Reflective Practice for Professional Development via a Collective Accompaniment Model: Transforming English as a Foreign Language Teaching with BA-TESOL Professionals in Mexico

Patricia Marie Anne Houde
Department of Integrated Studies in Education
McGill University, Montreal

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List of Abbreviations and Acronyms

- AR: Action Research
- BA: Bachelor of Arts
- CAM: Collective Accompaniment Model
- EFL: English as a Foreign Language (taught where English is not the main language of communication used in context and society)
- ESL: English as a Second Language (taught where English is the main language of communication used in context and society)
- L2: Second Language
- LEI: Licenciatura en la Enseñanza del Ingles
- PIP: Professional Intervention Project
- RP: Reflective Practice
- TESOL: Teaching English to Speakers of Other Language
- USAER: Unidades de Servicio de Apoyo a la Escuela Regular (equivalent to special education teachers)
Abstract in English

This research reveals the outcome of collective Reflective Practice (RP) with teachers of English as a Foreign Language (EFL). The Collective Accompaniment Model (CAM) (Guillemette, 2014) was used to encourage the reflective process in which teachers were invited to share their situations during group sessions. The CAM was designed to promote reflection-on-in-for-action to evolve, thus allowing for adjustments suited to each teachers’ unique professional needs. With the goal of generating developmental changes in their professional lives, teachers were given the space to present specific issues, examine their particular context, define professional goals, choose aspects they wished to develop, and design an action research (AR) plan adapted to their context.

The methodology was carried out through action research. The nine BA TESOL teachers involved in the investigation had graduated or were in their final year of the BA TESOL at a public university in Mexico. All were consenting volunteers, novice or experienced, actively teaching EFL. They participated in collective group sessions once a month for a period of seven months, each session lasting between three to five hours. The CAM favours heterogeneity in choosing group members, so the variety of the participants’ professional experiences enriched the analyses and the reflection on teaching practice.

Data collection instruments included: Professional Intervention Projects (PIPs), written and verbal introspection reports collected at the end of each session, a 24-hour reflective report sent by e-mail by presenters, questionnaires applied at the beginning and at the end of the research study, an evaluation of the perceived impact of the CAM on teaching practice shared during the last meeting session, a researcher’s journal, and general summary reports of each session. Special attention to ethics rules and confidentiality took place during the entire research process.

Through active listening, presenting PIPs, questioning, summarizing and giving feedback on teaching situations, participating teachers were enabled to examine issues encountered in practice by taking a meta-posture, looking at their internal and external resources. Action research projects were carried out and brought perceived beneficial impacts in teachers’
practice. Reflecting *with others* also allowed teachers to visualise their practice differently enhancing development of AR plans. Participants were able to relate to one another and share experiences which altered the way they viewed their own practice. The nature of reflection was analysed through Guillemette’s (2014) Learning and Reflection Loops and Farrell’s (2015b) Framework for TESOL professionals.

The findings present one of the participating teacher’s projects, thoroughly revealing the evolution of the nature of reflection as experienced through the CAM. To my knowledge, this is the first time the CAM is exemplified in such detail, contributing to understanding its operation. The results show that the process of collective reflection with peers in a bottom-up approach was beneficial for the participants involved, allowing for reflection-in-on-for-action to emerge. As a contribution of this research, the creation of a new framework is proposed for analysing reflection-in-on-for-action in teaching practice. Additionally, eight contributions about collective reflective practice, as carried out through the CAM, are revealed in the discussion of the findings.
Résumé en Français

Cette recherche présente le processus et les résultats d’une démarche d’accompagnement collectif d’analyse de pratique menant à la réflexivité auprès de professeurs d’anglais langue étrangère au Mexique. Tous les participants possédaient ou étaient en voie de compléter leur BACC en enseignement de l’anglais langue seconde (ALS) à une université publique au Mexique. Le modèle d'accompagnement collectif (Guillemette, 2014) a été utilisé pour soutenir un processus de réflexivité et ainsi recueillir les données en réponse aux questions et objectifs de recherche. Le modèle a été conçu pour développer la réflexion-sur-dans-pour-l’action conjointement avec d'autres collègues afin d'apporter des ajustements dans leur pratique en fonction d'un projet professionnel d’intervention (PPI) dans leur milieu respectif. Pour générer des changements dans leur vie professionnelle, les enseignants ont eu la possibilité de présenter des problèmes spécifiques venant de leur situation d'enseignement, d'examiner le contexte local, de définir des objectifs professionnels, de choisir un aspect de leur pratique qu'ils souhaitent développer, et d’élaborer un plan d’action adapté à leur pratique d'enseignement.

Une méthodologie recherche-action basée sur le socio-constructivisme a été privilégiée pour mener de l’avant la présente recherche. Neuf enseignants du BACC en enseignement de l’anglais langue seconde ayant obtenu leur diplôme ou étant étudiants dans leur dernière année du programme de la Licence en Enseignement de l’Anglais (LEI) ont participé à la recherche. Tous les participants étaient des enseignants volontaires, débutants ou expérimentés, qui enseignaient activement l’ALS dans l'état de Guanajuato au Mexique. Ils ont participé à des sessions collectives une fois par mois pendant sept mois, chacune d’une durée de trois à cinq heures. Les instruments de collecte de données utilisés étaient les suivants: projets professionnels d'intervention, rapports d'introspection écrits et verbaux recueillis auprès de tous les participants à la fin de chaque session, journal de réflexion envoyé par courriel 24 heures après chaque présentation, deux questionnaires complétés au début et à la fin de la recherche, évaluation de l'impact perçu sur la pratique, journal du chercheur et rapports de synthèse. Un souci des règles d'éthique a été présent tout au long de la recherche.
Via l'écoute active, la présentation des PPIs, le questionnement, la synthèse et la rétroaction (feedback) des situations d’enseignement, les enseignants ont pu examiner les problématiques rencontrées dans leur pratique. En se situant en position de méta-posture, ils ont pu visualiser leur pratique d’un nouvel œil et considérer les ressources internes et externes dans leur milieu. Réfléchir avec les autres a également permis aux enseignants d’améliorer leur plan d’action pour mettre en œuvre des ajustements dans leur pratique d’enseignement. À partir de PPIs d’intervention, des projets de recherche-action ont été menés à bien et ont eu un impact positif sur la pratique des enseignants. La diversité des expériences au sein d’un group hétérogène a enrichi l’analyse et la réflexion de la pratique d’enseignement. Les résultats démontrent que le processus de réflexion collectif avec les pairs dans une approche bottom-up a été bénéfique pour les participants et a servi à l’ajustement des pratiques d’enseignement. La création d’un nouveau cadre d’analyse de la réflexion-sur-dans-pour-l'action est proposée à partir de boucles d’apprentissage et de réflexion (Guillemette, 2014) ainsi que du cadre d’analyse de Farrell (2015b) pour les enseignants en anglais langue seconde. De plus, huit contributions sur la pratique collective réflexive menées par le biais du modèle d’accompagnement collectif sont dévoilées dans la discussion et l’interprétation des résultats de la présente recherche.
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Contribution of Authors and to Original Knowledge

The data for this doctoral research were collected and analysed by Patricia Houde. All of the chapters in this thesis were written solely by Patricia Houde, under the co-supervision of Dr. Caroline Riches (McGill University) and Dr. Suzanne Guillemette (Université de Sherbrooke), and committee member Dr. Marta Kobiela (McGill).

In this thesis the Collective Accompaniment Model was employed for the first time with EFL teachers in Mexico and results indicated that the CAM functions well in this context. Furthermore, the research findings enabled the creation of one original framework for the analysis of reflection. The reflective and learning loops from Guillemette (2014) together with Farrell’s (2015b) framework provided a novel instrument for examining collective practice which expanded upon to produce a new tool that appears to be suitable to this research context.
Chapter 1: Introduction, Research Problem and Rational

1. Introduction
This dissertation presents my doctoral research in completion of the PhD in Educational Studies in Language Acquisition program. The phenomenon that I studied for my research is Reflective Practice (RP) via a Collective Accompaniment Model (CAM) to support professional development with a group of English as a Foreign Language (EFL) teachers in the state of Guanajuato, Mexico. The participants were EFL teachers who had graduated or who were in their last year of a BA in Teaching English to Speakers of Other Language (BA TESOL) at a public university in Central Mexico. This research focuses on ways to support novice and experienced EFL teachers and to help them develop their skills of reflection on classroom practice since finding the time and the economic means for them to engage in reflection on teaching practice is not easily achieved once the students leave the teacher education program. The purpose was to develop opportunities for collaborative co-construction of learning among peers and colleagues in order to develop better understanding of teaching experiences. Investigating the benefits of collaborative RP improved EFL teachers’ professional lives and created ways to implement positive adjustments of teaching practice, allowing more effective learning for the EFL learners.

I used a collective reflective approach in order to allow for the development of teachers’ competencies to facilitate self-analysis and adjustment of practice by providing a structured framework for reflection, therefore bringing awareness to specific events in teachers’ lives. The research process was conducted through action research (AR) to allow the participants a chance to set up objectives for implementing their own AR and make adjustments in their teaching practice. Moreover, the collective accompaniment model (CAM) provided a space to develop a supportive, empathetic community of practitioners with whom EFL teachers could connect.

This research aims to compensate for the apparent lack of meaningful collective models of reflection where results are tangible. Additionally, it is hoped that the lack of importance awarded to reflection within teaching practice in a teacher education program in Mexico (Richter, 2014), the lack of time to be able to reflect in a world in continuous *mouvance* (Guillemette, 2017), the lack of professional development opportunities for EFL Mexican teachers (Roux &
Mendoza Valladares, 2014), and the shared feeling of isolation that many teachers experience after graduating from teacher education programs in Mexico. My research also intends to present models of reflection that are meaningful in language teaching by showing tangible positive outcomes of collective reflective practice.

The general research question guiding this current study is the following:

- How does reflection emerge through using the collective accompaniment model (CAM) with EFL teachers who have completed or nearly completed a BA in Teaching English to Speakers of Other Languages (TESOL) in Mexico?

The specific research questions set out at the beginning of this research project have been to investigate the role of collaborative RP through the CAM:

1. What is the nature of teachers’ reflection in the early stages of the CAM?
2. What is the perceived impact of the CAM on bringing adjustments to EFL teaching practices?
3. What are the participants’ interactions that support self-reflection within the CAM?

The first chapter aims to contextualize the present research where I will first describe my professional interests and background. Then, I will introduce the Mexican research context for EFL teaching where my study takes place and the teacher education program where the participants were chosen from. I will follow with the findings of a research study on teachers’ beliefs from students and graduates registered in this teacher education program. Subsequently, I will look at the contextual background for the research problem, as well as the rationale for this research before presenting the overview of my dissertation. I will now turn to my professional interests and background to situate myself as a researcher.

2. **Researcher’s Interests and Professional Background**

My research interests emerged from a combination of factors. My professional experiences have shaped me and have directed me to what I have become today. My path has been rich in experiences and my interests have grown from my education path and my practice as a language teacher in Canada and Mexico. I completed my CEGEP/College (1983) and BA (1986) degrees in Psychology. I enrolled in and graduated from a *Diplôme d’Enseignement* (1989) (Teaching...
Diploma), and later completed a Master’s in Education (2010) where I conducted research on language learning strategies with EFL learners. My language teaching first led me to Alberta where I taught French as a Second Language (L2) in Junior High School, and French Immersion in Elementary School, from 1989 to 2001. I subsequently moved to Guanajuato, Mexico where, in 2002, I became an EFL teacher at a public university and later became a full-time professor in 2011. I have had the opportunity to teach online courses in the Master’s in Education program at the University of Sherbrooke and supervise master’s thesis students. I have also taught EFL to elementary school children, and francisation classes to adult immigrants in Quebec. These experiences have given me an extensive portrait of language teaching and learning contexts and have allowed me to connect with many language teachers.

Recently, I had the opportunity to work with Prof. Caroline Riches on the topic of L2 teacher roles, teacher identity, and bilingualism which taught me a lot about conducting interviews and doing research within a collaborative team (Riches, Godfrey-Smith & Houde, 2016); I also worked with Prof. Roy Lyster on a research project for developing French through content-and-language integrated learning\(^1\) with teachers who implemented the counterbalanced approach (Lyster, 2007) in their practice. Observing teachers’ reactions as they watched themselves on video as well as seeing how teachers took part in their professional development sparked an interest to examine RP as professional development. In addition, I have observed Prof. Marta Kobiela leading part of the cycle of enactment process for developing reflection on teaching practice with students in a teacher education program. While at McGill, I also had the chance to supervise BA TESOL student-teacher practicums and guide students in reflection on their practice. In May 2016, while attending a presentation by Prof. Suzanne Guillemette, I became acquainted with the CAM for working with educators in facilitating the process of RP. Upon further investigation, it became clear then that the CAM would be an excellent tool to work with EFL teachers in my context in Mexico. During the fall of 2016 and in the spring 2017, I shadowed Prof. Guillemette in her research field and attended the course GED-861 *Modèle d’accompagnement collectif par projet de gestion en éducation* at the University of Sherbrooke where I received formal training in facilitating this model. I realise that my joint teaching experiences and my educational background in psychology, education, and second language

\(^1\) [http://mcgill.ca/etsb/](http://mcgill.ca/etsb/)
acquisition have led me to researching RP with EFL teachers in Mexico. I am very grateful for all the knowledge I have gained from all these experiences.

3. Research Context
   a) English as a foreign language teaching in Mexico.
   The strong influence of the culture of the United States, the geographical proximity between Mexico and its neighbour to the north, as well as the multiple economic opportunities and trade activities between Mexico and the United States (US) have created an enormous demand for ESL/EFL teachers in Mexico. “The extraordinary economic partnership between the US and Mexico has motivated (and at times forced) many Mexicans to learn English in order to advance economically” (Borjian, 2015, p. 164). EFL teachers in central Mexico reported that their students learn English due to academic requirements (the strongest motive), better jobs and employment opportunities, intrinsic motivations such as travelling and getting to know other cultures, parental desire, and free education (Borjian & Padilla, 2010). As Sayer (2018) puts it, the perception in the general population is that “English opens doors!” (p. 58) although the reality might be, at times, quite different.

   The model of *elite bilingualism* (Sayer, 2018) where English is considered elitist by many has had repercussions on the way English is taught in the country. As reported by López-Gopar and Sughrua (2014), English teaching is mostly restricted to private schools. This often takes the formula of private bilingual kindergarten or elementary schools where the children spend 50% of their school time working in each language, similar to the French Immersion model in Canada (Lyster, 2016). Although nowadays English provides access to higher education programs, learning English has much to do with social classes in Mexico. Sayer (2018) goes as far as saying that “the pedagogical practices of ESOL (English to Speakers of Other Languages) lessons tend to reproduce social class differences” (p. 68). The British Council (2015) reports that “a wide income gap persists between urban and rural areas in Mexico. While nearly half of all urban

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2 EFL refers to English as a Foreign Language taught in contexts where English is not the main language of communication. ESL refers to English as a Second Language and is taught in contexts where English is the main language used in society. Throughout this paper, both terms are used according to the view of different authors and since the literature employs both ESL and EFL terms in a variety of contexts.
residents are members of the middle class, only slightly more than a quarter of Mexico’s rural residents enjoy this distinction” (p. 51).

As a consequence of the popularity and elitism of English, over the past ten years, the ESOL profession has grown rapidly in Mexico. In 2009, the National English Program in Basic Education (NEPBE), now called the National English Program (Programa Nacional de Inglés - PRONI3), was launched for teaching EFL in basic education beginning from elementary school by the Mexican Secretariat of Public Education (Secretaría de Educación Pública - SEP). The goal of the program is to teach English in school to students from the ages of 5 to 15 years old. By 2015, 35% of Mexican students (6.7 million / 19.3 million) and 18% of Mexican public schools were participating in the program (British Council, 2015, p. 22). To this day, there are still not enough prepared and formally trained EFL educators to provide the basic services, and many more teachers are needed countrywide to respond to the rising demand to teach EFL everywhere. In 2015, it was estimated that in order to reach full capacity, the Mexican Government would need to recruit and train over 80,000 additional English teachers for the PRONI (p. 7). This task is daunting due to the lack of college graduates with adequate English skills to join the EFL teaching profession (p. 22). As the British Council (2015) study reports, from a pool of 1000 people aged between 16 and 35, we can see the following findings on the situation of English in Mexico:

- Mexican business leaders believe that English is the international language of communication because it allows them to deal with foreign clients and customers and is a skill in demand due to the fast pace of globalization (p. 7).
- The greatest motivators for beginners to study English were to improve employment prospects (26%), quality of life (16%), and travel abroad (16%) (p. 7).
- 61% of respondents had studied English. The time when they had studied it (multiple possibilities) were: 65% indicated they had taken English during their secondary school, 61% during their undergraduate study, 42% whilst attending a private English language school, 38% during their primary school (p. 33).

3 http://www.dgdc.sep.gob.mx/dgdc2016/progfederales/dgdc_prog_fed_PRONI.htm
51% of English learners said they had learnt it as it was mandatory at secondary school, 45% to improve their employment prospects, 43% because they needed to acquire English as a skill for university (p. 34).

69% of respondents in the state of Guanajuato had studied English (p. 29).

Data showed a direct correlation between higher household income and previous study of English (p. 32) with 13.5% of students attending private schools (p. 24).

It is estimated that the total size of the English language learning market in Mexico is around 23.9 million people, roughly 21% of the population (p. 23).

Statistics from the SEP suggest that 27% of pre-primary and 27% of primary school students had participated in the NEPBE programme (p. 23).

Mexico devotes 83.1% of its education budget to teachers’ salaries. The main issue in the education budget had to do with funding allocation (p. 20).

13% of all those registered as working in schools were not actively doing so (p. 21).

Government stakeholders from the SEP who took part in this study viewed “lack of teaching staff, both current and future teachers in the pipeline coming from Mexican Universities, as the greatest challenge to Mexican education and the success of the NEPBE (now PRONI)” (British Council, 2015, p. 52). In a world where English has become the lingua franca, EFL teacher education programs are being offered in many universities across the country and new programs are constantly developing. In order to respond to the rising demand for EFL teachers in the country, teacher education programs in TESOL have been established in different Mexican Universities making it possible for prospective educators to prepare to enter the profession of EFL teaching. One such program provides the location for the present research.

b) BA in Teaching English to Speakers of Other Languages.
The language department, where I have been teaching since 2002, is in a public university which offers two undergraduate programs to prepare teachers in the field of language teaching: a four-year BA TESOL called Licenciatura en la Enseñanza del Inglés (LEI)⁴, a BA in Teaching Spanish as a Second Language and a master’s degree. Additionally, there are two undergraduate

diplomas (diplomados), one in *EFL Teaching* and one in *Translation*, as well as an *In-Service Certificate in English Language Teaching (ICELT)* which are offered to the general public. Several continuing education foreign language classes are taught in the Language Department (Spanish, English, French, German, Japanese and Italian). Aside from language courses, a Self-Access Center (*Centro de Auto-Aprendizaje de Idiomas - CAADI*) provides services and opportunities for autonomous language learning and conversation groups.

To be admitted to the BA TESOL/LEI program, students must be highly proficient in English. The level of English is assessed by means of a written and comprehension exam together with a one-on-two (one student and two profs) oral interview. With few exceptions, all classes are taught in English, and assignments are submitted in English. Given that the demand for competent and qualified EFL teachers far exceeds the availability of qualified teachers, students entering the program are often already working as EFL teachers, or they start their EFL teaching career at some point during this four-year degree. Some students are offered EFL teaching jobs during their first semester. When the program was created in 2000, the assumption was that students would be concurrently working as EFL teachers. However, the student population has changed over the years, and there are now more students coming directly from High School entering the program. If they not already teaching EFL before entering the program, most students start teaching while in their first year of being in the program. As a matter of fact, a survey conducted by the *Coordinación de Interacción con Egresados de la Universidad de Guanajuato* (2016) reported that 100% of the LEI graduates had jobs upon graduating, and 95% worked in their field of studies. The report indicates that 97.5 % of the graduates also worked during their last year of the LEI program. Therefore, the majority of students are receiving their teacher preparation at the same time as they are employed as teachers. To accommodate this reality, classes in the LEI program are offered on weekends, on Fridays from 15h to 21h and Saturdays from 8h to 18h (with an hour for lunch).

Since many of the students are currently teaching, LEI students-teachers spend a limited amount of “supervised” time in their classroom settings and there are no set field experiences with cooperating EFL teachers. Because of this reality, students in the LEI program often “self-train” as classroom practitioners as they are going through their formal education. It is relevant to

5 https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/icelt/
mention that in the survey conducted by the *Coordinación de Interacción con Egresados* (2016) with 40 graduates from the LEI program, a few of the respondents mentioned the need for more support to complete professional practices during their professional social service (obligatory unremunerated professional service to the community) or other forms of professional teaching practices (p. 54), along with more support for some students with no previous teaching experience who reported they would have liked to complete field experiences in ESL teaching in private or public institutions (p. 56).

In the LEI program, several courses are meant to encourage reflection on learning and teaching. In a class called *Supervised Teaching Practice (Práctica de Enseñanza Supervisada)*, students video-record their own classroom teaching twice, and a lecturer observes each student live on two occasions during the semester. At the end of these observed lessons, students must reflect on their teaching practice, have a feedback meeting with the lecturer, and produce a reflective report about the observed class. Moreover, they have to produce reflective entries in a journal responding to various questions offered by the course lecturer. Since most already have teaching positions at that stage of the program, they use their regular context for their observation class. Students also have to complete one class called *Classroom Observation (Observación de Clase)* where they are observed on one occasion by a course lecturer during the semester. In addition, students have to hand in one video of their classroom teaching and produce a written reflection after they have met with the course lecturer. They are required to do classroom observation of their classmates or other colleagues and use ethnographic notes. Furthermore, students answer questions and other activities in their reflective journals throughout the semester.

During the program, the students are also required to take two courses on analysis and reflection of teaching practice in the last two years of the program (*Análisis de la Práctica de la Enseñanza del Inglés* and *Análisis y Reflexión de la Práctica de la Enseñanza del Inglés*). After dedicating four courses to the topic of RP, one would expect for students to have developed strategies to carry on with RP later in their teaching career. Based on teachers’ and students’ comments involved in these courses, it is my understanding that the level of reflection is not substantial after completing these courses, as is often the case in other teacher education contexts (Hobbs, 2007).

To complicate matters, novice and experienced teachers have very little time to devote to their RP. In addition, once they leave the program, LEI students often find themselves teaching
English in schools located in isolated areas far from a city. For these teachers, there are limited opportunities to talk and reflect on their practice, especially for novice teachers who have many new commitments to attend to with little support or guidance in their teaching communities (Farrell, 2014a). As mentioned by Schön (1983) a “teacher’s isolation in her classroom works against reflection-in-action. She needs to communicate her private puzzles and insights, to test them against the views of her peers.” (p. 333).

Teachers, especially novices, often focus on the course content, the curriculum they are required to teach, and the books they are compelled to cover in class with their students rather than on developing professionally. Richter (2014) says that “focusing on teaching grammar rules and completing grammar exercises in conventional textbooks appears to be a common practice still even after our students have completed their four-year BA TESOL program” (p. 334). This situation is most definitely linked to the way LEI students have previously experienced their own learning of English in Mexican schools which is based on rote learning of grammar rules. As per Lortie’s (1975) apprenticeship of observation principles, the most resilient or “core” teachers’ beliefs are formed on the basis of teachers own schooling as young students while observing teachers who taught them” (Richards, Gallo & Renandya, 2001, p. 2). This suggests that teacher education must directly address such beliefs during the teacher education program; without doing so, it is argued that it is unlikely that teachers’ beliefs will change.

In addition, for teachers and student-teachers in Mexico, exposing oneself and their professional problematic issues may bring discomfort and the fear of being judged negatively by others. This fear extends beyond Mexico and is ever-present unless they are exploring their practice with people who they can trust. Schön (1983), when referring to a teachers’ project at the Massachusetts Institute of Technology, reported that teachers “were inhibited in their efforts to conduct experiments by their feelings of shame and vulnerability over what they saw as poor performance” (p. 321).

Even though English teaching is in very high demand, for some reason authorities in public and private institutions are not usually disposed to remunerate decent wages or provide respectable working conditions to language teachers in general. BA graduates in Mexico often end up working for private institutes and being under paid, often being exploited by the upper-class (Lopez-Gopar & Sughrua, 2014). Since learning languages is a popular trend and is in
demand, many language teachers work two or three different jobs to make ends meet. Contradictorily, the remuneration teachers make is not equivalent to the high demand for teachers. For 75% of the English teachers who have graduated from the LEI program, the monthly salaries they receive is less than 9,000$ pesos/month (Coordinación de Interacción con Egresados University of Guanajuato, 2016). A great majority works under contract, with no job security, no employee benefits, and they often only have access to limited, inadequate or outdated material. Few ESL teachers have full-time teaching positions with social security benefits. Unfortunately, in Mexico, the language teaching profession is not yet well recognised or given its true value. This mindset does not benefit or improve opinions of EFL and L2 teachers.

Lopez-Gopar and Sughrua (2014) point out that textbooks used for EFL teaching in Oaxaca usually present content portraying different realities from those of the Mexican contexts, tending to picture middle and upper-class lifestyles and values which are often do not reflect the case of the EFL learners. This speaks of the necessity for ESL teaching to be conducted critically (Pennycook, 2001). Additionally, teachers often deal with large class sizes and need time for planning their classes and for preparing teaching materials, frequently using their personal resources to produce materials. Rarely do they get paid preparation time for planning classes. Furthermore, the physical distances between EFL teachers contribute to the fact that EFL teachers do not easily have access to a community of practitioners to engage and reflect with in order to subsequently adjust their practice.

These amalgamated situations, in tandem, impede having time and economic means to engage in professional development or to reflect on their teaching practices once they leave teacher education programs. To situate the reader even better into the context of my research and to show the importance granted to reflection as a quality of a good teacher, I will now present results from an investigation with BA TESOL/LEI students, where my participants originate.

c) Research on student teachers’ beliefs.
Richter (2014) conducted a research on the impact of L2 teacher education on pedagogic beliefs for the students in the BA TESOL/LEI program at a public university in Central Mexico. He worked with six cohorts of ten participants each (60 participants) at different stages of the LEI program. A mixed-method paradigm with an emphasis on qualitative construct and constructive
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epistemology was used in his study. The data collection instrument was a repertory grid technique consisting of a form of interview to look at the implicit theories that people use to construct reality. Richter (2014) worked with LEI students as well as with LEI graduates and reported that, “LEI students do not consider reflection as an important aspect of teaching” (p. 334). In contrast, “LEI graduates exhibit more cognitive complexity than do LEI students and attribute most of their beliefs to reflection on action (p. 335). Only three of the participants (0.35% of the total) responded that “their teaching beliefs were influenced by their own reflection on practice” (p. 320) naming reflection as one of the constructs. The major source of their own beliefs concerning L2 teaching pedagogy directly came from their professors in the program, which shows very little critical thinking on the part of the participant.

Participants in Richter’s study stated that continuous professional development was the eighth most important pedagogical issue out of 22 categories for EFL teachers in Mexico (p. 328). However, in follow-up questionnaires, LEI graduates reported that “reflecting on practice and their own personalities have the greatest influence on how they think about their teaching work” (p. 290), pointing to the impact of their reflection on practice. His findings seem fairly conclusive: the LEI program had little impact on shaping student participants’ views concerning the role of reflection in L2 pedagogy. In his conclusions, Richter (2014) indicated the need for students to engage in more reflection to be carried out during teaching practice. In his conclusion, Richter (2014) identified the following points: LEI students do not appear to significantly change their pedagogic beliefs as a result of teacher education; LEI student beliefs about pedagogy seem to be primarily concerned with socio-affective aspects of learning and teaching; LEI student attention appears to be drawn to the personal characteristics and behaviours of their teachers as well as to the formal educational information these instructors provide; and LEI students have not developed the habit to reflect on practice. There are bountiful possible explanations for the lack of reflection reported among the students who took part in the study. As the author concluded, LEI students may not be ready for reflection “and they may not have accumulated a sufficient stock of experiences in the classroom upon which to reflect” (Richter, p. 320).

Freeman (2002) argues that “teacher education must … serve two functions. It must teach the skills of reflectivity and it must provide the discourse and vocabulary that can serve participants in renaming their experience” (p. 11). The findings of Richter (2014) serve “to cast
doubt on whether such goals are feasible, at least without dramatic changes to how RP is dealt with in second language teacher education programs” (Richter & Houde, 2017, p. 5544). Notwithstanding, these results do not exclude the possibility that learning from teacher education might be “time-released” as graduates in L2 teacher education programs gain more lived experience as teachers after leaving the BA TESOL. Exploring teachers’ beliefs is imperative, if we want to understand and bring changes to teaching practices, as they “guide teachers’ behavior and inform teachers’ practice by serving as a kind of interpretative framework through which they made sense of what they do in their classrooms” (Larenas, Hernández & Navarrete, 2015, p. 172). Despite the apparently positive impact of teacher education intervention, Richter’s (2014) research corroborates findings supporting the adverse influence of teachers’ beliefs on bringing professional change to practice (Bailey & al., 1996; Brouwer & Korthagen, 2005; Burke, 2006; Johnson, 1994; Kagan, 1992; Korthagen, Loughran & Russell, 2006; Kunt & Özdemir, 2010; Peacock, 2001; Pennington & Urmston, 1998; Richardson, 1996; Urmston, 2003; Von Wright, 1997). One way to tackle teachers’ beliefs might be by means of reflection and through the analysis of teaching practice which leads me to present my research problem.

4. **Overview and Background of the Research Problem**
RP has attracted interest in formal educational settings since the 1980’s and it has reported a positive impact on teaching practice from increased level of awareness, going as far as motivating teachers to further explore practice and challenge teaching approaches (Farrell, 2016a). Scholarly papers in EFL teaching have shown that RP is a beneficial way to foster the adjustment of EFL teaching practice within the community of EFL practitioners (Crow & Smith, 2005; Dzay Chulim, 2015; Farrell, 2016b, 2015a; Hyacinth & Mann, 2014; Kissau & King, 2015; Mercado & Baecher, 2014; Mercado & Mann, 2015; Mann & Tang, 2012; Mann & Walsh, 2015, 2013, 2017; Richter, 2014; Rodgers, 2002; Roux & Valladares, 2014).

According to Kumaravadivelu (2012) reflection is best carried out in the company of other teachers as “teaching is a reflective activity which at once shapes and is shaped by the doing of theorizing which in turn is bolstered by the collaborative process of dialogic inquiry” (p. 95). This is supported by Rodgers (2002), who says that reflection can happen “in solitude, but in community with others, the learner will broaden his or her understanding of an experience
beyond where it might go in isolation” (p. 863). Mann and Walsh (2013) refer to dialogic reflection process as a form of “discourse with self” (p. 297). They argue that the act of sharing with others can greatly enhance individual reflection since “learning from other colleagues is not the same as a co-constructed sense of reflecting together through interaction” (p. 297). Additionally, a dialogic process incorporates discourse between different forms of knowledge, such as experiential and received knowledge gained through experience (Wallace, 1991; Kolb, 1984).

There is a definite trend in research for collaborative RP as dialogic inquiry (Hatton & Smith, 1995; Kumaravadivelu, 2012; Mann & Walsh, 2013, 2015; Mercado & Mann, 2015; Walsh & Mann, 2015). Dialogue with others can be carried out with the help of a mentor, other colleagues or critical friends, or in small groups of people. Benefits of RP in a dialogic process of collaborative reflection has been greatly encouraged in academic literature, since collective RP can further the process of reflection and analysis to reach new ground and new understanding (Banegas, Pavese, Velázquez & Vélez, 2013; Burhan-Horasanlı & Ortaçtepe, 2016; Farrell, 2012a, 2013a, 2015b, 2016b; Kissau & King, 2015; Mann & Walsh, 2013, 2015, 2017; Mercado & Baecher, 2014; Smith & Lewis, 2015; Mann & Tang, 2012; Richards & Farrell, 2005; Walsh & Mann, 2015). In the end, thoughtful and serious reflection should set one on a path of personal evolution as one looks deeply at his or her professional practice. This in turn serves to support a person’s essential need to fulfill oneself on the path to self-actualization, as per Maslow's hierarchy of needs.

To analyse practice presupposes taking advantage of lived experience and taking a closer look at one’s practice to make adjustments (Hobbs, 2007) and teacher education programs do not seem to impact teachers’ beliefs about pedagogy in the same manner that teaching experience does. In Richter’s (2014) research on beliefs about teaching practice, when asked to generate their own ideas about what constitutes best practices, neither students nor graduates identified reflection as particularly important. At the BA level in general, students’ lack of experience in the profession may not allow them to take a metacognitive stance and reflect on practice on a deeper level. This statement coincides with the views of Rodgers (2002), Hobbs (2007), and Farrell (2016 a, b) who say that RP is difficult to accomplish until one acquires sufficient teaching experience, expertise,
confidence and self-awareness. Von Wright (1997), for instance, suggests that pedagogic training often produces separate lines of thought: student teachers learn the nomenclature of the teaching profession but do not actually grow in terms of their reflective abilities. The degree to which teacher education programs help their students reflect on practice is the subject of debate. Among many ELT scholars, there is a pronounced skepticism that teacher training programs have any more than a negligible impact on students’ professional practice (Burke, 2006; Kunt & Özdemir, 2010; Peacock, 2001; Pennington & Urmston, 1998; Urmston, 2003; Von Wright, 1997).

RP can hardly bring positive results when it is imposed on teachers or when students have to produce assignments that are marked for academic grades. Reflection is a quality and competence that a person develops with maturity and experience. Student-teachers who have been made to produce “forced” reflection for coursework, may find RP to be disagreeable. Reflective journal assignments may be an ineffective way to examine pedagogical experiences. Resistance to sharing personal information or negative feelings, as well as imposed course requirements involving RP that have no real meaning in teacher education may not be the best strategy to support reflection. Roberts (1998) wrote that student-teachers often espouse a negative attitude towards reflective assignments because they perceive them to be “imposed course requirements, with no real meaning for themselves” (p. 59). Some authors go as far as to claim that in teacher education, RP is being faked by students who have to engage in written reflection about their teaching practicum, producing what professors want to hear in order to get better grades (Mann & Walsh, 2013, p. 299). If RP tasks are to become institutionalized chores, this could result in superficial engagement and inauthentic reflection such as the so-called fake evidence of reflection (Hobbs, 2007). This situation can also give a bad name to RP. Forcing teachers to reflect on their practice may not be the best strategy if they are not ready to engage in this type of analytical process. Moreover, student-teachers may be unaware of the critical nature of reflection, and reflection probably cannot be improved without teacher support or mentors who can “help them articulate and refine their views” (Randall & Thornton, 2001, as cited in Richter, 2014, p. 322). As a consequence, “many new teachers choose not to reflect on their practice constructively and critically, preferring to fall back on pre-conceived understandings of how they and their pupils should conduct themselves in the classroom” (Moore & Ash, 2002, p. 112). We also need to consider the fact that some students might not feel at ease while sharing certain
professional issues with people whom they might not know well or with whom they might not feel close enough, consequently only reporting what they think their professors want to hear.

5. Rationale for the Research: Focus on Collective Accompaniment
For the reasons cited, RP needs to be encouraged and conducted in new and more effective way. This research has endeavoured to address and accomplish this through the CAM (Guillemette, 2014) with teachers who have graduated or almost graduated from a BA TESOL program at a public university in Central Mexico. The aim is to provide a multilogic (Mann & Walsh, 2017) model of reflection with colleagues and peers at the same level of hierarchy based on socio-constructivist principles to promote the sharing of ideas and analysis of practice in an atmosphere of trust to allow for deep and critical reflection to take place.

This PhD research serves as a platform to analyse and reflect on the practice of EFL teaching in a Mexican context where the 4-year BA TESOL has been established at this public university in Central Mexico. From my experience as an instructor in this program and in teacher education programs, I believe that a collective RP process carried out with a small group of EFL teachers is a beneficial way to allow reflection to be implemented within a supportive community of EFL practitioners. Hence, I am taking a collective approach to RP in this research. As argued, RP through working as a collective while being accompanied by a facilitator (Guillemette, 2014; Lafortune, Lepage, Persechino, Bélanger & Aitken, 2009a) offers a way to compensate for the lack of support EFL teachers receive in their context after graduating from the LEI program; to support novice and more experienced teachers once they complete their teacher education program; to give teachers a forum, a voice, and a set space in a set time for communicating with EFL colleagues; and to provide accompaniment for the adjustment of teaching practices in their professional lives. Furthermore, this research serves to offer a catalyst for EFL teachers to reflect on their own teaching practice and touch on their professional developmental needs in this Mexican context.

Considering the socio-cultural background of the present research site where working in small groups is customary and where teachers often find themselves teaching in isolated places, a socio-constructivist approach to reflect on teaching practices seems well indicated. The CAM serves to develop reflection by working with small groups of professionals who analytically
reflect on their practice in collaboration with peers. It is a way to conduct RP within a group setting in which all participants are treated as equals and where everyone provides insight to help support reflection for the other members. The collaborative process strengthens reflection and provides a structure to deepen individual reflection as each member analyses various aspects of his or her professional situations. The goal is to implement long-lasting changes by creating and co-constructing new awareness and thinking about teaching practices with other colleagues.

The CAM is suitable when working with small groups of educators who are analytically reflecting on their practice in collaboration with other colleagues at the same level. The model serves to guide the progression of reflection over time. An accompaniment provider-facilitator serves to guide the process during the sessions when the group meeting takes place. This model provides a structured and specific framework for working in collaboration with others, allowing reflection to develop by actively involving the other members of the group.

The definition of RP that I am adopting for my research emphasizes the element of socio-constructivism along with the critical examination of personal functioning while engaging in RP. RP is then defined as “the act of stepping back to critically examine one’s operating modes and analyse, both individually and collectively, the acts and actions carried out in the course of a professional intervention” (Lafortune, Lepage & Aitken, 2009c, p. 91).

Collective Accompaniment has guided and documented adjustments of practice with educators in French speaking school settings in Quebec (Canada), Belgium, Switzerland, and France (Gremion & Coen, 2016; Guillemette, 2014, 2017; Guillemette & Simon, 2014; Lafortune et al., 2009a, 2009b, 2009c; Pallascio & Lafortune, 2000; Paul, 2015). The CAM (Guillemette, 2014) provides a structured framework allowing reflection to emerge collaboratively with colleagues over time. Using the CAM is innovative in the Mexican context while contributing to L2 education. This type of RP process through a structured model like the CAM has not yet been documented in Mexico. It is worth noting that from a review of 116 studies on RP conducted between 2009 and 2014 in the field of TESOL teaching, Farrell (2016b) identified only a couple of studies from the Latin American context (Mercado & Baecher, 2014; Banegas et al., 2013).
6. Conclusion for Chapter One and Overview of Dissertation

In the introductory chapter, I have staged the research problem and rationale. First, I offered the research contextual background for EFL teachers in the state of Guanajuato, Mexico along with my professional interest and background. Then the research context for EFL teaching in Mexico was described, as well as the LEI program at a public university in Central Mexico. Following was an overview of Richter’s research on teachers’ pedagogical beliefs with students and graduates from the LEI program. The topic of RP was exposed and then the overview and background of the research problem. I gave the rationale for the choice of the CAM to conduct my research believing that it will address the issue at hand. Finally, the general research question and objectives were presented.

