interventions and in contrast, she increased the analytic interventions. Also, she continued talking about the same topics set before but this third time she did a deeper reflective process.

Table 11.

Participant AMP's interventions made during the three cycles

Participant AMP's interventions made during the three cycles			
	First cycle	Second cycle	Third cycle
Descriptive	26	21	20
Evaluative	9	9	2
Analytic	3	6	11

This time the participant not only mentioned the possible causes of the situations regarding the circumstances in the classroom but also mentioned other factors that could have been involved. In other words, she did not only explain that something happened because of the classroom aids, the time, the material, the students' personality or behavior, or her performance as a teacher. Instead, she also explained that something could have happened because of social issues, economics, and family situations. She actually made a deep analysis of the decisions she made during the class when facing the situations. Moreover, she related the causes of the situations to social aspects and not only to circumstances in the classroom. She even reflected on her students' morals, values and beliefs.

For this third time, the participant made reference to the impact she can have on her students and how she can generate confusion on her students' ideas and beliefs. The quotation below is an example of the reflection the participant did about her impact.

There is a part where there was [a person with] the “beard”. Maya told me [...] he was a homeless person. I thought, “How do I explain to her that not all the people with beard are homeless people?” like, “What should I say? What should I say? And I decided no to say anything. [...] I believe it was a good decision because they conflict with what their parents have told them and what their teacher told them. So if their parents told them that all the people with beard are homeless people and I told them that they are not, they would say “then my parents lied to me or you are lying to me.” So I feel they conflict with that and then I decided not to say anything. (In3C-AMP)

Another finding in this time was that the participant was more confident in accepting the errors and saying the things that did not work in the class. It means she did not avoid talking about what went wrong regarding the class, her performance and her material.

The following quotations are the examples of interventions where the participant AMP was confident to talk about what was not working in her class.

I feel that a review should be faster than a class. I shouldn't focus a lot on the topics because they [the students] get distracted. So I do it faster and for example I do some drawings of the topic. [...] There they interpret my drawings. For example, there I drew wavy hair. [...] There I am touching my hair to explain them how “straight” or “curly” is. In the case of “wavy” I had to draw it because I don't know why it is the most

complicated. They don't get the words "wavy" and "blond". I don't know why. (In3C-AMP)

If I ask them the colors they tell me "rubio" but they can't identify it. They say "rubio" which is the color I want them to tell me, but when I ask them "how do you say it in English?" they just don't [answer]. (In3C-AMP)

There, there was the confusion. I said "Another topic... no, others" but I was trying to say "other words" so I didn't know what else to say. That is why I said "another" and "other" and it was a big confusion. (In3C-AMP)

In this reflection, it may also be possible that she was now trying to get the mentor's guidance and advice as feedback for her to know how to solve situations that had been constant in her teaching period.

4.3 Final survey (participants)

The final survey as explained before was done with Google Forms. It was sent by e-mail to the participants and it consisted of 10 questions related to the use of the video recordings of classes as a reflection tool. It is important to mention one more time that the pre-service teachers had to do written reflections as part of the activities for the Teaching Practice I and II courses, so they were able to compare both the written reflection and the reflection using the video recordings. The purpose of the final survey was to know what the participants thought about reflecting using video recordings of classes after having experienced it. For this, only nine of the ten participants answered. The survey was done in Spanish (See Appendix 3) and for the purpose of this research, the questions presented below and the answers chosen for evidence were translated into English. The questions included in the survey were the following:

1. Comparing the written reflection with the reflection using the video recordings of classes, which one do you prefer? Why?
2. What aspects did you consider for your written reflections?
3. What aspects did you consider for your reflection(s) using the video recordings of classes?

4. Do you think there is any difference between the written reflection and the reflection using the video recording of classes? If the answer is affirmative, what are those differences and why do you think they exist?
5. From your point of view, what are the advantages and disadvantages of using video recordings of classes as a reflection tool?
6. How did you feel when reflecting using the video recordings of classes?
7. How do you think that reflecting using the video recordings of classes helped you?
8. Do you think you improved any aspect of your teaching practice after reflecting using the video recording of classes? In what sense?
9. If you had the opportunity in your professional life, would you video record your class again to reflect on it later? Why?
10. If you had the opportunity to participate again in this research, what would you suggest to improve it?