In the second chapter, I will review the topic of RP with EFL teachers along with the conceptual framework for this research using a collective accompaniment model. In the third chapter on methodology, I will discuss action research, the data collection instruments, the research participants, the framework for the data analysis, and ethical issues will be explained. In the fourth chapter, findings from the research study taken from one of the participants’ reflective process will be exposed. In the fifth chapter, I will confer the discussion including the presentation of a new framework to analyse RP and principles derived from my research findings. In chapter six, the conclusion, I will discuss the limitations, implications, future research and general conclusion. With the general research context exposed, I will now present the literature review and conceptual framework for my research.
“Reflection involves not simply a sequence of ideas, but a consequence”
Dewey, 1910, p. 2

“Experience is not enough for reflective teaching, for we do not learn as much from experience alone as we learn from reflecting on that experience”
Farrell, 2008, p. 2

Chapter 2: Literature Review and Conceptual Framework
1) Introduction
This chapter presents the literature review in connection with Reflective Practice (RP) in EFL teaching, as well as the conceptual framework used for my research. I provide some definitions, details on the origins of RP. I introduce work by Dewey on the training of thought and by Schön regarding the reflective practitioner. Then, I present critical views of reflective practice, reflective practice in language teaching, reflective practice carried out in collaboration with others, collaborative reflective practice through peer mentoring, reflective practice with novice teachers, reflective practice research in Latin America, and reflective tools for conducting reflective processes. Finally, I present and discuss the conceptual framework for the current research, which includes Farrell’s framework for reflective practice in TESOL, and the collective accompaniment model (CAM) with respect to my research and I end with a summary of contributions to the field.

I will now start by introducing the definitions for the most important concepts I am referring to in my research.

2) Definitions: Reflective Practice and Beyond
Consistent with different authors’ views, there are several definitions of reflective practice (RP) as well as different terminologies, adding to the misconceptions of what RP might be. The terms practice, praxis6, professional practitioner, reflective, reflection, reflective thought, reflective teaching, reflective inquiry, reflexive, reflexivity, and reflective practice are often used interchangeably in the literature. For the current review, I kept an open mind in examining the field and I considered a diversity of definitions and lexicon regarding RP presented in scholarly

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6 The noun praxis comes from the Latin and Greek words of the same spelling, based on the Greek word prattein, which means to do. Praxis is an established custom and practice. https://www.vocabulary.com/dictionary/praxis
publications. This process allows for the development of an overview to illustrate how extensive the topic has become over recent years. The primary intention is to explore diverse concepts and to develop an appreciation of the field. I also present the definition of RP that I employ in this research after offering a review of the most important terminology associated with this topic.

In the context of this research, the term practice, is related to praxis, an established custom and practice, and the habit of exercising something over time in terms of “the actual application or use of an idea, belief, or method as opposed to theories about such application or use” (Oxford Dictionary, 2016). Schön (1983) referred to practice first as performance, and second as preparation for performance. He added that “professional practice also includes an element of repetition” (p. 60). To Schön (1983), a professional practitioner is “a specialist who encounters certain types of situations again and again (p. 60).

As mentioned in the first chapter, reflection is a quintessential topic today in the field of education, particularly in teacher education programs where “Reflection” is now commonly found as an integral part of much course content. Nonetheless, there is no clear consensus in defining what reflection is. Nelson and Sadler (2013) note that the concept of RP is problematic due to “differences in how reflection is defined, implemented, and measured” (p. 43) and the “lack of empirical evidence regarding how reflection is conceived and implemented” (p. 54). It is difficult to identify what RP means for different people outside of the notion of teachers taking the time to think about what they do in practice and how they can bring in positive changes to improve their teaching. In accordance with Rodgers (2002), “reflection has suffered from a loss of meaning. In becoming everything to everybody, it has lost its ability to be seen” (p. 843). This confusion has led to difficulty differentiating between systematic reflection and other types of thought, difficulty talking about reflection due to a lack of common terminology, and difficulties researching the effect of reflective teachers’ education and professional development (Rodgers, 2002). The Oxford Dictionary (2016) states that reflection involves going through a process of “serious thought or consideration” and Dewey (1910) explained the term by saying that “reflection involves not simply a sequence of ideas, but a consequence - a consecutive ordering in such a way that each determines the next as its proper outcome, while each in turn lens back on its predecessors” (p. 2). Schön (1983), on the other hand, sustained that “practitioners themselves often reveal a capacity for reflection on their intuitive knowing in the midst of action and
sometimes use this capacity to cope with the unique, uncertain, and conflicted situations of practice” (p. viii-ix). Mann and Walsh (2017) adopt the following definition: “[reflection is] a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation” put forth by Boud, Keogh and Walker (1985, p. 3, in Mann and Walsh, 2017, p. 9).

The term reflective is often used in different forms in academic writing. It refers to a deliberate and contemplative action “relating to or characterized by deep thought” (Oxford Dictionary, 2016). To Dewey “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” (p. 2-3). For instance, Dewey used the term reflective thought, which he defined as “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends” (1910, p. 6). Akbari (2007) discusses the concept of reflective teacher which he describes as “someone who critically examines their teaching practices, someone who develops new ideas to improve their teaching performance to enhance students’ learning, and someone who puts these new ideas into practice” (p. 194), linked to the cycle of appreciation, action, and re-appreciation described in Schön’s work.

Dewey established the concept of reflective practice in education in scientific research, and he presented RP as a systematic and rigorous process of inquiry for problem-solving “through teachers’ deliberate thoughtful dwelling on a specific event, incident or situation” (Burhan-Horasanlı and Ortaçtepe, 2016, p. 372). Schön (1983) held that, reflective practice was the ability to reflect on actions by engaging in a process of continuous learning rooted in professional knowledge and experiences (p. 102-104). Reflective practice has also been described by Mann and Walsh (2015) as “a process which helps teachers make appropriate adjustments to their methodology, adapt and supplement materials and create as ideal as possible an experience for language learners” (p. 17). In research on RP which Farrell (2008) refers to as reflective inquiry, he claims that “experience is not enough for reflective teaching, for we do not learn as much from experience alone as we learn from reflecting on that experience” (p. 2). Farrell (2016b) proposes that reflective practice is both a reflective approach in the “traditional notion of reflection as an analytical process” (p. 224) and a reflexive approach emphasizing “the mirroring of practice, and thereby undertaking a self-analysis” (p. 224). When dealing with the concept of
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reflexivity, scholarly authors have referred to a mirroring effect of looking at oneself by keeping a critical distance that allows for reflection on or in action (Guillemette, 2011, p. 71). This distancing away from the subject of observation requires the capacity to adopt a metacognitive posture on one’s learning mechanisms, transform them into words and be able to manage the situation (Lafortune et al., 2009a).

Mann and Walsh (2017) place significant emphasis on the role of spoken and collaborative reflection done with others and argue that different contexts have an impact on the activity of reflecting. Farrell (2015b) presents a cognitive and collaborative approach to RP. He defines reflective practice as “a cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice, and, while engaging in dialogue with others, use the data to make informed decisions about their practice both inside and outside the classroom” (Farrell, 2015b, p. 123). Likewise, Lafortune (2009c) explains how taking a socio-constructivist perspective is essential to the reflective process:

Reflective practice presupposes interacting with staff and reassessing the practices of individuals and groups who agree to challenge their beliefs (conceptions and convictions) and experience cognitive dissonance in the aim of achieving greater consistency between what they think, do, believe and accomplish (practices) in their professional lives. (p. 91)

As mentioned in Chapter 1, the definition of RP that I am adopting for the current research is the one established by Lafortune (2009c), which emphasises the component of socioconstructivism along with the critical examination of personal functioning modes while engaging in RP. The amalgamation of the individual with the collective inquiry allows for a deeper examination of issues by offering a wider perspective on any professional situation under consideration. As a result, RP is defined by Lafortune (2009c) as “the act of stepping back to critically examine one’s operating modes and analyse, both individually and collectively, the acts and actions carried out in the course of a professional intervention” (p. 91). For my research, the emphasis is on collective reflection, collaborative process, and collaboration to conduct reflection. The term collective refers to being together, as a group, as more than one person, doing something shared or assumed by all members of the group, “denoting a number of persons or things considered as one group”.7 Collaborative, on the other hand, means to collaborate; that is, “to

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7 https://www.merriam-webster.com/dictionary/collective
work with another person or group in order to achieve or do something”⁸ Collaboration means sharing knowledge or services with others on the solution to a problem as an organized group of people or entities who collaborate towards a common goal. It is a “group dedicated to a particular cause or interest.”⁹

Another important concept in my research is professional development which is essentially my main focus. Professional development implies the actions that professionals take to develop their particular and specialized practice by engaging in a learning process that allows them to analyse new ways to benefit, adjust or improve their professional lives. The goal of professional development is to improve one’s competences and be more efficient in the workplace. In recognizing the importance of RP, Mann and Walsh (2015) agree with the idea that central to teacher development is the “commitment and capacity to analyse and evaluate what is happening in your own lessons and to use your professional judgement both to reflect and act upon these analyses and evaluations to improve pupil learning and the quality of your teaching” (Zwozdiak-Myers, 2012, p. 3). The idea of improving learning and teaching is also the aim of the present research, where reflection serves as a tool to improve teaching practice and students’ learning.

I turn now to the origins of RP and present the work of two eminent authors and educators in the field of RP: John Dewey and Donald Schön.

### 3) Origins of Reflective Practice

- **a) Dewey and the training of thought.**

This section will present the contributions of two major scholars who brought attention to the manner in which the scientific method can play a role on the systematic way to conduct reflective practice, and who promoted the benefits of reflective practice for the enhancement of professional practices in people’s lives. First, I will recall the role played by John Dewey in the development of the RP discourse.

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⁸ [http://wikidiff.com/collective/collaborative](http://wikidiff.com/collective/collaborative)
⁹ [http://www.vanderwal.net/random/entrysel.php?blog=1949](http://www.vanderwal.net/random/entrysel.php?blog=1949). Collaboration is people working together (often with a common goal) to build one thing (with one understanding). Collective efforts are the aggregation of people’s individual efforts, sometimes in the same service, but do not have common goal or common effort. (Vanderwal, 2007)
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The first appearance of the term RP in academic literature can be credited to Dewey at the turn of the 20th century. He was one of the greatest influences on education and social reform in North America. Dewey (1859-1952) was a philosopher, a psychologist, and an educational reformer.

RP was presented by Dewey as a systematic and rigorous process of inquiry for problem-solving “through teachers’ deliberate thoughtful dwelling on a specific event, incident or situation” (Burhan-Horasanlı and Ortaçtepe, 2016, p. 372). As Dewey himself explained:

Reflection involves not simply a sequence of ideas, but a consequence - a consecutive ordering in such a way that each determines the next as its proper outcome, while each in turn lens 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. (1910, p. 2-3)

Dewey (1910) valued the role of reflective thought as it “affords the sole method of escape from purely impulsive or purely routine action” (p. 14) and insisted on the need for thought training. In his work, Dewey discussed the role of education in supplying the conditions that help cultivate the training of mind (p. 28) which he defined as:

The formation of habits to cultivate deep-seated and effective habits of discriminating tested beliefs from mere assertions, guesses, and opinions; to develop a lively, sincere, and open-minded preference for conclusions that are properly grounded, and to ingrain into the individual's working habits methods of inquiry and reasoning appropriate to the various problems that present themselves. (Dewey, 1910, p. 28)

In How We Think, Dewey (1910) explored his own thinking process and how it related to learning. He placed great emphasis on the complexity of adopting a reflective posture, since “reflective thinking is always more or less troublesome because it involves overcoming the inertia that inclines one to accept suggestions at their face value; it involves willingness to endure a condition of mental unrest and disturbance” (1910, p. 13). Dewey’s ideas presented a philosophical perspective on the concept of thought and its different modes of reflection. He was concerned with linear models of thinking, experiential learning, reflective thought and the relationship between experience, interaction, and reflection (Mann & Walsh, 2013).
Dewey (1910) posited two sub-processes involved in every reflective operation: “(a) a state of perplexity, hesitation or doubt; (b) an act of search or investigation directed toward bringing to light further facts which serve to corroborate or to nullify the suggested belief” (p. 9). This discourse aroused academic interest in RP, since it based an educator’s reflection on something concrete by looking at teaching practice and examining what areas create perplexity or discomfort and thus need attention. Reflection is considered an active process that is used to examine the facts in order to understand the root causes of concerns and determine whether it represents a valid issue that needs attending. It speaks of a deeper processing of analysis and reflection than normal thought.

As reported by Rodgers (2002), the RP process explained by Dewey is rigorous and systematic, distinct from less-structured kinds of thinking. Rodgers explained that the process of reflection has its origins in the scientific method and must follow precise steps. These steps are observation and description of an experience by taking enough distance so that one can see more clearly, engage in analysis of the experience and experimentation in order to test one’s theory. In order to make Dewey’s thinking more accessible, Rodgers (2002) distilled four distinct criteria that summarize Dewey’s view, stating that reflection needs to: (1) follow a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas; (2) follow a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry; (3) happen in a community, in interaction with others; (4) include attitudes that value the personal and intellectual growth of oneself and others. Supported by Rodgers (2002), the notion of reflection can happen “in solitude, but in community with others, the learner will broaden his or her understanding of an experience beyond where it might go in isolation” (p. 863).

Dewey’s discourse on reflection and the training of mind and our thoughts is considered one of the foremost influences within the field of RP. Now, having briefly covered Dewey, I go on to present the significant work of another remarkable thinker, Donald Schön.

b) Schön and the reflective practitioner.
In the second instance, we look at the contribution of Donald Schön (1930-1997) in the field of RP for specialized and professional individuals of all trades.
Schön stated, “we are in need of inquiry into the epistemology of practice” (1983, p. viii). He was genuinely concerned with exploring the professional, practical, technical, and fundamental knowledge that competent working practitioners use in their day-to-day life. For him, practice was linked to work performance in a range of professional situations.

At the heart of Schön’s work is the notion of helping educators teach professionals how to become more effective in practice with a focus on processes and development of reflective practitioners as well as “an analysis of the distinctive structure of reflection-in-action” (Schön, 1983, p. ix). For him, RP was the ability to reflect on actions by engaging in a process of continuous learning rooted in professional knowledge and lived experiences, since to analyse practice presupposes taking advantage of lived experience and taking a closer look at what we do to make adjustments.

Schön produced some of the most significant literature on the development of RP and his work followed that of Dewey’s theory of inquiry. Schön published two influential books that brought the concept of applied RP to life in the 1980’s: The Reflective Practitioner: How Professionals Think in Action (Schön, 1983) and Educating the Reflective Practitioner (Schön, 1987). Among many achievements, Schön, along with Argyris (Argyris & Schön, 1974, 1996), worked on projects dealing with organizational and professional learning. Thanks to Schön’s contribution, by the end of the 1980s, RP had become a widespread concept in the field of education and other professions involving complex human relationships and expertise.

Schön’s (1983) most remarkable contribution has been his recognition of experiential and applied learning, his preoccupation with acknowledging the importance of practice when exercising a profession. He referred to professional practitioners as specialists who encounter certain types of work situations over and over in several types of professions. “If it is true that professional practice has at least as much to do with finding the problem as with solving the problem found,” he writes, “it is also true that problem setting is a recognized professional activity” (p. 18). Schön (1983) referred to RP as the practice by which professionals become aware of their implicit knowledge based on and learned from experience and explained that practitioners must reflect on their knowing-in-practice (1983, p. 61). He argued that “competent practitioners usually know more than they can say. They exhibit a kind of knowing-in-practice, most of which is tacit.” (1983, p. viii). This refers to the implicit knowledge that competent...
professionals know how to use in the depth of action. Moreover, Schön suggested that “through reflection, he [practitioner] can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice and can make new sense of the situations of uncertainty or uniqueness” (1983, p. 61).

Schön (1983) spoke of the relationship between theoretical and experiential learning, and the gap between these realities when professionals are dealing with puzzling or troubling circumstances\(^\text{10}\) hoping to make sense of what is happening. He said that practitioners “often reveal a capacity for reflection on their intuitive knowing in the midst of action and sometimes use this capacity to cope with the unique, uncertain, and conflicted situations of practice” (p. viii-ix). Consequently, reflection can come into play to develop clarity when unstable situations exhibit a contrast between theory and practice. Figure 1 depicts Schön’s view of this dichotomy between theory and practice:

\[\text{Dichotomy Between Theory & Practice}\]

\[\text{Schön, 1983}\]

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\(^{10}\) Many prompts for reflection are problem-based, which may be both limiting and oriented towards negativity; practitioners are actually directed towards looking for things they do ‘wrong’ or ‘badly’. A more fruitful direction would be to encourage practitioners to focus more on puzzles or points of interest in their Munby and Russell (1990), for example, suggest puzzles of practice and this is more in tune with Schön’s view that attention should be brought to bear on ‘some puzzling or troubling or interesting phenomenon’ (1983: 50). Allwright also argues that the notion of puzzle avoids the negative connotations of problem (the admission of incompetence) and involves areas of professional life we might just ‘want to try to understand better’ (2003: 117).” (Mann and Walsh, 2017, p. 20-21)
Adding to Schön’s idea of a dichotomy, Akbari (2007) reports that for teacher educators, the liberating motive behind the reflective paradigm is the move away from emphasizing theory over practice. Along the same line of thought, Johnson (1996) states that “theory often fails to inform practice because the problems that arise in practice are generally neither caused by nor the result of teachers’ lack of knowledge about theory” (p. 766). Hence, a separation is felt between what theory explains and what lived experience brings, indicating that teachers must deal with hindrances in their teaching practice. They face problems that are “generally caused by constraints imposed on them within the social, cultural, economic, and educational contexts in which their practice takes place, namely, the school and classroom” (p. 766). As articulated in Schön’s view of this division between theory and practice, Johnson (1996) adds that “one cannot assume that theory does, or can ever, fully and completely inform practice” (p. 766).

Numerous processes have been put forward for guiding the analysis of teaching practices. Schön (1987) proposed that experts regularly engage in two types of self-evaluation: Reflection-on-Action (R-on-A) and Reflection-in-Action (R-in-A). The former refers to the process of critically examining past behaviors while the latter refers to how experts monitor themselves during practice, particularly when they encounter a new problem. These concepts are supplemented by the idea of Reflection-for-Action (R-for-A) (Killion & Todnem, 1991), also referred to as “reflection before action” (van Manen, 1991), which focuses on the planning stages before conducting the lesson. Each of the phases provides different goals and focuses for conducting RP. In the present dissertation, I will use “for” action in lieu of “before” action, as it implies more of a proactive posture to bring action into practice. Clearly, each of the phases contains a different emphasis when conducting RP:

• In R-on-A, the aim is to look back on experiences and analyse the teaching practice that has already taken place to see how things could have been done better or differently.
• In R-in-A, the reflection takes place “on their feet” (Schön, 1983, p. 54; Farrell, 2012a, p. 12) while an educator is in the act of teaching a class, through a sort of metacognitive process of conscious decision-making and adjusting taking place in the moment. There are different ways to keep track of actions practitioners implement in their practice.
• In R-for-A, the goal is one where classroom planning is done carefully and is based on a reflection process before teaching occurs.
Reflection On-In-For Action (R-on-in-for-A) has been discussed extensively in academic literature. Figure 2 represents the three stages of reflection:

![Reflection ON-IN-FOR Action](image)

**Figure 2 Reflection On-In-For Action**

An example of these three types of reflection is shown with Burhan-Horasanlı and Ortaçtepe (2016) in a study on RP-oriented online discussion which analysed R-on-in-for-A. They examined reflection among in-service students participating in online discussion forums. This was part of an EFL methodology course on a TEFL master’s program and the reflections were oriented to include three types of reflection. Results showed that participants used R-in-on-for-A in different areas of their practice: R-on-A was used for dealing with learner and teacher identities, R-in-A for dealing with teachers’ beliefs and teaching practices, and R-for-A for teachers as agents of change. Burhan-Horasanlı and Ortaçtepe’s research revealed that R-in-on-for-A has an “embedded nature in which these three types of reflection interplay with each other, intertwined, in flux, overlapping and multifaceted, rather than functioning as three separate processes with a linear relationship among them” (p. 379).

In this section, I have provided an overview of Schön’s contribution to the field and ways to develop RP according to R-on-in-for-A. I also included research findings showing the three types of reflection which were embedded and overlapping. I will present a glance of the literature review on RP before shifting to specific areas of personal interest for my study.
4) Reflective Practice at a Glimpse
Research indicates that RP is encouraged and shows benefits for contributing to the improvement of teaching practice. When conducted systematically, RP helps teachers gather data about their practice, evaluate and adjust their teaching accordingly, improve the quality of their instructions, and positively impact student learning (Boud and Walker, 1998; Richards and Lockhart, 1996; Mann and Walsh, 2013, 2015; Burhan-Horasanlı and Ortaçtepe, 2016; Kissau and King, 2015; Smith and Lewis, 2015; Mann and Tang, 2012; Farrell, 2012a, 2013a, 2015b, 2016a, 2016b; Banegas et al., 2013; Mercado and Baecher, 2014; Mercado and Mann, 2015; and Hyacinth and Mann, 2014). In the studies discussed in this thesis, RP contributes to the development of self-analysis of teacher practice in a variety of ways. Collaborative peer-feedback and peer-mentoring have proved to be beneficial in many ways for both novice and more experienced EFL teachers within Latin America and other contexts.

However, reflection has been criticized for being a confusing concept (Rodgers, 2002; Akbari, 2007; Mann & Walsh, 2013, 2015; Walsh & Mann, 2015) since it takes on different meanings for different people in different contexts. RP within the context of teaching was first presented by Dewey (1910) and later developed in the 1980s through Schöns’s (1983, 1987) contribution of the reflective practitioner. RP is now a required curricular element in a large number of teacher education and L2 teacher education programs with pre-service teachers worldwide. It is also commonly used by in-service teachers, whether novice, semi-experienced, or highly experienced, in professional development often conducted in collaboration, in pairs and/or alone, online, by journal writing, discussions, video or classroom observation.

The benefits of collaborative RP and a dialogic process of collaborative reflection have been widely reported and encouraged in the academic literature. Mentoring is a popular method used to offer support and collaboration among colleagues and students at different hierarchic levels, but we need to be careful to avoid a top-down approach. The funnelling technique, a way of questioning to guide the reflexive person, can be used to enhance the level of reflection and bring the practitioner to find their own answers to professional dilemmas. A mentoring program using video-based self-observation for individual RP and teacher evaluation has proven successful in Peru as part of a pre-service training seminar and class observation. For novice teachers, Farrell (2015b, 2016a) has also demonstrated the benefits of engaging in a collaborative critical dialogue with novice ESL teachers in Canada.
For EFL teachers, limited time and support, isolation, classroom planning and preparation, shortage of resources and materials contribute to a lack of reflection in teaching practice. A minimal amount of research on L2 RP has been done within the Latin American context compared to Asia, Europe, or North America where L2 RP research is thriving. In a world that is in constant movement with little time to ponder, reflecting on EFL teachers’ practice in Mexico can bring positive and long-lasting changes for the improvement of EFL teaching and learning in a profession that is still young and growing. Furthermore, collective RP can offer novice teachers a platform for the co-construction of their learning experiences with peers at the same level as well as contribute to the development of their communities of practitioners. A study conducted by Hyacinth and Mann (2014) in Nigeria reported that, after years of teaching, participants who had reflected on their classroom teaching during pre-service teacher education courses had integrated RP into their practice which is positive.

Most research cited by Farrell (2016b) in his review article reported a positive impact on teaching practice owing to the increased level of awareness generated from the reflection process, going as far as motivating teachers to further explore their practice by challenging teaching approaches. As he says, “teachers will not be able to ‘improve’ their teaching unless they are aware of what that teaching entails or what it is they actually do -not what they ‘think’ they do” (p. 240). Farrell (2013a) has proposed that “teachers should combine actual teaching experiences with genuine systematic reflections (and not ‘navel gazing’) so that we can become more aware of our practices” (p. 28) and refers to this systemic process as “Evidence-Based Reflective Practice” (p. 28).

Reflection is a process that takes time and requires taking some distance. It can be enhanced through talking with others with the support of a community to clarify ideas. Collective RP can help further the process of reflection and analysis to reach new grounds and understanding. In the end, thoughtful and serious reflection should set one on a path of personal evolution as one looks deeply at one’s professional practice. Despite the intrinsic challenges, the need to help new teachers develop reflective practices is crucial. As Marcos, Sanchez and Tillema (2011) note, reflection is “rooted in the understanding that teachers recognize teaching as a process that lies open to scrutiny and deliberation which permits change in existing practices”
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(p. 21). Akbari (2007) comments that as a process for the enhancement of students’ learning and effective teacher performance, “reflection is not an end, but a means to an end” (p. 204).

In what follows, I elaborate further on some of the notions offered in this section and explore some critical views regarding RP in educational contexts.

5) Critical Views of Reflective Practice

It is important to look at all sides of a phenomena in order to understand it better. That includes the critical and the negative views that have contributed to the topic studied. I will look at critiques that have been offered on RP.

Over the last decade, RP has grown in popularity in teaching contexts. RP is common in education circles and is used as a popular tool to document the “evolution” of practice in emerging teachers as part of their teacher education programs. It is also commonly employed by practicing teachers as part of their professional development. The focus and impact of RP vary significantly depending on contexts and professional goals.

Boud and Walker (1998) examined common practices and expressed concern that what was considered reflection in practice was often far from Schön’s ideas, or what advocates of RP would have wished to call reflection. Problems involving RP surfaced, such as reflection as recipe following, reflection without learning, over-intellectualizing reflection and uncritical acceptance of learners’ experiences. This type of automated reflection would not prompt participants to reflect as deeply as the RP process intends. As Rodgers (2002) suggested, in becoming everything to everybody, reflection has suffered from a loss of meaning. This has led to difficulties in differentiating between systematic reflection and other types of thought, as well as researching the effect of RP, since reflection is “not an end in itself but a tool or vehicle used to transform experience into meaning-filled theory grounded in experience” (Rodgers, 2002, p. 863).

RP has become a component of most teacher training programs and, thus far, the great majority of research in L2 RP has been conducted in teacher education programs. RP is often used as part of course requirement with pre-service novice teachers in teacher education programs where RP is frequently used to evaluate student-teacher performance. Some authors go
as far as to claim that RP is being *faked* by students who are asked to engage in written reflection about their teaching practicum, producing what professors want to hear in order to get better grades (Hobbs, 2007; Mann & Walsh, 2013). Hobbs (2007) emphasizes that novice teachers in teacher education programs may have not yet had the opportunity to explore their personal theories of teaching and learning. She wondered if critical reflection is possible with novice teachers since “reflection on ‘borrowed’ routines requires a depth of understanding that novice teachers just don’t have” (p. 406). Hobbs noted:

> There can be no doubt that RP, when conducted with sincerity and thoroughness, can be a powerful means for enabling teachers, both novice and experienced, to examine critically their preconceptions about teaching and their effect on classroom decisions. However, there is some question as to whether or not RP can, in fact, be a required component of a course and still retain validity as genuine reflection. Can trainee teachers, or individuals for that matter, be forced to be reflective? (Hobbs, 2007, p. 406)

As Hobbs (2007) reported, if RP tasks are to become institutionalized required chores, this could result in superficial engagement and inauthentic reflection such as the so-called *fake* evidence of reflection. Professional development activities done through RP are also being implemented with in-service teachers who are practicing professionals in school contexts where voluntary and free participation is not always an option for teachers.

Akbari (2007) offers a critical appraisal by demonstrating that RP is a process that is meant to enhance students’ learning and effective teacher performance. While debating controversial ideas, he argues that RP is open to interpretation, has not shown enough concrete results, and has put too much emphasis on retrospective accounts instead of the prospective and creative aspects (reflection-for-action). He suggests that “reflection is not an end, but a means to an end” (p. 204) and a case in point is his view that there is “no evidence to show improved teacher or student performance resulting from reflective techniques” (p. 192). Evidently, it is difficult to show the real impact of RP, and it is not possible to compare two identical situations with and without the result of RP. He argues that there may be a loss of practical and theoretical considerations and that many trends and philosophies have made “the term reflection open to different interpretation” (p. 194). When discussing the difficulty in identifying RP, Akbari (2007)
brings up an important point: at times RP might not be something that teachers do automatically, and in certain cases, it might not even be something that teachers can identify by themselves. This difficulty may occur when teachers do not have the expertise to realize where problems lie in their practice, as problematic issues in the classroom are frequently difficult to identify. There are several facets of an educator’s work that can be looked at, examined, observed, and analysed to help teachers understand their actions as well as to make critically sound judgments about their teaching practice.

Mann and Walsh (2013, 2017) question the way research on RP is carried out in terms of its processes and impact, and they criticize the lack of concrete systematic data-led accounts. Furthermore, they condemn the fact that RP “has achieved a status of orthodoxy without a corresponding data-led description of its value, processes, and impact” (2013, p. 296). They also argue that the reflective process first emphasizes a “serious, active and persistent engagement with doubt or perplexity. Second, the process invites criticism and close examination” (2013, p. 294). Mann and Walsh have also questioned the nature and the timing of the reflective tools used in RP which, they argue, are not always the most appropriate. Their position regarding the debate on the nature and motives for conducting RP is that (1) “there is the ‘one size fits all’ problem where the tool is not sufficiently oriented towards particular contextual needs” (2013, p. 299); and (2) “there is the ‘too much too soon’ problem” (2013, p. 299) whereas reflective tasks need to be introduced slowly over time.

Mann and Walsh (2013, 2017) report a limitation in RP research arguing that the object of reflection and prompts for reflection are generally understood as being problem-based, limiting RP to focus on the negative connotation of “problems” (incompetence) to be resolved instead of being a springboard for the implementation of proactive adjustments and fine-tuning of teaching practice. They advocate for considering other triggers in line with a more exploratory practice as put forth by Allwright and Hanks (2009). Such a practice would avoid viewing classroom-based AR as problem-based and promote instead a more exploratory-based practice in the adjustment of practice (Mann & Walsh, 2013). They recommend focusing on puzzles of practice as suggested by Munby and Russell (1990). The term puzzles denotes areas of practice that teachers are seeking to better understand their actions. This issue fits accordingly with Schön’s (1983) notion
of reflection on knowing-in-action as there is “some puzzling, troubling, or interesting phenomenon with which the individual is trying to deal” (p. 50).

Research studies on RP are plentiful and have attracted a lot of interest in teaching since the 1980’s. In this context as well, there have been controversies as to how RP is carried out; the data collection process can be ambiguous and unclearly defined because of a range of methods and conditions as to how data are collected and analysed. Some scholars criticize the way RP research is conducted, and there are contradictions surrounding the topic. The field has also been being criticized for not being well-defined, clearly conceived, evidence-based, well implemented or properly measured. The multiple shapes and forms of RP have made the term confusing in academia, in teacher education programs, and in actual teaching practice. However, despite its limitations and criticisms of how RP research is conducted, the academic literature strongly suggests the benefits of reflection on practice for supporting teacher learning.

Critical views of RP certainly have an important role to play in the advancement of research in this field. I hope to tackle some of those controversies in this research and I now highlight ways in which RP has supported teachers’ development and go on to discuss RP as presented in L2 teaching contexts.

6) Reflective Practice: Topics of Interest
   a) Reflective practice in second language teaching.
   Based on my interest in working within a socio-constructivist perspective, I am going to explore some ways of collaborating with others in order to explore reflective practice in teaching contexts. As previously mentioned, RP has become a popular topic of discussion in L2 teacher education programs for pre-service teachers and in professional development contexts for in-service teachers. Initial explorations into L2 RP were made by Richards and Nunan (1990) and by Wallace (1991) while focusing on teacher education programs. Hence, RP has been recognised within the TESOL profession since the beginning of the 1990s and “especially since Richards and Lockhart’s (1994) excellent book on reflective practice which basically “translated” much of the research in general education studies and methods on reflection for the TESOL market” (Farrell, 2018, Kindle Locations, p. 265-267)
Wallace (1991) pointed out the importance of including both “received knowledge” (theories, research findings, concepts) and “experiential knowledge” (practice, knowledge-in-action) in L2 teacher education courses. Wallace (1991) pointed to techniques for developing awareness, self-assessment, introspection, experimentation and reflection about teaching practice in teacher education programs. He presented a reflective model for thinking about the relationship between theory and practice, concurring with Schön’s ideas. The model was created to guide the RP process in the professional development of pre-service or in-service teachers. It is comprised of Stage 1, which is the pre-training stage before beginning the process, Stage 2, which entails the professional education/development, and Stage 3, the goal of which is to increase professional competence (Wallace, 1991). Figure 3 presents the reflective model of professional development proposed by Wallace (1991).

![Reflective Practice Model of Professional Development](image)

Figure 3 Reflective Practice Model of Professional Development (Wallace, 1991, p. 49)

Richards and Lockhart (1996) later published *Reflective Teaching in Second Language Classrooms* as a guide to exploring classroom experiences by using specific approaches and tools to conduct self-observation and self-evaluation. With the intention of using information as a basis for critical reflection, they described how teachers may develop a reflective approach to collecting data to examine their attitudes, beliefs, assumptions, teaching practices, teachers’ roles, lesson structure, learning activities, decision making, focus on learners, L2 classroom interaction, and language use. Richards and Lockhart (1996) posited that data collected from classroom exploration could form the basis for self-evaluation, change and professional growth (p. ix) and they stressed the construction of a bottom-up/internal view emerging from the practitioner to
explore one’s own teaching as opposed to a top-down/external approach imposed by an external body.

I will now explore how the RP process can be carried out with others.

b) Reflective practice in collaboration with others.
Presented in 2002, cooperative development is “an approach to teacher self-development based on internal growth” (Edge, 2015, p. 65) by supporting individual professional development in a context of collegiality. It aims to foster teachers’ personal and professional development through working in dyads or small groups through speech articulation (Edge, 2002). The original model consists in having two people, a ‘Speaker’ and an ‘Understander’, reflect on teaching practice together and the purpose of the exercise was for the “Understander” to reflect back the issues shared to the “Speaker” (Edge, 2002). As reported by Walsh and Mann (2015), the benefits of this approach are that “the Speaker gets a chance to listen to and adjust their comments based on the feedback they receive from the Understander” (p. 356). Edge starts from the principle that “each human being is the locus of a self-actualizing tendency which, if nurtured, will lead to positive growth” (Edge, 2015, p. 65). His approach is grounded in Carl Rogers’ work in humanistic psychology. As stated by Julian Edge (2015), cooperative development provides a “way forward in the attempt to encourage the bottom-up theorization of experience that can reflexively encourage and be nourished by the growth of critical capacity” (p. 61). This is an approach to RP for professional development practice that would be worth exploring in the future.

RP can serve as a powerful and efficacious means for exploring inner awareness through socializing teaching practice in collaboration. Taking part in a reflective process while giving or receiving support from other colleagues at the same time can contribute to the enhancement of RP (Mann & Walsh, 2013, 2015; Farrell, 1999, 2013a); consequently, it is important to acknowledge collaborative processes used for developing RP between teaching professionals and understand the ways it impacts their practice. Farrell (2015b) has cautioned that teacher education programs should prepare pre-service teachers better by engaging in RP. He recommends using a framework he has developed for reflection in practice (2015b) in teacher education programs to
prepare teachers for the transition between their teacher education program and the reality of being a full-time professional.

As stated by Hattie and Timperley (2007), the reflective process can easily be complemented with interactive and collaborative peer mentorship through constructive feedback. Kumaravadivelu (2012) says that reflection is best carried out with other teachers as “teaching is a reflective activity which at once shapes and is shaped by the doing of theorizing which in turn is bolstered by the collaborative process of dialogic inquiry” (p. xi). While reflecting together through interaction, it is important to know how to recognize ways of collaborating with others, either by learning from others or by co-constructing knowledge together, the latter being in line with Dewey’s work (1910).

Mann and Walsh (2013) claim that “RP is often presented as an individual process that does not foreground collaboration or participation in a community of practice” (p. 296) which they say underestimates the value of collaborative work. They argue that the act of sharing with colleagues or a mentor can greatly enhance individual reflection because “learning from other colleagues is not the same as a co-constructed sense of reflecting together through interaction” (p. 297). They call this scheme a “dialogic process of collaborative reflection” (p. 297) and emphasise the importance of becoming involved in a aural discourse with others through collaborative processes to promote self-development. They refer to dialogic reflection as a form of “discourse with self” (2013, p. 297) as originally exposed by Hatton and Smith (1995, p. 41). Addionnally, a dialogic process incorporates discourse between different forms of knowledge, such as experiential and received knowledge gained through experience (Wallace, 1991; Kolb, 1984).

Mann and Walsh (2013, 2015, 2017) have stressed the importance of dialogic reflection with the self, including discourse with others, as well as between different forms of knowledge or theories. In their 2017 book, they also refer to a “multilogue” process, meaning “interactions between trainer and trainee are designed to help the professional development of all present, a kind of ‘multilogue’” (Mann & Walsh, 2017, p. 197). They have endorsed using “a more dialogic, data-led and collaborative approach to reflective practice” (2013, p. 291) as they say that RP is too often carried out in ways that are either not systematic or are carried out alone, in isolation.

11 ‘multilogue’: pedagogical intended face-to-face interaction including more than two participants.
To support their position, they allude to the work of Hatton and Smith (1995) who presented dialogic reflection as reflection involving discourse with self and others, as well as Wallace (1991) who supported diverse means of knowledge such as experiential and received knowledge. Moreover, Mann and Walsh (2013) suggested that Johns’ (2000) model, involving the act of sharing with colleagues or mentors, enables new understandings and insights on different levels which can enhance one’s interpretation of a situation.

Burhan-Horasanlı and Ortaçtepe (2016) found that reflection could develop on a deeper level when shared with others. They explained that “online discussion forums can be designed to promote collegiality and mutual support so that pre-service and/or in-service teachers can engage in teacher interaction and collaboration within a professional learning community” (p. 380). They also emphasize that collaboration between peers is positive, since “in this process of active self-evaluation, collaboration plays a key role in gaining different perspectives through effective communication with others” (p. 373). A sense of community was important to the reflective process as “the interactions that trigger reflective practice can extend beyond an inward look into a broader vision” (p. 373). Similarly, Farrell’s (2016a) research with novice ESL teachers in Canada exhibited the positive effects of belonging to a support group. “The collaborative nature of the group enabled them (teachers) to share critical incidents so that they could analyse and interpret them together and ultimately generate their own solutions” (p. 130).

I will now turn to collaborative approaches of supporting teachers to develop RP through peer mentoring in their professional lives.

c) Reflective practice through peer mentoring.
An interesting way to conduct RP through collaboration with others is by building on a mentorship type of program. Here, I review some research on the subject of the co-construction of learning about teaching practice in a mentor-mentee relationship.

Collaborative reflection can be carried out through techniques such as peer mentoring or coaching. As stated in Richards and Farrell (2005), peer mentoring is “a process whereby an experienced teacher works with a novice teacher, giving guidance and feedback” (p. 151). Peer coaching, on the other hand, although similar to peer mentoring, entails sharing equal
responsibility between the parties “to build collegiality as teachers develop themselves professionally” (p. 152). Most studies in the field report on mentoring as opposed to coaching.

Kissau and King (2015) encouraged building a practice of peer mentoring for teachers by investigating the perceived benefits of a “partnership” between mentors and mentees in an L2 teacher education program. The mentors indicated the need to provide targeted feedback in order not to overwhelm their mentees. Data collected from 12 of the 27 mentors (44%) emphasized the need to highlight and discuss positive elements observed during lessons taught by the mentees in post-observation meetings. A strategy used by some of the mentors for “creating a relaxed and supportive environment was to ask questions rather than directly point out areas for growth” (p. 155). Mentors reported that “a mentoring approach characterized by questioning, emphasizing the positive, and encouraging reflection was effective” (p.155). Kissau and King (2015) also observed that sharing content area expertise, and working “together in a nonjudgmental, supportive manner, encouraged a mutually beneficial partnership” (p. 158). In addition, seeing mentees “as their equal, rather than from a deficit perspective, created a level of trust that many of the mentors acknowledged they did not have with their own mentors” (p. 153).