From the answers obtained from the final survey, it was found that comparing the written reflection with the reflections using video recordings, 8 of the 9 participants preferred the reflection using the video recordings of classes rather than the written reflections. Only one preferred both.

Also, a third part of the participants mentioned that the aspects they focused on for their written reflections were the activities they planned and performed. More than a half expressed that other aspects were the things that worked and the ones that did not. Very few focused on aspects such as the time, the lesson planning, the classroom management, the material, their performance and how they felt in their classes. The majority of the pre-service teachers expressed that while doing the reflection using the video recordings they focused on themselves. They focused on their own performance, the way they spoke, acted and moved. Also, they focused on how they interacted with their students and their students' reactions. Once again, this confirms Orlova's (2009) words that it is predictable that the students' first focus when reflecting using the video recordings concerns their ego and, at the same time, this result provides evidence that as Richards and Lockhart (1996, p. 11) mentioned, one of the advantages of video recording a lesson or class is that "it allows choice of focus - this could be the teacher or a particular group of students." Therefore, when using the video recordings of classes to reflect on the teaching

practice, one of the main advantages is that it gives you the opportunity to observe and analyze the teaching practice from different perspectives.

When the participants were asked if they considered there were differences between the written reflection and the reflection using the video recordings, all of them agreed that, in effect, there were differences between both. They considered the main difference is that the written reflection is done relying on the memory based recall without any evidence, and, using the video, the reflection becomes more personal and real because they watch exactly what they did. In addition, with the use of the video recording, they could notice aspects they could not detect at the moment they were giving their lesson and aspects they could not remember when they were doing their written reflection. Therefore, the participants agreed that the reflection using the video recordings is more accurate and authentic because they watch themselves from a different perspective, from the outside. Instead, for the written reflection they do introspection, they express from their inner perspective.

“The written reflection is an introspection of what you think happened according to your perspective. In the video you can watch yourself as if you were another person and you notice your defects and virtues that your inner self doesn’t notice.” (S2Q4-AMP)

“In my case, in the written [reflection] I can think more and sometimes one can modify events [that happened in the class] and avoid some things. Meanwhile, in the video I feel that it is more personal and more authentic.” (S2Q4-ENH)

Another difference the participants noticed is that, in the written reflection they cannot express in the same way as in the reflection with the video recordings. They stated that with the reflection using the video recordings they could express feelings that in the written they could not.

“The biggest difference is that in the written it is more difficult to express emotions. When we speak we can make facial expressions and our tone of voice shows our emotions whereas in the written reflection these things are lost. I can write “I felt nervous” but it won’t be the same as talking face-to-face and saying “I felt nervous”.” (S2Q4-DGC)

Regarding the use and usefulness of the video recordings the results showed that, on one hand, the participants consider some advantages of the use of video recording for reflection are that it provides real evidence, that they can reflect with more precision and depth and that they are able to watch themselves from another perspective. Other advantages mentioned were that

they can observe aspects they did not notice in the exact moment they happened, that they can evaluate themselves and that they can express authentically what they felt without thinking too much on how to explain it. Another advantage they mentioned is that through the use of the video recordings they are able to recognize aspects that can be improved. This finding confirms what Richards and Lockhart (1996, p. 11) stated “the recording can [...] capture many details of a lesson that cannot easily be observed by other means, such as the actual language used by teachers or learners during a lesson.” It is notable by now that the use of the video recording of classes had positive effects on the UQROO pre-service teachers’ reflective process because, even though most of the participants had only one session of reflection using the videos, they were able to take advantage of the benefits provided by the use of the video recordings to reflect.

On the other hand, the participants considered that some disadvantages are that they may not have the equipment to video record and that the equipment can be distracting because the students tend to pay more attention to the camera than the class. Another disadvantage they mentioned is that some times the children’s parents do not agree to let their children be filmed. Also, some other disadvantages they found were that when they are video recorded they tend to do their best, pretending that nothing goes wrong in order not to be judged or, otherwise, they tend to feel nervous and get distracted. One of the participants stated that a disadvantage of using the video recordings is that it takes time because depending on the duration of the class is the duration of the reflective session.