Smith and Lewis (2015) offered an effective way to work with mentees and develop RP in TESOL within a teacher-mentoring framework. They explored the process of transforming directive advice and feedback into facilitative guidance. The mentors took on an advice-giving role, aiming at creating catalytic interventions; namely, how advice can be offered in palatable or affirming, non-threatening, effective ways in order to encourage self-reflection and autonomous learning. They supported the notion that fostering the development of autonomy is bound to have a higher, deeper and longer impact on the novice practitioner. Smith & Lewis’ (2015) research revealed a unique style of questioning which served to help and stimulate the mentees to find answers to questions. This technique referred to as the funnelling technique “can serve as a tool to help those who don’t naturally process and reflect on life themselves to gain a deeper understanding of themselves and their philosophy of things” (p. 144). The funnelling technique is a way of questioning the reflexive person by moving from broader to more precise questions to guide their thought processes and find answers to professional situations. In this way, questioning has the potential to offer mentees a means to arrive at their own answers to specific problems and to be more profoundly impacted by the reflective process continuum. This questioning process, as represented in Figure 4, led the teachers to explore their ideas.
Although beneficial to improving teaching practice, mentoring is a form of collaboration that does not necessarily encourage novice teachers to become autonomous and independent over time because of its top-down structure that relies on a more expert teacher. It also implies having access to mentors who can coach mentees, as well as complex administrative processes of finding times to work together.

In this section, I have discussed mentoring programs between novice and more experienced teachers. Given that my research context is with novice graduate students and nearly graduate teachers, I now discuss RP as carried out specifically with novice teachers in EFL settings.

d) Reflective practice with novice teachers.
Novice teachers are new teaching professionals that have completed a formal teacher education program and are in the beginning years of their teaching career. In some contexts, where the demand for teachers is high, the definition of a novice teacher differs and is adapted to include new inexperienced teachers without teaching experience, depending on the reality and context of different regions. In many countries, EFL teachers, despite not having proper teacher preparation and education, are teaching EFL if their English language competencies are satisfactory. Sometimes the term is even used in the academic literature to refer to pre-service teachers in teacher education programs. Therefore, “novice teachers” takes on different meanings in different contexts.
Unless the milieu has established a mentoring program, the teaching profession does not normally allow for a smooth entry into the practice. Even with a mentoring program, entry is usually difficult for novice teachers. Farrell (2016d) reports that “research in general education has indicated that 24% of novice teachers leave teaching within the first year, 33% drop out after three years and between 40% and 50% leave within the first five years” (p. 12). Emerging teachers who are struggling with their multiple new responsibilities “have special needs and interests that are different from their more experienced colleagues” (Farrell, 2003, p. 95). Mann and Walsh (2013) report that “it is especially important for novice teachers to have opportunities for reflection through talk so that they articulate current understanding but also experience” (p. 303-304).

In a new teaching assignment, typically there is no smooth transition, no gradual entry into the job. Moreover, since EFL is often a specialized subject, mostly taught in shorter sessions for an hour or so a day, EFL teachers usually have several groups of students to teach and manage throughout the day. Also, teachers may be faced with a large number of students in each group depending on the context. My personal experience as a skilled teacher in an entirely new context was when I began teaching EFL to adults in Mexico after having taught Elementary French Immersion in Canada for 10 years:

During my first semester, I felt overwhelmed which caused me to isolate myself. I was busy planning and preparing classes, as well as trying to adjust to my new working environment […] This transition was a challenging moment … (Houde, 2014, p. 89)

Mann and Tang (2012) explored the role of mentoring in supporting novice EFL teachers in Hong Kong by providing support, hence demonstrating the benefits of collaboration. Their case study focuses on insight into teachers’ beliefs and experience, and the perceived effectiveness of mentoring, presenting both mentors and mentees’ perspectives. They report that the novice teachers “all survived the first year, and although they found it difficult to cope with the demands of students, staff, and parents, they went on to their second year in the same schools” (p. 490). They also comment that “mentors make the most positive impact on the novice’s first year of experience when they have opportunities to collaborate, to work on things together such as teaching the same classes, planning lessons together, sharing teaching ideas and materials” (p. 488). They advocated for the benefits of mentoring and collaboration in supporting
novice EFL teachers, as they found “evidence of useful mentoring involving personal and professional engagement, the willingness and ability to share understandings and values, and the whole school” (p. 490).

In a case study involving three novice ESL teachers in Canada, Farrell (2015b, 2016a) spent one semester as group facilitator in order to provide them with support. He collected data through a series of pre- and post-open-ended interviews, as well as weekly group discussions where support was developed through talk. Teachers reflected on their philosophies, principles, theory, practice, and beyond practice following Farrell’s framework (2015b). The sessions were directed by the researcher-facilitator, but the group meetings allowed participants to discuss a range of topics according to their needs. Being new to the context of their educational institution, the ESL novice teachers were not receiving any form of special support or mentoring in their workplace. The process of engaging in the RP study helped them negotiate the challenges and complex situations they faced during their first year. Data collected unveiled important realities. One teacher said that she “felt completely lost. You’re just thrown in to survive yourself… and it is kind of sink or swim” (Farrell, 2016a, p. 105). One said, “We could bounce ideas off each other… I felt like actually we’re reflecting on the teaching” (p. 105). Farrell (2016a) advocates the benefits of critical dialogues in the context of his study through novice teacher reflection groups. Crow and Smith (2005, p. 493) underscored that “the process of engaging in a critical dialogue about one’s practice is important not only in opening up one’s reflections to public scrutiny but also, we would argue, in providing an ideal forum for collaborative learning” (p. 493). Farrell’s (2015b, 2016a) and Mann and Tang’s (2012) research confirmed positive results from the mentoring and reflective process with participating ESL novice teachers. There is no doubt that novice teachers profit from participating in an RP process carried out in collaboration with others if and when they choose to become involved, but not if it is imposed upon them. It would be quintessential if novice teachers were involved in a peer discussions process where they were helping one another at the same hierarchic level.

One interesting peer mentoring program for novice teachers took place in Peru. This program is of particular interest as it could be implemented in contexts similar to mine. Mercado and Baecher’s (2014) research project at the Instituto Cultural Peruano Norteamericano (ICPNA) bi-national center in Lima, Peru explored the benefits of EFL teacher evaluation using
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video-based self-observation as a vehicle for individual RP. Mentoring is employed to explore EFL teaching practices where participating teachers make use of videos to film their classroom lessons as video-based self-observation and reflection on practice. An important part of the mentoring was self-evaluation through monthly video recordings to create alternatives to their teaching practice and the fact that mentor supervisors encouraged both self- and peer-evaluation.

At the novice teachers’ request, mentor teachers and mentor supervisors were available to provide feedback and advice about the video sequences (Mercado & Baecher, 2014). As revealed by the participating teachers, the main benefits of this program were: reflecting on teaching (80.2%), identifying strengths and weaknesses (87.5%), observing students’ behavior (57.1%), making instructional decisions in planning (65.6%), and improving instructional strategies (42.1%) (Mercado & Baecher, 2014). These results clearly show the importance of R-on-in-for-A to adjust teaching practice. The mentoring program was highly supported by the institution, and mentors were freed to assume their mentoring duties during work time which was essential to its success (Mercado & Mann, 2015). Video-based self-observation has also shown positive results in pre-service teacher education programs (Kong, Shroff & Hung, 2009) and in continuous professional development of experienced teachers (Sherin & van Es, 2005). Table 1 presents the sequence of activities for collaborative action planning as explained by Mercado and Mann (2015).

Table 1 Sequence for Collaborative Action Planning by Mercado and Mann (2015, p. 46)

| • Pre-observation discussion to establish needs and concerns  |
| • Formative class observation “off the record” |
| • Action plan: goals and objectives |
| • Implementation |
| • Formative class observations: checking progress |
| • Assessment of final outcomes |

Regarding developing self-reflection and communities of practice, Mercado and Mann (2015) suggested that mentoring is an element that “creates the conditions under which mentee, mentor teachers, and mentor supervisors can thrive together as a result of a dialogic, mutually beneficial relationship” (p. 52). It can promote teacher development and improve teaching in a “trusting, respectful and empathetic context rather than being a top-down or external evaluative
process” (Mercado & Mann, 2015, p. 36). Equals, either as colleagues or as peers observing and evaluating each other, can produce better results for offering retroaction and evaluating teachers’ practice. Furthermore, peer feedback will be beneficial if the goal is to improve and enhance the work of teachers by teachers.

The next section deals with research on RP that focuses specifically on Latin America which forms the context for my investigation.

e) **Reflective practice research in Latin America.**
Research publications on RP, although slowly growing in number, somehow show a lack of presence in Latin America. For one thing, research in the field of second language teaching is just starting to grow in this area, and researchers are not always reporting their findings in publications that are easily accessible. Here, I will present what I have found regarding studies done in this context.

In a review of the literature, Farrell (2016b) identified a total of 116 studies on RP in TESOL carried out between 2009 and 2014. The number of research articles grew substantially from only six studies reported in 2009 to twenty-three studies for the year 2014 alone indicating the topic’s growing interest. Nearly half of the studies took place in Asia, less than 25% were from Europe and North America, with significantly fewer from the Middle East, Australia, New Zealand and Africa. Out of 116 articles reported in his compilation, only two studies came from the Latin American context: one out of Argentina and one from Peru which illustrates that the Latin American context has received little attention on the topic of RP. The first one was on EFL teacher RP in professional development through collaborative research (Banegas & al., 2013) and the second was on the video-based self-observation for developmental teacher evaluation (Mercado & Baecher, 2014) already mentioned above.

Banegas et al. (2013) published a research study from Argentina examining secondary school EFL teachers’ professional development through “collaborative” AR with four EFL teachers. They implemented and evaluated how the integration of content and language learning through the creation of their own materials served to foster teachers’ growth, motivation, and autonomy. The teachers identified themselves as “reflective–reflexive creators of knowledge from/for their context” (p. 198) for renewing the EFL curriculum in their institution. In terms of
developing RP, Banegas et al. (2013) mentioned that this research project allowed for: R-on-in-A for change, teacher separately engaging in intra-reflections, verbalizing inter-reflections with colleagues, sharing reflection in action through talk, generating reflection through interviews interactions with colleagues, and peer observation. They reported that all these areas contributed to support them become more reflective. Teacher reflection, motivation, and autonomy constituted the rationale of one of the cycles (p. 194). Their results reported that “development as teachers was not only tied to working with colleagues but also to the reflective discovery of our own potentials, interests, and control of our own behaviours” (p. 194).

Another article by Quesada Pacheco (2005) addressed L2 reflective teaching in Costa Rica and dealt with the importance of reflective teaching in ESL/EFL teaching. Quesada Pacheco (2005) stressed the need to reflect on actions and classroom practices to bridge the gap between theory and practice. In his article, he suggested a five-level model for pre-service and in-service teachers in order to determine how teachers’ practice can be improved. This model made use of questioning techniques to lead to professional growth. The stages were mapping, informing, contesting, appraising, and acting (Quesada Pacheco, 2005, p. 7, 8). Quesada Pacheco (2005) highlighted that “for educators, reflection involves ‘critical thinking’ about past experiences or current experiences that occur or are occurring in classroom settings” (p. 1). He added that “some of the objectives of the reflective process are to deepen into what the teacher believes good teaching is, to mirror the teaching/learning process through different perspectives” (p. 10). His article was useful to instigate the importance of conducting reflective AR given that “the results are empowering in helping ESL/EFL teachers become better teachers” (p. 17).

Working in the Mexican context, Roux, Mora and Tamez (2012) published a study on reflective writing that looked at the level of reflection during a course in a graduate degree program. The data were collected from essays as well as from semi-structured interviews. The written assignments were assessed and evaluated according to their level of reflection by using a categorization scheme. The correction scheme was divided into sections: non-reflection, understanding, reflection, and critical reflection. All items made references to reflection on the content of the course, not on teaching practice. The goal was to look at the level of understanding and depth of processing of the theoretical key concepts covered in the course. Roux, Mora and Tamez’s (2012) results determined that almost half of the participants wrote in a non-reflective
mode throughout the course in spite of the reflective writing scheme used in the course. As is the case in a large number of studies on RP, the data were collected during a teacher education course where students were required to produce reflection reports. Results indicated difficulties associated with language competencies, familiarity with academic genres, deductive reasoning along with an absence of productive feedback from the instructor. The reflective writing process facilitated discussion in class and resulted in higher completion of the assigned course reading, a better understanding of the second language acquisition theories, and the improvement of academic writing. The results obtained from the reflective writing process had positive results on students’ learning.

At the University of Quintana Roo in Mexico, Dzay Chulim (2015) conducted a doctoral research study on RP through AR with pre-service teachers from two Teaching Practice courses in an English Language Major teacher education program (27 students took part in the first part of the research study and 8 students in the second). The data were collected through classroom observations, questionnaires, focus groups, individual and group interviews, group reflections, journals, Facebook groups, and other documents. As part of the project, the students were asked to reflect upon their previous lessons, and “think back over events that happened during their teaching practice; that is reflection on action…” (p. 237). The author worked with a typology developed by the author herself involving four levels of reflection: Non-reflective (level 1), Descriptive/Technical (level 2), Comparative (level 3) and Critical/Transformative (level 4). In her conclusion, she highlights the positive effect that the process had on the participants, guiding them towards a more profound level of development of RP. Some of those benefits are: helping teachers be more curious about their practice, being able to assess teachers’ actions and how things worked in the classroom better, understanding how much they had learned and changed, their ability to think about themselves as teachers, improving themselves in their personal and professional development, thinking more critically about their practice, developing tools to create solutions to solve problems, and developing responsibilities, self-awareness and identities as English teachers. She also states that it was not “necessary for students to achieve a critical level of reflection because they are in a process of becoming teachers and their priorities […] are focused on concerns about their daily practice, experience, decision-making, and their own identity” (p. 278). In agreement with authors like Hobbs (2007), Hargreaves (2004), Halback (2002) and Stierer (2002), Dzay Chulim argues that “it might be necessary to consider not giving
a grade or assessing reflection if there is an intention to promote RP with no restraints” (p. 282). This would make the students feel free to express themselves as they want without the fear of being judged or evaluated on their actions in the classroom, freeing them to focus on reflection instead of their teaching competencies.

A two-year study by Hyacinth and Mann (2014) involving nineteen EFL teachers from Nigeria is also pertinent as it has many parallels with the Mexican context where my study takes place. Participating teachers were working on challenging conditions with large classes and lacked the necessary resources and support. The study aimed at gathering evidence to see if teachers saw themselves as reflective practitioners, and whether they could explain how reflection was important to them in their daily practice. Data were collected from individual interviews, focus groups, classroom observations, field notes, and written reports. The authors concluded that “reflective teachers are more creative and innovative in their practice” (p. 15) and that “reflective teachers are more self-critical, more self-aware of their development needs and more learner-centered” (p. 18). In addition, they reported that reflection is “being used in specific ways to resolve problematic issues in teaching practices and to further teacher and student learning” (p. 19). The information was collected from participants who had taken a previous teacher education course in which they had to reflect on their classroom teaching. It is noteworthy that after months and even years, these were former course participants who had maintained and integrated RP into their teaching and were still using it as a tool to develop and understand their practice. The researchers report that “participants who had previous experience of reflection in a formal course expressed that reflection should be taught more explicitly” (Hyacinth & Mann, 2014, p. 18).

RP within EFL contexts in Latin America, along with a study from Nigeria, were provided to show the limited amount of studies reporting on RP with EFL teachers. In the next section, I will take a look at different tools or instruments used to work and collect data in RP.

f) Reflective tools for conducting reflective practice.
Over time, the tools or instruments employed to explore RP have changed. This section shows how these tools have evolved to offer a wide range of possibilities for collecting data and implementing RP in teacher learning.
Richards and Lockhart (1996) posited that data collected from classroom exploration could form the basis for self-evaluation, change and professional growth (p. ix). They stressed the construction of a bottom-up/internal view emerging from practitioners to explore their own teaching as opposed to a top-down/external approach imposed by an external body. Richards and Lockhart (1996) described six approaches and exploratory tasks to investigate teaching practices and collect data for reflective teaching in L2 classrooms. These approaches to classroom investigation included conducting reflections through are shown in Table 2:

1. Journals: written or recorded accounts of teaching experiences
2. Lesson Reports: written accounts describing main features of lessons
3. Surveys and Questionnaires: information on particular aspect of teaching
4. Video and Audio Recordings: of a lesson or part of a lesson
5. Class Observation: by peer, student teacher or cooperating teacher
6. Action Research: action plan and monitoring to bring change in teaching

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<td>3. Surveys and Questionnaires: information on particular aspect of teaching</td>
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<tr>
<td>4. Video and Audio Recordings: of a lesson or part of a lesson</td>
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<tr>
<td>5. Class Observation: by peer, student teacher or cooperating teacher</td>
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<tr>
<td>6. Action Research: action plan and monitoring to bring change in teaching</td>
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</table>

Mann and Walsh (2013, 2015, 2017) and Walsh and Mann (2015) suggest a series of reflective tools to support self- and peer-evaluation when doing RP, and they stipulate that all these reflective tools can all be used collaboratively except for individual autobiographical writing. They advocate working together with other professionals to develop teacher reflection throughout more “dialogic, data-led description” (Mann & Walsh 2013, p. 291). They recommended using the tools for structured and systematic ways to carry out reflection detailed in Table 3:

<table>
<thead>
<tr>
<th>Table 3 Mann and Walsh (2013, 2015, 2017)</th>
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<tbody>
<tr>
<td>1. video/audio recording: promote self-evaluation &amp; focus on specific aspects</td>
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<tr>
<td>2. stimulated recall interviews: bring tacit understanding and unconscious actions to the surface by discussing with a “critical friend”</td>
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<tr>
<td>3. critical incident analysis: focus on problematic incidents</td>
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<td>4. evaluation, analysis, and reflection of teaching materials</td>
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<td>5. self-evaluation questionnaires: provide insight on practice</td>
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<td>6. narrative inquiry (written/spoken) via reflective writing and storytelling</td>
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<tr>
<td>7. portfolios: record experiences</td>
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<td>8. team teaching: an opportunity for peer and self-evaluation</td>
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<tr>
<td>9. peer observation: ethnographic notes used to keep a record of lessons</td>
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<tr>
<td>10. interviewing other teachers: enhance understanding and self-awareness</td>
</tr>
<tr>
<td>11. focus groups: opportunities for evaluative discussions of teaching practice</td>
</tr>
</tbody>
</table>

12Critical friend: “teachers working together collaboratively and acting as “critical friends” to one another, either as part of informal teacher development programmes or more structures action research projects.” (p. 2, Randall & Thornton, 2001)
12. critical friendships: help and each other develop in different ways
13. collaborative peer conversations: non-evaluative in nature
14. autobiographical writing: in various forms as an individual practice

Table 3 Mann and Walsh, 2015, p. 22-25

In Farrell’s (2016b) review of publications inventoried between 2009 and 2014, the data gathered from these 116 studies on RP in ESL/EFL contexts were obtained through a variety of data collection methods referred to as reflective tools (p. 237). In nearly half (50 out of 116) of the studies identified, researchers collected their data from online formats through blogs, podcasts, chats, and discussion forums. Although, by nature, some approaches were not necessarily data driven tools (e.g. action research), the reflective tools and instruments put forward to facilitate reflection and collect data reported in the various studies were as follows:

1. Teacher discussion groups and post-observation conferences (40 studies)
2. Journal writing (29 studies)
3. Classroom observation by self, peer, mentor, critical friend/colleagues (27 studies)
4. Video analysis (16 studies)
5. Action research (12 studies)
6. Personal narrative (11 studies)
7. Lesson study (10 studies)
8. Case studies (less than five studies)
9. Portfolio (less than five studies)
10. Team teaching (less than five studies)
11. Peer coaching (less than five studies)
12. Critical friend /incident transcript reflection (less than five studies)
13. Critical incidents transcript
14. Survey
15. Concept map
16. Combination of online formats and other tools (blogs, podcasts, chats, forums)

Table 4 Farrell, 2016b, p. 231-237

From Farrell’s (2016b) inventory article, the diversity and quantity of data collection tools or instruments demonstrates plentiful possibilities for gathering data when conducting investigations on RP. In teacher education programs, for instance, data about reflection on teaching practice is often collected from written accounts of events happening and described through journal writing and personal narratives. These types of data collection tools indicate that many study contexts are in teacher education programs where students have to produce written accounts of their reflection as assignments. The manner in which data are collected, whether as an on-going process or a one-time event, is important to take into consideration when doing this.
type of research. The studies reported in the review include both pre-service (55 studies) and in-service (54 studies) teachers usually connected in some way to a higher education programs (undergraduate or graduate), with fewer studies examining RP with ESL/EFL teachers from primary or secondary school systems.

The myriad of tools presented shows both the variety of these, and the importance given to RP in EFL teaching. These instruments differ in the way they are used but, for the most part, they can all be very useful for teachers who have an interest in developing their practice. As mentioned, however, some scholars are criticizing the way RP research is conducted, and there is contradiction surrounding the topic. The debate over RP research methods is not new and thinking critically about conducting research is helping the field define and justify itself. I have presented common data collection methods for developing and conducting RP research. The research tools and methods that have been reviewed are varied in their nature, structure, organization, and results in terms of in the depth of the reflection taking place.

Moving beyond the types of tools used to conduct research and work to reflect on practice, I will now introduce the conceptual framework that I am drawing on to carry out my research project.

6. Conceptual Framework for Current Research
Now that the foundations have been presented and established for the field of RP in EFL teaching, I will present the conceptual framework on which I am basing my research approach in conducting my study. Although a lot of incredible work has been done in the field, my personal discontentment after reviewing the literature is directed at the way RP is framed in terms of how the actual reflection on practice is conducted and taking place, and how it is actually triggered to produce higher levels of reflection. I am looking for a way to conduct RP that will benefit language teachers working collectively as a community of practitioners in a socio-constructivist manner. Also, I am looking for a structured and organised system to guide the reflection to freely develop according to teachers’ needs. For instance: what types of research designs are used to conduct research on RP or how are RP sessions conducted while working in small groups? How does the co-construction of learning develop during the reflective process? And how can participants be best guided throughout this process of reflection?
Farrell (2015b) has put forward an excellent framework to work with RP and look at teacher’s professional lives. Additionally, Guillemette (2014) has introduced a collective accompaniment model to support professionals for reflecting on educational practice within a socio-constructivist approach. These provide the conceptual framework on which my current research is based and founded, and so Farrell’s framework and Guillemette’s model will be presented in this section.

a) Framework for reflective practice in TESOL.
In what follows, first, I will examine Farrell’s contributions to the field and his framework for exploring reflection in TESOL teaching contexts. Farrell’s framework forms an important part of my conceptual framework and it will be used to analyse the nature of RP with my teacher participants.

Farrell researches and writes extensively on the subject of RP, like no other scholar in the field of TESOL, with publications on reflective inquiry in mostly in Asian and Canadian contexts (see Reflective Inquiry website\(^{13}\)). He has published a large number of publications on the matter in which he emphasizes the need to make RP accessible to teachers in their everyday practice by explaining the reflective process to a basic level of understanding and making research findings easily accessible to teachers. Farrell highlights the complexity of teachers’ lives and provides practical ways to develop reflection for TESOL teachers. Moreover, Farrell has addressed self-reflection and self-discovery through group discussion, reflective journal and narrative writing and has comprehensively discussed the challenges novice language teachers face when starting their profession. Farrell (2015b, 2015c, 2016a, 2016c) has conducted numerous studies with ESL teachers using the framework he has proposed, which will be presented later in this section. He has also provided numerous accounts of data-led studies showing direct results of RP. The findings of his research indicate that teachers value the reflective process when discussing topics such as school context, perceptions of self as teacher and learners, critical incidents, teachers’ beliefs and teachers’ roles. Farrell argues that:

When teachers are encouraged to articulate their beliefs and teaching style, they can become more confident practitioners, be more flexible about tolerating ambiguity and

\(^{13}\) http://www.reflectiveinquiry.ca/
become more skilful in communicating to teachers, teacher educators, and administrators about issues related to their work (2013a, p. 15).

His work, empirical studies, and key findings are ample and of the utmost relevance in the field of ESL teaching. His research covers the field of L2 RP with pre-service, novice, and in-service teachers on a wide range of issues: novice language teachers transition in first year (Farrell, 2016a, 2016d, 2012c, 2008, 2003); importance of RP in TESOL teacher education programs (Farrell, 2016c, 2012c); international perspectives on ESL teacher education (Farrell, 2015a); expectations and reality during the practicum (Farrell, 2007a); teacher beliefs and role identities (Farrell, 2016e, 2011); competencies and teachers’ expertise associated with effective teaching (Farrell, 2015c, 2013c); framework for TESOL professionals (Farrell, 2015b); development groups and collaborative discussions (Farrell, 2013a, 1999); reflective writing (Farrell, 2013b); teaching the four skills (Farrell, 2012b); mapping conceptual change through critical reflection (Farrell, 2009); Dewey and Schön’s contributions (Farrell, 2012a); RP in action for busy teachers (Farrell, 2004); RP in both research and practice (Farrell, 2007b), and much more. Farrell’s contribution to the field has provided direction by connecting issues of RP to data led research and by offering guidance “for teachers and teacher educators to identify areas for reflection and a range of appropriate tools to engage in a reflective process” (Mann, as cited in Farrell 2007b, jacket14).

Farrell (2013a) refers to reflective inquiry in terms similar to Dewey’s definition of reflective thoughts, which suggests that “teachers can act in a deliberate and intentional manner about what we teach our students” (p. 28). In accordance with Farrell (2008), “experience is not enough for reflective teaching (2008, p. 2), for he claims that “we do not learn as much from experience alone as we learn from reflecting on that experience” (p. 2). As I have said, Farrell (2016b) suggests that we employ both a reflective approach in the “traditional notion of reflection as an analytical process” (p. 224), and a reflexive approach emphasizing “the mirroring of practice, and thereby undertaking a self-analysis” (p. 224). As per Farrell (2012a), this combined process “enables teachers to stop, look, and discover where they are at that moment and then decide where they want to go professionally in the future” (2012a, p. 7).

For his research inquiries, Farrell (2015b) presents a collaborative approach to RP, which he considers a form of cognitive development where systematic data-led methodology is carried out. He also specifies the importance of engaging in dialogue with others and working on actions for R-for-A. His definition of RP is as follows:

A cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice, and, while engaging in dialogue with others, use the data to make informed decisions about their practice both inside and outside the classroom (2015b, p. 123).

Apart from taking a collaborative posture, Farrell promotes a bottom-up self-initiated approach for professional development, either carried out on an individual basis or in collaboration with peers, serving to improve teaching practice in a way that engages teachers in defining their practice, identities, challenges and professional development needs. He declares that professional development has mostly been carried through district or administration-mandated courses or workshops offered by external “experts” in a top-down and imposed way which teachers are supposed to copy and paste into their classroom teaching as new ways to improve their practice (2013a). Farrell comments:

While suggestions for improving practice with such a top-down delivered system may be well intentioned, its real impact is limited because teachers may find that many of the ideas presented are often conceptually and practically far removed from the reality of their particular classrooms. (Farrell, 2013a, p. 7)

Farrell strongly believes in engaging teachers in a reflective process that is not imposed as reflection cannot be forced. As he states:

A bottom-up approach to professional development can significantly enhance knowledge on what counts for professional development of ESL teachers and can promote ESL teacher-initiated professional development that is more focused towards classroom realities, based on knowledge that is co-constructed through engagement with experience, and systematic reflections, and is grounded in real teaching situations. (Farrell, 2013a, p. 8)

Hence, Farrell advocates working from teacher’s issues and puzzles as they are currently experiencing them in their professional work and build up from that point. Taking into
consideration the practical and collaborative nature of his work, Farrell’s studies are normally conducted through small groups in the form of case studies based on direct teacher experience actively supporting practitioners and documenting teacher development in everyday practice.

In the field of ESL/EFL teaching, Farrell (2015b) has developed the most extensive framework for conducting and analysing reflective inquiry in teaching practice. He developed this framework over two decades of research in the field, with his first academic publications on RP in 1999: “The Reflective assignment: Unlocking pre-teaching” (1999a) and the same year: “Reflective practice in an EFL teacher development group” (1999b). Farrell (2016b) has argued that his framework presents a holistic view of the whole person for teaching professionals including aspects related to the intellectual, cognitive, and metacognitive aspects as well as the moral, emotional, and spiritual non-cognitive aspects of reflection that acknowledge the “inner life of teachers” (p. 225). The framework is used to describe, examine, and challenge a teacher’s embedded assumptions in their professional and personal lives as it provides a lens through which to view teachers’ professional and personal lives and analyse how each “stage” or part of the framework impacts teaching, both inside and beyond practice (2016b). It can be employed by language teachers irrespective of their level of expertise and experience. Its aim is to develop contemplation and raise awareness of teachers’ actions, thoughts, and values.

Farrell stipulated that his framework does not follow a particular sequence and can be operated in different orders as it is descriptive, flexible, holistic, non-prescriptive, non-linear, non-sequential, and non-consecutive (Farrell, 2016b). The stages are not discrete, as they do not need to follow any precise order to carry the reflective process. The process can be carried out individually or with others. The framework is non-static, and the reflection process is inherently fluid. It can start at any point or phase of the framework (2016b). Figure 5 shows the circular inter-directionality of Farrell’s framework.
Farrell’s (2015b) framework is constructed around five non-sequential stages or levels that promote reflection on educators’ basic teaching philosophies, the principles teachers rely on to direct practice, the theories that are embedded in their practice, teachers teaching practice in classroom contexts, and beyond the classroom in terms of the sociocultural, affective, moral, political, and the emotional dimensions that impact teaching. Farrell uses the analogy of an iceberg to talk about his framework, as the analogy positions some parts of the reflection and practice as outwardly visible while others are hidden. Table 5 presents Farrell’s (2015b) RP framework for TESOL professionals:

<p>| | |</p>
<table>
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<tr>
<td><strong>1. Philosophy</strong></td>
<td>During this level of reflection, Teachers (Ts) examine how their basic philosophy, personal beliefs, and values, carried from childhood to pre-service, in-service and beyond teaching impact their practice. This area taps into the person’s basic philosophy to obtain self-knowledge which is central to how the teacher is and does which can be examined by looking at the teacher’s upbringing such as heritage, ethnicity, religion, socioeconomic background, family and personal values. How: talk or write about philosophy, lives and past experiences.</td>
</tr>
<tr>
<td><strong>2. Principles</strong></td>
<td>During the second level of reflection, Ts look at the principles they use to direct their practice. Ts look into their underlying assumptions, beliefs, and conceptions related to their teaching practice because they are the driving force behind many classroom actions. How: Exploring and examining various images, metaphors, and maxims of teaching and learning through verbal and written forms.</td>
</tr>
</tbody>
</table>
3. **Theory**

During the third level of reflection, Ts look at which theories are embedded into Ts’ practice from their general approach to lesson planning, and critical incidents in the classroom. Ts consider the kind of lesson they want to deliver on daily, weekly, monthly, yearly basis. All Ts have official (learned in teacher education program) and unofficial or hidden theories.

How: Considering all aspects of planning (forward, central, backward), different activities, techniques, approaches, and methods chosen. Description of classroom routines. Exploring critical incidents as a guide to a T’s theory-in-building.

4. **Practice**

During the fourth level of reflection, Ts examine what happens in the classroom. This is the part of the iceberg that can be seen and observed which constitutes the T’s practice, the more visible behaviors, and the students’ reactions. Ts can reflect while they are teaching (R-in-A: consciously stand back while teaching), or after they have taught (R-on-A: delayed reflection on what happened), or before their class (T-for-A: anticipate what might happen).

How: Engagement in action research through class observations, video/audio recording, transcription of lessons.

5. **Beyond Practice**

During the fifth level of reflection, Ts look beyond the classroom at how the sociocultural, affective, moral, political, and emotional dimensions are impacting their practice inside and outside the classroom. There is a critical reflection of the reconstruction and transformation of the sociocultural resources and practices in responsive ways to the individual and the local needs.

How: Engagement in critical reflection through dialogue with other Ts in reflection groups.

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**Table 5 Reflective Practice Framework for TESOL professionals (Farrell, 2015b)**

Farrell (2015b) has tackled issues surrounding RP through his framework by addressing a confusing terminology, a range of models, levels, strategies, and applications of reflection furthermore indicating “how complex the concept of reflection is and how little we know about the issues associated with RP” (p. 122). Furthermore, his approach gives freedom to the participants and allows ESL teachers’ reflection to be conducted individually or in small groups. It is well-suited for educators as they can move within the framework according to their necessity. Farrell’s (2015b) framework offers an innovative and contextualized way to conduct RP research with TESOL teachers.

Farrell (2015b, 2015c, 2016a, 2016c) has conducted a number of case studies using this framework with novice ESL teachers. Farrell (2013a) studied ESL teacher development groups and collaborative discussions through critical reflections. His research approach is based on a transformation approach in which he seeks to support teachers in understanding and enhancing their practice instead of using a “transmission approach (or deficit approach) where deficits in teacher knowledge are addressed” (2013a, p. 8). Farrell (2013a) reported on three ESL teachers’ “mid-career reflections over a two-year period through the use of regular group discussions, regular writing in a teacher journal, and interviews before, during, and after the period of
reflection” (p. 6). Data were collected from three experienced college teachers in Canada over a two-year period with weekly group meetings during the academic terms of the first year and follow-up meetings during the second year. The data collection procedures for Farrell’s case study research were qualitative in nature and collected from audio-recorded and transcribed group meetings with 13 two-hour group meetings in total. Also, he conducted, recorded and transcribed interviews before, during, and after the research process. The interviews served to clarify insights gained during the reflective process. In addition, throughout the period of reflection, the three teachers involved wrote regularly in a teacher journal. The data analysis was ongoing and recursive throughout the reflective study process. One of the three participants in this particular study commented the following:

I suspect at this point that the benefits have been to slow down from the hectic pace of teaching and co-ordinating and to restore a healthy balance to my career and life, to process some of the things that I have learned from both my education and my experience and to look at them more carefully, to develop a closer connection with my two best friends and colleagues and to establish a process or a dialogue that genuinely supports me in my work. (Farrell, 2013a, p. 153)

In his book titled Research on Reflective Practice, Farrell (2018) reports on 138 studies on TESOL teacher reflection from academic journals published in the last seven years (2009-2015). Farrell ends on this note:

“One thing is clear and that is the results of this review indicate that most TESOL teachers who engage in reflective practice become more aware of their practice and as a result more empowered to provide better opportunities for their students to become successful learners of English. One cannot improve anything unless one is aware of what it is one is doing in the first place.”

Farrell (2018) borrows valid questions from two well-known authors about the value of RP: “Will engaging in reflective practice “improve the quality of teaching” (Borg, 2011, cited in Farrell, 2018, p. 142), and “Will reflection result in “better teacher performance”? (Akbari, 2007: 198). Those are very important questions to ask ourselves. For those questions, Farrell replies:

These are difficult (but important) questions to answer, because, when one says “improved quality” or “better performance” for teaching, then do we assume that we have
an agreed base line of what “good quality” or “better teacher performance” is in order to make judgments about any improvements to these? (Farrell, 2018, p.??)

He then adds that there might still be doubts about “whether teacher reflection leads to “improved quality of teaching,” “greater gains in student learning” and second language acquisition” (Farrell, 2018, p.??). The truth is that answering these questions is not a simple task sue to the nature of reflection. Reflecting on practice does not have the same effect on all teachers, and, moreover, there is no objective way to “prove” that reflection brings changes in teachers lives. Maybe we should focus on the process of reflection and for the results of this process, we need to observe teachers’ actions after they have taken part in a reflective exercise to see the impact of reflection on practice.

I will have to leave it at this in regard to Farrell though much more could be written about his contributions to the field of RP in ESL teaching. Now that I have presented Farrell’s framework, in the next section, I will explain Guillemette’s collective accompaniment model, a model based on socio-constructivism for conducting RP research in educational settings.

b) Collective accompaniment model.
In this final section of chapter two, I will introduce the Collective Accompaniment Model (CAM) proposed by Suzanne Guillemette (2014). The CAM is set up to develop a bottom-up approach to foster the development of self-analysis together with collaborative peer-feedback. The CAM is a way to facilitate and research collective reflective thinking to develop and investigate reflection. It serves to support practitioners as they analyse their teaching and adopt positive changes by helping them to bring unarticulated concepts to a level of conscious awareness (Farrell, 2013a). This model suits my research context and my personal philosophy for the co-construction of learning. Considering the socio-cultural context of my research, where collaborating in small groups is customary, and where teachers are often working in isolation, a socio-constructivist approach to reflect on teaching practices is indicated. The CAM is a bottom-up approach to developing expertise in self-analysis within a collective setting. Moreover, the bottom-up approach and philosophy discussed earlier is an important aspect of how I wanted to conduct my research with the aim of co-constructing knowledge with a group of volunteers EFL teachers. Studies conducted with the CAM have especially guided and documented adjustments of practice
in educators such as school principals and administrators, and teams of specialists in school environment settings (Pallascio & Lafortune, 2000; Lafortune et al., 2009a, 2009b, 2009c; Paul, 2015; Guillemette, 2014; Guillemette & Simon, 2014; Guillemette, 2017). Thus far, collective accompaniment has served to foster RP with groups of educators and school administrators in school settings in Canada (Quebec), Belgium, Switzerland and France (Charlier, Beckers, Boucenna, Biémar, François, & Leroy, 2013; Gremion & Coen, 2016; Guillemette, 2014; Lafortune et al., 2009a; Paul, 2015). To my knowledge, the CAM has not been used to develop and analyse RP in EFL in contexts, which is something that my research could contribute to the field. In 2009, Lafortune started publishing books translated from French to English on the socioconstructivist professional accompaniment model for change and innovative leadership, but as far as I am aware, no research using accompaniment models has been implemented in English contexts.

The CAM is a way of conducting the process of RP within a group setting in which participants are treated as equal partners on the same level, and where the researcher conducts the sessions and facilitates the reflective process for collecting data. It is a model where everyone involved offers insight to support one another as reflective practitioners within a group and where events have to follow an orderly sequence in an orderly manner. This is done to assuage ethical concerns, make sure everyone is taken seriously and that they are treated equally. The collaborative process strengthens reflection and provides a clear structure to help deepen individual reflection as each member individually analyses aspects of their teaching situations. The model asks for the active participation of all its members. The CAM takes place in small groups\(^{15}\) of eight to ten (Guillemette, 2017, p. 4) professionals who participate voluntarily. Each participant takes on the roles of being accompanied or of being the person accompanying others. The group is conducted by an accompaniment provider, who takes care of facilitating, explaining and guiding the process, facilitating exchanges and managing turn-taking to allow for the reflection to occur. This procedure is carried out in a setting where listening, questioning, and giving feedback ensures clear comprehension of the shared ideas (Guillemette, 2014). The role of the accompaniment provider is to listen actively, take part in the questioning phase, give feedback on what was presented, takes notes, prepares summaries, and explain theoretical

\(^{15}\) Groupe restreint
concepts needed to conduct the sessions as well as prepare, organize and schedule the meetings. The researcher accompaniment provider-facilitator must ensure that the whole process is streamlined and effective. As the teachers who follow the CAM analyse aspects of their professional lives, the collaborative process inherent to the model provides a structure designed to deepen individual reflection.