“An advantage is that I can see things I didn’t see or remember of the class and a disadvantage is that it takes time to watch the video. If the class lasted two hours and we have to watch the two hours, it would be too much time for a reflection.” (S2Q5-JQC)

Another participant considered as a disadvantage that the video recording doesn't give you time to think deeply and carefully.

“As a disadvantage it would be the fact that you don’t take the time to analyze deeply and think as you do it when writing [the written reflection] and doing a report.” (S2Q5-JMPM)

Although one of the reasons of promoting the use of video recordings was that it gives the participant the time to reflect carefully and pause the video whenever it is necessary, this participant thinks differently. The participant might refer to the fact that in the sessions it was not possible to watch the full video in detail. However, it was because some of the videos lasted more

than an hour and the purpose of the session was not to analyze every single minute of the video. In addition, the purpose was to help pre-service teachers remember the process of the class, notice aspects they could not detect in the moment they gave the lesson and give them the opportunity to analyze every aspect they considered necessary. Also, as mentioned before, the participants had the option to watch their videos before the session because this gave them the opportunity to watch the full video in detail so they could go to the session with a clearer idea of what they wanted to share and analyze. Therefore, as the participant mentioned did not watch his video previously he might have felt the time was not enough for him to do a deep analysis as he expected, because may be, he could not remember his whole class and the aspects important to him that he would have liked to share.

Continuing with the results, all the participants considered the reflection using the video recordings as very helpful and they actually liked it. Five of them admitted they felt good and comfortable when reflecting using the video recordings and two of them stated they felt embarrassed or nervous because they were being video recorded. From the other two participants one felt relaxed and the other inspired. This result showed that the pre-service teachers could experience for themselves the advantages of reflecting using a video recording and were then cheerful with the results. They also had a good impression of that type of reflection.

Most of the participants agreed the use of video recordings truly helped them to improve many aspects of their teaching in their following classes. They explained that it helped them to notice what aspects could be improved in matters of their performance and interaction with the students because they were able to watch themselves acting from an external perspective and to recognize their mistakes.

“By knowing that I was being video recorded I felt encouraged to do it better.” (S2Q7-KIG)

“The video recording helped me because it was the first time I saw myself and I felt happy with my class and it gave me confidence in my phase as a teacher.” (S2Q7-DGC)

“When I saw myself from an external perspective, as an external entity, it gave me a different perspective and of course it helped me to see me in another way as a teacher.” (S2Q7-JQC)

“There were many things I used to do and I didn’t like and I could notice them. Now in my professional life I can apply some of the things that I remember from the video like the

positive things that can change the negative ones. It helped me to improve myself to teach a language in a better way. In other words, having watched how I developed myself in a class of teaching practice helped me to train now in a professional way.” (S2Q7-JMPM)

Similar findings were obtained by Coffey (2014, p. 94) as he stated in his conclusions that “One of the benefits of the experience is that students can view first-hand how their students would see them in a real classroom situation.” Moreover, some of the aspects mentioned were body language, voice, expressions, the organization of ideas, and explanation of the topics as well as classroom management. These findings are in accordance with more findings reported by Coffey (2014) such as that in the research he did the use of video provided students the opportunity to distinguish specific aspects of their teaching practices that were both weaknesses and strengths. Then his results and conclusions are really similar to mine.

All of the participants admitted they would definitely repeat the activity of video recording their own classes and reflecting upon them. Some of the reasons why they would do it were that for them it is a good idea, that it would help them to evaluate themselves, find their mistakes and eventually improve, and to know how the students react. Another reason was that the video recording could be watched many times.

“Yes but it won’t be in all the classes, it would be in specific periods of time in order to evaluate my development as a teacher and the evolution of my performance.” (S2Q9-DGB)

“I think yes. I’d like to see if I continue giving classes in the same way or how I have improved. I could watch the video many times to see what I did bad or good and then correct and improve as a teacher.” (S2Q9-DGC)

“Yes, of course yes. I’d like to know how my students see me when I teach and to see what activities can be improved according to the students’ reactions and in general for the class.” (S2Q9-JMPM)

“Yes. I think I would surprise myself again. It is a good idea in order to see blind spots and criticize me as a teacher. When you watch the video recording you realize that there were many things that were different from how you first perceived them.” (S2Q9-RM)