As per Guillemette (2017), the accompaniment model is based on the four theoretical concepts of accompaniment, adjustment, analysis and reflexivity to support the level and type of questioning involved. These are explained below:

• **Accompaniment** is “the idea of joining the other and offering support by nurturing each other’s potential” (Guillemette, 2014, p. 63); this is closely tied to the current trend in research, which sees RP as necessarily dialogic. Paul (2015) describes accompaniment as “being with and going toward the accompanied person, shifting from a subject-actor [...] to that of a subject-author.” (2015, p. 26; in Guillemette, 2017, p. 3).

• **Adjustment** of practices is the way in which professionals implement changes in their practice while considering the underlying motives which guide their actions in professional contexts. It implies a transformation in the *façon d’être et d’agir* of the professional (Guillemette & Simon, 2014). As reported by Argyris and Schön (1996), this adjustment explains the gap that exists between a practitioner’s theory and practice.

• **Analysis** of practices is the capacity of individuals to examine both their personal and professional experiences as a basis for interpretation, discussion, assessment, and ultimately pedagogic change. Their method involved considering lived experiences and taking an overview of practice in and on actions, the goal being to make proper adjustments of practice (Argyris & Schön, 1996).

• **Reflexivity** is “a process of inquiry triggered by an *interpellation*16 (a turning point, a lightbulb moment) that emerged from lived experiences, resulting in a reconceptualization of thoughts or a shift in perspective” (Chaubet, 2013, p. 54). Reflexivity encourages reflection but at the same time fosters the identification of deeper motivations that lie

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16 Althusser’s notion of *interpellation* or hailing is a non-specific and unconscious process.
beneath our actions (Guillemette, 2014). It invites us to examine our values, experiences, conceptual frames, and cognitive and affective facets (Argyris & Schön, 1996).

Scholarly authors refer to reflexivity as a mirroring effect of looking at oneself by keeping a critical distance allowing for reflection on or in action (Guillemette, 2011). This distanciation (stepping back from an object of scrutiny) requires the capacity to take a metacognitive posture on one’s own learning mechanisms, to transform them into words and to be able to manage the situation (Lafortune et al., 2009a). Consistent with Lafortune et al. (2009c), which I have presented earlier, “RP is the act of stepping back to critically examine one’s operating modes and analyse, both individually and collectively, the acts and actions carried out in the course of a professional intervention” (p. 91). Lafortune et al., (2009b) pointed out that to ensure an adjustment of practice, the professional is called upon to take a meta-perspective, “a means of providing observations to accompanied individuals without passing judgment, the intention being to take action, share information, and perform a collective analysis” (p. 133). At that point, this meta-perspective precisely allows the practitioner to create a distance between the self and the puzzling issue. Guillemette and Simon (2014) explained that taking a meta-pose is to place oneself above the situation in order to better observe actions, analyse practice, and adjust. In the end, the adjustment of practice is observed in the way professionals transform their actions (façon d’agir) or their way of being (façon d’être) within a professional context.

The CAM follows a socio-constructivist approach based on engaging in discussion with colleagues. Lafortune et al. (2009c) clarifies the socio-constructivist perspective by positing that participants “structure their knowledge about the change and develop accompaniment skills through their interactions with the accompaniment provider and their peers” (p. 93). Lafortune and Deaudelin (2001) have provided a definition of socio-constructivist accompaniment:

Socioconstructivist accompaniment is [a support measure used] to build accompanied persons’ knowledge through peer interaction. This type of accompaniment entails monitoring and continuity. From a metacognitive and reflective viewpoint, [it] aims to encourage activation of previous experiences in order to foster knowledge building, to encourage sociocognitive conflict and profit from any conflict that arises during

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discussions, to co-construct in action, to highlight conceptions … and to take advantage of awareness of certain constructions. It assumes interaction between the accompaniment provider and [those accompanied]” (Lafortune & Deaudelin, 2001, p. 200 [translation]).

The goal of the CAM is to adjust practices and implement long-lasting changes by creating and co-constructing new awareness about our teaching practices. Lafortune and Martin (2004), who work with collective accompaniment as well in other contexts, represent the socioconstructivist accompaniment process as a continuum where new knowledge and the understanding of their own constructions during the process which transforms beliefs and practices into new awareness. The way in which this socioconstructivist accompaniment model leads to the adjustment of practice is depicted in Figure 6.

![Socioconstructivist Accompaniment Process](image)

**Figure 6 Socioconstructivist Accompaniment Process (Lafortune et al., 2009a, p. 12)**

As reported by Guillemette and Simon (2014), the CAM was developed and implemented by Guillemette in 2011. It is distinctive in the sense that participants work in the here-and-now. It borrows from the theory of Vygotskii (1978) by focusing on a puzzling situation in current practice and establishing a desired outcome to be attained with the goal of optimizing pedagogical activities (Guillemette & Tardif, 2016). Starting with an issue that calls for attention
in teaching practice, an educator is accompanied in the development of an action plan in his or her teaching context. The process of identifying a current issue and moving toward a desired outcome is known in Vygotskian terms as identifying the Zone of Proximal Development, as represented in Figure 7.

**Identification of Zone of Proximal Development**
Guillemette & Tardif, 2016, p. 9

![Figure 7 Zone of Proximal Development (Guillemette & Tardif, 2016, p. 9, author’s translation)](image)

The CAM is framed around the development of interaction skills by promoting dialogue between the accompaniment provider-facilitator and the participants. Listening, questioning and giving feedback are all essential skills in this process. They are used actively during the development of the accompaniment. The social dynamic of the RP process encourages participants to stand back and avoid linear thinking in order to be able to reach different levels of awareness and gain a better understanding of their practice. This awareness is what contributes to lasting changes and adjustments in practice.

The CAM is carried out by engaging in a co-constructive process between participants taking part in reflective discussions. During the sharing sessions, the physical space is organized so as to invite, conduct, and create a trusting and safe environment. The participating members sit around a table or in a way where they can face each other, encouraging closeness. During the
reflection process, the first activity is meant to analyse and problematize an aspect of one’s personal teaching practice. Figure 8 shows the way the group sessions are conducted.

**Collective Accompaniment Model**

Guillemette & Tardif, 2016, p. 10

During the group meeting sessions, the accompaniment process follows different phases: preparation, realization, and introspection (Guillemette, 2014):

1. The *preparation phase* takes place at the start of each session. It serves to bring participants together at the beginning the session. Goals, ethical concerns and expectations are newly explained by the accompaniment provider-facilitator. The procedures which will be followed during the group discussion are shared, the summary report from the previous session is distributed for validation and the agenda for the day is presented.

2. The *realization phase* takes place during the session. It is divided into four axes (1) analysing and problematizing the situation (2) planning actions; (3) actualizing and updating; (4) regulating. One participant (the Presenter) describes and analyses their professional issue(s) by identifying the gap between their present and their desired situation. The Presenter exposes their situation and the other participants are actively listening.
During the question periods, the other participants are invited to ask open-ended questions which will benefit the reflective process. The Presenter moves toward planning specific objectives and establishing an action plan to experiment in his/her teaching context between sessions. The information gathered during the realization phase serves to develop the Presenter’s Professional Intervention Project (PIP).

3. The introspection phase takes place at the end of each session. It emphasizes the development of collective and individual awareness and consciousness raising about events that took place during the session. First, for integration, a collective aural reflection takes place where participants openly share their thoughts about the way the session has affected their thinking about their own teaching. Furthermore, an individual written introspection report is completed by each participant for individual private reflection.

The developmental phases of the CAM are closely followed during sessions. The group sessions follow the sequence presented in Table 6:

<table>
<thead>
<tr>
<th>1. PREPARATION: Set Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Group gathering</td>
</tr>
<tr>
<td>- Revisit rules &amp; ethics</td>
</tr>
<tr>
<td>- Summary report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. REALIZATION: Professional Intervention Project (PIP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• Axis 1: Question &amp; Observe (10 min)</strong> description of the situation</td>
</tr>
<tr>
<td>- Present the situation: one participant – active listening</td>
</tr>
<tr>
<td>- Question to understand (technical questions)</td>
</tr>
<tr>
<td>- Synthesize information &amp; Verify shared understanding</td>
</tr>
<tr>
<td>- Precise intention of analysis</td>
</tr>
</tbody>
</table>

**• Axis 2: Analyse & Reflect - no suggestions or solutions offered**
- Question for analysing (open nonjudgmental questions)
- Set hypotheses and understanding
- Sustain reflection with theoretical concepts
- Clarify comprehension (open & nonjudgmental questions)
- Synthesize plausible actions

**• Axis 3: Plan of Action - until next session**
- Choose the steps for action
- Establish an action research plan

**• Axis 4: Experiment, Implement & Adjust between sessions**
- Teaching practice between sessions – new posture

<table>
<thead>
<tr>
<th>3. INTROSPECTION - INTEGRATION: Awareness level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Collective open reflections to bring closure</td>
</tr>
<tr>
<td>- Individual reflections (written individual reports)</td>
</tr>
</tbody>
</table>

*Table 6 Phases of the Accompaniment Process (Guillemette, 2014, author’s translation)*
The adjustment of practice follows four *stages* of development (Guillemette, 2014): (1) analyse and problematize; (2) plan actions; (3) actualize and update; and (4) regulate. Within the first stage (analyse and problematize), participants need to analyse their professional practice using tools to make a systemic diagnosis of their situation, as well as interpret their situation by identifying the gap between the present and the desired situation. This is done in regard to their pedagogical context with the goal of optimizing teaching practice (Guillemette, 2014). The information gathered during this first phase of the CAM process serves to develop the teacher’s PIP. The PIP is the most important data collection instrument and is used to keep track of the long-term progression of the practitioner’s professional situation, guide the initial questioning, sustain reflection, and explicitly name actions being adjusted in practice. The PIP is gradually developed for each participant and is organized to provide an overview of the progress, the teacher’s practice, and different elements and resources that play a role in the adjustment of practice for each participant. This takes time and is ongoing throughout the entire process. Each group session contributes to the continuous development of the PIP.

This is shown in Figure 9 below shows the four *stages* of development during the CAM (Guillemette, 2014) as in any AR process: (1) analyse and problematize; (2) plan actions; (3) actualize and update; and (4) regulate. This shows the normal development of an AR process which is how the CAM evolves. The participants in this model become action researchers in their teaching context and the CAM is based on guiding the professionals elaborate and develop their own AR project. Therefore, during the CAM sessions, the focus is on 1) analysing and problematizing the *puzzling* situation; 2) planning actions; 3) actualizing and updating action plan between sessions; and 4) regulating the process back in the group sessions. The action plan goes through a new cycle for as long as necessary.
Referring back to Schön’s work (1983), he posited that the ability of professionals to analyse their practice presupposes taking advantage of their lived experience and taking a closer look at their practice to better make some adjustments. Argyris and Schön (1974) developed what they called learning loops. In his work presenting his model for the development of individual and collective competences, Le Boterf (2015 p. 146) speaks of triple loop learning with reference to the work of Argyris and Schön (1974):

1. **Simple loop**: learning to correct action linked to objectives on a simple level, without bringing fundamental change to our values;

2. **Double loop**: learning to correct action when the person is calling into question or challenging his/her objectives on a fundamental level where operational schemes are revised to make them evolve;

3. **Triple loop**: learning to modify or develop new ways of learning, learning to learn (deutoro-learning by Bateson, 1942\(^\text{18}\)).

During the CAM sessions, the simultaneous individual and collective reflection goes through a dynamic system containing learning loops by taking a posture of distanciation that allows for the adjustment of practice. The loops correspond to diverse levels in terms of the analysis and information processing that a person takes within their own practice. Guillemette (2014, p. 219-220) has developed reflexivity and learning loops into four levels depending on the

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\(^{18}\) The term deuto-‐learning was coined in 1942 by the Anglo-‐American anthropologist Gregory Bateson (1904-‐1980). Bateson distinguishes between two levels of learning, proto-‐ and deuto-‐learning. [https://organizationallearning9.wordpress.com/deutero-learning/](https://organizationallearning9.wordpress.com/deutero-learning/)
type of adjustment in practice that takes place. According to Guillemette (2014, p. 218) “the model of reflexivity with four loops which serves to analyse cognitively and metacognitively: me and my situation, me and my resources, me and my practice, and me and my way of learning or my professional practice. Guillemette and Simon (2014, p. 23-24) describe the awareness development cycle as follows:

1. First loop: Me and the situation (lived experience— where the participant situates him/herself vis-à-vis the problem and action plan that would help improve the situation. Here the description of the problem is presented in detail.

2. Second loop: Me and my resources – where the focus is put on the internal (personal) and external (environment) resources available to the teacher in his/her context. The questioning technique that is used helps to view the situation with new eyes and expand the possibilities and diversity of actions that could be implemented.

3. Third loop: Me and my practice – where one puts his or her practice into perspective in terms of personal schemata can include beliefs and moral values undermining the intended actions in practice. This is a critical moment in this process because it prompts a transformation in being and acting as a professional hence allowing for an adjustment in practice.

4. Fourth loop: Me and my professional development – where the process of distancing oneself as carried out through the first three loops helps the teachers attain a learning to learn experience about his/her practice on a deeper level. Newly gained awareness and introspection allows the professional to act and situate his/her practice.

The development of the reflection and learning loops is presented in Figure 10 below.
Reflective Practice through Collective Accompaniment in EFL Teaching Practice in Mexico

Reflective Practice through Collective Accompaniment in EFL Teaching Practice in Mexico

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Figure 10 Reflection and Learning Loops (Guillemette & Simon, 2014, p. 23)

The CAM (Guillemette, 2014) as well as the reflection and learning loops (Guillemette, 2014) for analysing the reflective process seems fitting and appropriate for my research context. Using the CAM would be innovative both in the field of EFL teaching and in the Mexican context while contributing to the field of L2 education.

Hence, the CAM is a tool to provide a systematic and organized way to operate, facilitate, conduct and direct the reflexive process for the data collection procedures. It can certainly assist in compensating for the criticism about the lack of concrete systematic data-led accounts supporting the implementation of RP in academic literature (Mann & Walsh, 2013, 2015, 2017). It also affords the opportunity for both novice and more experienced language teachers to collectively join in reflection to discuss puzzling issues in their professional practice. This accompaniment model serves to guide and facilitate professional reflection in collaboration with peers, to suggest benchmarks for professional development and action plans, to provide support for implementing change in teaching practices, and to calm anxieties about initial and ongoing teaching experiences. It is a vehicle and a tool to conduct and enable the reflection process.

On the other hand, once the reflection process has taken place and data has been collected, Farrell’s reflective framework gives EFL teachers and researchers a guide to analyse reflective practice according to five categories: philosophy, principles, theories, practice and beyond.
practice. Farrell’s Reflective Practice Framework for TESOL professionals (2015), along with the
Reflection and Learning Loops (Guillemette, 2014) allow for the analysis of EFL teachers’
reflection in a research context. These two complementary frameworks, applied to my research,
will serve to investigate the analysis of my first research question on the nature of teachers’
reflection within the early stage of the CAM. Farrell’s framework has been targeted to work with
EFL-ESL teachers with specific stages that may apply better to EFL teaching for the context of
my research study. It looks at teachers’ reflexive thoughts and attempts to classify them in five
stages and levels of reflection. On the other hand, Guillemette’s reflection loops, focus more on
the process of developing an action plan to resolve a situation or a problem in practice.

In this section, I have presented the collective accompaniment model for collaborative RP
focused on R-on-in-for-A to collect data for my research project. I also presented the reflection
and learning loops to analyse and interpret the data once it has been collected.

7) Conclusion for Chapter Two
In this chapter, I explored the literature on the topic of reflective practice in EFL teaching. First, I
presented definitions and the origin of RP. I presented seminal work by Dewey and Schon and I
analysed critical views on the topic. I tried to situate where RP is positioned in language teaching
and I offered a summary of general contributions to the field. I then looked at RP and how it is
carried in collaboration with others. I specifically reviewed RP done through peer mentoring, RP
focusing on novice teachers and I looked at research in Latin America to see where it stands
compared to other areas of the world. Then, I presented instruments for conducting reflective
processes. Finally, I presented the conceptual framework for my research which is based on
Farrell’s framework for TESOL practitioners, and on Guillemette’s collective accompaniment
model.

In the next chapter, on the research methodology, I will present how my research has been
conducted and what epistemological stance I took in carrying out my inquiry on collective
reflective practice with EFL teachers in Mexico.
Chapter 3: Methodology

1. Introduction
This chapter introduces the methodology that was employed to carry out my research and to answer my research questions. First, I will present my epistemological stance on working with Action Research (AR). Then, the recruitment process and participants’ profile of the English as a Foreign Language (EFL) teachers who participated in the study will be presented. Next, the research design will be explained. This will be followed by details of the instruments employed to collect evidence of the reflective process. Afterward, the concepts of validity and triangulation of data will be discussed in relation with the analytical and coding framework used to look at the evidence. Lastly, ethical concerns related to this research, including the double role of the researcher working within the Collective Accompaniment Model (CAM) will be included in this discussion.

The general research question that guided my study is:

How does reflection emerge through using the collective accompaniment model (CAM) with EFL teachers who have completed or nearly completed a BA in Teaching English to Speakers of Other Languages (TESOL) in Mexico?

The specific research questions are as follow:

1. What is the nature of teachers’ reflection in the early stages of the CAM?
2. What is the perceived impact of the CAM on bringing adjustments to EFL teaching practices?
3. What are the participants’ interactions that support self-reflection with the CAM?

The nature of teachers’ reflection will help unveil the kind of reflections EFL teachers’ make in the context of the present research, so as to bring clarity to the complexity and the quality of the reflective process, such as the types of thoughts that professionals bring forth in the CAM. This is
what Farrell refers to as the stages or the levels of reflection (Farrell, 2015b, 2018). The perceived impact of the CAM on the adjustment of practice, will seek to display responses regarding the purpose and outcomes of doing RP, which is a point that has been criticized in the literature (Akbari, 2007) (see chapter 2 on the critical views of RP). The role of the participants’ interactions to support the socio-constructivist approach embedded in the CAM will correspond to the strong academic literature supporting a dialogic process (Mann & Walsh, 2013, 2015, 2017) of collaborative reflection (see chapter 1, overview and background of the research problem).

2. Epistemological Stance: Action Research
Since my research involves a group of EFL teachers participating in a reflective process through collective accompaniment while dealing with implementing changes in their teaching practice, I am working with the methodology of AR, a term coined by Kurt Lewin (1946) to refer to a process of social change. My research methodology adopts a qualitative paradigm, and it takes an epistemological stance based on socio-constructivism and interpretive science as opposed to traditional or positivistic science (Kemmis, in Reason and Bradbury 2008, p. 124). Cohen, Manion and Morrison (2011) write that:

Where positivism is less successful, however, is in its application to the study of human behaviour where the immense complexity of human nature and the elusive and intangible quality of social phenomena contrast strikingly with the order and regularity of the natural world” (Kindle Locations 1263-1265).

With the idea of implementing change through AR, Lewis in the 1940’s, and Corey in the 1950’s introduced the notion of a participatory approach and concertation for researchers and educational practitioners (Anadón & Savoie-Zajc, 2007). Lewin’s definition of AR was that “it proceeds in a spiral of steps, each of which is composed of a circle of planning, action and fact finding, about the results of the action” (1946/1948, p. 206, cited in Reason & Bradbury, 2008, p. 4). Along with Hall (1983, cited in Anadón & Savoie-Zajc, 2007), the research process in action research must include discussion, questioning, and analysis. AR has been defined as:
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. (Reason & Bradbury, 2008, p. 4)

AR is a systemic process for contributing, studying, collecting data and analysing change in a social setting. As Stringer (2014) argues, it “is grounded in a qualitative research paradigm whose purpose is to gain greater clarity and understanding of a question, problem, or issue (p. 36). He also underscores that it “is necessarily based on localized studies that focus on the need to understand how things are happening, rather than merely on what is happening” (2014, p. 36). This implies that the researcher is not only looking at and trying to understand a phenomenon from the outside to report its behaviour but that the research is also involved in creating change while at the same time observing the phenomenon. An interesting stance is adopted by Miles, Huberman and Saldaña (2014) who compare the differences between a variety of research paradigms, revealing that the specificity of this paradigm is that “action research envisions and works for a better future” (p. 8).

Bill Torbert, who developed the theory and practices of “action inquiry” (2004), described full-blown AR as representing “a double-loop paradigmatic transformation which interweaves action and inquiry in real time including participants as co-researchers” (Torbert, n.d., cited in Reason & Bradbury, p. 697). Torbert (1998) and later Chandler and Torbert (2003) (cited in Reason & Bradbury, 2008, p. 6) developed the concept of first, second and third-person strategies for inquiry within AR to show the self-personal, inter-personal and outer-personal positioning and involvement of the participants within projects. They referred to the subjective first-person voice (the researcher’s own life inquiring); the intersubjective second-person voices (the face-to-face interpersonal dialogue with others into issues of mutual concern); and the objectivity-seeking third-person voice (creating a wider community of inquiry including social movement). Chandler and Torbert’s view depicts the crucial role of participants without which AR could not be possible, along with the role of community and dialogue in the research process. Schön (1983) discussed reflective research in similar terms including the importance of dialogue presented by several authors’ who have written about AR:
The agenda of reflective research will be generated out of dialogue between reflective researchers and practitioner-researchers and will be constrained by the requirement that the research be of the kind that practitioners can also undertake. In consequence, there will be a new approach to the sometimes vexing question of the implementation of research. Implementation will be built into the process of reflective research, for practitioners will gain and use insights derived from it as they participate in it. The roles of practitioner and researcher will have permeable boundaries, and research and practice careers will intertwine as a matter of course. (Schön, 1983, p. 324-325)

Kemmis and Wilkinson (1998) embrace the features of the AR transformative framework. Transformative research “is practical and collaborative because it is inquiry completed “with” others rather than “on” or “to” others. In this spirit, participatory authors engage the participants as active collaborators in their inquiries” (Creswell & Poth, 2018 p. 25). Additionally, Reason and Bradbury (2008) suggest that, “action research starts from an orientation of change with others” (p. 1) rather than wanting to impose change on others. AR is conducted through involving human participants to study human behavior applied to the field of social and human sciences. It is the science of change and transformation as lived experience systematically researched. This research methodology deals with change instigated from the inside, from a bottom-up approach, which could not possibly occur, for instance, in pure or formal science like mathematics and logic. Natural, human and social sciences are empirical sciences, meaning that the findings must be verifiable by observation or experience and based on pragmatic phenomena rather than theory or pure logic. They must be able to be reproduced and verified by others who are researching under the same conditions. In AR the focus is “to understand the ways that stakeholders - people concerned with the issue - perceive, interpret, and respond to events related to the issue investigated” (Stringer, 2014, p. 36). As Stringer explains, AR is linked to people’s lived experiences in phenomenological, interpretive, and hermeneutic aspects as part of the formal research process:

Formally, then, action research, in its most effective forms, is phenomenological (focusing on people’s actual lived experience or reality), interpretive (focusing on their interpretation of acts and activities), and hermeneutic (focusing on how people make meaning of events in their lives). It provides the means by which stakeholders explore
their experience, gain greater clarity and understanding of events and activities, and use those extended understandings to construct effective solutions to the problem(s) on which the study was focused. (Stringer, 2014, p. 37)

The place of the participants as co-researchers is of utmost importance in AR (Reason & Bradbury, 2008; Anadón & Savoie-Zajc, 2007; Savoie-Zajc, 2001). Hence, the participants also become researchers in their own context during the research process. Speaking of the relationship between the researcher and participant, De Laine (2000, cited in Cohen, Manion, & Morrison, 2011, Kindle Locations 2696) argues that we must “break a conventional patriarchy. The emphasis is on partnerships between researchers and participants (p. 107), to the extent that researchers are, themselves, participants rather than outsiders and the participants shape the research process as co-researchers (p. 107)”. Savoie-Zajc (2001) brings the concept of empowerment into play by speaking of AR as a strategy for change and professional development. She states that AR becomes an instrument of change for communities (p. 27). The collaboration between conscious and engaged participants is founded on each person’s capacities, which enables the empowerment of the members of the group. Power is given to the participating members as the process of change is based on their needs and the goal is to create positive results in their professional lives.

Because of the nature of AR and the fact that it deals with human beings, reproducibility of the results cannot be assumed. The goal is not to generalize the results but to understand social phenomena by focusing on change and action within the research context. Describing possible transfers of the results can usually be done, but it is not the objective in AR. As an interpretative scientist, the AR researcher must focus on understanding the studied phenomenon in a holistic and comprehensive manner in order to be able to analyse human behaviour objectively. The goal, when studying human conduct and meaning-making, is to produce new knowledge about people’s practices and how these practices show observable evidence and outcomes. Generating results can be done by reproducing the same types of studies and seeing whether observable results are reproduced. One must leave subjectivity outside to take an objective stance in trying to comprehend the observed phenomenon. In AR, the goal is not to measure or try to find ONE truth, but to better understand the object of study and its conduct. Human studies are complex because people are complex, and ever-changing, which is the reason why it is not possible to
generate generalizable or transferable results. Many variables and factors interplay in producing human behaviors, but this does not prevent the possibility of reaching conclusions. It only makes it more a challenging but forever interesting exercise. The AR researcher must participate positively in co-constructing with others in bringing change and at the same time take on an objective position when collecting data and evaluating the results of the investigation throughout the development of an inquiry. One needs to have the capacity to stay neutral and take a meta-posture to clearly understand the data.

AR is well established as a research paradigm in the field of social and human sciences. I have tried here to give the reader an overview of its place and importance in the world of inquiry. In addition, I have south to explain my motives and why this has been my choice of methodology with which to conduct my research.

3. Participants and Recruitment Process
   a) Recruitment process.
   For my research project, eight to ten participants was an adequate number of people, since the CAM usually takes place in small groups of eight to ten (Guillemette, 2017, p. 4). I worked with nine English teachers who had already graduated or were in their last year of the Bachelor of Arts (BA) in Teaching English to Speakers of Other Languages (TESOL) / Licenciatura en la Enseñanza del Ingles (LEI) program at a public university in Central Mexico. The professional EFL teachers participated on a voluntarily basis and all were teaching EFL.

   Two strategies were employed to recruit EFL teachers to participate in the research study. First, I sent an online survey addressing the topic of reflective practice (RP) to better understand the role of RP in EFL teaching in Mexico. The survey used an online survey development cloud-based software to collect general information on RP and invited respondents to participate in my study (Appendix A: Online Survey Questionnaire https://www.surveymonkey.com/r/CHTW2G6). The survey was shared on my personal Facebook page, as well as on the public Facebook page of the LEI program (https://www.facebook.com/lei.ugto?fref=ts) and the LEI public Facebook group (https://www.facebook.com/groups/435702803138467/?fref=ts). The final question on the survey gave respondents the choice to leave their e-mail address so the researcher could contact them, or
to write directly to my e-mail address to ask for information about participating in my study. Then, an invitation letter (Appendix B) for BA TESOL/LEI teachers to participate in my study was sent to all interested teachers. The letter explained the research study and contained an information form to be returned to the researcher by e-mail (Appendix B). Second, in order to reach as many potential participants as possible, the invitation letter (Appendix B) was also sent via e-mail (Appendix C) to LEI students in their last year of the program and to former students who had graduated from the LEI program. A total of over 300 e-mails were sent to individual e-mail addresses. Interested EFL teachers who wanted to take part in my research had to return their personal information to me by sending back the form included in the letter.

From the responses I received (a total of about 25 people replied) from the online survey and from the e-mails sent with the invitation letter, the research participant group was subsequently formed. The information returned from interested respondents was analysed to take into consideration participants’ availability, interest, location and experience so as to create a heterogeneous and manageable group. A time was established to accommodate the majority of interested teachers, which was on Saturdays at three in the afternoon. Other people who had wanted to participate could not adjust their schedule to the time that suited the majority.

The cohort was formed according to the participants’ as well as my schedule and availability, and the location of the monthly sessions was in Guanajuato. I made arrangements to use a room conducive to the data collection process in a private, secure, and enclosed space in order to protect participants’ identities. The group discussion sessions lasted between three to five hours, once a month, for seven months. The sessions began once the group was formed, with the first information meetings taking place in the month of June 2017. The participants signed the consent form (Appendix C) to participate in the research when they attended the second session, before the data collection process began. Participant were allowed to withdraw from the study at any point of the research process without any consequences.

Monetary compensation was not provided to the participants for taking part in the research but a small lunch with beverages was provided during each session. I provided compensation to the participants who needed help to cover the cost of their transportation (bus or gas ticket) to attend the sessions. Some teachers had to travel for up to one and a half hour each way to attend the sessions.
b) Participants’ profiles.
The characteristics of the nine teachers who took part in the study are now presented. The participants’ names were first replaced by alphanumeric codes to keep their identity confidential and to help the researcher keep a distance while doing the data analysis. Later, when writing the dissertation, pseudonyms were given to each of the participant. They are identified as: P1L-Alexis, P2S-Sasha, P3M-Montse, P4J-Noah, P5A-Ariel, P6I-Yael, P7E-Francis, P8C-Cris, and P9J-Joss. To stay as impartial as possible, I opted to refer to the participants’ letter-number codes during the coding process, but later added pseudonyms to help the readers feel more comfortable and able to relate to the participants. The alphanumeric codes and pseudonyms are both used in the dissertation.

The participants’ individual profiles and information are presented in Table 7 below. Under each participant’s name is the session during which each participant presented, I have included the presentation number for their Professional Intervention Project (PIP) and the chronological order in which it was presented during the study. The number of research session attended (session 0 means the information session, while sessions 1 to 6 are the CAM sessions) as well as the grade level taught in school are included in the second column. The third column presents the graduation year from the BA-TESOL/LEI program, and the fourth column shows the situation that was presented during each participant’s PIP. Participation and specific issues are included with brief comments, and the last column shows the evidence collected through diverse instruments from each participant (each of these instruments is presented in the following section of this chapter).

<table>
<thead>
<tr>
<th>Participants &amp; ПIPs</th>
<th>Attendance &amp; Grade levels taught</th>
<th>LEI Graduates &amp; students</th>
<th>PIP situation presented</th>
<th>Participation Specific issues</th>
<th>Evidence of Reflection &amp; Data Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1L Alexis PIP 3 - session 2</td>
<td>3/6 sessions: 0.1.2.3.a.5.6 EFL teaching experience: 3 yrs. Bilingual elementary gr 3.</td>
<td>LEI-BA st 1st semester, first year. Late because of BA classes</td>
<td>Expectation finish book &amp; cover all book topics.</td>
<td>Involved&lt;sup&gt;19&lt;/sup&gt;. Keen to take part. Experience with teaching practice but no LEI. Late: LEI classes.</td>
<td>• confidential information • initial quest info meeting • PIP 3 &amp; 24h journal • introspection reports • PIP final report session 6 • final written questionnaire</td>
</tr>
<tr>
<td>P2S Sasha NO PIP</td>
<td>2/6 sessions: 0.1.2.a.a.a.a. EFL teaching experience: 5 yrs. Kindergarten.</td>
<td>LEI graduate since Dec 2016.</td>
<td>Did not present PIP. Missed last session.</td>
<td>Involved. Stopped attending after session 2. New business. Transportation issues: roadblock.</td>
<td>• confidential information • initial quest info meeting • introspection reports • NO PIP &amp; no 24h journal • NO final report session 6 • NO final questionnaire</td>
</tr>
</tbody>
</table>

<sup>19</sup> Involved refers to the number of sessions attended by each participant.
### Table 7  Participants Profiles

Below are some important details concerning Table 7:

- The small letter “a” indicates that the participant was absent from the session.
- Eight of the nine participating teachers were teaching EFL at the time of the study and one (P8C) was a teacher trainer.

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20 Thesis refers to when the participants thesis was completed.

One participant (P2S) came for the first 3 sessions and had problems with transportation, family issues, as well as a new weekend job.

One participant (P3M) moved away to a city far from the research site and stopped attending after session 4.

One participant (P9J) started attending the CAM sessions from session # 3.

One participant had LEI classes until 18h00 on Saturdays and arrived late with permission to a few sessions.

Unfortunately, one participant had several family-related medical illnesses to deal with, which was not within anyone’s control.

Two out of nine participants (P3M & P5A) missed session five due to a TESOL conference happening at the same time as our CAM session.

Two out of nine participants missed the last session (P2S & P3M)

Two out of nine participants did not present their PIP during the study (P2S & P8C).

P4J, P5A, P7I and P7E were the participants that were the most constant in attending the sessions and the most complete in terms of data collection. Moreover, these four participants all presented their PIP in one of the CAM sessions and carried out an AR project in their classroom. Due to the ample quantity of information collected throughout this research, the PIP from these four participants were chosen to be analysed for this research.

A point to remark is that, although I always clearly insisted that participants to be on time and given the fact that participants arriving late was distracting my focus from the research, I decided to give up trying to control the situation when members of the group were missing or arriving late. These unplanned situations happened inadvertently and for many reasons. The turning point for me, in deciding to let it go, was at session four, which turned out to be one of the most productive sessions. It seemed better to work with the context of my participants in order to be fully present as my role of facilitator for the CAM. There were no problematic issues for the research to be carried out due to the absence of some of the participants at some of the sessions once the discussion groups had started. One participant started attending at session three
and another only participated in the first two CAM sessions. Nevertheless, this situation did not have a negative impact on the CAM process or on the data collected, as there were always between five to nine participants to interact with at each session. The data was collected from all the participants attending each session and was used for data analysis, which was not problematic for finding ways to answer the questions that were investigated.

4. **Research Design**

The research design was the blueprint followed to ensure coherence and quality in the collection and analysis of the data in order to address my research problem and questions. The procedures used in my research were based on the methodology proposed with the CAM in order to collect data on EFL teachers’ reflections for adjusting their teaching practice during the length of the project. The data collection lasted seven months (see Appendix I for the timeline). After the initial meeting with participating teachers to introduce the research, and once the group of participants had been formed, the study was launched, and we immediately started working with the CAM. One teacher presented their PIP in the first session of the CAM.

For each session there were between five and ten people taking part in the process. Table 8 below gives a summary of the number of people present for each session. My research with participants evolved as follows for each session.

<table>
<thead>
<tr>
<th>Month / Session</th>
<th>Meetings Details</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2017</td>
<td>Info meetings</td>
<td>4 meetings with interested candidates</td>
</tr>
<tr>
<td>July 1</td>
<td>First CAM session</td>
<td>PIP1</td>
</tr>
<tr>
<td>Aug 5</td>
<td>Second CAM session</td>
<td>PIP2 &amp; PIP3</td>
</tr>
<tr>
<td>Sept 6</td>
<td>Third CAM session</td>
<td>PIP4 &amp; PIP5</td>
</tr>
<tr>
<td>Oct 10</td>
<td>Fourth CAM session</td>
<td>PIP6</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Fifth CAM session</td>
<td>PIP7</td>
</tr>
<tr>
<td>Dec 12</td>
<td>Sixth CAM session</td>
<td>Conclusion: final 10-min presentation all teachers</td>
</tr>
</tbody>
</table>

*Table 8 Number of Teachers Present at Each Session*

During the actual group sessions with participants, the CAM was meticulously followed in its different *phases*, as described in chapter two: preparation, realization, introspection (Table 6:...
Phases of the Accompaniment Process by Guillemette, 2014). The phases of the CAM were presented in Table 6. They are:

1. Preparation takes place at the beginning of each session. The participants gather together at the beginning of each group session, and the accompaniment provider-facilitator and researcher welcomes everyone, explains the goals of the session and the expectations regarding the members of the group. The researcher shares the rules and procedures to follow during the group discussion, distributes the summary report from the previous session, and presents the agenda for the day (Guillemette, 2014).

2. Realization is divided into four axes and is the core of the CAM. In the realization phase, one participant presents his/her teaching context/situation and professional issue(s) gradually building their PIP, whereas the other participants are actively listening without interruption, as well as preparing questions to clarify meaning later. The participant presenting his/her professional situation further analyses and reflects on his/her professional situation with the help of the different group members. During the question period, members of the group are invited to ask open-ended questions that will benefit the reflection process. The accompaniment provider-facilitator guides the question period to help participants with their questioning techniques. Eventually, the participant presenting his/her situation moves toward planning specific actions to experiment with new changes in his/her teaching context and establish his/her action plan. Between the group sessions, the participants are asked to experiment and try their plans of action (Guillemette, 2014).

3. Introspection is conducted at the end of each group session, and during this phase, the emphasis is on the development of collective awareness and consciousness concerning the events that took place during the sessions. In addition, a report on individual written reflection (Appendix D) was filled out by all the participants at the end of each session (Guillemette, 2014).

The investigation design for this research followed Guillemette’s (2014) CAM procedures to collect the data and to conduct the group sessions. The progression of the procedures and stages followed in the investigation is shown in Table 9, from the submission of the research proposal up to the thesis submission.
Details of the data collection and analysis will be presented in further detail in the following section.

5. **Data Collection Instruments**
This research employed a range of data collection instruments to gather systematic evidence of information about the reflective experiences of the participants. It is important to keep in mind that information gathered in any research is determined by the nature of the issue(s) or the problem(s) investigated. The types of data that were collected for this research and the processes for gathering that information is now presented. In AR:

*Research proposal*  
February-May 2017  
May 19, 2017  
Revision process  
Doctoral committee meeting approval of proposal

*Ethics Approval Research Ethics Board II - McGill*  
January 27, 2017  
May 29, 2017  
First application to McGill ethics board  
Second application for ethics: REB File #: 471-0417

*Recruitment of participants*  
June 1-30, 2017  
Online survey on Facebook pages  
Invitation letters sent by e-mail (+300 e-mails)  
E-mail communication to all interested teachers

*Information meetings*  
June 17-30, 2017  
4 information meetings to present the project to interested participants: 10 teachers attended

*CAM sessions and data collection process*  
July 1, 2017  
Aug 5, 2017  
Sept 6, 2017  
Oct 10, 2017  
Nov 11, 2017  
Dec 12, 2017  
CAM sessions with the participants: see Table 6 for Phases of the Accompaniment Process  
Data collection process using all instruments  
Presentation of PIP from 7 participants (two sessions had 2 participants present their PIP)  
Regular e-mail communication with participants

*Transcription of data*  
July 2017 to January 2018  
Transcription of 6 CAM sessions-7PIP by transcriber  
Listening for correction, formatting & analysis  
Transcription of all introspective reports  
Reading of 24h reports sent by e-mail  
Preparation of summary reports  
Reading notes in researcher journal  
2 questionnaires applied - beginning & end sessions

*Choice of sampling for data analysis*  
January 15, 2018  
Doctoral committee meeting including the three members and myself

*Data coding segments using MAXQDA*  
January to May 2018  
Coding of data using MAXQDA - 8382 segments coded, some repeating with different codes

*Data analysis and cross case analysis*  
February to May 2018  
Data analysis for each case (PIP) and cross-data analysis

*Dissertation writing and feedback for corrections*  
January-June  
May-August 2018  
Writing  
Submission of dissertation

*Table 9 Timeline for Research Study*
as participants explore the issue at hand, they may discover the need for other types of information, and data gathering becomes an ongoing process that emerges as the investigation proceeds. This contrasts with procedures of experimental research in which the data to be gathered are precisely defined in the research design. (Stringer, 2014, p. 103)

The methods for gathering data were connected to the research problem and included collective spoken dialogic-multilogic (Mann & Walsh, 2017) methods, individual written introspection reports (Guillemette, 2014) or journal accounts (Mann & Walsh, 2017), questionnaires about specific elements linked to reflective practice (RP) and the CAM, and summary reports on the topics discussed in the sessions (Guillemette, 2014). The CAM (Guillemette, 2014) was the main means of data collection, with the most important instrument being the PIP. As well as instruments used by Guillemette for this process, I added a 24-hour reflective journal that was sent by e-mail by the participants the day after they had presented their professional situation. I also used a questionnaire at the beginning of the study and one at the end after the last session. The instruments employed to systematically and methodically collect data from the participating teachers are explained below:

1. Confidential information about each participant on a form sent with the letter of invitation by e-mail before the actual information meeting. Interested teachers had to send the form back by e-mail to the researcher (See Appendix B). It contained basic information about the participants’ professional context and teaching experience. This information was used to establish the group of participants and obtain elementary information about each individual’s teaching context.