This result coincides with Wright’s (2008) finding:

“Providing teachers a rationale for why they should actively participate in the reflection experience was an important factor to the success of this study, because as soon as the

teachers understood the value of the process, their willingness to participate increased.”
(p. 139)

Furthermore, it supports what Orlova (2009) reports:

When the procedures for using videotaped lessons as a stimulus for reflection are introduced to teacher trainees during pre-service, there is a good chance that self-reflection will become a natural and enduring component of their teaching that will positively affect them and their students. (p. 33)

In the last question the participants had the opportunity to make suggestions for this research and the participants suggested a) doing two (or more) video recordings in two specific points of the teaching practice term: at the very beginning and at the end, b) doing the reflections using the video recordings in groups and 3) asking more questions related to teaching rather than the actions on the video recordings.

CHAPTER FIVE: CONCLUSIONS

This chapter is devoted to the presentation of the final conclusions obtained from the research carried out and the limitations found in the development of this thesis.

5.1 General conclusions

First, it is worth mentioning that there could have been a huge difference if the three cycles had been done with all the participants. However, what was found was very interesting and very useful. Within their reflections, the participants followed a long process. The process consisted on the identification, the description and the analysis of different aspects and it was possible by watching the video of their teaching practice. Actually, the video itself had different effects on their reflective process.

On one hand, in the first cycle the effect of the use of video recordings on pre-service teachers' reflective process was to recall all the aspects of the participants' teaching practice. The video helped them to remember all the situations they had been through from the first class in their teaching practice period to the point the class was video recorded. The video worked as a means by which the participants could express all their concerns and unconformities, doubts and wonders (about their performance and about the role a teacher must fulfill).

On the other hand, the first survey showed it is evident that most of the pre-service teachers have a vague idea of what reflection means and involves. It is true that most of the pre-service teachers are familiar with the term but are still unaware of its benefits, and even though they know about reflective tools they do not use them because they do not reflect as often as they should or simply they do not know how to use them correctly.

Moreover, in the first cycle of reflection almost all the participants, as novice teachers, only achieved the first two levels of reflection, "Non-reflective" and "Descriptive/technical"

because of their lack of experience in teaching and reflection. Therefore it is important for pre-service teachers to be engaged in reflective practices at an earlier stage. An option could be to promote reflective microteaching as proposed by Orlova (2009) because:

When students [pre-service teachers] reflect on microteaching, they apply and assess concepts they are learning, and they learn how to give and receive constructive criticism. This early experience increases their confidence and establishes observation and self-reflection as a standard practice that will continually develop their skills. (p. 31)

In other words, professors should implement reflection since the early stages of their formation, when the teacher students do their microteaching, because in that way when they begin their teaching practices they would be prepared to analyze deeply what they do as practitioners and would continue with the habit of reflection for self-improvement.

The second effect of the video was that it worked as an evaluative opportunity. In the second cycle, the improvement in the two practitioners' reflection was notorious because they change their focus, their types of interventions and consequently their level of reflection. They had then a "Comparative" level. It was proved the participants used the video to evaluate their performance, their planning and their students' reactions. They also took into account others' opinions and observations to compare them with their personal opinions and beliefs. Also, there was evidence that showed that the ten participants completed the first level of reflection "Non-reflective" and only some of them went further. Some of them achieved high levels of reflection in only one session and others did it in more than one.

Based on the participants' own words the most important effect of the use of the videos was that it helps to observe and analyze their practice from different perspectives giving them the opportunity to pay attention to all those aspects they were no able to notice in the moment they were giving their lesson because the video, as it has been constantly mentioned, is the reproducible and reliable evidence of what they did.

In conclusion, the effect of video recordings on the pre-service teachers' reflective process is that it helps them to improve their teaching practice in matters of performance, lesson planning, classroom management and teaching strategies; so, it is a positive effect.

Also, the use of the video has many advantages because it helped the participants to realize their performance as teachers was not bad, they just had to be more confident and trust their abilities. They improved by increasing the volume of their voice, working their visual

contact with the students and developing their body language. In matters of lesson planning they improved in the decision making of the activities, topics and materials they were going to employ for their classes. For classroom management, their improvement was on the strategies they put in practice. These conclusions support and coincide with the findings and information reported by the authors in the literature review that state the use of video recordings contributes to teacher education in promoting reflection because it allows the choice of focus, leaves reproducible and permanent evidence, gives the opportunity to observe aspects such as weaknesses and strengths, and leads to the improvement (Guo, 2013; Orlova, 2009; Ramírez & Heidi Medina, 2016; Richards & Lockhart, 1996).