2. Initial information meeting questionnaire at said meeting (see Appendix J). The questionnaire took around 10 minutes to fill out. This information was used as a starting point to gather information on each participant’s understanding of RP, the CAM, professional issues and goals, and a significant or important moment that the participants considered valuable from the information session.

3. First presentation of the Professional Intervention Project (PIP #1) public and spoken (Appendix E) shared verbally by the participants during discussions in the CAM sessions (recorded, transcribed, and analysed for each participant by the researcher for subsequent analysis). Because the PIP is the instrument that is key in understanding the participant’s
reality in his/her context, this was the most important instrument for understanding the progression of the reflective process at the moment when seven of the participants presented their teaching situations, goals and action plans (PIP) during one of the sessions (Guillemette, 2017). The research question on the emerging reflection, could be answered with the PIP, as it allows for the development of reflection over time.

4. Participants’ introspection-integration public spoken multilogue shared publicly with the group at the end of the CAM process (introspection - integration: awareness level II). These were used to situate and follow the participants’ progress in their collective reflective process regarding their individual teaching practice throughout the research project. They were usually directly related to the situation and PIP that was presented in the session. The participants were invited to share any thoughts about the session that had just taken place and they were free to participate in the sharing.

5. Participants’ individual written introspection-integration reports from sessions 1-2-3-4-5 (Appendix D) filled out at the end of each session by each participant (introspection - integration: awareness level II), included what the participants took away, what they would have liked to work on, and what they could reinvest in their practice now and later. These were used to situate and follow the participants’ progress applying their reflective process to their teaching practice throughout the research project. They were usually directly related to the situation and PIP that was presented in the session.

6. 24-hour individual written reflection journal sent after presenting the PIP (by e-mail). The presenter of the PIP was asked to write this at home and send it to the researcher after each CAM session. It was hoped that the distance from the session in a private space in the participant’s environment would serve to deepen the reflective process within a few hours after presenting the PIP. This instrument was added after the first CAM session on the spur of the moment as an extra data collection tool. It had not been contemplated in advance.

7. Final presentation of the Professional Intervention Project (PIP) – public spoken (final presentation of the perceived impact of the CAM) (Appendix E) shared verbally by the participants during discussions in the last session (audio recorded, transcribed, and developed for each participant by the researcher for subsequent analysis). In the last CAM session, each participant had to present their reflection and the results, if any, of their
participation in the research study. Each teacher was given ten minutes to share their thoughts, experiences and the impact on practice from their collective reflective process.

8. Final participants’ individual written questionnaire at the end of the last session (Appendix K). This was an open-answer questionnaire given to each participant at the last research session. It was meant to provide an insight into the reflective process and the perceived impact of the participation on teachers’ lives. It included questions about the participants’ experiences during the study, their understanding and perception of the results of their participation on their teaching practice, and their reflective thoughts.

9. Individual written reflective journal sent to the researcher by e-mail after the last session asking them to reflect on their experience from being a part of this study. The reflection was free and not imposed to the participants. This was left as an optional activity if participating teachers wanted to send their overall reflection in writing after the research was over. Only one participant sent this reflective journal.

10. General summary reports (Appendix G) of the previous group session which were produced by the researcher in Word format after each session and later distributed for validation of the information by the small group members at the beginning of the following session. It was meant to remind the participants about the previous CAM session and adjust any of the ideas that might not have been complete. The summary reports did not seem to bring new information to the research process, which might be due to the lack of expertise of the researcher in summarizing the data for each session.

11. Researcher’s journal (Appendix F), accessible in digital Word format. This often took the form of notes in the researcher’s journal as well as instant or swift ideas during the analysis of each PIP during and shortly after each CAM session. Before each CAM session, the data from the previous session was carefully read, analysed, and played back on audio.

Except for the researcher’s journal which is in the form of handwritten notes and text, all the raw data gathered and collected using the above research instruments were audio-recorded, transcribed and digitalized in word processing format. The six CAM sessions, including the seven PIP that were presented during the data collection process and the final retrospective session, were fully transcribed. A total of 16 hours and 48 minutes (1h28+ 1h29+ 1h30+ 2h27+ 2h06+ 3h20+ 2h11+ 1h58) of verbatim recording was transcribed. Word processing text,
transcribed from all the handwritten introspection reports or spoken discourse, was the basic medium for qualitative data analysis in this research. Figure 11 below shows the different data collection instruments used in the research:

![Figure 11 Data Collection Instruments](image)

6. **Validity and Triangulation**
In this research, the CAM was closely applied and followed as per Guillemette (2014) and I was able to resolve doubts before and throughout the data collection process whenever needed. The most difficult part of the CAM was coming to understand when to include theory and what theory to include. This was clarified and resolved during the second PIP presentation.

With regard to validity, AR involves the inquirer in an interpersonal exchange with the participants. Swantz (2008) stated that the researcher “has to gain the confidence of the community with which she works. The centers of human existence can be reached only if there is a common trust that the encounter takes place for the benefit of the people involved” (p. 42). A common trust, mutual respect, non-judgemental, open relationship was clearly established between the researcher and all the study participants, as well as between all the participants. This was certainly present throughout the research. Herr and Anderson (2015) address the concept of outcome validity by saying that one way to test the validity of AR “is the extent to which actions
occur, which leads to a resolution of the problem that led to the study”. (p. 67). They also refer to this form of validity from Dewey’s notion of pragmatism. They add that action researchers must be competent both in research procedures and in “moving participants toward successful action outcomes” (p. 68). There is certainly evidence of that in this research.

To make sure that the results are scientifically rigorous, important criteria were employed in this research. These are of two different natures: scientific and ethical. Under the umbrella of the scientific, the researcher-investigator applied systemic coherence by clearly explaining and describing the research and the CAM process, and closely guiding the participants to facilitate the emergence of reflection during the CAM. In addition, liability and appropriation were present by eliciting what results say and do not say and clearly explaining the procedures used. As regards the ethical aspect, the researcher-investigator clearly demonstrated respect for values and democratic principles by demonstrating inclusion, respect, non-judgement, applying ethics rules, confidentiality, and quality of exchanges, as well as research feasibility by aiming to create a real change according to the participants’ context therefore bringing social pertinence and positive impact for the participants (Guillemette, 2014, p. 101-102).

In qualitative research, “validation has focused on assessing how well participants’ meanings have been captured and interpreted” (Ritchie et al., 2014, p. 358). To measure the participants’ meanings, the perceived impact of the emergence of reflection, the adjustment of practice, and of the professional development of the participants involved in the research, the findings from the data collection instruments were triangulated to establish validity using data from several sources (Creswell & Plano Clark, 2011. As Ritchie et al. (2014, p. 358) explain “triangulation assumes that the use of different sources of information will help both to confirm and to improve the clarity, or precision, of a research finding” (p. 211). Triangulation or “the inclusion of multiple perspectives, guards against viewing events in a simplistic or self-serving way” (Herr & Anderson, 2015, p. 68). The variety of instruments used for data collection process allowed to bring validity of the results from the data triangulation of the reflective accounts occurring during the accompaniment process through the CAM.

The data collection instruments employed in the CAM are represented below in Figure 12: (1) Professional Intervention Project (PIP); (2) written individual introspection reports; (3) spoken introspection; (4) a journal sent within 24 hours after the presentation of a PIP; (5) the
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second PIP presented by each participants on the day of the last session; (6) a questionnaire applied during the information meeting; (7) a questionnaire applied in the last session; (8) general summary reports; and (9) researcher’s journal.

Figure 12 Process of Triangulation

The various instruments allowed for data triangulation of the entire accompaniment process (Figure 12). These sources of information were produced and employed to secure the meaning of the information in order to answer the research questions. Then, it was possible to see repetition and confirmation of the evidence in different sources of data. The data instruments which offered the most comprehensive information during the analysis are showed in Figure 13.

Figure 13 Data Sources Used Most Thoroughly for Data Analysis
These instruments brought the most important information from the research participants in terms of the reflective process, the nature of reflection (question 1), the impact of the CAM on practice (question 2) and the role of interaction between participants on developing reflection (question 3). This in turn allowed for better understanding of the emergence of reflection (general question). We will now look at the coding and analysing procedures employed for this research.

7. Framework for Coding and Analysing Data

a) Sampling Procedure.
The choice of participants’ sampling for the data analysis process was decided according to the criteria presented in the notes below Table 7. It was defined that, due to the large quantity of data collected, four of the seven PIP from the nine participating teachers in the study would be sufficient to conduct the analysis to answer the research questions. The four research participants included in the data analysis and coding were Francis, Yael, Ariel and Noah. Table 7, which presents participants profiles, indicates that the evidence compiled for PIP-5 from Noah, PIP-4 from Ariel, PIP-2 from Yael, and PIP-1 from Francis present the most complete set of collected data to be analysed. One of the criteria for choosing these four PIPs was the consistency of attendance at the CAM sessions, which made it possible to see the effect of the CAM on teachers’ reflection and adjustment of practice and therefore assure more possibilities for responding to the main research question and the sub-questions. Below, I explain more fully why these four participants were chosen:

- Francis: I chose to present this PIP in the results because Francis carried out a complete AR in his/her teaching context and presented concrete and tangible results from the AR that was implemented in practice. Francis was also extroverted, unreserved and felt enthusiastic to find ways to improve his/her teaching practice. S/he was the youngest of all the participants and still a novice teacher.
- Yael: I chose to present this PIP in the results because Yael’s reflective thoughts were more philosophical and theoretical than some of the other participants during the CAM sessions. The kinds of interactions that s/he contributed to the group at times focused on critical theory about teaching practice. As a result of the research study, Yael said that s/he was more critical of theories and was feeling more genuine with students and able to
let students bring in more content to class. The perceived impact of the reflective practice was subtle but evident.

- Ariel: I chose to present this PIP in the results because Ariel felt that s/he could not complete the AR project s/he had set during the CAM session where s/he presented him/herself. Ariel was going through very difficult issues in the school where s/he taught during the time of the research. Nevertheless, Ariel accomplished and implemented most of the goals and objectives set in the action plan and went through many avenues to understand learning difficulties in her context. I wanted to present his/her PIP to show that teachers can still grow professionally without fully completing their AR.

- Noah: I chose to present this PIP in the results because Noah applied concrete actions for adjusting the way s/he was giving instructions in class. Noah also realized that there was an issue with rapport with one group of students which s/he improved in his/her context. Noah experienced strong emotions during the CAM sessions. The data collected from Noah provide critical information about the reflective process regarding feelings and emotions from an introverted person’s perspective.

In order to find valuable evidence to answer my research questions, twenty-four different documents were selected for coding and analysis (six instruments per participant). The twenty-four documents were used as part of the data analysis process. Due to a lack of space, the sheer quantity of information collected has not permitted me to present everything in this dissertation. Some of the documents were analysed somewhat more deeply than others. For instance, to produce answers to the general research question on the emergence of reflection, and to the research question on the role of the collective and interactions on the reflection process, the PIP from four participants were very beneficial. Also, from the data collected during the last session, when each participant verbally presented the results of their reflective process and AR, it was possible to answer the question.

The present research called for direct personal contact with the research participants during group sessions where participants shared information about the development of their teaching practice, used instruments and methods meant to collect qualitative data, and “employed a qualitative perspective of analysis to extract meaning from narrative discourse” (Paillé & Mucchielli, 2016, p. 13). Hence, data were analysed using a qualitative paradigm which includes
gathering, analysing and interpreting data from narrative information (Teddlie & Tashakkori, 2009, p. 6). It analyses narrative data using a variety of inductive and iterative techniques such as categorical and contextualizing or holistic strategies resulting in thematic analysis (Teddlie & Tashakkori, 2009, p. 6). We will now look at the coding process employed in the research.

b) Defining Codes.
The data gathered with the various research instruments was treated for coding and categorization. In the present research, data were in text and narrative form (transcripts, introspection reports, journals, etc.). The process of coding, categorization and thematization is created in terms of similarities (generic invariants) and differences (contrasts and specificities) found to make sense of the information gathered (Guillemette, 2014, p. 120; Paillé & Mucchielli, p. 25; Teddlie & Tashakkori, 2009, p. 253). This process allows the researcher-investigator to let the data speak about the process of RP in order to answer the research question and its objectives (Guillemette, 2014, p. 120; Paillé & Mucchielli, p. 25; Teddlie & Tashakkori, 2009, p. 253).

Saldaña (2016) defines a code as “most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 4). When one is working with qualitative data analysis, codes are assigned to allow for creating categories and themes to organise the data. He states that:

A code is a researcher-generated construct that symbolizes and thus attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, theory building, and other analytic processes. Just as a title represents and captures a book, film, or poem’s primary content and essence, so does a code represent and capture a datum’s primary content and essence. (Saldaña, 2016, p. 4)

This datum primary essence in my research related to creating codes which would show the reflective process in terms of the nature and types of reflection, the role of the interaction between participants, the emergence of reflective thoughts, and the perceived impact of the reflective process on the participants’ teaching practice.

Miles et al. (2014) introduce the concept of code in a similar manner, emphasizing the notion of codes as labels given to collected information: “Codes are labels that assign symbolic
meaning to the descriptive or inferential information compiled during a study” (p. 71). When coding text, the length of a text segment, section of the text, sentence(s) or portion of a sentence differs since “codes usually are attached to data “chunks” of varying size and can take the form of a straightforward, descriptive label or a more evocative and complex one” (Miles et al, 2014, p. 71). Coding is a complex process involving both distancing the self and getting involved with the data to bring meaning to reality. As per Miles et al. (2014), “coding is deep reflection about and, thus, deep analysis and interpretation of the data’s meanings” (p. 72). Similarly, Charmaz (2001) describes coding as the “critical link between data collection and their explanation of meaning” (cited in Saldaña, 2016, p. 4). Clearly, coding differs substantially according to the type of analysis, the purpose of the analytical process and the system used to carry out the coding procedure.

Consistent with Saldaña (2016), the coding process is equally part of the data analysis process. This concept of coding as a component of the data analysis process is unlike other research methodologists’ notion that coding is purely a technical process. I certainly found myself analysing the data as I was coding it. Saldaña (2016) divides the coding process into two separate cycles: the first cycle coding is for codes that are initially assigned to the data chunks; the second cycle coding happens when the researcher is working with the first cycle codes themselves.

The portion of data to be coded during first cycle coding processes can range in magnitude from a single word to a full paragraph to an entire page of text to a stream of moving images. In second cycle coding processes, the portions coded can be the exact same units, longer passages of text, analytic memos about the data, and even a reconfiguration of the codes themselves developed thus far. (Saldaña, 2016, p. 4)

For the coding process in this research, I kept adding cycles as long as I was able to go back to the data until reaching saturation point; that is, when I could not find any more categories to add to my codes. The coding procedure required many hours of organizing and understanding the data. In my research, I primarily worked from my research questions to start organising the information. I had collected. The explanation by Miles et al. (2014) of the use of codes to categorize units of data according to research questions or themes, illustrates my coding process:
Codes are primarily, but not exclusively, used to retrieve and categorize similar data chunks so the researcher can quickly find, pull out, and cluster the segments relating to a particular research question, hypothesis, construct, or theme. Clustering and the display of condensed chunks then set the stage for further analysis and drawing conclusions. (p. 72)

To facilitate the coding procedure with such a large quantity of data to analyse, I wanted to have all my data easily accessible which made me adopt a software solution. The MAXQDA application was chosen for its comprehensive analysis of the qualitative data gathered in my research. Due to the quantity of information gathered, MAXQDA allowed me to look at quantitative data as well as qualitative data. While coding the data, in order to answer the research question 1 on the nature of reflection, indicators were used to describe and measure the outcomes. Here, I give an example of indicators that guided the data analysis process to answer my first research question regarding the nature of reflection. The indicators were themes borrowed from:

- The reflection and learning loops for analysis and reflectivity that were presented in Figure 10 (reflection and learning loops by Guillemette & Simon, 2014).
- The reflective practice framework for TESOL professionals (Farrell, 2015b) which was presented in Table 5, contains five levels of reflection to code and analyse the data.

Table 10 shows which categories were used for segmenting the data into the nature of reflection for research question one.

<table>
<thead>
<tr>
<th>Codes for NATURE of TEACHERS’ REFLECTIONS within the CAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>REFLECTION &amp; LEARNING LOOPS (Guillemette &amp; Simon, 2014)</td>
</tr>
<tr>
<td>• 1st loop: ME and the situation situating: Self in relation to the problem</td>
</tr>
<tr>
<td>• 2nd Loop: ME and my resources: Internal &amp; external resources available</td>
</tr>
<tr>
<td>• 3rd Loop: ME and my teaching practice: Personal schema including beliefs &amp; moral values undermining actions in practice – intention - meta-posture</td>
</tr>
<tr>
<td>• 4th Loop: ME and my professional development: distancing self to attain learning to learn about practice on a deeper level</td>
</tr>
<tr>
<td>REFLECTIVE PRACTICE Framework for TESOL (Farrell, 2015b)</td>
</tr>
<tr>
<td>• Philosophy: Personal beliefs, values from childhood. Heritage, upbringing, ethnicity, religion, socioeconomic background.</td>
</tr>
<tr>
<td>• Principles: Ts’ underlying assumptions, professional beliefs, conceptions related to practice and behind classroom actions.</td>
</tr>
</tbody>
</table>
• Theory: Ts’ theory-in-building embedded into Ts’ practice: lesson planning, activities, techniques, methods, approaches, routines, critical incidents.

• Practice: In classroom. Ts’ practice, visible behaviors, sts’ reactions. R-in-A: consciously stand back; R-on-A: delayed reflection; R-for-A: anticipate.

• Beyond Practice: Sociocultural, affective, moral, political, emotional dimensions impact inside & outside. Critical reflection.

Table 10 Codes for Analysing Nature of Teachers’ Reflection within the CAM

Consequently, for the first research question, categories were pre-determined before the data analysis took place. These categories guided the coding process for analysing the nature of reflection. I will now explain the cross-data analysis process employed for my study.

c) Cross-Data Analysis and Profile Matrix.
For the purpose of my data analysis, the data was crossed for each participant and between the group members to answer my research questions. The aim in doing my data analysis was twofold: on one hand, categories emerged, on the other, I came to a better understanding of the phenomenon of RP and arrived at a valuation of the patterns, the trends, the relationships, and also, the contradictions contained in the evidence. After the coding process was completed, I cross-analysed the data to see the patterns and the interrelations between categories (the four PIPs) and themes that could provide answers to the research questions. I created categories and sub-themes for each of the responses from the four PIPs that were analysed which I associated for each research question. To do the cross-data analysis I had to look at the relations between the categories and within the subcategories. The data instruments that were most appropriate for addressing and producing answers to each research questions are indicated in the profile matrix in Table 11.

<table>
<thead>
<tr>
<th>Instruments selected to answer each research questions</th>
<th>QUESTION 1: What is the nature of teachers’ reflection in the early stages of the CAM?</th>
<th>QUESTION 2: What is the perceived impact of the CAM on adjustment of practice?</th>
<th>QUESTION 3: What are the participants’ interactions that support reflection?</th>
<th>GENERAL QUESTION How does reflection emerge in the CAM?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant 1 P7E - PIP1</td>
<td>PIP presentation PIP final session Introspection reports 24h Journal</td>
<td>PIP presentation PIP final session Introspection reports 24h Journal</td>
<td>PIP final session Final questionnaire Introspection reports 24h journal</td>
<td>ALL</td>
</tr>
<tr>
<td>Participant 2 P6I - PIP2</td>
<td>PIP presentation PIP final session Introspection reports 24h Journal</td>
<td>PIP presentation PIP final session Introspection reports 24h Journal</td>
<td>PIP final session Final questionnaire Introspection reports 24h journal</td>
<td>ALL</td>
</tr>
<tr>
<td>Participant 3 P5A - PIP3</td>
<td>PIP presentation PIP final session</td>
<td>PIP presentation PIP final session</td>
<td>PIP final session Final questionnaire</td>
<td>ALL</td>
</tr>
</tbody>
</table>

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This profile matrix demonstrates how the analysis was carried out to answer my research questions. To support the analysis, Kuckartz (2014) presents the idea of the profile matrix as being fundamental to qualitative text analysis which I used to compare the responses and reflexive processes of four out of the nine participating teachers. The author claims that “in most cases, a profile matrix includes topics (themes) as structuring elements in the columns, so it can also be referred to as a thematic matrix” (p. 66), as can be noted at the top of the matrix for each research question. The column to the left of the matrix lists the four participants whose data was selected for further analysis. I used the coded data to make sense of each of the research questions by selecting segments of text from the participants which corresponded to each category. Kuckartz (2014) clarifies that: “qualitative analysis does not aim to identify and summarize numerical values and test for statistical significance; rather, it aims to create a clear and comprehensible interpretation of the information that is included in such a profile matrix” (p. 66). Therefore, I worked with oral and written discourse to make sense of the information that was collected.

d) Procedures for Coding Scheme.
During the process for operationalizing the coding scheme\(^{21}\), when coding text segments from the data in the PIPs, 24-hour journals, written and spoken introspection reports, final group session, and final questionnaire, I followed certain steps. It was important to make sure the text segments were long enough to get the whole context where the data was from when rereading them. I also underlined, used bold text and highlighted with colours when reading my data. This was useful as it gave me extra information. I realised that it was better to have more rather than less coded segments because I could delete them when revising my coded data once I retrieved them. I was able to delete extra text later, which was easier than having to go back to my data and look for missing information. I joined some of my coded segments with other already-existing codes to

\(^{21}\) [https://study.sagepub.com/sites/default/files/MAXQDA_Silver%2BLewins2e_Ch9_Step-by-Step.pdf](https://study.sagepub.com/sites/default/files/MAXQDA_Silver%2BLewins2e_Ch9_Step-by-Step.pdf)
look for patterns in my data. In fact, I probably over coded with 8382 coded segments from the 24 documents analysed. I used a word search to retrieve 3402 key words (plus 810 question words for future analysis). Some of the codes that I created were repetitive, and also, some of my coded segments were repeated several times. The coding mostly occurred over four months starting with the first coding cycle using the codes based on my conceptual framework. Then, while I was revising the coding scheme, I went back and forth to the data until I could not see any new ways to code. Leaving time and space between the coding sessions allowed me to come back with a new and fresh perspectives. I followed the strategies offered by Kuckartz (2014) for the initial coding cycle as shown in Table 12.

| 1. I read the text entirely to get an overview |
| 2. I analysed the text with the focus on the research questions and looked for relations between categories and the research questions |
| 3. I highlighted, used bold text, and underlined the key words, phrases and concepts |
| 4. I marked and noted down important segments |
| 5. I identified segments that were difficult to understand and verified with original data |
| 6. I examined the formal aspects and structure of the text: length-broke it down in smaller chunks |
| 7. I identified the internal structure of the text: paragraphs, pauses, etc. in focus groups and broke it down |
| 8. I drew attention to the general progression of the text |

Table 12 Initial Coding Cycle

The richness of the data produced interesting elements when creating new categories. Therefore, a mix of categories was convenient when coding segments of text and analysing the evidence. With regard to deductive and inductive coding, Miles et al., (2014) explain that:

One method of creating codes is developing a provisional “start list” of codes prior to fieldwork—deductive coding. That list comes from the conceptual framework, list of research questions, hypotheses, problem areas, and/or key variables that the researcher brings to the study”. Still other codes emerge progressively during data collection—that is, inductive coding. These are better grounded empirically and are especially satisfying to the researcher who has uncovered an important local factor. (p. 81)

In this research project all the data was qualitative, which means that I looked at text of transcribed verbatim discourse as well as through written accounts completed by the nine participants taking part in the study. Based on Kuckartz (2014), I carried out the subsequent deductive-inductive process to code the data as per Table 13.
Some categories were based on theories: deductive coding (Farrell, 2015b & Guillemette & Simon, 2014)

Some categories were created based on the data: inductive coding (emerging themes) and analysis thematic based on objectives and research questions.

Some categories were a combination of methods to create categories: deductive and inductive, meaning that I deductively created broad categories and coded according to my research questions, and then I created sub-codes inductively.

I used this initial segmenting and memoing of the data for decoding: when reflecting about a specific segment to unscramble and figure out its essential meaning

I used this initial segmenting and memoing of the data for encoding (coding): when deciding on the best possible and most appropriate code, labeling the chosen segment

I got to a point of saturation with the existing categories

I compared similarities and differences of initial coding

I compared with existing theories (as presented in chapter 5)

I used comparison of the text segments to make decisions as to where to categorize the information.

Table 13 Deductive-Inductive Data Coding Process

In this research, four main categories were created to organize the data and to answer the four respective research questions. The main codes used for each of the research questions are presented in the blue rectangle in Table 14.

Table 14 MAXQDA Main Coding System

As mentioned, for the first research question deductive codes were imposed on the data analysis process. Henceforth, to answer the question on the nature of reflection, Farrell’s (2015) framework and Guillemette’s (2014) reflection loops were followed to identify data from the participants’ reflective process. During this part of the coding and data analysis, the process of identifying the different levels or loops brought some discontentment as it was not always evident
where to classify some of the text segments. It was during that process that I started creating more categories to add to Guillemette’s learning loops and reflection as I felt that specific areas of the reflective process were lacking. During the coding process, I created new codes for analysing the reflective process of my participants. In Table 15, we can see six learning loops instead of four. The last two loops at the bottom were added to the framework.

| 1 | Q1 | - FARRELL framework- NATURE- type- object of R_L1-2-3-4-5 | 0 |
| 1.1 | stage/lev 1-PERSONAL PHILOSOPHY- values-background- personal beliefs | 20 |
| 1.2 | stage/lev 2-PROFESSIONAL PRINCIPLES- prof. belief - assumption -conception | 39 |
| 1.3 | stage/lev 3-TEACHER'S THEORIES- official. unofficial- practice - Lesson planning | 60 |
| 1.4 | stage/lev 4-TEACHING PRACTICE Act. Research- Observable-Visible- Iceberg | 79 |
| 1.5 | stage/lev 5-BEYOND PRACTICE-OUTER affective socio. cult. polit. moral | 84 |

Table 15 Codes for Research Question One

In terms of answering research questions two and three, the coding was more deductive-inductive since the coding of text segments were not imposed according to any specific framework. The main category was imposed but not the subcategories, which developed during the coding and analysing process. For instance, in relation to question two on the perceived impact of the CAM on bringing adjustments to EFL teaching practices, the main category was perceived impact which was then divided into subsections as per Table 16.

| 4.6 | INITIAL GOALS- objectives at beginning of research | 61 |
| 4.7 | setting GOALS & PLAN of ACTION --- PRESENTERS | 94 |
| 4.8 | ACTION PLANS from ALL participants for each PIPs | 36 |
| 4.9 | ALL CODES for RESULTS and IMPACT on PRACTICE of REFLECTION CAM | 185 |
| 4.10 | EMERGENCE of reflection from having SET GOALS | 4 |
| 4.11 | EVIDENCE of ADJUSTMENT-changes in teaching practice in CLASS | 27 |
| 4.12 | RESULT-impact of CAM for RP & adjustment to develop | 73 |
| 4.13 | evidence of CAM on reflection & action plan | 25 |
| 4.14 | IMPACT-reflection of PIPs on participants-LIGHTBULB-insights | 24 |
4.15 Impact of CAM on reflection and adjustment of practice 24
4.16 evidence of CAM for REFLECTION to EMERGE & adjustment take place 51
4.17 END EVALUATION of results-ACTION RESEARCH plans & goals 28
4.18 FINAL + FUTURE GOALS & wishes at END of research 24

<table>
<thead>
<tr>
<th>Table 16 Codes for Research Question Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 ALL CODES Q2? - COLLECTIVE INTERACTION INTEGRATION</td>
</tr>
<tr>
<td>3.2 evidence of CAM on personal reflection spoken-written</td>
</tr>
<tr>
<td>3.3 INTERCONNECTNESS - I'M NOT ALONE- relating to peers</td>
</tr>
<tr>
<td>3.4 feeling CONNECTEDNESS-RELATED with others</td>
</tr>
<tr>
<td>3.5 IMPACT of participant's situations on others</td>
</tr>
<tr>
<td>3.6 working and reflecting in COLLABORATION with others</td>
</tr>
<tr>
<td>3.7 COLLECTIVE influence - PEER repercussion</td>
</tr>
<tr>
<td>3.8 reflection from PEER COMMENTS</td>
</tr>
<tr>
<td>3.9 impact of collective process on reflection</td>
</tr>
<tr>
<td>3.10 fiche introspection SPECIFIC INTERACTIONS THAT BEST GUIDED ME TODAY</td>
</tr>
<tr>
<td>3.11 Impact of interaction and questioning on reflection</td>
</tr>
<tr>
<td>3.12 role of MULTILOGUE for SHARING with others</td>
</tr>
<tr>
<td>3.13 role of SPOKEN multilogue-SELF/AUTO listening-own VOICE</td>
</tr>
<tr>
<td>3.14 speaking in PUBLIC &amp; English fluency</td>
</tr>
<tr>
<td>3.15 AWARENESS of own context compared to others</td>
</tr>
<tr>
<td>3.16 ALTRUISM genuine wish to DO GOOD for others-RECIROCITY</td>
</tr>
<tr>
<td>3.17 group HETEROGENEITY-differences &amp; HOMOGENEITY-similarities</td>
</tr>
</tbody>
</table>

To illustrate the coding system, Table 18 illustrates an example for research question three on participants’ interactions that support self-reflection within the CAM is offered for code # 3.3 interconnectedness, which was defined as being connected with other people. The example was retrieved from the software and presents the benefits this participant found in viewing the experience of other colleagues as experiences s/he could relate to as well, realizing that there was interconnectedness among the participants.
3.3 INTERCONNECTNESS - I'M NOT ALONE- relating to peers

It was also beneficial to view into the experiences of my colleagues as they were all experiences that we could all relate to. Whether it was something similar we had lived, or whether it was something that may come up along our teaching practice, all the shared experiences were important to be aware of and consider for our future teaching practice.

Table 18 Interconnectedness - I’m not alone

For the same research question, Table 19 shows an example for code # 3.11: impact of interaction and questioning on reflection. For this code, the chosen segments related to how the interaction and questions asked from other participants and from the facilitator brought support to help a colleague see his/her situation in a different way, with a different outlook. An example is seen in Figure 19 when Francis shared that s/he used to be a lonely person when it came to sharing issues about his/her practice. Francis reported that via the CAM, s/he found a new way of reflecting in a collaborative way.
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Table 19 Impact of Interaction and Questioning on Reflection

<table>
<thead>
<tr>
<th>Document group</th>
<th>Document name</th>
<th>Begin</th>
<th>End</th>
<th>Preview</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFP - P4I (real PFP)</td>
<td>PFP-P4I 24h reflection written report</td>
<td>6</td>
<td>6</td>
<td>The question that I found very helpful was the one that P3 said.</td>
</tr>
<tr>
<td>PFP - P3I (real PFP)</td>
<td>PFP-P3I INTROSPECTION written report-all</td>
<td>15</td>
<td>15</td>
<td>Some questions I have now: P1. Are there trainings on this?</td>
</tr>
<tr>
<td>PFP - P3I (real PFP)</td>
<td>PFP-P3I INTROSPECTION written report-all</td>
<td>30</td>
<td>30</td>
<td>The specific interactions (listening, questions, feedback).</td>
</tr>
<tr>
<td>PFP - P3I (real PFP)</td>
<td>PFP-P3I 24h reflection written report</td>
<td>1</td>
<td>8</td>
<td>Reflective diary P1 - P4I September 3rd, 2017. Preparing my P1</td>
</tr>
<tr>
<td>PFP - P3I (real PFP)</td>
<td>PFP-P3I 24h reflection written report</td>
<td>9</td>
<td>12</td>
<td>Leaving the session with the feeling I have clear objectives in.</td>
</tr>
<tr>
<td>PFP - P3I (real PFP)</td>
<td>PFP-P3I FINAL QUESTIONNAIRE written</td>
<td>26</td>
<td>28</td>
<td>9. How did the group, and the individuals in the group, influence.</td>
</tr>
<tr>
<td>PFP - P3I (real PFP)</td>
<td>PFP-P3I FINAL QUESTIONNAIRE written</td>
<td>27</td>
<td>29</td>
<td>9. How did the group, and the individuals in the group, influence.</td>
</tr>
<tr>
<td>PFP - P3I (real PFP)</td>
<td>PFP-P3I FINAL QUESTIONNAIRE written</td>
<td>26</td>
<td>28</td>
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<td>27</td>
<td>29</td>
<td>9. How did the group, and the individuals in the group, influence.</td>
</tr>
<tr>
<td>PFP - P3I (real PFP)</td>
<td>PFP-P3I FINAL QUESTIONNAIRE written</td>
<td>17</td>
<td>19</td>
<td>6. IF ANY, what has been the impact of this collective reflective.</td>
</tr>
<tr>
<td>PFP - P3I (real PFP)</td>
<td>PFP-P3I FINAL QUESTIONNAIRE written</td>
<td>11</td>
<td>13</td>
<td>4. WHAT TYPES OF INTERACTIONS WERE MOST USEFUL TO SUPPORT YO.</td>
</tr>
<tr>
<td>PFP - P3I (real PFP)</td>
<td>PFP-P3I FINAL SESSION TRANSCRIPT ver...</td>
<td>10</td>
<td>10</td>
<td>I tended to be a very lonely person in the sense of reflecting.</td>
</tr>
</tbody>
</table>

Table 19 Impact of Interaction and Questioning on Reflection

The codes produced while the data analysis took place, gradually lead me to my results over the course of time which took place for several months in a rigorous process after an estimated 500 hours spending time becoming familiarized with the data. However, I had a light-bulb moment\(^ {22} \) (Mann & Walsh, 2017) one night as I was coding, after about 3 months of working on my analysis, where suddenly I started writing and developing nearly all the claims and principles that I will present later in chapter 5. Several emerging themes based on the data were created during the coding process which have no direct relations with the research questions for this project. These data have been kept for further analysis and interpretation.

To illustrate the coding documents, Figure 14 shows an image of the MAXQDA program and how the 24 documents (six data collection documents for four of the nine participants) have been organized. This is shown within the blue oval on the left of Figure 14.

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\(^ {22} \) “emergent realizations of extended periods of reflection, or sudden ‘I’ve got it’ moments which occur as the result of a stimulus” (Mann & Walsh, 2017, p. 79).
Figure 14 MAXQDA Coded Data

Now that I have presented the data coding and analysis process, I will consider the ethical matters related to my research and explain how carefully this issue was dealt with in this study.

8. Ethical Considerations: Privacy, Confidentiality and Double Role

Ethics are of utmost importance in AR, as its very nature directly impacts the lives of the research participants. “Participatory action is recursive or dialectical and is focused on bringing about change in practices. Thus, in participatory action research studies, inquirers advance an action agenda for change” (Creswell & Poth, 2018, p. 25). Stringer (2014) asserts that:

More interactive processes that engage the research facilitator and other participants in carefully articulated processes of inquiry replace the detached, impersonal procedures associated with traditional research. The sociable nature of the research processes should not, however, mask the necessity for ensuring that rigorous and ethical procedures provide the basis for illuminating and effective investigations. (Stringer, 2014, p. 96)
In the present research, there were at least three levels of ethical concerns. First, I had to apply for ethics approval at my university before I started my data collection. That process alone took several months. After receiving official permission, I was able to start the recruitment process to find participants. The participants had to be given the possibility of withdrawing their consent at any part of the data collection process or afterward. Given the value or benefits of the research, there were minimal risks involved for the participants in taking part in the research. There were no specific concerns regarding the population of participants who were freely participating in this research. Besides investment of time, the only other potential risk was privacy, given that the data was collected during collective accompaniment group sessions (Appendix C: Consent Letter and Form).

The second aspect regarding ethics in my AR is as a researcher-investigator protecting the identity of the participants. Given the fact that analysing professional teaching practices in a collective manner, I had to clearly explain the goal of the research and the importance of protecting the privacy, anonymity and confidentiality of each participant taking part in the study. This was stressed right from the start of the investigation, and subsequently, at each session.

The third aspect relates to the privacy of the participants as part of a collective group participating in a reflective analysis of their professional practice. This is the most difficult aspect of the CAM as the researcher-investigator does not have control over the actions of the participants once they leave the meeting place. In order to protect their identities and their privacy, I insisted at each session, on the priority of keeping the information shared during the sessions as completely confidential. I felt I was repetitive at times, but I wanted to instil the idea that everyone was sharing aspects of their practice that were not to be divulged to outside people in any way or form. I asked the participants to agree in a consent form (see Appendix C) that they would not mention or share any of the content that was presented during our sessions. I insisted on the fact that the level of sharing and reflection that took place was directly linked to the level of trust and confidentiality that they all had in each other.

For that reason, the issues of confidentiality and privacy were re-explained and reiterated at the start and at the end of each CAM session. They were given the option to finalize their involvement at any point in the research project. The participants were regularly reminded about the importance of keeping all information shared during the meetings confidential by
emphasizing and stating the importance of respect for others’ privacy, in order to allow for deeper sharing and analysis of their professional situations. Participants were often reminded to keep the information shared strictly confidential and not to continue any conversation that had taken place in the group session outside of the group meetings. The same type of procedures was established with turn taking and questioning colleagues during our discussions within the sessions. At first, it was a bit difficult to follow certain rules, but it became habitual after a few sessions.

The confidentiality of the data and protection of the participants’ anonymity has been assured both throughout the data collection process and afterward. To report on the results or to refer to the evidence at any point of the research process, the participants’ names have been changed to unisex names to avoid revealing gender to protect their identity. Additionally, the use of s/he, his/her and him/her is used throughout for the same reason.

There was no specific conflict of interest with the researcher-investigator regarding the population of participants, as they were fully consenting professional adults freely participating in this research for their own personal professional development. Some of the teacher-participants were former students of the researcher-investigator who had graduated from the BA in teaching of English to speakers of other languages (TESOL) program at a public university in Central Mexico. The research was conducted with all possible care in regard to ethical issues.

Sieber makes these helpful distinctions between three terms, which often are confused or used interchangeably in research practice (Sieber, 1992, cited in Miles et al, 2014, p. 62-63):

- Privacy: control over others’ access to oneself and associated information or preservation of boundaries against giving protected information or receiving unwanted information.
- Confidentiality: agreements with a person or organization about what will be done (and may not be done) with their data—may include legal constraints.
- Anonymity: lack of identifiers, information that would indicate which individuals or organizations provided which data.

As Sieber (1992) notes, issues related to privacy are “often subtle and misunderstood by the researcher, surfacing only when there are unexpected reluctances, an outpouring of information beyond what the person meant to say, or a confidence overheard by others. Privacy is, in part, about secrecy” (Sieber, 1992, cited in Miles et al, 2014, p. 63). This is definitely the most
important and difficult ethical issue to control for the investigator and the participants in AR. If and when these types of situations occur, much care needs to be taken to protect the participants and to make sure the members of the group can break away without anyone feeling vulnerable. Evidently, in AR on reflective practice there will be times when a participant might feel emotions rising something natural when engaging in reflective practice in which one is opening the self and taking a meta-posture to access and understand professional issues on a deeper level.