Nevertheless, the use of video recordings as a tool for reflection also has disadvantages. The action of video recording themselves or the presence of the camera caused participants nervousness at the beginning of their classes because they felt worried about the fact that there would be evidence that they made mistakes or they did something wrong. However, that feeling changed as they forgot the camera was there or got used to its presence. Then as the class was developing they felt normal, relaxed and confident. That is that the camera or the awareness of being recorded causes an initial feeling of nervousness, which throughout the class is transformed into calm, relaxation and confidence.

It is clear that the pre-service teachers that participated had an overview of being a reflective practitioner/teacher, but they were not developing their reflective process in rough outlines. They revealed they were reflecting with an unclear understanding on how to reflect and without using any tool or strategy to trigger reflection. It gives room to two possible causes to this situation: one could be that during the major the pre-service teachers did not work with reflection at all and were not promoted the habit of reflection. The other could be that the participants had previous preparation or training in reflection but did not put it in practice.

Unfortunately, only one of the participants finished the three cycles of reflection but fortunately she was the proof that the effects of the *continuous* use of video recording in the pre-service teachers' reflective process are various and are mainly positive. She provided the evidence that if the rest of the participants that gave up in the process had continued, it would have presented more positive results for their personal, professional and academic growth and self-improvement.

5.2 Limitations of the study

There were some limitations for this study and it is important to mention them for future research. For example, some limitations were the lack of time, equipment, schools' willingness, and, in some cases, pre-service teachers' motivation to participate in the project.

Overall, the limitations of this study include the difficulty in obtaining permission to film the classes in private and public schools where the pre-service teachers were doing their teaching practices because, although some of them wanted to participate in the project, for many of them the permission to film the class was denied.

Another limitation in the research involves the issue of giving participants the option to watch or not their videos before the session of reflection. This is because, from the results obtained, it seems to be better for the participants to watch their video before because they go to the session with their concerns in mind. In this way, the part of being in shock by the first impressions of watching themselves teaching is avoided and the reflection could be accomplished in a more accurate way.

In the case of the instruments, an apparent limitation of the use of surveys is that participants might answer what they think the researcher wants them to answer instead of being honest and answer what they really think. Also, the pre-service teachers might not understand some of the questions and the researcher would not be able to be there with every participant explaining them what every question refers to. This is mentioned because, for the surveys, some respondents gave answers completely out of context and not related to the topic.

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APENDICES

Appendix 1: First survey



UNIVERSIDAD DE QUINTANA ROO
DIVISIÓN DE CIENCIAS POLÍTICAS Y HUMANIDADES
LENGUA Y EDUCACIÓN

**INITIAL QUESTIONNAIRE
REFLECTIVE PRACTICE**

Name: _____ Date: _____

Pseudonym: _____ e-mail: _____

The aim of this questionnaire is to know **your opinion** about *REFLECTIVE PRACTICE*.

Please, answer the questions and provide as much information as you can. This is not a test nor does it attempt to evaluate your knowledge on the topic. Remember that the responses you write here will be absolutely confidential and serve only for research purposes. Your honest answers will be appreciated and they will not affect, in any way, your grades for the *Teaching Practice class*. You can choose to write your responses in English or Spanish.

1. Do you think it is important to reflect on your teaching practice? Why?
2. Do you like to reflect? Why?
3. In your opinion, what are the disadvantages of *reflection*?
4. What kind of helping tools (e.g. a teacher's diary) and strategies (e.g. talking to a peer) do you know and consider necessary in order to reflect?
5. Do you ever reflect on your teaching practice? Yes No

If your response is affirmative please answer the following questions.