There is also another important ethical aspect that needs attention: where formal research with this model is involved, Guillemette (2014) explained that the accompaniment provider-facilitator takes on the double role (double hat) of accompaniment provider-facilitator and researcher-investigator since in this case the researcher-investigator is also the one collecting data during the accompanying process. The two roles involve taking a different stance regarding the guiding process and later the information shared by the participants. The accompaniment provider-facilitator must remain vigilant in order to detect clues and critical moments in the reflective process in order to guide the participants in their professional development. The researcher-investigator, on the other hand, must keep the criteria of rigor, collect, transcribe, and analyse the data with a critical outlook and the objectivation of the data to find patterns and discernments while keeping an objective view of the situations. Guillemette (2014) argues that there is necessarily a relationship of intersubjectivity between the researcher-investigator and the accompaniment provider-facilitator, and that this synergy must be recognized. She states that there cannot be real collective accompaniment or research without these relations (subjectivation) or intentions (objectivation).
Figure 15 Double Role of the Researcher in the CAM (Guillemette, 2014, p. 109)

Figure 15 presents the double role adopted by the accompaniment provider-facilitator (personne accompagnatrice-formatrice) and by the researcher-investigator (personne accompagnatrice-chercheure) when conducting research with the CAM (Guillemette, 2014). It illustrates the functions of the accompaniment provider-facilitator regarding collective professional development and of the researcher-investigator in relation to the subjectivation of the relational dynamic and the objectivation of the rational dynamic. The double role shows the separation between relationships and intention, along with collective accompaniment and research inquiry. It demonstrates the remarkable complexity of the distinctive roles carried out by the accompaniment provider-facilitator and the researcher-investigator.

9. Conclusion for Chapter Three
The methodology for my research was explained in this chapter. My epistemological foundation from a socio-constructivist positioning for working with action research was presented by emphasizing the place of the participants as co-researchers and the double role of the accompaniment provider-facilitator and the researcher-investigator. The research design using the collective accompaniment model was presented as well as the EFL teachers who participated in the study and how they were selected. The various instruments that were employed to collect data
for looking at the reflective process was shared. Then, I discussed the concepts of validity and triangulation of the data, and the analytical framework that was used to decipher the evidence. Lastly, I emphasized the importance of ethical concerns related with my research. In the next chapter, I will present the findings of my research study.
Chapter 4: Findings from A Participant’s Professional Intervention Project

1. Introduction
This chapter presents the findings for my research study: I look into data concerning research question 1 and I present the PIP from Francis for the realisation and professional intervention project comprising three axes: 1) question and observe during the description of the situation, 2) analyse and reflect for deeper understanding of the situation, 3) plan of action to respond to the situation. After phase two of the CAM, I present data from phase three, introspection and integration, of the CAM which was first shared verbally and collectively, and then individually and in writing at the end of each CAM session. Then, I include results from the 24-hour report shared by e-mail by each presenter the day after each of their project presentation. Following this, I analyse the collective information presented verbally for ten minutes per participant during the last research session where seven of the participants explained their perceived impact of the CAM on teaching practice. Following, I include some results from the final questionnaire administered during the last research session. In addition, this chapter includes some tables to summarize, illustrate and compare some data shared by the participants. However, I will be reminding the reader of some key issues highlighted in the literature review.

As was discussed in chapter two, for Akbari (2007), reflective practice is a process meant to enhance students’ learning and effective teaching. Others suggest that students may fake reflective accounts if forced to reflect, producing what professors hope to see or hear to get good marks (Hobbs, 2007; Mann & Walsh, 2013, 2015, 2017). Mann and Walsh (2013) complain that reflective practice “has achieved a status of orthodoxy without a corresponding data-led description of its value, processes, and impact” (2013, p. 296). Other criticisms include reflection as recipe following, reflection without learning, over-intellectualizing reflection and uncritical acceptance of learners’ experiences (Akbari, 2007; Allwright & Hanks (2009); Mann & Walsh, 2013; Munby & Russell, 1990; Rodger, 2002). For these specific reasons mentioned by critics, in chapter four, I focus on data-led description quoting direct verbatim accounts, therefore giving a
voice to the research participants displaying the reflective process taking place during the collective accompaniment.

The argument most often posed by scholars in the field is that reflective practice is open to interpretation, does not show enough concrete results, and puts too much emphasis on retrospective accounts instead of the prospective and creative aspects (reflection-for-action). Thus, I endeavour to present data-led evidence of the collected reflective accounts in a systematic process showing the results of reflection on teaching practice during the process of the Collective Accompaniment Model (CAM) developed by Guillemette (2014). This model focuses on Reflection On-In-For Action, placing a strong emphasis on reflection-for-action through action research by involving participants as researchers in their contexts.

Another point, imperative to this research, refers to what Lafortune et al. (2009c) denote as the socio-constructivist perspective of collective accompaniment. They suggest that participants “structure their knowledge about the change and develop accompaniment skills through their interactions with the accompaniment provider and their peers” (p. 93). In this approach to reflective practice, the collective co-construction of the reflective process between members of a community of EFL practitioners is fundamental to the development of the individual reflection. One cannot be disconnected from the other. The focus of my research was on the reflective process and the reflection as a construct I was not directly looking at individual cases but rather at PIPs that were built between the group members for individual teachers.

For the data analysis, the four participants’ data corresponding to the information meeting report, PIP session, spoken integration and introspection, written introspection reports, 24-hour reflective journal, final session, and final questionnaire were selected for in-depth analysis because those four participants were fully engaged in the research from the start to the end of the investigation, attending at least six of the seven sessions during the research study, and who represented a diversity of experiences through the CAM process. The reflective process that these four PIPs demonstrate contained complete and thorough information in terms of reflection and the perceived impact of the CAM on adjustment of practice. These four participating teachers were: Francis (who presented the first PIP in session 1), Yael (who presented the second PIP in session 2), Ariel (who presented the fourth PIP in session 3) and Noah (who presented the fifth PIP in session 3). These four projects were presented in the first three CAM sessions. Each PIP
took between one and a half to two and a half hours to expound, therefore, only one or two participants presented at every session.

In this chapter, from the seven PIPs developed, Francis’s PIP is presented in great detail, exemplifying the CAM and showing results for all the research questions. For further results, the reader is invited to go to Appendix O, where Francis’s data is colour coded for each of the four research questions showing the progression of the reflective process. The other three PIPs that were analysed from Yael, Ariel and Noah are included in Appendices L, M, N to give the reader a comprehensive idea of the distinct reflective processes and outputs. Since we worked in collaboration with others, all the participating teachers have an important role to play in the development of each others’ PIP, as they asked questions and interacted with the presenter. To address my research questions, I used all available data and present findings by giving examples from all of the participants’ oral interactions and written discourse collected during the research study. To analyse the nature and the type of reflection (question one), I used two separate frameworks by combining both Guillemette’s (2014) learning and reflection loops, and Farrell’s (2015b) framework for TESOL professionals. I retrieved data from the final CAM sessions and the final questionnaire to look at the perceived impact of the CAM on reflection and adjustment of teaching practice. Finally, I examined the contributions of the collective interaction between participants in supporting self-reflection within the CAM.

The general research question guiding this current study was:

- How does reflection emerge by using collective accompaniment with EFL teachers who have completed or nearly completed a BA in Teaching English to Speakers of Other Languages (TESOL) in Mexico?

The specific sub-questions for this research project to investigate the role of collaborative Reflective Practice (RP) through the Collective Accompaniment Model (CAM) were:

1. What is the nature of teachers’ reflection in the early stages of the CAM?
2. What is the perceived impact of the CAM on bringing adjustments to EFL teaching practices?
3. What is the role of the participants’ interactions in supporting self-reflection with the CAM?
The answers to all the research questions have been placed at the beginning of chapter 5. The single case of Francis offered at this point in chapter 4 is organised according to the evidence collected to cover each of the research questions mentioned above. All the data collected during this research process contributed to the results and claims presented in chapter 4 and 5. With an extraordinary amount of data to read, classify, analyse, interpret and resolve, each single participant’s case had to be individually studied for its classification and interpretation. Consequently, I have decided to present the information collected from Francis in chronological order and, at the same time, specify which research questions the data is tackling specifically so as to start with a first level of analysis that leads to my results. This connection between this case and the results of this study becomes evident as the reader follows the progression of reflection in the CAM process. However, before presenting Francis’s PIP-1 as an example of the reflective process happening throughout the CAM, I would like to remind the reader about the process that was carried out to obtain the data which made it possible to later analyse the nature of reflection in my research.

2. **Analysing the Nature of Reflection (Research Question #1)**

The first question I aim to answer through my research is: What is the nature of teachers’ reflection in the early stages of the CAM? For this research question, the attention is on the nature, the kind, or the type of reflection evoked by participating teachers using the CAM. The two frameworks used for analysing this question are presented here in detail. For the presentation of the findings, I am including the PIP from participant Francis, which allows us to follow the events during the complete procedure occurring in the CAM full analysis of the PIP in terms of the analysis of the reflective process using two different frameworks, plus the AR process that took place.

The CAM used to collect the data and to conduct the collective reflective practice and process is a very strict and organised way of conducting the process of collective reflection, as explained in chapter two and shown in Figure 8. To analyse the reflective process or nature of reflection, I used a combination of Farrell’s (2015b) framework for reflection (Table 5) and Guillemette’s (2014) reflection and learning loops (Figure 10). These frameworks are different from the CAM procedures and solely serve to analyse the nature of the reflective process. The
complexity of the analysis is shown through Francis’s PIP in the order that data was collected during the study.

The action research aspect of this investigation also brings complexity for the presentation of the results as the AR needs to show a process developing over time. Therefore, the presentation of the results also implies demonstrating a process of change through collective reflective practice which evolves and develops slowly throughout the process of the research. The collective aspect of the CAM in encouraging reflection occurs through interactions between all the participating teachers. The participants’ interventions are included in presenting the results from Francis to show the interrelations between people and the reflective process. Each PIP is for one individual but is constructed from everyone’s intervention in the process. Verbatim transcripts from all the participants are used throughout this chapter to present my research findings for the development of one project. Verbatim transcripts give participants their voice and need to be more evident in research on reflective practice to show data-led accounts (Mann & Walsh, 2017) of reflective practice. As explained in chapter three (Figure 11) during the research study the data instruments from all the participants followed these steps:

- the first questionnaire from the initial information meeting
- phase one (preparation and setting the context) of the CAM at the start of each CAM session, phase in which no data was collected
- the PIPs presented during phase two (realization) of the CAM comprising axis 1 (question and observe), axis 2 (analyse and reflect), axis 3 (plan of action). Axis 4: experiment, implement and adjust between sessions, is not registered until later.
- the collective verbal introspection report shared orally in phase three (introspection and integration) of the CAM after the presentation of each PIP
- the individual written introspection reports during phase three of the CAM (introspection and integration) is shared by all the participants in written form after the presentation of each PIP at the end of each session

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23 Verbatim transcripts are a word-for-word report of speech using the exact same words spoken by the research participants.
• the 24-hour report sent by e-mail by each PIP presenter, for each PIP presented

• the final CAM session conducted during the last research session in December 2017 where each participant collectively shared the perceived impact of the research study on their teaching practice

• the final questionnaire answered at the end of the last CAM session

It is important to remember that the procedures used in the CAM serve to collect data, facilitate the emergence of reflection, and guide the reflective process and the implementation of the AR. The start of each CAM meeting include phase one (preparation and set the context) of the CAM to welcome participants, revisit ethics rules, and disconnect from external issues in order to be fully present during the sharing session. Often, an activity such as “What’s new?” helped to reconnect people after not seeing each other for a month. No data was collected during phase one of the CAM.

3. PIP-1 by Francis: Speaking and Oral Presentation Skills

Francis’s reflective process is presented in great detail using precise verbatim transcript excerpts that demonstrate the intricacy of the research inquiry involving the CAM, the nature of the reflective process, and the AR. Francis was the first participant to present his/her PIP-1 to the group (see summary of data from Francis in Appendix O). It related to improving students’ oral presentations and speaking skills and for them to feel more confident when presenting in English in class. There were eight participants attending plus myself as the CAM accompaniment provider-facilitator (me, the researcher, marked as PH in the text). For the purposes of brevity, below, I have removed some of the verbatim text and inserted square brackets […] to indicate to the reader that information from the data has been edited. See Appendix O for a more complete account of the data collected from Francis.

Francis who presented PIP-1, was a 22-year old novice teacher who had been teaching English for about four years, since s/he was eighteen. This participant, Francis, was in the last year of the B.A TESOL/LEI program, and hence was currently taking classes, one of which was a course on “Reflection on Teaching Practice”. This participant started the research study and presented his/her PIP with a set plan of action before starting the LEI course. S/he focused on the
problematic and *puzzling* situation or troubling circumstances (Allwright, 2003; Mann and Walsh, 2017; Munby and Russell, 1990; Schön, 1983) for his/her AR from taking part in the research study. Francis taught in a community center located in a large city about 60 km from the research site, where s/he had been teaching for three years. Francis’s teaching context was with adult and teenagers’ in a continuing education program offered in the evenings. As well as English, there were other types of community classes offered at this center. English classes were taught at night and were open to the general public. Classes were imparted twice a week for two hours each time. The school had five ESL teachers and Francis taught three groups of students, with a total of 43 students. The age of the students varied between children of 13 years old, teenagers, young adults, and adults.

The evaluation system in the EFL program was based on a pass or fail grade to move up to the next level of English. There was no specific grade level assigned but students were placed in classes according to their English language level. The level of English diverged between beginners and upper intermediate. In terms of resources, the participating teacher provided his/her own material for the classes except for a textbook that the students had to buy for the class. There was no special equipment such as a CD player or other sound reproduction devices in the classroom. Francis had to share a classroom with other teachers in the building where community classes were offered. Five students had special needs due to learning differences such as hearing and walking impairment and required special attention from the teacher. Francis was a former English student at this community center and had a close relationship with the English coordinator. Francis had a good rapport with his/her English coordinator, who was supportive even though there were frictions at times.

a) Francis’s PIP-1: phase two of CAM (realisation) axis 1) question and observe; 2) analyse and reflect; 3) plan of action.

Francis’s challenging issue was to help students feel more confident when doing oral presentations and when speaking in English in general. Francis chose to work on developing speaking and oral presentation skills in a class with intermediate learners. Francis’s frustration lay in students’ feelings of incompetence at the moment of speaking English. In addition, the participating teacher and students were feeling unsatisfied with the students’ results in their final oral exams. The participating teacher was very sympathetic towards the difficulties students were
facing and expressed a desire to help them improve their oral skills in English. Francis started by presenting his/her teaching situation to the group in the realization phase of the CAM. Everyone listened without interrupting. People could take notes while Francis was presenting. The students were self-conscious about speaking English and expressing themselves in English. A year ago, a new level was created with students who came from different levels. Hence, the participating teacher was concerned about bringing students from the upper intermediate class to a higher level. S/he was hoping to help students feel more comfortable in their productive skills.

FRANCIS: I have taught the children’s group and the upper-intermediate (new level) before and they have been my students for one year already. So, I’m going to have them again next semester, so they are not new students for me. [...] So now that I’m going to, that I already think they have more or less the same level, I would like them to go to the next level, no? I would like them to, as I said, to feel much more comfortable with their productive skills. I know they are sooo self-conscious. (8:50 min) I have students from 13 years to 65 years, so it’s very challenging and also some of the students have special needs, so I have right now one student who he is, who has some visual impairment.

- PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017 Position: 7 – 9

Francisˊs contributions illustrated Guillemette’s loop 1: me and my situation of the reflection and learning process in describing his/her teaching context. The participating teacher was positioning him/herself in the situation that was puzzling him/her in teaching practice. First, Francis described the local context and his/her teaching situation as well as expressing concerns for his/her students’ productive skills and looking for ways to help them improve their productive skills in English.

Further into the description of the situation, Francis described the resources, equipment and materials available in his/her context. The students had English books to work with in class, but Francis commented that there was no access to other resources unless s/he paid for it. In the quotation below, the participating teacher was examining the resources available in the school which relates to loop 2: me and my resources. This segment represents Farrell’s level 4: classroom practice in terms of observable elements that may visibly affect teaching practice where the participating teacher was explaining what s/he did in the classroom regarding having
access to and producing teaching materials.

FRANCIS: We don’t have enough resources as I said. We don’t have CD players for us. [...] we don’t have any resources. Everything it’s, like all the material that I bring, it’s because I give my money to create and design those materials. (15:41) [...] So, I always move to this side: “Ok, so does this activity work for all of my students?” yes, OK, now “Do I have money to make that activity like in real life?” Because it looks amazing in internet but then I don’t think I’m going to have the time, neither time or ... I’m not going to be able to afford it.

• PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017  Position: 19 - 20

In the next extract, Francis continued explaining his/her context, s/he was hoping to give students more opportunities to develop their skills and to make the class more interesting since the students have worked with him/her before. There was certainly apprehension about getting stuck in habits and routines. The participating teacher was showing reflection within loop 1: me and my situation but was showing a tendency towards loop 3: me and my teaching practice looking at personal schemata, including intentions, beliefs & moral values which were undermining actions in practice. This extract also demonstrates Farrell’s stage 4: classroom teaching and planning as well as stage 2: professional principles, beliefs and assumptions.

FRANCIS: You know so there are many things that I need to take into consideration when I want to do something different cause that’s what I was explaining to Noah, I know that we as teachers we tend to get into routines and into habits and I don’t want to do that with my students. They have already seen me for one year, and they know more or less my teaching style, but I want to make changes, to make it more attractive. I really love English and I know that I can make something so that they can, I don’t know...

• PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017  Position: 20 – 21

This aim of wanting students to feel motivated and curious was clearly reiterated later by Francis:

FRANCIS:(39:56) Yes, because they already know my teaching style, the activities that I use with them yeah, I would like that they still feel curiosity about learning. That’s it.
The participating teacher wanted to be creative and at the same time s/he expressed the need to complete the curricula which represented the reality of the situation this teacher was dealing with (*loop 1: me and my situation*). This next excerpt provided useful information regarding *level 2 of Farrell: professional principles* showing that s/he was taking responsibility for completing the curricula within the framework of the existing situation. For this reason, Francis said the following about being aware that the curriculum needed to be covered:

**FRANCIS:** and I need to complete also the curricula, so... (17:14)

During axis 2: analyse and reflect of the CAM, Ariel asked Francis if s/he felt pushed by his/her coordinator to change his/her teaching practice. Francis stated that the coordinator was not trying to change his/her teaching style but was pushing him/her to be more creative, which according to Francis was easier said than done in his/her context. This extract shows *loop 1: me and my situation*, since the participating teacher might have felt pressure from the coordinator, but also *level 3: me and my teaching practice*, as there was some agreement with what was proposed. *Level 2: professional principles* was also present when the participating teacher talked about the difficulty of doing this in his/her context.

**ARIEL:** Isn't that what you said? Hmm, humm, (hesitating) Do you think the fact of your coordinator has, or is pushing you to, hmm, go out from that square, is that is making you to want to change your own style? (41:29)

**FRANCIS:** Not to change my own style, but to hmm probably to be more creative. Like that part that s/he pointed out to me, like ok try to make new things or something like that, is something that has made me to want to ahh like discuss this topic. Like make my class more dynamic or... However, I think that it is easier said than done, especially if you have students with so different needs and also language needs.
Several other issues were mentioned by the participant regarding the teaching situation. The next excerpt comes after Francis had been describing and analysing his/her situation (about 45 minutes). Francis’s ideas needed to be channeled through a funnelling process to expose his/her objectives for developing his/her AR. Then, I asked Francis what s/he wanted the group to help him/her focus on. The setting up of the AR objectives took some time to develop in Francis’s PIP. Below, I present pieces of the transcript to show the evolution of the reflection process in setting goals and priorities. Francis wanted his/her students to be more spontaneous and to feel less nervous when speaking. Several elements of the CAM procedure for phase 2 (realization), axis 1 (question and observe - precise the intention of the analysis) are presented below to show the progression of the action plan as it developed. The nature of the reflective process tends towards loop 2: me and my internal resources and loop 3: me and my teaching practice indicating that the professional is better able to situate him/herself to consider possible actions without necessarily challenging real intentions. It also depicts reflection level 3: official and unofficial theories such as general approaches and planning from Farrell’s framework.

**PH:** (44:23) I have a question So, what would you like to reflect on and what would you like us to help you reflect on? What area are you, you’ve talked about many things they are all very important, so, which area specifically would you like to focus on to work on your teaching?

**FRANCIS:** errr, I would like my students to have the opportunity to produce more. That’s what I’m much more concerned on. ... I know they have deep potential because I have seen them write. [...] But when it comes the time when they need to speak just like you know, hmm... how do you say that? like without preparation, when they just ask a question [...] yeah, like spontaneous conversations, whatever, they get very nervous and yeah, I would like them to help to feel more confident about it and when their oral presentation comes [...] 

**PH:** Are we all understanding Francis’s situation and what his/her role is? S/he is focusing on his/her students produce oral speech in his/her classroom. All of your
students, Francis or just?

**FRANCIS:** I would say all of them, cause some, as I said before I have some students who are very self-conscious, especially the adult ones. They want everything easy and fast because they can understand the grammar, they can understand the vocabulary but when they need to talk they get nervous or if they say something, they mix up everything like the word order, or they miss the subject or there’s not subject and verb agreement, so I would like them to pay closer attention to their production, not just focus by me, by them.

- **PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017  Position: 109 – 119**

At this point of the CAM, I recapped Francis’s objectives to start moving towards **Axis 2: analyse and reflect** as well as to sustain reflection with theoretical concepts. In this first session of the CAM, the theoretical concepts were not as present as in other sessions where more emphasis was put on theories. In the next segment, Francis was asked what specific things s/he might want to do to improve the oral production of his/her students, the teaching situation that this participating teacher chose to reflect on during this phase of the CAM. In what follows, Francis was reflecting on what happens in the classroom, thinking out-loud about what s/he normally did in class looking for ways to modify his/her practice. S/he explained reasons to act the way s/he did (**loop 3: me and my teaching practice; level 3: official and unofficial theories**). S/he ended this statement by naming his/her purpose, seeing and realizing part of the problem why there was usually no time left in the lessons for oral speech because of the time invested mostly on grammar and vocabulary. Francis was moving towards an action plan on what matters and what s/he chose to focus on for his/her AR. The participant was moving towards **loop 3: me & my teaching practice**, my beliefs, values, personal schemata and was taking a meta-posture by expressing his/her intentions undermining future actions. **Level 3: official and unofficial theories** (about teaching grammar and more authentic use of the language and planning new teaching approaches) as well as **level 4: classroom teaching practice** (examining what is happening in the classroom) were also present here.

**PH: (48:50) Is there any... Do you have any ideas on what you might want to do to improve their oral speech?**
FRANCIS: Yes, I would like them to give, as I said I see them twice a week, so instead of just covering one whole hour on grammar topics, I would like to give them like 30 … 45 minutes just producing without seeing that much of grammar. I usually, what I tend to do is because I have two hours from 6 to 8. That first hour, I always see theory, grammar, vocabulary hmm… or phrases or expressions and then in the second hour I try like to bring activities where they are producing or where they are erm, yeah speaking or writing and I don’t know something that is more than what the textbook offers like the real use of the language. That is what I always try to do on the second hour. But ermm, because it’s a pre-intermediate there are some topics that are very difficult to explain, and not everyone can understand more or less, so it’s time consuming when I try to teach them those topics. So, my purpose or my goal I already have thought about it, is to give them more time to produce because I know that I count everything like “I’m going to spend 15 minutes in this I’m going to spend 20 mins in this and this doesn’t work that well when I’m in front of the class. If I thought I was going to teach a certain topic, grammar topic in 15 or 20 minutes, that ends being one hour and the time that I wanted to spend with them in production, it’s gone. Yeah.

- PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017 Position: 122 – 125

After listening to Francis, the other participants engaged more deeply with the CAM process by asking Francis more questions, demonstrating the role of socio-constructivism in building collective reflection in order to develop self-reflection. Yael asked about how engaging the material was. In the excerpt below, Alexis was asking Francis about the types of activities provided, and the planning and scheduling of lessons. Francis replied that s/he sometimes included speaking activities, like “walk-and-talk”, where students had to gather information from each other in English to complete a speaking task. In this reflection, Francis gave an example of a concrete classroom activity corresponding to Farrell’s level 4: teaching practice and mentioned that s/he applied these types of activities later in the semester when s/he considered that the students were ready to express themselves verbally (Farrell’s level 2: professional principles as well as level 3: official and unofficial theories, believing that students need to be ready to speak). There is certainly the presence of reflection from Guillemette’s loop 2: me and my internal
resources, together with the emergence of Guillemette’s loop 3: me & my teaching practice starting to show a meta-posture on the intentions undermining actions in practice.

ALEXIS: Well, you mention that ermm... you would like to change the schedule of the class, like the grammar time, versus the practicing, talking time. So, have you ever tried to cover the grammar topics with an activity that develops speaking skills?

FRANCIS: (52:10) I have. You know we sometimes have these, what is these?... Walk and Talks, or ermm I have also used word descriptions so they have like papers with a phrase, for instance, or two or three words where the grammar is there or the vocabulary that I want them to cover is there and then I ask them to be gathering couples and they need to describe that phrase to the other person but without saying anything so that person can come with the sentence that you have on the paper. So, I have tried to do it before. Like I was conscious my students weren’t so good when they were speaking, so I think that when they were doing that they were thinking in English like, “How can I say that in English”

P1L (53:10): How often do you do that?

Francis: Erm, I have done it more in the second part of this last semester. I was taking a class with Montse and it was like “Estudios de Campo de un Segundo Idioma” (field study of a second language). Es de LEI (it’s from the BA), and I saw that it was better for them when they were like, when I was giving them like chances to incorporate that difficult grammar into their speech, not just, “ok we saw the topic, next topic... no! .... try to make connections, yeah!

In the extract below, Sasha asked Francis about the possibility of using simple activities for students to be able to practice the language in class. The question was meant to help Francis help students speak and practice English. In Francis’s response, an important piece of reflection took place when s/he said that s/he liked to have control over everything which probably explained the participating teacher’s resistance to implementing adjustments in his/her practice. This seemed like a key critical moment where Francis was bringing to light the fact that s/he could not control what students say when they were interacting orally in English. This might be
an opportunity for Francis to bring adjustment in his/her teaching practice. It is worth noting that this key moment arose from Alexis’s questions. In the last paragraph where Francis was saying: “...I’m seeing...” we see loop 3: me and my practice by taking a meta-posture and loop 4: me and my professional development by being able to distance the self to learn to learn on a much deeper level, when admitting the need to want to control everything. In terms of Farrell’s framework, I would classify this as level 4: classroom teaching practice describing what happens during the lessons, and level 5: beyond classroom practice for its outer or external dimensions and critical reflection, seeing what could be changed to incorporate more speaking practice. Furthermore, I would consider this to be a near a light-bulb moment since light-bulb moments allude to the “emergent realizations of extended periods of reflection, or sudden ‘I’ve got it’ moments which occur as the result of a stimulus” (Mann & Walsh, 2017, p. 79).

Again, this example shows the important role of social and dialogic interaction with other colleagues in bringing new light to view one’s practice. This was a key element in the reflective process of this participating teacher.

SASHA: (53:57) How much do you think like applying simple activities for your students to bring, to have them speak, like err...? How much do think like simple activities, speaking simple activities, would function with them like, “How’s the weather today?”, “Can somebody tell me the day?”, “What did they do on the weekend?”, would help them to produce, like get into this routine every...

FRANCIS: hmmm... (hesitating) I don’t know. I think that that would help them. It’s just like...probably it’s just like because I like to have control of everything. You know I want to write everything in my notebook. I would like to, err, probably incorporate some of those activities, errm, as a backup, like you know. I’m seeing that they are taking that much amount of time on this activity, on grammar, but I want them at the same TIME to have time to produce so instead of wanting to produce in 30 minutes, probably less is better, right? probably 15 minutes, but you know with regularly it’s going to help them more than if I give them 1 hour, or 30 minutes but they are practicing on a regular basis probably it’s going to help them.
In the interaction below, Francis continued to explore his/her theories, beliefs, practice and objectives. Still in axis 2: analyse and reflect, Alexis asked Francis a question about what Francis considered to be the more important in oral speech, fluency and accuracy. This question helped Francis delimit his/her action plan about what matters most in stimulating and promoting speaking in class. Francis showed signs of controlling students’ speech by focusing on accuracy (correct language use). The participating teacher said that the students were probably more interested in fluency (speaking fluently and without hesitation). S/he compared the way s/he saw the quality of spoken English in terms of accuracy and the way students showed concern about fluency when speaking. At the end, s/he said that s/he did not know what students were mostly concerned with. It is interesting to see the importance that the participating teacher gave to accuracy, the “correct” use of the language. This situation was quite common in language teaching. This question was allowing Francis to reflect in terms of loop 3: me and my teaching practice, beliefs and pedagogical values, personal schemata. I do not think Francis was at a meta-posture quite yet, but there was certainly a deeper level of reflection on his/her pedagogic beliefs in this example. This would then correspond to level 3 of Farrell’s framework: my official and unofficial theories. Again, this example of reflection, evolving from a question by another participant, gives a specific account of the role of socially co-construction of knowledge between participants during the CAM process.

ALEXIS: (55:37) Well in order to achieve your goal of have the students to better, to be more confident when they are speaking, what is more important for you, fluency or accuracy?

FRANCIS: Well, I think, in my case, me as a teacher, I am concerned about accuracy of course because I teach the rules and I want my students to produce what they have been taught. However, what I have seen in some students is they are more concerned on fluency. However, when they have the presentation, the oral exams, as I told you they are very good at writing and they say “Teacher, I wrote what I’m going to be presenting. Can you check it for me please?” yeah ok. I check it for accuracy and everything, but then they try to memorize it. You know, that’s the problem, so then they get nervous, they try to present, and they forget somethings and then they start to mess everything up because they memorize it. And they say: “oh teacher, I didn’t say it as you wrote it.” or “I spent 10 seconds thinking in and remembering.” So, I think for them it’s like they want it to be
like very fluent and very perfect. They are concerned in both, so I don’t know.

- **PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017 Position: 139 - 140**

In axis two of the CAM, Francis also recalled getting a comment from a work colleague in the week prior to the CAM session. S/he reflected on the importance of preparing students to speak in front of an audience for their final oral presentation in English. This would be connected to loop 3: my practice and in parts to loop 4: my professional development. Francis was becoming professionally aware of new areas that would enhance his/her students’ development. I would categorise this as level 3: official and unofficial theories of Farrell’s framework because Francis was repeating what s/he felt was right and because it related to what Francis thought was needed for the students to develop their speech better orally. This seemed to be a key moment for Francis to come to realise the need to prepare students for their final oral presentation by developing strategies for public speaking.

**FRANCIS:** In fact, there was just last week, we had a workshop with different teachers [...] And there was one teacher who said” I’m going to tell this to the English teachers. I have seen this with them on the oral presentations. Cause usually the oral presentations, we present them like in front of different people, people who are not from the English area. [...] So, this teacher said, “I have seen you teachers when you are helping your students to practice what they are going present. However, what I have seen is that you are not preparing your students for dealing with ahh... These problems when you talk in front of many people. [...] And I was “That’s true! I don’t prepare them for that.”

- **PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017 Position: 142 - 144**

Following this revelation, more questions were asked by other participants, such as if Francis’s students could practice their English with other groups of students at this community center (loop 2: external resources). Here is an example of Alexis’s question:

**ALEXIS:** Well, is there any way that specially the adults that maybe the upper-intermediate could have an interaction among them?

**FRANCIS:** I’m not sure. I don’t think so because they have different schedules.
Then, the accompaniment provider (PH) asked a question about other types of tools for practicing speaking that Francis could easily access in his/her environment. The use of cellphones to record students’ voices was mentioned by me (PH), but Francis said that not all students had a portable phone. This corresponds to loop 2: me and my external resources in terms of Guillemette’s reflection and learning loops framework.

**PH:** I have a question, Francis. What kind of tools might your students have access to that don’t cost money?... that you don’t have to buy? or Do they have any kinds of tools that they could use to practice speaking?

**FRANCIS:** Most of them have cell phones, so what I have done before is like use WhatsApp (a phone application) when they record themselves. We have a group (WhatsApp). [...] And in that group when they, when they are going to present, I ask them to say it, so I can help them if they have problems with pronunciation or something. But not everybody has a cell phone [...] We also have the Facebook group, so probably we can have like video calls if we want to talk. But again, not all of them have it and because I have some students who are teenagers... [...] And also, for instance, in the case of my students with special needs they don’t have cell phones because there is a risk that someone is going to steal it from them. We have seen it. That has happened, so I can’t.

As per the procedures in the CAM, right after I synthetized and summarized Francis’s situation and goals for the group, Francis continued describing his/her teaching situation. S/he explained that students rarely got grades like 10/10 during their final oral exam. S/he said that the students expected to have 10/10 in spoken English because they obtained 10/10 in the other language skills. This would fit in loop 1: me and my situation as the reason why this teacher wanted to focus on oral skills. This also related to level 4 of Farrell: classroom teaching practice as the teacher was describing what was happening with students in the classroom.

**FRANCIS:** (1:11:42) Let me tell you this before I forget. In the oral presentations,
coordinator has different like aspects that s/he evaluates. So, one is obviously fluency, and another is accuracy. Other is preparation. And when they present sometimes they need to customize or they need to do something like prepare materials for their presentations, so it is not just about what they produce but what they make for that oral presentation. That’s why I’m concerned that always the aspect where they always get lower grades, or lower scores is in the accuracy and the fluency part. They prepare everything. They are very good students. They are responsible. They make the material, they customize etc. but they say, “I never get a 10 teacher, because I made the mistake here in this word. I didn’t pronounce it correctly or I forgot it” whatever, so that’s why I’m concerned with these aspects more than other. [...]

- PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017 Position: 177-178

Below, Francis showed reflection beyond practice (level 5) when bringing the Mexican context in the discussion. First, s/he explained how students in Mexico were expecting high grades. This is something that I have often witnessed myself and it has been my personal experience as a language teacher in Mexico. Most of the time in Mexico, students expect grades close to 10/10. I personally think that desire for obtaining 10/10 might differ a little from other educational contexts. The segment might be representative of a social-cultural element in the Mexican context (level 5: beyond classroom practice and social cultural dimensions). This situation seemed to affect Francis’s goal setting. This was Francis’s reflection for loop 1: me and my situation.

PH: Why would they expect a 10?

FRANCIS: Probably because they get 10s in their other things. For instance, in the written test and they say, “Ok, if I got a 10 here why am I not able to produce that way?” So, I think they have high expectations. They have high expectations.

PH: (1:15:01) but they expect a 10?

FRANCIS: They expect good grades. That’s the thing I when I was a student I never got a
10, for instance, so I was used to. I said, “No, it’s just more like what I learn, if I learn or I don’t learn. But it’s because of the Mexican system, system of education. They want always like good grades.

- PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017 Position: 186 - 187

The first CAM session continued with the focus on axis 3: building a plan of action towards realistic short-term objectives where Francis specified what s/he wanted to develop in his/her teaching practice. S/he was planning different objectives for the first and the second half of the semester. By determining what the teacher wanted to plan, the reflection fell into loop 3: me and my teaching practice, looking at schemata, beliefs, values for undermining actions, intentions, even taking a meta-posture on practice. In addition, it looked at level 3: official & unofficial theories, in terms of including pedagogical ideas and theories for planning the kind of lessons the teacher wanted to deliver. Interestingly, Francis was referring back to a comment made earlier by participant Sasha showing how interaction between participants shared in a socio-constructivist context can help carry out the reflection process and bring new perspective on one’s teaching practice.

PH: (1.17: 51) Francis, what’s your short-term objective for this?

FRANCIS: I would like that probably like the first half of the semester I would like to improve, not improve, to ahhh to bring the activities or these different techniques with my students so that they know and they get used to those like ok, I don’t know, we’re we going to spend err... something that I was thinking because of Sasha yes, that I can keep it like simple, like 10 or 15 minutes, I can do activities with my students. I would like that in the first half this semester I can bring short activities where my students can produce, but it is not just about produce but 10 or 15 minutes where I can bring the techniques, so they can get familiarized with them and they can use them the second half of this semester.

- PIP1-P7E Session transcript verbal (1h28m) JULY 1, 2017 Position: 198 – 202

Francis continued by recalling a situation in one of his/her BA classes, about the fact that this had been pointed out to him/her in the past that the order of the lesson should be changed so
students could have more time for oral and speaking activities. Francis went on to mention how confused s/he was when that event happened. S/he felt more comfortable with the way his/her planning was usually done and felt that the students needed more time to feel confident during a speaking activity. Francis was confused because the idea of changing the order of the lesson went against his/her basic philosophy and theories about language acquisition where learning needed to follow more of a linear sequence. Level 3: official and unofficial theories is certainly part of this reflective process. There was something that Francis did not agree with before because s/he felt more comfortable planning in a certain way because of his/her beliefs about language learning. Then, s/he explained the reflection process to help him/her understand these preconceived assumptions and principles and to come to realise that changing the order of the speaking activity could contribute to allowing more English speaking in class. Towards the end of the extract, it was interesting to notice the change in perspective or at least the movement towards a change from the way Francis saw the planning of his/her class activities. S/he ended saying that s/he would “probably to make sure” [sic] that students have the opportunity to practice their English for ten to fifteen minutes. This showed a new opening on the part of Francis in his/her reflection. This happened over some time during the CAM session, reflecting step-by-step, after more than one hour of presenting the PIP. This point about reorganising class planning had also been mentioned to the teacher before by some of his/her classmates. I would say that this is an example when a light-bulb moment takes place, as I do not think Francis was ready to change the planning beforehand but could now see its relevance and importance. These light-bulb moments can take place “in new situations where old issues are seen in a different light” (Mann & Walsh, 2017, p. 79).

Present in this example is loop 3: me and my practice with the emergence of a meta-posture, when the teacher was able to tackle on his/her personal schemata and intentions undermining actions. Loop 4: me and my professional development was starting to emerge with the distancing the self as well as learning to learn about one’s practice on a deeper level. I also see level 5: beyond classroom practice in this segment where Francis was using critical reflection involving a certain transformation to analyse his/her teaching practice. I also see an emotional dimension (level 5) in this section as Francis showed excitement to discover how to reorganize his/her lesson planning.

PH: How could your lesson plan be adjusted to make sure that the speaking is...
there? […] very important […]

FRANCIS (1:19:51): Yes, in fact that’s something that my classmates have pointed out this semester […] They suggest me something similar like “Ok, why don’t you try to do it in a different order?” And I was very confused because I thought, at least because that’s the way I feel more comfortable, that in the first hour I can help my students to get the structures, the vocabulary that they are going to need the next hour so that they can feel confident. […]

And that has also made me think that my students may be more conscious when they don’t make it right because they say “Ah! teacher said this, and I am saying it wrong.” Because I have a couple of students who are like that “You said this teacher, but if I want to say this?” or “I make the mistake […] And they are very self-conscious and even more.

So probably to make sure they have this 10 or 15 minute, I would make sure to make it just after the first activity where I re-cap what we saw last class, previous class, and after that I can introduce that part.

That’s what I would like to do, so, then I am sure we covered that.

- PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017 Position: 203 - 205

After this insightful moment, I asked Francis how s/he felt. Francis expressed how the process came about for him/her and expressed feeling “relaxed”. Emerging emotions are common and typical when a strong insight occurs when entering loop 4: me and my professional development and distancing the self to attain a “learning to learn” positioning on a deeper level. Emotions and transformation of practice was also present in level 5: beyond classroom practice as per Farrell’s framework. Moreover, in what is presented next, Francis soundly explained how the meeting and reunion with the members of the group made a difference for him/her. I am also including level 1: personal philosophy for this extract, since Francis alluded to “the way I am” on a personal level (being a perfectionist). This trait of his/her character and personality was probably something that evolved overtime. Sharing issues about practice with colleagues who could relate to the situation and contribute with questions or new information helps to see
problems differently allowing for deeper opening. Co-construction of knowledge through socioconstructivism is a key element that makes the CAM significant in promoting adjustments of teaching practice. Francis mentioned that the steps in the CAM process had been beneficial in finding solutions to bring about adjustments.

**PH:** Very good. Thank you. How do you feel, Francis? How do you feel? Do you have new ideas? Did you think about things in a different way? Can you tell me how you see... your practice?

**FRANCIS:** Yes, definitely. First of all, I think that probably that's the way I am. I always tend to see like if something is very difficult, but when I share it, it's not that difficult. It’s just like we are... I am very perfectionist and when something doesn’t work as I want it to work (with fist on the table), like ok I am spending one hour in theory and practice and they don’t get it! Why? but then when you give me these comments, I am seeing that "with small changes, small adjustments, I can make a huge change"

So, I feel relaxed like if I had something on my stomach, like, this is something that I can’t say to my coordinator or to my co-workers or to my family. My parents are teachers, by the way, so they understand that part as teachers, but they are not English teachers, so they can’t understand the whole picture. So, if I have someone who are, who is an English teacher, I feel much more comfortable, like you know my reality you know everything, yes... my struggles so, I feel VERY GOOD, yeah!

- PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017  Position: 215 - 216

To end axis 3 (plan of action) of the CAM, Francis mentioned having difficulties seeing how to bring changes to teaching practice when thinking alone. The reflection and learning Loop 4: me and my professional development is clearly present in the following segment. An explanation of how reflection emerges in a collective shows the importance of the co-construction of knowledge through dialogue, what Mann and Walsh (2017) refer to as multilogue. Francis referred to a comment made by another participant (Montse) which had an impact on his/her reflective process. Critical reflection, with a transformation and reconstruction of practice (level 5: beyond classroom practice), is apparent from the final comments made by Francis when closing axis three of the realisation phase of the CAM for that session.
PH: (1:24:57) Do you see things more clearly?

FRANCIS: Yeah! definitely. Like you may think a lot, as Montse was saying, we reflect a lot of the things we do but we don’t reflect when we need to take action or make the changes. That’s the difficult part so now I know exactly what I want to do. Yes, that’s it.

- PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017 Position: 218 – 218

Once the PIP-1 presentation by Francis had ended, we proceeded to the third phase of the CAM, the collective introspection and integration for awareness and consciousness raising. The last phase served to bring closure to the reflective process and to understand the impact that the presentation played on the other research participants. The other participating teachers had an important role in the development of the project by asking questions and interacting during the CAM research procedure. Phase three allowed participants to become aware of the perceived impact of the PIP on their professional lives.

b) Phase three of CAM: verbal collective introspection and integration.
I now present the phase of introspection and integration carried out with all the group members after Francis defined his/her plan of action. The introspection phase is the moment to bring awareness on how the session impacted other participants and see in what ways it helped them transform and adjust their teaching practice. What follows was coded and categorized according to the participants’ interactions as part of the socio-constructivist element of the collective accompaniment. It shows how reflecting with peers and colleagues can affect professional practice. After Francis’s presentation, the facilitator proceeded to invite all the teachers to share their comments about their professional learning and reflection. The teachers were free to say something or not.

Alexis shared how the group allowed him/her to feel connected with colleagues regarding difficult issues in teaching practice. Knowing that other teachers were going through similar or difficult experiences made this teacher feel reassured.

ALEXIS: Well, it also gave me a sense like, you are not alone with these issues in the world. It doesn’t matter the experience or the age you are, there is always problems or issues that are all the English teacher share. [...] So, it makes me feel like it doesn’t
matter what I need to face next year, I know there is going to be somebody else that is suffering the same situation so it’s going to comfort me somehow. Yeah. (laughter from all)

• PIP1-P7E session transcript verbal (1h28m) JULY 1, 2017 Position: 232 - 232

Here, Yael recalled how the experience shared by Francis made him/her aware that situations and events, as the ones presented by Francis, could easily occur to any the group members. Yael saw that this new learning about practice could be beneficial in future teaching experiences.

YAEL: Well, similar to what Alexis mentioned, it’s something that if we haven’t experienced already, it’s something we may come across at some point in our teaching experience and being aware of it and seeing what s/he does about it gives us ideas about what we can do also about it when that experience comes up.

• PIP1-P7E session transcript verbal (1h28m) July 1, 2017 Position: 234 – 234

Noah later expressed how listening was helpful in providing new ideas to implement productive skills with students.

NOAH: Well, as I was listening to him/her, it gave me more ideas in order to of course implement with my own students. Of course, I also have issues with the production of my students so yeah, it could help me too. (1:27:06)

• PIP1-P7E session transcript verbal (1h28m) July 1, 2017 Position: 229 – 230

In the next excerpt, Cris expressed how listening to Francis reminded him/her of the time when s/he finished the BA program with a lot of energy, 13 years ago. Cris also talked about the importance of paying attention, and the difficulty of listening without giving advice during the CAM process. This s/he said was going to help him/her to focus on professional goals.

CRIS: Listening to Francis’s context made me remember when I was his/her age, your age. I admire your enthusiasm and the way you want to help your students to improve
their skills. [...] And in this occasion their productive skills. And I remember that when I was your age and after finishing the English program [...]. You were a student in the place that you are a teacher now [...] your experience made me remember that I had more energy and I was more confident. And after many years of not being an English teacher, now I feel myself, that I would like to come back with the, with your same energy, amount of energy, and it was my most significant reflective moment.

And also, because I was paying attention. For me listening is not easy. I just interrupt or try to give advice or change the topic, to my topics (laughter) so yes! I am, I think that this is going to help me to focus on my professional goal. Thank you for sharing.

- PIP1-P7E session transcript verbal (1h28m) july 1, 2017 position: 236 – 238

**c) Phase three of CAM: individual written introspection and integration report.**

After the space given for collective sharing and verbal introspection and integration by all the participants involved during the CAM session, the next step, at the end of the session, moves into completing an individual written introspection report where all the participants report in written individual form how the session might have affected their personal reflective process.

At the end of this first session, Francis wrote about his/her professional goals in his/her introspection report. This corresponds to what the teacher shared with the group while making a plan of action for his/her practice (Gullemette’s loop 2: me & my internal & external resources; and loop 3: me and my practice; Farrell’s level 2: professional principles; and level 3: official and unofficial theories).

**FRANCIS:** My main professional goal as of today is: to try to come out with ideas for making my intermediate and upper-intermediate classes more interactive where my students can take the most advantage, produce more.

- PIP1-P7E introspection written reports-all Position: 27 – 27

In the written introspection report, Francis reflected on how it was possible to bring changes to one’s practice. Francis came to realise that, with the help of colleagues through collective reflective practice, s/he had found the tools and power to start adjusting his/her teaching practice. The evidence of the CAM in bringing reflection-for-action is clearly shown in
this next excerpt. This certainly demonstrated critical reflection (level 5: beyond practice) and a
deepen level of reflection by taking a distance and meta-posture for looking at one’s practice as per loop 4 as well as in loop 3: me and my teaching practice, beliefs, moral values, schemata
from Guillemette’s (2014) framework. It also shows level 1 of Farrell’s (2015b) framework
dealing with the teacher’s personal philosophy: level 2 dealing with professional principles,
beliefs and assumptions; and level 3: official and unofficial theories affecting practice. This is a
powerful statement and it conveys to what point and level Francis’s reflection has emerged
during the CAM (general research question).

**FRANCIS:** My most significant reflective moment or realization (being conscious/aware)
today: We think in problems in the classroom as huge problems and we stay in that level.
We don’t think on what we can actually do. Now, I know what I can really do!!! I like the
way more experienced teachers helped to dig inside of me, so I can come out with
answers by myself. At the end, it was there, nowhere else!

**FRANCIS:** What I understand or learned from what was presented, analysed and
discussed today: That simple steps can make a difference. We as teachers are very
ambitious but we forget to keep things simple. Taking small steps can help us quite a lot.

- PIP1-P7E introspection written reports-all Position: 27 – 27

In the following segments, I present participants’ written introspection after the
presentation of PIP-1 by Francis in the first CAM session. This data relates to the research
question #3 on the role of participants’ interactions in supporting reflection as these teachers
participated as members of the CAM but did not themselves present their PIP during this first
session. Nevertheless, by taking part in the CAM session where Francis presented his/her project,
the other group members were impacted in their reflections on their own teaching practice. They
all emphasized how taking part in the CAM session influenced their reflection and participation
as members of the accompaniment process. These segments relate to reflection from the session
where Francis presented him/herself and from specific interactions that best guided self-reflection
during the session and how it impacted the participants. These extracts speak about the
functioning and operationalisation of the CAM and how it affects the way participants develop
their reflection.
In this short extract, Sasha stated that listening to other teachers allowed him/her to prepare for possible classroom situations that could occur in the future as well as helping him/her to clarify aspects that s/he wanted to develop in his/her practice. Francis’s project gave root to the emergence of Sasha’s reflection.

*The specific interactions (listening, questions, comments, feedback) that best guided me to self-reflection today:*

*SASHA:* Listening to my partners’ experiences and thinking “what would I do in if this was my case”?

- **PIP1-P7E introspection written reports-all Position: 5 – 5**

*My reflection today:*

*SASHA:* Listening to other teacher experiences has helped me to prepare myself for new classroom situations. It also helped me to clarify the aspects that I want to improve in my teaching and classroom.

- **PIP1-P7E introspection written reports-all Position: 7 – 7**

In this passage, Montse reflected on the importance of becoming aware of what happens in different teaching contexts by being more conscious of other teachers’ situations and not only his/her own issues. Taking part in Francis’s PIP allowed him/her to take a distance *vis-à-vis* his/her own practice and better put things in perspective. S/he said that this awareness brought new insight about what s/he could do in his/her teaching.

*My reflection today:*

*MONTSE:* I realized how important our context is in our teaching practice, as it affects our teaching planners, and development. I was kind of aware of mine, but I need to open my eyes and see the “whole” picture.

- **PIP1-P7E introspection written reports-all Position: 11 – 11**
For Noah, listening to other professionals allowed him/her to reflect on his/her own practice and classroom situations.

*My reflection today:
NOAH: Listening to other people allows me to engage in my own reflection and become aware of different issues that I also face in classroom.*

- *PIP1-P7E introspection written reports-all Position: 16 – 16*

Alexis wrote about following rules such as asking for permission (turn taking) to intervene and participate during the session and compared the experience with what his/her students have to do in class.

*The specific interactions (listening, questions, comments, feedback) that best guided me to self-reflection today:*

ALEXIS: I am telling the students to take their turn, when in class, but having you [the facilitator] in charge of giving the turns, it was hard for me to listen without making any interruptions.

- *PIP1-P7E Introspection written reports-all Position: 3 – 3*

In the next quote, Cris described what helped him/her guide his/her self-reflection during this first CAM session. For instance, here, Cris mentioned that paying attention during the presentation of Francis’s project impacted his/her own reflection on teaching practice.

*The specific interactions (listening, questions, comments, feedback) that best guided me to self-reflection today:*

CRIS: Listening. Paying attention, not judging, not giving suggestions, not interrupting others, not giving advice, and not bringing my experience.

- *PIP1-P7E Introspection written reports-all Position: 31 – 31*

d) *24-hour reflection report-phase two (realisation) of CAM, axis 3 (plan of action).*

Below is the reflection and the plan of action that Francis sent the day after presenting his/her PIP. Francis drafted a typical lesson plan to implement speaking practice in class. The plan is written in Spanish since teachers usually have to hand in their plans in Spanish to their school.
coordination. In the report, we can see the intention to incorporate speaking activity as the second item in the lesson plan template which was the action plan that Francis worked on in the CAM session the day before. The note saying “attention” that Francis included, demonstrates the intention to develop speaking and oral skills with the sole objective of improving speaking, without the specific need to match the grammar and vocabulary related to the topic of the lesson. 

(loop 3; level 2; level 3) The lesson plan displays the intention Francis has in implementing speaking activities in the classroom as a result of the reflection that took place in the CAM.

24-hour written report – Francis - PIP 1 - July 1, 2017 [translation by author]

¿Qué elementos de mi clase de upper-intermediate dije cambiaría o modificaría?
(What elements of my upper-intermediate class did I say I would change or modify?)

2 elements:

1) el orden de mi clase (the sequence of my lesson)

2) la inclusión de una actividad corta comunicativa ORAL (de 15 min al menos) pero cada clase (como una rutina). En la medida de lo posible, variar la forma o técnica de la misma. También buscaría frases hechas o vocabulario específico para ciertos temas. (the inclusion of a short communicative oral activity (of at least 15 minutes) but for each lesson (like a routine). As much as possible, vary the form or approach for this activity. Also search for existing sentences or specific vocabulary for certain topics/themes).

OJO: La actividad que incluya para que los chicos practiquen su habilidad al hablar puede ser para mejorar la habilidad en sí misma, no precisamente su competencia con el idioma. Ésta resultará como producto de mejorar y sentirse más seguros a la hora de hablar en público.

(ATTENTION: The activity included for the students to practice their ability to speak can be used specifically to improve the skill of speaking itself, not necessarily and directly to develop the language competency. The result of this will be an improvement and greater confidence when speaking in public.)

15 min- (6:15 pm): Repaso del tema anterior (review of the previous topic/theme)

15 min- (6:30 pm): SPEAKING ACTIVITY

15 min- (6:45 pm): Presentación del nuevo tema (o lo que piense ver): VOCABULARIO O GRAMMAR (presentation of new topic/theme or what will be seen: Patricia Houde 2018
vocabulary or grammar)

15 min- (7:00 pm): Practicar (practice)

15 min- (7:15 pm): Producir en un contexto más comunicativo o real (produce in a more communicative or authentic context)

15 min- (7:30 pm): Presentación de nuevo tema o skill (Presentation of new topic or skill reading/writing)

15 min- (7:45 pm): REVISION/PEER-REVISION/TEAMWORK

15 min- (8:00 pm): Practicar o corregir si hay dudas, tarea o practicar para el examen de certificación (practice or correction, answer doubts, homework, or practice for the certification exam)

• PIP1-P7E 24h reflection written report Position: 1 - 16

The 24-hour written report serves to help the presenter reflect alone and away from the group on the plan of action that was developed with support of the other colleagues during the CAM session. During the research sessions, throughout the entire research study, each participating teacher has the opportunity to reflect on his/her AR plan collectively as well as individually during the introspection and integration phase of the CAM. Data from these introspection phases are not included in this chapter. I now present the verbal report shared collectively by Francis during the last collective session.

e) Final session: perceived impact of CAM on teaching practice-phase two (realisation), axis 4 (experiment, implement, adjust-research question #2).

In this section, I present findings to evaluate the perceived impact of the CAM on the adjustments of practice to address my last research question: What is the perceived impact of the CAM on bringing adjustments to EFL teaching practices? As Mann and Walsh (2017) and Farrell (2018) stress and insist upon, research on reflective practice (RP) should demonstrate the impact and the effectiveness of RP on teaching practice. Writing about the critical arguments concerning reflective practice, Farrell (2018) comments that “we still have a lack of effort to evaluate the practical effectiveness of various approaches by empirical methods and through that the ideological positions that they represent” (p. 6). Using empirical methods and using a systematic process is precisely what Dewey (1910) claimed to be so important for collecting data and
researching reflective practice. Reflective practice has often been criticized for not being tangible and for not documenting its results in teaching practice.

During this research process, the last CAM session was devoted to bringing closure and to examining what participants could report regarding the perceived impact of collective reflection on their teaching practice over the seven months of the research project. The seven participants, out of a total of nine, who attended the last session presented the evolution of their PIPs and commented on their AR in their teaching practice. They reported on the adjustments and changes they had implemented in their practice from the time the CAM session started. Each of the seven teachers spoke for about 10 minutes about his/her PIP. They all explained how the collective accompaniment of the reflective process influenced his/her practice and thinking. Each teacher also completed a final questionnaire (Appendix K) about his/her participation in the research. Below are the answers from the teacher-participant Francis, whose PIP was analysed to reveal answers to the third research questions that this study aimed to examine.

Francis’s teaching context involved EFL classes in a community center for continuing education offered in the evening. S/he decided to work on developing speaking skills with intermediate learners and implemented an intervention in two parts: preparation and practice stages for the development of speaking skills. In class, oral practice was given more importance and more time was allotted for practicing oral skills. Francis developed strategies for students to feel safer and more secure when speaking English. This teacher reported that due to the AR developed as part of the CAM, some of his/her students did much better than before the project, during the final exam at the end of their course. Their oral production showed improved fluency and accuracy in oral speech.

The extracts offered below were provided verbally by Francis during the final CAM session in December 2017 when all the participants shared the perceived impact of their participation in this research study on their teaching practice. They focused on the perceived impact of the CAM in encouraging reflective practice and in supporting Francis in developing an AR project in his/her teaching context. They are presented in continuous, sequential order so that the reader can follow the participant’s line of thought. As can be observed in Francis’s discourse, the growth reported in terms of professional development was notable over the course of this 7-month research study. The emergence of reflection in the collective accompaniment process (general research question) can also be appreciated throughout the verbal final report from Patricia Houde 2018
Francis, as well as the perceived *impact of the CAM on the adjustment of practice (sub-question 2)*. The influence of socio-constructivism supports the development of self-reflection, due to the different interactions, questions and contributions from different group members, as the collective and self-reflection process undergoes co-construction of learning about teaching practice (sub-question 3).

In this passage, Francis talked about how his/her teaching philosophy was before the project and what it was like by the last session, and how his/her philosophy and beliefs about teaching speaking and listening evolved along the way. Francis questioned his/her beliefs, theories and perceptions about learning and teaching a second language showing consciousness about those aspects of teacher development still forming and being molded as the student-teacher was still in the process of developing.

*FRANCIS*: *I think that I am at the stage where I’m still learning a lot, and my beliefs or my perceptions about teaching aren’t stable or are changing, cuz I read many different things, I listen to different theories or different comments by other teachers, and I’m still thinking that I’m building that philosophy of what I think is the best teaching or the best way to do things.*

- *transcripts1-2-3-4-5-6-7finalgroupsession_december16th-transcript-position:4-4*

*FRANCIS*: *So, before this project, I had, just as I told you, many different questions about how to teach speaking, how to teach listening, etc., how to... etc., etc., etc., and I didn’t know like what path to follow or what process to follow. [...] So, I think that as a result of putting that project into practice, and not just, you know sometimes we teachers think a lot of things about what we would like to do, about all these questions we have but we don’t really know what to do, or how to do it. So, I think that as a result of this project, I could really make something, and at the end. I feel right now this is the stage where I am, I feel a professional, in where I had a lot of questions. [...] I don’t know if you remember but my project was related to speaking, speaking in public, and I could see, I could use a systematic process where first I read a lot, then I designed my plan, and then I implemented it, then I analysed the results, and again the cycle*
Francis, a novice teacher, describes how the 7-month research study has influenced him/her as a person and a professional level. It is obvious that Francis developed a lot of self-awareness and self-consciousness during the course of this project, as can be seen below. There are obvious signs of empowerment in this young teacher.

FRANCIS: After these 7 months, I feel a more professional teacher or an expert, at least in my area, or in my context at least in... and I know if someone or somebody comes and asks me: you know, what does it take to teach certain students this skill, I can defend myself or my position, my view with arguments, with theory, with evidence, and I can tell them you know I have done this, this way, so I think that this can help you. Also, I think that from these sessions, I learned that I needed to read (voice lowers). I thought I read a lot, but now I know now that I still need to read more, and more and more. We never stop learning, and I don't know, I think that, that anxiety that was at the beginning, like not knowing what to do or how to do it, has decreased, and also what I learned from this was to reflect in a group.

In what follows, Francis described how s/he used to be a solitary reflective practitioner for a variety of reasons. S/he explained the impact that the collective reflective process had on him/her as a person who used to prefer to reflect alone because s/he felt judged by others because of his/her young age.

FRANCIS: And also, what I learned from this was to reflect in a group. I tended to be a very lonely person in the sense of reflecting or sharing the things about my teaching, because of judgmental things or like because of my age, I always found older teachers or...
more experienced teachers to come and tell me what to do, but that's not the way I think reflection should be. And after these session, at least I learned that it could be, reflection can be done in a collaborative way, and it doesn't need to be just a lonely process but maybe something that you have thought before over a month or well, maybe when you were teaching certain topic or whatever, something came out then you come here, you listen to different comments, and that makes sense!, and I don't know how to explain it, somehow, some comments of my classmates (colleagues) helped me to relate what I had previously reflected on ... my colleagues here, my partners, yeah! That helped me a lot.

- PIP1-P7E final session transcript verbal (10m) 16 Dec, 2017  Position: 9 - 10

Francis’s manner of reflecting was very spontaneous and expeditious during all the CAM sessions. One of Francis’s “illuminating” light-bulb moments, occurred when Yael, in an early session of the CAM, made a comment about students’ needs. Francis recalled his comment and said that this will stay with him/her for a long time. During the final CAM session, Francis expressed how s/he saw things in a new light and how teaching could be so diverse depending on the local context. S/he added that reflecting in a collaborative way enriched and developed reflection.

FRANCIS: Like, I still remember or the most important comment, at least from these 7 months, and after thinking by myself and then coming here and listening to all my classmates (colleagues), is that teaching is so diverse, and you never know what to do, but somehow you know it! I don't know how to explain it, like there are many options that you can do, many things that you can do, but really teaching is so diverse, and I'm always going to keep in mind what Yael said. That sometimes what we think our students need is not actually what they need but just what they want! (laughter) So yeah, I think that's what I'm taking. So, two things: becoming more professional in my area, knowing what to do when I have questions, and reflect in a collaborative way.

- PIP1-P7E final session transcript verbal (10m) 16 Dec, 2017  Position: 11 - 11

In the following excerpt, Francis shared his/her goals of reading more and leading some reflective practice groups in his/her local context, which indicates a level of reflection that shows
a high commitment to professional development. Francis seemed quite engaged and dedicated to reading, as s/he explained in the following segment, which was different from the start of the research project. Francis clearly shows this interest in leading reflective group sessions in his/her teaching context after the experience of taking part in this research group. This plainly demonstrates a desire to contribute to the field of TESOL teaching and develop professionally.

**FRANCIS:** In the future, what I would like to do is reading more, and I don’t know maybe I would like to guide some of these sessions in my own context, cuz at least with me, I have, in my context, I have five more teachers but none of them are really English teachers, some of them studied English, some of them studied just education, some of them are studying in “lenguas modernas” or something but they don’t know what’s involved when teaching a language. So, I think that somehow this can help them to become more aware of the decisions that they make with their students, cuz at the end of the day, most of their students are my students, so they teach the first levels but then they come to me. So, I think that that could help obviously the students more than me, but that’s what I would like to do in the future. So, I don’t know.

- **PIP1-P7E final session transcript verbal (10m) 16 dec, 2017 position: 12 – 13**

Later, Francis illustrated how listening to the self in verbal discourse and how the dialogic discourse within sharing with others in collective accompaniment allowed him/her to process his/her thoughts and reflect better. In the final session, Francis, coherently described how the element of “listening to yourself” became a tool for reflection since “one can think faster than one can write”. This form of “thinking out loud” was something new that s/he experienced in the CAM. This in turn allowed him/her to nurture his/her reflection process in a different way from what s/he was used to doing when carrying out reflective practice.

**FRANCIS:** I think that there was another comment that you also did, Miss PH, that was related to listening. When you reflect, and you listen to yourself, it’s different the way you reflect. It’s not just, when you write, somehow, I feel like writing is not enough, like, I think faster than the way I write, so when I was listening to other colleagues, I could notice that. There were many things that I was always writing, like I listened to somebody and then I wrote, and I don’t know. I just so reflecting in a different way from a different
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perspective, and I really like it! cuz there is no other way to become a better teacher, than becoming a reflective one, and having well-informed decisions. That's it! Yeah!

- PIP1-P7E final session transcript verbal (10m) 16 dec,2017 position: 14-14

In this next example of reflection, Francis illustrated the heterogeneity and diversity of experiences that the members of the group brought forth. The interplay between practice and theory impacted on the types of interactions throughout the research process.

FRANCIS: Yes, and I'm thinking at least here (CAM sessions) it was very different as you were mentioning, there was practice and there was theory, but over there (referring to the BA program) when just one person knows theory, and then the rest just, you know, after just about practice that would be so different so, so different. And also, because each person has different, different years of experience. Some of them have 22 years teaching English, and some of them have just started, I don't know.

- Final session transcript verbal-groupsession_dec16th-transcript-position:18-18

Francis’s reflective process depicted a high level of thinking and critical reflection from this 22-year old novice teacher in his/her last year of the BA TESOL program. In these extracts, we can see the nature of reflection from Guillemette’s loop 1: me and my situation as the main issue is brought up, loop 2: me and my internal and external resources such as theories, loop 3: me and my practice in many aspects dealing with beliefs, values and schemata; and loop 4: me and my professional development which is embedded with the impact of the AR project that Francis implemented in his/her practice. Farrell’s levels are rooted in the results of the CAM on this teacher’s practice (level 1: personal philosophy; level 2: professional principles; level 3: official and unofficial theories; level 4: teaching practice; and level 5: beyond teaching practice).

The data that I share in the next section illustrates a portion of the findings collected from Francis in the final questionnaire on the last day of the CAM session.

f) Final questionnaire-phase two (realisation) of CAM, axis 4 (experiment, implement, adjust-research question #2).

The same participant reaffirms the same type of reflective awareness in developing his/her
philosophy when answering the final questionnaire applied the last day of the CAM sessions. Two separate answers from Francis are shared below. In the first entry, we can see the issue of teacher identity being formed as a result of the reflection process that took place during the course of the project:

**FRANCIS:** Most of the time the type of reflection was related to my philosophy when teaching. I mean, who I was, who I wanted to be and why.

- **PIP1-P7E final questionnaire written Position: 10 – 10**

**FRANCIS:** My main goal is to find my teaching philosophy. To find one that I feel comfortable with and know why I do it (not just because I was said so).

- **PIP1-P7E final questionnaire written position: 37 -37**

This extract was taken from the final questionnaire on the last day of the CAM sessions. Here, Francis shared that s/he would now consider being a coordinator or a principal as a result of participating in the research study. I thought it was interesting for this teacher to be able to reflect in this way because Francis was able to envision him/herself growing professionally and taking on a leadership role as a result of his/her participation in the CAM research.

*If any, what has been the impact of this collective reflective process on your professional life? (positive and negative)*

**FRANCIS:** Positive: I’ve never though before in becoming a principal or coordinator where I can guide Ts, but now I think I’d like to do it in a near future.

- **PIP1-P7E final questionnaire written Position:17-19**

The written response from the last questionnaire mostly brought confirmation of the information shared by Francis during the last collective session where s/he presented the perceived impact of the research study on his/her teaching practice. The amalgamation of diverse data collection instruments allowed for data triangulation, ensuring the information was congruent with results collected in various ways.
g) **Summary of findings for Francis.**
Throughout the PIP for participant Francis we can see the progression of the reflective process as brought out in the CAM. I would like to highlight the progression of the reflective process throughout this CAM session, pointing to the emergence of the different loops from Guillemette’s (2014) framework as well as Farrell’s (2015b) framework. The presentation of the summary of Francis’s collected and colour coded data (Appendix O) showing the progression of the reflective process developed during the study clearly illustrates the emergence of the reflective process according to each of the four research questions. The reflective process is colour coded to show the evolution and the nature of reflection for Francis’s AR project during the collective accompaniment process. The changes in the four learning and reflective loops (Guillemette, 2014) are clearly indicated and are gradually developing from *loop 1* to end with *loop 4*, along with the five levels or stages of Farrell (2015b) with more critical reflection (*level 5: beyond practice*) growing as the reflection process evolved. The diverse participants’ interactions are notable in supporting reflection by co-constructing learning and reflection together throughout the CAM with gradual and more frequent participation from the other participating members as time, understanding, connection and involvement progresses. The presenting, sharing, listening, questioning and recapitulation of key elements by giving feedback allowed reflection to grow and gradually emerge throughout the CAM. Below in Figure 16 is a word cloud showing the principal key words used by Francis during the research study. These are the most important and frequent words the Francis used during his/her reflection process.

*Figure 16 Word Cloud for PIP-1 from Francis*
Francis, who was the first participant to present his/her situation, took part and actively participated in all the CAM sessions, and presented the impact of his/her AR on his/her teaching practice on the last day of the research sessions. Francis had more time than the other research participants to implement his/her AR, understood the process of AR well, was familiar with AR, and completed a full AR project with his/her students. From the results displayed by Francis, it is evident that AR needs to be integrated within the CAM to make sure participants know how to implement their action plan. The recurrent circle involved in AR must be continually present within the CAM procedures, and participants must be reminded of its functioning regularly. It becomes important to allow space and time during each CAM session to include touch-base moments to guide and redirect the participants to follow up with their AR whenever necessary.

Within the great complexity of the nature of reflection, how it collectively emerges and co-constructs over time within the CAM, how AR shows a process of change from start to end, and how complex the CAM evolves through its different phases and axes, I have presented the PIP developed by Francis, one of the nine participating EFL teachers in this seven-month research study. To achieve a clearer appreciation of the complexity but natural evolution of the CAM, Table 20 exemplifies verbatim extracts, the overall progression during the first CAM session with PIP-1 from participant Francis. In Table 20, we can clearly appreciate the stages of the CAM and the spontaneous progression of the reflective process that takes place during the presentation of one PIP. This project lasted for one hour and thirty-two minutes.

<table>
<thead>
<tr>
<th>CAM SESSION #1 – FRANCIS</th>
<th>PIP 1 P7E (1h32 min) JULY 1, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. PREPARATION PHASE: Set Context</strong></td>
<td></td>
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<tr>
<td>Group gathering: What’s new?</td>
<td></td>
</tr>
<tr>
<td>Revisit rules &amp; ethics: privacy &amp; confidentiality</td>
<td></td>
</tr>
<tr>
<td>Summary report: none 1st CAM session</td>
<td></td>
</tr>
<tr>
<td><strong>2. REALIZATION PHASE: Professional Intervention Project (PIP)</strong></td>
<td></td>
</tr>
<tr>
<td>• Axis 1: Question &amp; Observe (10 min) description of the situation</td>
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</tbody>
</table>

- Present the situation: 1 participant - active listening - situations: coordinator, grade, speaking, oral production, lesson planning, 
  - (5:25) P7E: So, let me tell you about my context, and my age because that’s a very important factor for this issue that I have. 
  - P7E: So, in my context, the English department is not as important as other ones. 
  - (8:50) I have students from 13 years to 65 years. 
  - (15:41): “Does this activity work for all of my students? “Do I have money to make that activity like in real life?” 
  - (30:15) PH: Any other questions to understand P7E’s context? P1L? 
  - (41:29) P7E: Not to change my own style but to probably to be more creative. 
  - P7E: like spontaneous conversations, whatever, they get very nervous and I would like them to help to feel more confident 

- Question to understand (technical questions) 
  - (19:32) P6I: Does your coordinator have a preparation towards English teaching? 
  - (23:00) P5A: you said ahh that you have, or you’re going to have two groups? 
  - (27:41) PH: ...about your two groups being mixed together. You said the coordinator brought them together? 
  - (35:45) P2S: Do you believe what s/he thinks of you? Is that you? 

- Synthesize information & Verify shared understanding 
  - PH: We are going to summarize a little bit what we have been talking about. I just want to make sure I understand.
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- **Axis 2: Analyse & Reflect**
  - **Question for analysing (open nonjudgmental questions)**
    - (51:20) PH: Do you think the students are really engaged with the material?
    - (51:50) P1L: You mentioned that you would like to change the schedule of the class [...] Have you ever tried to cover the grammar topics with an activity that develops speaking skills?
    - (55:37) P1L: What is more important for you, fluency or accuracy?
    - (59:25) P4J: What kind of strategies do you think can be helpful?
    - P1L: Is there any way that specially the adults that maybe the upper-intermediate could have an interaction among them?
    - P5A: Did you as a student of that same school face this same situation as your students?

- **Set hypotheses and understanding**
  - (1:10:48) PH: You talked about the fact that not everybody has the same access to different technology [...] You want them to have time to produce. You talked about the importance of fluency and accuracy ... that you are of course, you know as a teacher you think accuracy is important, but you would like ... some students think that fluency is more important.

- **Sustain reflection with theoretical concepts**
  - (47:14) PH: let's think of the theory we learned in the B.A., in the master, conferences you went to. We are focusing now on producing speech in the classroom, on helping students feel more comfortable and not feel so self-aware or self-centered.

- **Clarify comprehension (open & nonjudgmental questions)**
  - (1:09:03) PH: You've been looking at ways to help your students develop oral speech [...] usually you start your class with a one-hour theoretical kind of class and you try to keep 30-40 mins of your class for production whether its writing or oral...

- **Synthesize plausible actions**
  - (1:19:12) PH: I have, eh, in your sequence, in your teaching, in your lesson plan, you say you start the first hour with the theory, with the grammar ... You also mention 10-15 minutes short activities for speaking, like Walk and talk, things like that, or A and B ... you know. How could your lesson plan be adjusted to make sure that the speaking is ... there?

- **Axis 3: Plan of Action**
  - Choose the steps for action
    - PH: What's your short-term objective for this?
    - PH: I see some steps for actions ok, some things that YOU could adjust, develop implement in your lessons.
    - 10 or 15 minutes, I would make sure to make it just after the first activity where I re-cap what we saw last class, previous class, and after that I can introduce that part.

- **Establish an action research plan**
  - I am seeing that "with small changes, small adjustments, I can make a huge change.
  - We reflect a lot of the things we do but we don't reflect when we need to take action or make changes. That's the difficult part so now I know exactly what I want to do.

- **Axis 4: Experiment, Implement & Adjust practice between sessions**
  - Choose the steps for action
    - PH: What's your short-term objective for this?
    - PH: I see some steps for actions ok, some things that YOU could adjust, develop implement in your lessons.
    - 10 or 15 minutes, I would make sure to make it just after the first activity where I re-cap what we saw last class, previous class, and after that I can introduce that part.

- **Establish an action research plan**
  - I am seeing that "with small changes, small adjustments, I can make a huge change.
  - We reflect a lot of the things we do but we don't reflect when we need to take action or make changes. That's the difficult part so now I know exactly what I want to do.

Table 20 CAM SESSION #1 - FRANCIS - PIP 1 (1h32 min) JULY 1, 2017

It is hoped that the illustration of participants Francis's reflective process from the first CAM session allows for a better understanding of the model itself as a powerful instrument for developing reflection as a professional collective process. Although the CAM may look complex, it develops very logistically and organically.

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4. **Summary of Results for Nature of Reflection**

   a) **Learning and reflection loops.**

Further to the results of the PIP presented, I now focus on the first question for my research: What is the nature of teachers’ reflection in the early stages of the CAM? For this question, the focus is on the nature, the kind, or the type of reflection that surfaced with teachers using the CAM. For this question, I worked with existing constructs analysing reflection and thoughts in reflective practice using two established descriptive frameworks from Guillemette (2014) and Farrell (2015b). The cross-data analysis uses the two analytical frameworks to thoroughly analyse four of the nine PIPs: one was presented in chapter four (Francis) and the other three are attached as Appendices L, M and N (Yael, Ariel and Noah). This can be assessed with the PIP and data collected from Francis in chapter four as well as in the Table (Appendix O) showing the progression of reflection for Francis where a clear colour coded progression of the surfacing and emergence of the four learning and reflective loops from Francis can be seen.

   Given that the main data collection instrument was the PIP presented during the CAM, the participants followed a similar pattern in their reflective process in the elaboration of their AR plan. Each teacher first described the situation that was causing them a troubling or puzzling issue in their practice by explaining their local context, analysing their situation from different perspectives, clarifying what their objectives were for their professional intervention project and carrying out AR in their *milieu*. Through the CAM, they had the attention of a focused group of colleagues listening to them, they were able to answer questions designed to sustain and facilitate reflection, and they were guided in reflection for action to carry out an AR projects in their practice. The reflection process was facilitated by the support of the other group members and the accompaniment provider-facilitator and by the structure of the CAM procedures itself. Essentially, the CAM was the model used for the operationalization of the reflection process in order to foster the development of reflecting in a collective way and is not a framework for analysing the nature of reflection. The learning and reflection loops framework was developed by Guillemette (2014) and the framework for TESOL professionals was created by Farrell (2015b) and both served to analyse the nature of the reflective process.

   Data from each participant’s PIP arose for each of Guillemette’s (2014) four learning and reflection loops, going back and forth jointly during the CAM session in which they presented themselves. The participants showed similar patterns of gradual growth in reflection from *loop* 1,
to loop 2, to loop 3 and to loop 4 during the session or in the introspective reports. Table 21: Participants’ Data for the Learning and Reflection Loops from Guillemette (2014) presents a summary of the results, crossing and uncovering data from each of the four PIPs analysed for each of the learning and reflection loops from Guillemette (2014). Although the content is different and respective to each PIP for each teacher, due to the characteristics of the CAM, it shows that the nature of reflection went through similar thought development. The process is idiosyncratic in the way it evolves distinctly for each person. Some participants remained within certain learning and reflective loops more than others.

For example, Ariel spent a lot of time thinking about her resources (loop 2) and Yael was very comfortable analysing his/her practice in loop 4 (professional development). Francis spent a long time exploring the initial issues in his/her practice (loop 1) before focusing on developing oral speaking skills in class. Nevertheless, s/he developed an action plan and fulfilled the objective set in the PIP by the end of the study. Noah provided an example of the puzzling situation (loop 1) from the very beginning of his/her session, to later realise that another issue was involved. Looking at resources from theories s/he developed an action plan and implemented new practices in class.