6. When do you usually do it? (Highlight your answer. You can choose more than one option)
- Before the class
 - During the class
 - Immediately after my lesson/class
 - When I go home
 - At some other time. When? _____
7. How much time do you take to reflect (roughly)?
8. Do you use any specific tool to trigger reflection? If so, which one?
9. Do you generally reflect (Highlight your response. You can choose more than one option)
- individually
 - with another person (a classmate, a friend, a teacher)
 - with a group of people
10. How do you think *reflective practice* should be accomplished: individually, or by sharing your experience with someone else, or both? Why?
11. What aspects of teaching do you pay attention to while you reflect (about your own teaching or someone else's)?
12. Would you say that the time you spend reflecting about your teaching is productive or unproductive? Why?

Thank you for your time!



Appendix 2: Questions used within the reflections. Questioning strategy.



Se recomienda que esta primera reflexión (basada en video-grabaciones de clases) sea individual. El idioma que se utilice es el que el participante elija para su mayor comodidad y mejor expresión, no necesariamente el inglés.

Es importante grabar esta sesión ya sea en video o solamente audio, pues los datos que emerjan son los que se utilizarán para el análisis correspondiente. En cualquiera de las dos opciones, el audio deberá ser lo más claro posible.

Durante la reflexión, no es necesario ver la clase o el video completo. Es importante que se le pida al participante que seleccione, si así lo desea, extractos del video en los que quiera enfatizar algo. En caso de que el participante no tome una decisión sobre qué ver, el investigador elegirá (al azar) partes del video, para promover la reflexión.

Pasos a seguir:

- Dar la bienvenida al participante, agradecerle su tiempo y participación, así como explicarle nuevamente sobre el anonimato y confidencialidad.
- Recalcar al participante que no es nuestra intención juzgar lo que haga o diga en el video o durante la reflexión. Recordarles que esta actividad no influye de ninguna manera en su calificación de su materia de práctica o ninguna otra que esté llevando con alguno de los investigadores.
- Explicar al participante que tanto él como el investigador verán su video juntos y que deberá expresar en voz alta todas las ideas que vengan a su mente mientras observa el video. Si el investigador nota que el participante no hace comentarios o hace muy pocos, deberá hacer preguntas, tales como:
 - o ¿Cómo te sentiste?
 - o ¿Cómo reaccionaron tus alumnos ante la grabación?
 - o Basado en el video, ¿Qué te llama la atención de tu clase/tus estudiantes/ti (como maestra)?
 - o ¿Qué estabas haciendo ahí (según imágenes del video)?
 - o ¿Qué estabas pensando?
 - o ¿Qué sucedió?
 - o ¿Por qué hiciste ____ /¿Qué te llevó a hacer ____?
 - o ¿Por qué crees que sucedió?
 - o ¿Notaste en ese momento que estaba sucediendo algo?
 - o ¿Cómo te sentiste cuando ____? (puede ser algo positivo o no)
 - o ¿Cómo lo resolviste?
 - o ¿Cómo crees que se sintieron tus alumnos?
 - o Ahora que ves el video de tu clase, ¿piensas que hay algo que te gustaría haber hecho diferente? ¿Qué cosa? ¿Por qué? ¿Qué hubieses hecho en vez de ____?
 - o Recuerda que no estoy juzgando si lo que hiciste estuvo bien o no, pero me gustaría saber por qué hiciste ____
 - o Veo que estuviste monitoreando a tus estudiantes mientras trabajaban en la actividad, ¿Por qué hiciste eso?

- Antes de introducir el tema noté que usaste ('eliciting') para obtener ideas de tus estudiantes, ¿Por qué te pareció que eso era importante?
 - ¿Qué hacían los alumnos mientras tú dabas instrucciones/escribías en la pizarra?
 - ¿Qué observas en el vídeo que no habías notado antes?
 - ¿Cómo relacionarías lo que hiciste con lo que has aprendido en tus clases?
 - ¿Hay algo que piensas que debes mejorar en tus próximas clases? ¿Qué? ¿Cómo lo lograrás? ¿Por qué crees que funcionará?
- Una vez que se haya terminado de ver el video, se le pregunta al participante si hay algo que desee agregar o preguntar (no necesariamente sobre el video sino sobre su práctica en general) y se le agradece nuevamente su tiempo y participación. Así mismo, se le recuerda hacer la segunda grabación y reflexión.

Es importante considerar preguntas de seguimiento, dependiendo de lo que el participante exprese (esta es solamente una guía). No necesariamente se tienen que hacer todas las preguntas mencionadas arriba, pues más bien dependerá de lo que vaya surgiendo en la reflexión. Lo que debe buscarse implícitamente es que el participante vaya notando cosas de su práctica que hasta el momento no haya notado, que haga un análisis más consciente de lo que sucede en su clase y las consecuencias (positivas o negativas) que haya. Asimismo, se busca que el participante vaya generando ideas de cosas que podría hacer o dejar de hacer en sus clases futuras, de tal manera que mejore su práctica (idealmente).

Appendix 3: Final survey

Cuestionario Reflexión

El siguiente cuestionario es el último paso de tu participación en el proyecto de investigación sobre la reflexión basada en video.

Por favor responde las siguientes preguntas relacionadas con tu participación en el proyecto antes mencionado. Te pedimos respuestas proporcionando la información solicitada desde tu punto de vista personal. Te recordamos que esta información será utilizada con fines meramente académicos y tus datos personales no serán compartidos públicamente.

Dirección de correo electrónico *

Nombre y apellido *

1. Comparando las reflexiones escritas que hiciste en clase con la reflexión basada en el video, ¿cuál prefieres? ¿por qué? *

Ambas. Pero si tengo que elegir, el video. A través del video es que uno puede tener una evidencia como tal de lo que se hizo. Un apoyo visual para ver en que fallaste y analizar en como se puede mejorar o solucionar un problema.

2. ¿Sobre qué aspectos reflexionabas en la reflexión escrita? *

Sobre mi desenvolvimiento en clase según mi perspectiva. Lo que según yo, desde mi posición, hice bien o mal.

3. ¿Sobre qué aspectos reflexionabas en la reflexión basada en video? *

Sobre mi performance basado en lo que vi desde otra perspectiva.

4. ¿Crees que hay alguna diferencia entre la reflexión escrita y la reflexión basada en video? Si tu respuesta es afirmativa. ¿cuáles son dichas diferencias y por qué crees que existen? *

Si. La escrita es algo más del consciente, basandose en recuerdos y aspectos que atraparon tu atención por haber salido bien o mal de acuerdo a la planeación previa. La del video, ya es basada en algo no tangible como tal pero visible, puedes notar aspectos que tal vez el consciente no guardo. Ambas son muy funcionales y pueden muy bien acoplarse.

5. Desde tu punto de vista, ¿cuáles son las ventajas y desventajas del uso del video para la reflexión? *

Ventaja: pruebas visibles de lo que se hizo. Se puede analizar con mejor precisión y profundidad. Se puede ver una evolución de las clases y el mejoramiento de ellas a través de el video.

Desventaja: falta de equipo, o de tenerlo, el tiempo para instalar el equipo en el aula. Riesgo de equipo dependiendo de los estudiantes.

6. ¿Cómo te sentiste al reflexionar con el uso del video? *

Un poco apenada. No todos tenemos la facilidad de actuar natural frente a una cámara y menos el observarse, pero fue de mucha ayuda.

7. ¿De qué manera crees que te ayudó reflexionar con el uso del video? *

Muchísimo. Me sentía con temor frente al grupo pero siempre he pensando que eso no es algo que deba de notarse frente a la clase, y me di cuenta de que eso no se notó tanto. Me di cuenta de mis errores y fallos que evitaré cometer en futuras clases.

8. ¿Crees que mejoraste algún aspecto de tu práctica docente después de hacer la reflexión basada en video? ¿En qué sentido? *

Si. Pues me di cuenta de cosas que debería hacer y otras que no, para mejorar la cobertura de la clase.

9. Si tuvieras oportunidad en tu vida profesional, ¿volverías a grabar en video tu clase para reflexionar en ella posteriormente? ¿por qué? *

Si. Aunque no sería durante todas las clases, si sería en determinados lapsos para evaluar mi desarrollo como maestra y la evolución de mi performance como tal.

10. Si tuvieras la oportunidad de participar nuevamente en este estudio, ¿qué sugerirías para mejorarlo? *

Hacer dos videos. Uno al inicio y uno después de las practicas o de un curso, así el objeto de estudio sería testigo de la ayuda que es el video al ver y tener pruebas que le ayuden a su evaluación

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