<table>
<thead>
<tr>
<th></th>
<th>PIP1-P7E Francis</th>
<th>PIP2- P6I Yael</th>
<th>PIP3- P5A Ariel</th>
<th>PIP4- P4J Noah</th>
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</thead>
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<tr>
<td><strong>LOOP 1: ME and the situation situating:</strong> Self in relation to the problem</td>
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<td>P7E: [55:37] I am concerned about accuracy of course because I teach the rules and I want my students to produce what they have been taught. (PIP1-P7E session transcript verbal 1h28 July 1, 2017 position:139-144)</td>
<td>P6I: An issue that arises is the mixed levels of English that the students […] Those who […] have already been exposed to a maximum of 10 years of formal English instruction. […] students who come from rural municipalities. The large majority of these students […] have not received any formal instruction in the English language. (PIP2-P6I 24h reflection + e-mail reports position: 5-6)</td>
<td>P5A: [46:03] This week I found out that in one of the in the third-grade group I have one student who has problems and he to be has to be under medication […] With one of my grade sixth groups, there is one child who is deaf, and he can hardly like talk. […] and the other, in one of the fifth groups, One of them is also deaf, but s/he can speak and pronounce. […] I have another with a syndrome […] I have, in that same group, one boy and one girl who have a learning disability. […] in one of the third groups I have a student who cannot walk (PIP3-P5A session transcript 2627m sept 2, 2017 position: 24-32)</td>
<td>P4J: [12:48] Well, I am concerned with giving instructions. […] I'm concerned with that because it's like a pattern that every time I give instructions, students start, not just once or twice, three or four times that I need to explain and explain and explain, what they have to do. […] I used a lot of gestures or visuals because I like to take visuals, many visuals to the class […] I model the instructions, not always, I'm aware that […] every time that I give instructions, I need to repeat three or more times what are they going to do. (PIP4- P4J session transcript verbal (2006m) Sept 2,2017 position:13-17)</td>
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<tr>
<td>P7E: That’s why I’m concerned that always the aspect where they always get lower grades, or lower scores is in the accuracy and the fluency part […] “I never get a 10 teacher, because I like to take visuals, many visuals to the class […] I model the instructions, not always, I’m aware that […] every time that I give instructions, I need to repeat three or more times what are they going to do. (PIP1-P7E session transcript 1h28 july1,2017 position:177-180)</td>
<td>P6I: What I began doing was switching from one language to another in the sense of embedding certain words in the target language in a given sentence. (PIP2-P6I 24h reflection + e-mail written reports Position: 7-7)</td>
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<th>LOOP 2: ME and my resources: Internal &amp; external resources available</th>
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| **PTE:** We don't have enough resources as I said. We don't have CD players for us. [...] OK, now: "Do I have money to make that activity like in real life?"
| (PIP2-PTE session transcript verbal 1h28 Jul 1, 2017 position: 19-21) |
| **PTE:** what I have done before is like use WhatsApp (phone application) when they record themselves [...] But not everybody has a cell phone [...] we also have the Facebook group, so probably we can have like video calls if we want to talk.
| (PIP2-PTE session transcript verbal 1h28 Jul 1, 2017 position: 156-160) |
| **P6I:** I mentioned not using a textbook because of the inconsistency with the syllabus, apart from being an additional cost for the students to pay. Since I began working at this institution, I implemented my own materials. I designed what I believed would suit best, allowing the students to bring in as much content as possible.
| (PIP2-P6I 24h reflection written report 1h28 Jul 1, 2017 position: 8-8) |
| **P6I:** an idea that comes up is having them like borrow my iPad or something and I can bring it in with me and maybe, I don't know, during lunch time or something like, "Okay, so do you have your recording?" I'm just going to bring it into my laptop or something.
| (PIP2-P6I session transcript verbal 1h29 Aug 5, 2017 position: 168 – 170) |
| **P5A:** The psychologist. Probably in the case of the student who cannot walk, his/her parents [...] "go and talk to the special needs teacher". [...] right now, their main teachers [...] [...] But I think for sure the teacher who can help me is the special teacher, the USAER teacher. [...] I don't have contact with their parents like at all.
| (PIP2-P5A session transcript verbal 2h27 Sept 2, 2017 position: 161-179) |
| **P5A:** I have resources which can help me to succeed with my teaching situation such as the principal, main teachers, teachers from the last year, parents, psychologist, the USAER teacher (special education), current literature on the topic.
| (PIP2-P5A session transcript verbal 1h29 Aug 5, 2017 position: 19-39) |

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<tr>
<th>LOOP 3: ME and my teaching practice: Personal schemata, beliefs, moral values undermining actions in practice, intentions, meta-posture</th>
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| **PTE:** I would like my students to have the opportunity to produce more. [...] When it comes the time when they need to speak, just like [...] spontaneous conversation [...] I would like them to help to feel more confident about it.
| (PIP1-PTE session transcript 1h28 Jul 1, 2017 position: 109-119) |
| **PTE:** they are taking that much amount of time [...] on grammar [...]. So instead of wanting to produce in 30 minutes, probably less is better, right? Probably 15 minutes, but you know with regularly it's going to help them more than if I give them 1 hour, or 30 minutes....
| (PIP1-PTE session transcript verbal 1h28 Jul 1, 2017 position:137-138) |
| **P6I:** I would like for the students to begin self-evaluating themselves as they switch between both languages and, for example, if they are able to write this switching it's fine with me. I would like to see their evaluation at the beginning and at the end of the semester and for them to be able to somehow view if they progressed or not in the target language relating to switching between both languages.
| (PIP2-P6I session transcript verbal 1h29 Aug 5, 2017 position:160-164) |
| **P6I:** I think that collecting their writing it's going to be, because it's easier to see and evaluate at the moment. [...] collecting their writing and having them reflect upon their writing, I think that's going to be the goal.
| (PIP2-P6I session transcript verbal 1h29 Aug 5, 2017 position:208-210) |
| **P5A:** [02:03:32] To start my action research, I do have to do a diagnostic in the next week, and to see their level, their actual level [...] And I have to do it to see how I'm going to be working with the syllabus in terms of their needs of the moment. Gathering as much information as I can about these, about my groups my students, especially the ones with these learning differences [...] and obviously [...] reading a lot.
| (PIP3-P5A session transcript verbal 2h27 Sept 2, 2017 position:207-288) |
| **P5A:** I think I have to pay constant attention to my lesson plans to see how they fit the needs of the students, especially those with learning differences.
| (PIP3-P5A introspection written report all Position: 19 – 19) |
| **P4J:** Another question that helped me to be more reflective was: in what ways can I make its repeat the instructions? [...] this question pushes me to start thinking on and looking for more strategies I could use to avoid repeating instructions [...] I want to implement is to re-take my reflective lesson plans and record the advances or setbacks that students and I are having.
| (PIP4-P4J 24h reflection written report position: 8-9) |
| **P4J:** The question that I found very helpful was the one that P9J made about having the time to implement ludic, reflective or mediative activities with students [...] also mentioned something about emotional intelligence, which it made me think about the need to start including not only academic activities, but also to look further and take into account the integral formation.
| (PIP4-P4J 24h reflection written report Position:6-6) |

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Table 21 Participants’ Data for the Learning and Reflection Loops from Guillemette (2014)

As shown in Table 21, during the research process, the four participants whose data was analysed touched upon reflective elements from each of the four learning and reflection loop put forward by Guillemette (2014).
b) Framework for reflective practice in TESOL.
In terms of using Farrell’s (2015b) framework for TESOL professional, I found that the five levels or stages of reflection evolved quite differently for each participant. As Farrell (2015b) suggests, these stages all developed in non-linear manners. That was observable in my research, as I found that they did not occur in any predictable fashion. Furthermore, I found level 1: personal philosophy and level 5: beyond practice quite valuable elements for visualising teachers’ reflections on a spectrum from the inner-self to the outer-self. On the other hand, I found it more complex to analyse the reflections using these five stages/levels of reflection. For instance, with some of the results, I had difficulty categorizing and separating level 2 (teaching principles) from level 3 (official and unofficial theory), and level 1 (personal philosophy) from level 2 (teaching principles). As a result, it was not always apparent how I should classify the data and realise the analysis from Guillemette’s to Farrell’s framework and vice-versa. The CAM operates differently from the way Farrell carries out his research studies. Farrell normally works with smaller groups of teachers using a different procedure for carrying out the reflective process and for collecting data. Farrell’s (2015b) framework follows a different set of procedures to carry out the reflective process.

Table 22: Participants' Data from Farrell's (2015) Stages and Levels of Reflection grants a summary of the results, crossing and uncovering data from each of the four PIPs analysed for each of the stages or levels of Farrell’s framework for four of the participants whose PIPs were analysed. Francis was presented in detail in chapter four, and Yael, Arial and Noah have been included in Appendices L, M, and N. These four teachers developed their reflection touching on all five levels/stages of the framework. The nature of their reflection differed in terms of the content and the importance given at each level. Yael often touched on theory, and s/he was probably the teacher who most often referred to theories during the sessions. In addition, Yael mentioned dimensions of his/her personal philosophy, experiences and cultural background, and several elements of classroom practice when describing what s/he did in class. Francis often reflected on his/her professional principles, build-in theories and classroom practice. S/he also verbalised ideas more easily and enthusiastically, opening and analysing schemata. Ariel often focused on his/her principles (beliefs), personal philosophy, and build-in theories for working with children with learning difficulties. S/he frequently touched on feeling overwhelmed. Noah had a difficult time speaking out and had to stop talking because of emotions arising which could
be both related to personal heritage and beyond practice. Theories were not as often stated but classroom practice was brought up several times. The reflective process described above can be seen in Table 22.

<table>
<thead>
<tr>
<th>PIP1-P7E</th>
<th>PIP2- P6I</th>
<th>PIP3- PSA</th>
<th>PIP4- P4J</th>
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<tbody>
<tr>
<td>Francis</td>
<td>Yael</td>
<td>Ariel</td>
<td>Noah</td>
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<tr>
<td>Oral speaking skills</td>
<td>Translanguaging</td>
<td>Learning difficulties</td>
<td>Giving Instructions</td>
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**LEVEL 1:**
**Philosophy**
Personal beliefs, values from childhood. Heritage, upbringing, ethnicity, religion, socioeconomic background

P7E: I tended to be a very lonely person in the sense of reflecting or sharing the things about my teaching, because of judgmental things or like because of my age. I always found older teachers or more experienced teachers to come and tell me what to do, but that's not the way I think reflection should be.

P6I: well not being inhibited by certain elements in my context, I am more able to bring in, like the baggage that each of us carries along within our past experiences, me, for example, my migrating experience it's between the US and Mexico, it's something that constantly make reference to something that I constantly bring into the classroom and it's not necessarily this comparison between Mexico and the US but it's just a little bit of inside of what I lived.

P5A: I would like to enrich my experience working in different context for the sake of my teaching practice. Try to find my own essence as teacher forgetting the constant pressure around us in own profession.

P4J: I think that I tend to... even though I consider myself like to be very straight, it's hard to me like to start to be talking and talking and talking. When I have noticed that when I am giving instructions, I tend to complicate them and make them like sometimes “enredosas”. How do you say “enredosas”? Vague, ambiguous, ambiguous.

**LEVEL 2:**
Principles:
Ts’ underlying assumption, professional beliefs, conceptions related to practice and behind classroom actions

P7E: Yes, for me it’s very important that they first try to remember what we covered before because, in the case, especially in the case of Thursdays when I don’t see them on Fridays, Saturdays, Sundays and then Mondays, it’s 4 days so it’s very important for me that on Tuesday they have the chance to re-cap what they saw. Otherwise they forget it.

P6I: I try to implement a little bit of everything into the classroom but also staying on the syllabus that I have to cover. The syllabus is a national-functional syllabus where basically something is presented and the student, because now the university is working with competencies and all that, the student has to be able to do something with a notion. So, a notion is presented, and the student is intended to do something with that notion. And so, yeah that's yes that's my teaching.

P5A: Why did I not realize last year my student under medication had a problem? Before assuming children have a behavior problem find out more about their background & work in close relation with other staff of the school.

P4J: Another question that helped me to be more reflective was: “in what ways can I make it's repeat the instructions?” certainly, this question pushes me to start thinking on and looking for more strategies I could use to avoid repeating instructions. At the moment, I can assure that I’ll start with writing them on the board and keep them short. Furthermore, another action step I want to implement is to retake my reflective lesson plans and record the advances or setbacks that students and I are having.
LEVEL 3:
Theory: Ts’ theory-in-building embedded into Ts’ practice: lesson planning, activities, techniques, methods, approaches, routines, critical incidents

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<td>P7E: I say it is necessary because learning a language is not a linear process: it takes time and effort. When we set simpler goals, we can actually achieve them and feel less stressed. “less is more” […] There’s always something from theory that we can incorporate into our own practice, even though what theory sometimes say is not always true or relates to our context. There’s always something we can learn from theory to put it into practice! Even though we have rules to follow in our institution, we can still manage the way to fill the expectations of our principals / coordinator and your teaching beliefs.</td>
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<td>P6I: During the time I was presenting, the topic of teaching methods also arose in which some peers mentioned the need to stick to a particular teaching method or technique as their institution required them to do so. I was able to bring up H.H. Stern as an alternative for teaching methods as he presents several dimensions (analytic-experiential, explicit-implicit, intralinguistic-crosslinguistic) related to teaching and learning strategies.</td>
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<td>P5A: My main goal is to keep learning and reading about my profession. My specific objectives are to go back to theory I learnt not to forget it and try to apply it in my context. At the same time, see how new theories fit in or change old ones.</td>
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<td>P4J: Moreover, I also realized that I need to get back and read what the theory says about giving instructions and implementing ideas that some of you commented during the session. However, I must be honest and say that applying the theory into the practice it has been complicated for me; or maybe it is because I tend to stop doing something if it doesn’t work the first try. Maybe, I need to be more persistent and don’t give up so easily.</td>
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LEVEL 4:
Practice: In classroom. Ts’ practice, visible behaviors, st’ reactions. R-in-A: consciously stand back; R-on-A: delayed reflection; R-for-A: anticipate

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<td>P7E: We sometimes have these, what is these? Walk and Talks, or erm I have also used word descriptions so they have like papers with a phrase, for instance, or two or three words where the grammar is there or the vocabulary that I want them to cover is there and then I ask them to be gathering couples and they need to describe that phrase to the other person but without saying anything so that person can come with the sentence that you have on the paper. So, I have tried to do it before. […] I have done it more in the second part of this last semester. I was taking a class with P3M […] I saw that it was better for them when they were like, when I was giving them like chances to incorporate that difficult grammar into their speech, not just “ok we saw the topic, next topic, no! Try to make connections, yeah!</td>
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<td>P6I: for example, if I bring in music […] I ask them, “So what music do you like?” and I try to find topics that they can relate to, something that they can identify with and it’s more that if they can relate to it I guess it’s a more productive class […] Allowing them to bring in more content that they like, it also helps to improve a lot more and it’s a more easygoing class.</td>
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<td>P5A: what I’ve done in the past, even in the classes where I don’t have students with learning differences, is to always try to use those advanced students in the language to help those who are behind, so that they can help each other and do the scaffolding, and the Vygotskii thing, and all that, no? And that’s what I try to foster in the classroom to promote the participation of those advanced students that can help me. You know, I’m not doing the work on my own. So that’s what… done and I, that’s also something that I could keep doing. When they finish, because sometimes they finish, most of the times they finish earlier, so they can keep themselves busy, and they are helping me to, to, for those students who are behind, can catch up with the work.</td>
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<td>P4J: Okay, I have mixed the ways that I teach grammar. The last year I did it deductively. I wrote the topic and I gave them the rules the form and all of that. This semester I’ve tried to introduce it inductively with readings, yeah using readings, give them first like sentences, and they try to come with examples related to that sentence that is written in… But I’ve noticed that they are like “okay, and then what?” And actually, for instance, the exam explicitly says, “use present progressive”, so, if I do not tell them what is present progressive, they don’t know what is it. At a certain point, I am like getting back to the deductively.</td>
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LEVEL 5:
Beyond Practice: Sociocultural, affective.

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<td>P7E: I also like to share that Mexico’s system is not ready for handling these kinds of problems. Probably, as P4J was mentioning his/her example, five years ago when s/he was at elementary.</td>
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<td>P6I: The commitment to contributing to research and being able to leave a mark in the field.</td>
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<td>P5A: Different situations that I was dealing with, really took a lot of my energy, and in order to deal with those situations, I somehow set aside my project, my action research,</td>
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<tr>
<td>P4J: I want to express that this project has been very enriching for my professional development as well as my personal growth. Listening to others’ experiences give...</td>
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school, her, the principal of the school didn’t know what to do. So, if we as teachers, we don’t have these leaders all who are well informed, then who can help us? Who can guide us? We are lost. Everything is on the teacher’s responsibility and intuition, yes. We are just trying, but we need also well-informed leaders.

PIP3-PSA session transcript verbal 2h27 sept 2,2017 position:246-246

P6d: Concerning the rapport, it was a crucial topic as I began working at this school at a relatively young age. I referred to my students as usted (vous in French) to mark a boundary between them and me. This has helped a lot since the first day. This has also helped avoid classroom management issues as well.

PIP2-PSA 24h reflection + e-mail written reports Position: 9 – 10

my goals, my objectives and all those beautiful things that I could have devoted my time to my energy, no? So, for that reason, I was like ok I could not do it, but on the other hand, I see some improvement, I see, or I realized this could happen, and, now, I have the experience to go through this, if I hope no, I have to deal with situations like this.

PIP3-PSA final session transcript (10m) 16 dec,2017position:12-13

me ideas for my own teaching practice. I can say that I really enjoy this practice. However, when it was my turn to expose my situation and my concerns, this experience became kind of difficult for me. I can say that it is hard for me to open myself to others; so, to some extent, the experience I had yesterday during the session, it was kind of stressing. [...] having shared my situation and after listening the comments and questions that the rest of the group made, it has helped me to realize that there are other areas where I need to pay attention, to see what is happening and find the source of this situation.

PIP4-PSJ 24h reflection report position:1-5

Table 22 Participants' Data from Farrell’s (2015) Stages and Levels of Reflection

As Table 22 shows, during the entire process, the four participants whose data was analysed discussed reflective elements from the five stages or levels of reflection set forth by Farrell (2015b) in his analytical framework.

From the analysis of the PIPs presented in the CAM sessions, I have gained new and unprecedented understanding about collective reflective practice and the role of reflection in the adjustment to improve teaching practice. Within the collective and socio-constructivist process, the participating teachers additionally carried out internal individual processes for developing their own personal reflection. For obvious reasons, it was not possible to collect comprehensive data and to know accurately all the internal thoughts being processed inside the “black box” (Grenfell and Harris, 1999, p. 54) when introspective reflective processes are involved. However, the data instruments used in this research made it possible to trace reflection on a continuum over time, both during and after the different sessions by taking various perspectives and positions whether carried out collectively or individually, verbally or in written form.

5. Conclusion for Chapter Four

In chapter four, I have presented results from the data collected from one of the seven PIPs developed during the research study giving primarily a voice to the discourse of one research
participant, Francis. Reflective practice was carried out as part of AR through collective accompaniment with nine EFL teachers in the state of Guanajuato, Mexico. To illustrate in what manner the CAM operates, one participant’s PIP, Francis, was presented as it naturally evolved during the CAM session where it was presented throughout the entire research study with nine participants who took part in this inquiry. Francis’s reflective process was presented to exemplify the CAM procedures used to conduct the research inquiry along with two analytical frameworks used to analyse the nature of the reflective process. These elements, although separate, are intertwined on a continuum throughout the example of Francis’s reflective account.

For my study, I collected complete PIPs for seven of the nine participating teachers and I thoroughly analysed a total of four PIPs developed by participating teachers during the data collection process. In this chapter, I have presented results from one of the four PIPs analysed to explore the phenomena of reflective practice. The other three PIPs are enclosed as Appendices L, M, N for Yael, Ariel and Noah, respectively, so that readers can follow the natural evolution of the reflective process and the results of the analysis that was carried out. The four PIPs served to answer my research sub-questions and my general research question designed to look specifically at the nature of reflection, at the perceived impact of the CAM on teaching practice, at the role of interactions between participants, and at the emergence of reflection within the CAM. They also served to produce the results, findings and outcomes of my entire research inquiry.

In the next chapter on the discussion of the results, I will introduce a new framework for analysing reflective thoughts in language teaching practice and I will present a comprehensive scholarly discussion of the outcomes along with my interpretation of the findings from the present research study. I will discuss the findings, discoveries, and outcomes from my investigation on reflective practice that I consider to be most important, along with the scholarly literature in the field. Moreover, I will give a space to my own positioning and argumentation as a researcher and I will include the voice of my research participants.
When you reflect, and you listen to yourself, it’s different the way you reflect. It’s not just, when you write, somehow, I feel like writing is not enough, like, I think faster than the way I write. (Francis)

We reflect a lot of the things we do but we don’t reflect when we need to take action or make the changes. That’s the difficult part so now I know exactly what I want to do. Yes, that’s it! (Francis)

Chapter 5: Discussion

1. Introduction
This chapter presents the scholarly discussion of my research findings along with my interpretation of the data collected and analysed during a collective accompaniment process to reflect on teaching practice with nine English as foreign language (EFL) teachers in Mexico. From the in-depth analysis of the results presented in the previous chapter of four of the seven professional intervention projects (PIPs) developed and co-constructed during the collective accompaniment model (CAM) sessions, I provide answers to my four research questions. Through working on my first research question, I developed a new framework to analyse the nature of the reflective process when analysing teaching practice which I will present in this chapter. As well I will offer eight emerging themes derived from my interpretation of the data that was analysed. Those new principles as well as a new framework for analysing the reflective process will be exposed after presenting my answers to my research questions. The research questions for my study were:

General research question: How does reflection emerge through using the collective accompaniment model (CAM) with EFL teachers who have completed or nearly completed a BA in Teaching English to Speakers of Other Languages (TESOL) in Mexico?

Specific research questions:

1. What is the nature of teachers’ reflection in the early stages of the CAM?
2. What is the perceived impact of the CAM on bringing adjustments to EFL teaching practices?
3. What are the participants’ interactions that support self-reflection within the CAM?

I will start this chapter by bringing answers to each of my research questions to show how the objectives of my research were met. The findings for all research questions were presented throughout chapter four in my portrayal of Francis’s PIP and in Appendix L for Yael, Appendix
M for Ariel, and Appendix N for Noah respectively. A summary Table showing findings from Francis’s data for each of the research questions has also been presented in Appendix O using different colour codes representing each research question. Hence, answers to the four research questions have their sources in the results and in the data analysis that have been presented in this dissertation.

As with any qualitative AR, the findings and conclusions are not meant to be generalized. What I present in terms of findings and research results is relevant for the present research. The result might be transferable to similar contexts when applied under similar conditions, but this may not be assumed.

2. **Answers to Research Questions**

a) **Research question # 1: nature of reflection within the early stages of the CAM.**
The first question I aimed to answer for my research was: What is the nature of teachers’ reflection in the early stages of the CAM? For this first research question, the attention was on the nature, the kind, or the type of reflection evoked by teachers using the CAM. The first research question on the nature of reflection allowed me to present data by using two established structured and descriptive frameworks created by Guillemette (2014) and Farrell (2015b), specifically created for analysing reflection and reflective thoughts in the teaching profession.

To understand the nature of the teachers’ reflections and answer research question one, several codes were deductively (top-down) applied from the two frameworks during the data analysis. I used two different coding systems for completing this task. First, I will present the results following Guillemette’s (2014) four learning and reflective loops: *me and my situation, me and my resources, me and my teaching practice, me and my professional development*. Apart from Guillemette’s reflective and learning loops, I simultaneously used the five levels of reflection described in Farrell’s (2015b) framework for TESOL teachers. With the aim of retrieving data and segments dealing with the nature of reflection, I followed each of the five levels of the framework: philosophy, principles, theories, practice, and beyond practice. The participants whose professional intervention projects were analysed showed that the nature of their reflection touched on the four reflection and learning loops (Guillemette, 2014) as well as Farrell’s (2015b) five stages of the framework for TESOL professionals. As part of my research
findings which I believe could be considered contributions, I have elaborated a new framework with six phases of reflection merging Guillemette’s and Farrell’s frameworks together. In this new framework, which will be presented in this chapter, there are six loops, zones, dimensions or areas of reflective and reflexive thoughts occurring when engaging in reflective practice.

1. Loop 1: Me and my situation examining puzzling issues
2. Loop 2: Me and my internal and external resources available in my context
3. Loop 3: Me and my teaching practice looking at my intentions and action plan
4. Loop 4: Me and my professional development by taking an expert meta-posture
5. Loop 5: Me and myself looking at my personal growth as the teacher-as-person
6. Loop 6: Me and my outer world: the socio-cultural politico-economic contexts

As previously exposed throughout chapter four, the nature of reflection-on-in-for-action (Schön, 1987; Killion & Todnem, 1991; van Manen, 1991) was diverse according to each research participant. It underwent a number of reflexive stages and learning loops at different moments of the collective and individual reflection process during the model based on collective accompaniment.

b) Research question # 2: perceived impact of the CAM on adjustment of practice.
I will present results to evaluate the perceived impact of the CAM on the adjustments of practice. My second research question was: What is the perceived impact of the CAM on bringing adjustments to EFL teaching practices? This is an imperative question to explore when working with reflective practice. As some authors specify, how can we demonstrate the impact and the effectiveness of reflective practice on teaching practice? When speaking about the critical arguments concerning reflective practice, Farrell (2018) comments that “we still have a lack of effort to evaluate the practical effectiveness of various approaches by empirical methods and through that the ideological positions that they represent” (p. 6). Using empirical methods and using a systematic process is precisely what Dewey (1910) claimed to be so important for collecting data and researching reflective practice. Reflective practice has often been criticized for not being tangible and for not documenting its results in teaching practice. The last research session of the CAM was dedicated to bringing closure and to examining what participants had to
report concerning the perceived impact of the collective reflection on their teaching practice over the seven months of the research project. The seven participants (out of a total of nine) attending the last session presented the perceived impact of their participation with their PIP and commented on their AR in teaching practice. They reported on the adjustments and changes they had implemented in their practice from the time the CAM session started. Each of the seven teachers took turn to speak for about 10 minutes about their PIP. They each explained how the collective accompaniment of the reflective process influenced their practice and thinking.

Participant Francis mostly focused on analysing his/her practice in terms of improving the English-speaking skills of students. An action plan was developed and implemented over the period of the research study. Positive results were obtained from the AR plan. Participant Yael was concerned about students’ use of translangaging in class and how to keep track of students’ progression in language use over the semester. Yael became more aware of his/her way of interacting with students, by allowing for students to bring in more content, and by establishing a reflective portfolio for students to watch their own progress. Participant Ariel was worried and overwhelmed with the students with learning differences in his/her class. S/he established a plan of action and was able to put in place part of his/her AR where s/he developed and grew professionally. The fourth PIP that was analysed and presented in Appendix N, was from Noah who focused on giving instructions in the EFL class. Apart from focusing on this object of reflection, Noah came to the realisation that another issue was causing discomfort in practice: the teacher and students had difficulties connecting in one of the teacher’s groups. By the end on the study, Noah reported that his/her instructions were given more clearly in class and the relationship with the group of students had improved greatly. Noah also mentioned that the final grades of his/her students had improved at the end of the semester.

Overall, within the setting of this research, participation in the CAM showed positive impact of adjustment on teaching practice as reported by participants involved. Tangible results of the reflective process on adjustment of teaching practice were shown from the four PIPs that were analysed.
c) **Research question # 3: participants’ interactions that support self-reflection.**

In what follows, I will answer the third research question: What is the role of the participants’ interactions in supporting self-reflection within the CAM? For this question, the focus was about describing the exchanges, interactions, insights, connections, and questioning episodes that took place between the participants during the CAM sessions. The effect of the collective and collaborative work to promote reflective practice in the CAM was the focus of interest for this question. Therefore, the connections and relationships between participants were investigated among other emerging topics. To find answers for this question, I looked at the input from all the different teachers participating in this research (Alexis, Sasha, Montse, Noah, Ariel, Yael, Francis, Cris, Joss) and not strictly from the four teachers whose PIP was analysed. Most of the data relating to interaction between participants emerged in the introspection phase of the CAM regarding the role of interaction in promoting reflective practice. Within the context of this research, the participants reported that the support of their peers was very beneficial in helping them view their practice differently. As revealed in chapter four and five, the majority of the teachers clearly elucidated on the quality of the type of questions asked by other participants and the accompaniment provider-facilitator in helping them gain a new perspective on some areas of their practice. The participants who were not presenting their PIP said that they still benefitted from the peer interaction, active listening, feedback offered, and questions asked to reflect on their own teaching practice.

Overall, the role of the other participants’ interactions in supporting individual self-reflection within the CAM was positive and beneficial for self-reflection to emerge.

d) **General research question: emergence of reflection in collective accompaniment.**

The general research question guiding this current study was: How does reflection emerge through using the CAM with EFL teachers who have completed or nearly completed a BA in TESOL in Mexico? For the general question, the focus was to describe the emergence of reflection and how it evolved over time during the collective accompaniment process. Within my research context, reflection generally surfaced gradually similarly to the experience reported by the participants taking part in the project. “Lightbulb” moments (Mann & Walsh, 2017) seem to have occurred at times when someone in the group mentioned something or asked a question that disturbed or shook up a participant’s established beliefs, assumptions, stance, or preconceived
notions that a participant had had before the event, question or comment was made. Each individual is quite unique when it comes to processing reflective thoughts. Some teachers share their “illuminating” moments spontaneously (for example Francis), others have a facility to share them in writing (for example Yael), others think about their reflection internally and keep their ideas more private until they are ready to disclose them (for example Ariel), others find it very difficult to open up and share their experience (for example Noah). The rise of reflective thoughts come and emerge differently depending on people’s personality type, being ready to listen and open up to themselves, feelings and emotions, self-esteem, circumstances, socio-cultural politico-economic context, environment, timing, sensitivity to issues, and capacity to reflect. When reflecting with others in a group of professionals, a strong level of trust, non-judgemental attitude, respect, empathy, and confidentiality had to be established and put in place for people to feel safe enough to open up.

Thus, I can say that reflection emerged both collectively and individually, on a gradual continuum and with the presence of some salient moments through using the CAM with EFL teachers who have completed or nearly completed a BA in TESOL in Mexico.

3. Contributions to Research Literature

a) The nature of reflection expands to a newly designed framework.

One of the contributions of my study concerns the analysis of the nature of reflection. I would like to continue my discussion with the presentation of a newly developed framework created for analysing the nature and type of reflection that emerges during collective accompaniment with a focus on reflection-on and for-action through the CAM. The new framework was adjusted to fit the context of EFL teaching in the Mexican context but could well be implemented with second/foreign language teachers elsewhere.

The nature of reflection can be analysed from a variety of perspectives and frameworks. For this research study, I analysed reflective practice with nine EFL teachers in Mexico employing the CAM developed by Guillemette (2014). As previously mentioned, I used two frameworks to analyse the data, Farrell’s (2015b) framework for TESOL professionals and Guillemette’s (2014) learning and reflection loops. I kept the two frameworks separated for answering my first research question regarding the nature of reflection in order to understand and
differentiate each framework for analysing reflection. Farrell’s framework is employed on a descriptive level to identify the themes that EFL teachers bring up in their reflective process. Guillemette’s framework, on the other hand, interprets reflection according to learning about a situation that a professional is analysing. Based on my interpretation of the findings in regard to the nature of reflection, I found that the two frameworks (Guillemette, 2014; Farrell, 2015b) that I drew on to analyse the data from the participants’ reflections were compatible in many ways. Although they were distinct, each with their challenging areas, they complemented each other well. I found that the types or the modes of reflection involved during the collective accompaniment were important steps to allow for reflection-for-action to emerge from reflection-on-in-for-action.

I became confused at times with the nature of reflection in the data from some of the participants such as Noah (Appendix N) who became very emotional at different stages of his/her presentation. At one point when Noah was really emotional during the presentation of his/her project, s/he said that s/he always looked at problems and focused on them instead of trying to find solutions. This seemed to be a general trend, not just in his/her professional practice. While coding, I felt that it was difficult to classify reflection that was dealing with the inner self both in loop 3: me and my practice and in loop 4: me and my professional development. I started seeing a different area of reflection and recalled that Farrell (2015b) talked about the teacher-as-person in his books as well as stage 1: personal philosophy, comprising of personal values and self-awareness, and stage 5: beyond practice which includes emotional dimensions of his reflective framework. It occurred to me that me and myself should be a separate zone on the reflective spectrum. Me and myself might have also arisen naturally as a separate entity to recognize a separation of the personal self from the professional self. On the other hand, while I was coding the data, I found that it was also important to distinguish the self from the outside world. Therefore, I added a zone called me and my outer world as a reflective zone situated outside of the teacher-as-person, the teacher-as-professional, the teaching practice, the existing internal-external resources, or the immediate problematic issue. This is likely to be the same circumstance in any educational setting due to the influence of political socio-economic cultural context. Farrell (2015b) portrays this well in his framework with stage 5: beyond practice.
One of the contributions from my research is the design of a new and combined framework adapted for EFL teachers using the CAM in reflection-on-in-for-action (Schön, 1987; Killion & Todnem, 1991; van Manen, 1991). From my data analysis, I have come to develop a combined framework for analysing the type of reflection that can be deployed during the process of reflection. In designing my model, I added two new loops to the reflective and learning loops from Guillemette (2014) and incorporated Farrell’s (2015b) stages or levels of reflection into this new framework for analysing the reflective approach (démarche reflexive). This framework could also pertain to individual reflection when initiating the process relating to a puzzling issue. The reflective framework that I am proposing for analysing the reflective process can be used for individual or collective development of reflection, combining three types of reflection-on-in-for-action emerging from a puzzling issue to bring adjustment in practice. The framework emerged from the data I collected and analysed in my research study to answer my first research question: the nature of reflection. The newly designed reflective framework presented below in Figure 17 resulted from having analysed my data from this research from both Guillemette’s (2014) and Farrell’s (2015b) frameworks, and from collecting the data as a collective process using the CAM. The principles underlying the separate zones on the reflective spectrum that sustain my new framework are presented in the following.

In this new framework, the reflective practitioner departs from a problematic situation and positions him/herself according to learning loops as per Guillemette (2014). Hence, in what follows, I propose a six-zone framework for reflection-on-in-for-action. I am using the words zone, area or loop because reflection is never exact and definite. Reflection is usually in mouvance and changes constantly which is why it makes chronicling, recording and documenting reflection a complex process. In this sense, verbal reflection seems to promote more spontaneity than written reflection.

I visually represent the new framework to be used for analysing reflection with EFL teachers by working with the CAM (Guillemette, 2014) in Figure 17. In combining the frameworks from Guillemette (2014) and Farrell (2015b), I established six stages of reflection. The reflection phases are situated on a continuum comprised of recurrent and cyclical movements. The reflection process transforms itself along a spiral to show how it is moving on a continuum but comes and goes as it wishes along the spiral. The development is non-static, non-
orderly, undisciplined and at times undefined between the various phases. The process works through temporary episodes which are not categorised by levels as they can jump around. Reflection travels along a common thread that carries the reflective thinking but can be situated at any stage of six defined and different loops.

1. Me and my situation examining my puzzling issues
2. Me and my internal and external resources available in my local context
3. Me and my teaching practice looking at my intentions and my action plan
4. Me and my professional development by taking an expert meta-posture
5. Me and myself looking at my personal growth as a teacher-as-person
6. Me and my outer world within the socio-cultural politico-economic contexts

![Reflection and Learning Zones for Reflection-in-on-for-Action](image)

**Figure 17 New Framework for Analysing Reflection-on-in-for-Action**

During the CAM, the practitioner starts by presenting his/her situation (Me and my situation: puzzling issue) which I made the starting point of the process. This as well as any of the other phases, comes back and forth during the presentation of the professional intervention project during collective accompaniment. Then, we turn to the resources (Me and my resources: external and internal), followed by the teaching practice (Me and my teaching practice: intentions and action plan). Then the circle moves to my professional development (Me and my professional development: meta-posture and professional growth). Subsequently, we find the teacher-as-
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person (Me and my inner self: Who am I? introspection schemata and habitus). In the outer circle, the professional situates him/herself according to the outside world (Me and my outer world: socio-cultural politico-economic context). The six loops or zones work in a spiral system and on a continuum, which follows no precise order of progression. The continuum is the guiding line of thought that carries the reflection throughout the process.

I will now explain with more details each of the reflective zones for new tool for analysing reflective practice.

**Loop/zone 1: me and my problematic issue(s)**
This zone of reflection corresponds to loop 1 from Guillemette’s analytical framework. *First loop: MY-self versus MY present situation*, where the participant situates him/herself vis-à-vis problematic and puzzling issues in practice. Here the description of the problem and the local context is presented in detail and the teacher understands the present situation by describing it to their peers. The participant in the CAM presents his/her situation by going through a speaking aloud and thinking aloud process to bring consciousness about his/her practice. This is the basic first step of the CAM in the reflection-in-on-for-action process (Schön, 1987; Killion & Todnem, 1991; van Manen, 1991) as explained in chapter two in Figure 2 called *Reflection On-In-For Action*.

**Loop/zone 2: me and my resources**
This zone corresponds to loop 2 from Guillemette’s (2014) analytical framework. *Second loop: MY-self versus MY resources* where the focus is put on looking at existing internal and external resources available in the teacher’s local milieu. The questioning technique used helps view the situation with new eyes in order to expand the possibilities and diversity of actions that could be implemented. These professional resources available, whether they are human, physical, material, or theoretical, work to help the teacher resolve puzzling and challenging issues and look for support from where it had not been perceived before the reflective process. These resources are new tools to permit adjusting teaching practice. Level 3 on official and unofficial theories of Farrell’s (2015b) framework is also included in the resources available to the professional. For example, in Ariel’s PIP the human resources that were brought to consciousness during
reflection, allowed the teacher to figure out ways to deal with a very difficult situation in practice where s/he felt overwhelmed.

**Loop/zone 3: me and my teaching practice**

This zone on the reflective spectrum corresponds to *loop 3* from Guillemette’s (2014) analytical framework on a professional level focusing on the adjustment of practice and designing an action plan. *Third loop: MY-self versus MY teaching practice* is where one puts their practice into perspective according to professional schemata regarding professional beliefs and moral values undermining the intended actions of professional practice. This also corresponds to Farrell’s (2015b) *level 2: professional principles, beliefs and assumptions, and also belong to schemata* (Guillemette, 2014) which relates to the professional self, the teacher-as-a-teacher, with his/her habitus 24(Bourdieu, 2013; Perrenoud, 2008) as a professional, which serves to help improve the situation. This loop implies the “mirroring of practice and undertaking a self-analysis” as Farrell (2016b, p. 224) has identified. This is a crucial step in the reflective process because it prompts a new manner of viewing teaching practice, allowing the making of adjustments and transformation in ways of being and acting as a professional. Here the teacher makes a conscious effort and choice, comes to realise that some aspects of their teaching might need adjustments, and takes a conscious decision in planning and implementing adjustments. The teacher comes to realise that change is needed and is making a deliberate plan to concretely operationalize transformation.

**Loop/zone 4: me and my professional development and growth**

This reflective zone corresponds for the most part to *loop 4* from Guillemette’s analytical framework where the professional looks at his/her professional development needs in order to implement changes in practice and meet a desired situation as per Vygotskiï (1978). The *Fourth loop: MY-self and MY professional development* (Guillemette, 2014) is where the process of distancing oneself from what was carried out through the first three loops helps the teacher to learn about his/her practice on a deeper level. This type of reflection implies distancing the self vis-a-vis one’s practice and professional growth. Newly gained awareness and introspection allow the professional to situate his/her practice and become conscious of the ways that his/her practice has been transformed. This step shows concretely where the impact of the reflective process has been seen in teaching practice by going through a systematic process. The

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24Bourdieu fait de l’habitus essentiellement l’intériorisation des contraintes externes, l’incorporation des structures sociales en chaque individu, qui tend, “ plus sûrement que toutes les normes explicites, à garantir la conformité des pratiques et leur constance à travers le temps. (Yannick Yotte, 2000, p. 91)
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professional feels more confident and secure in his/her practice and this can be observed in the way the person is behaving. In the research sessions, this was clearly noticed with Yael, for example, who was saying that s/he became more genuine in class with his/her students and becoming more critical of the new theories s/he was learning about by reading.

Loop/zone 5: me and my inner self – teacher-as-person
This zone corresponds in parts to loop 3 and 4 from Guillemette’s (2014) analytical framework where one puts his/her practice into perspective using a meta-posture, according to personal schemata which may include beliefs and moral values undermining the intended actions from a deeper sense related to the self. In this type of reflection for loop 5: MY-self versus the ME and who I am, the person transforms his/her operational schemata, recognises personal character traits, strengths and weaknesses. In this loop, there is a noticeable light-bulb moment which can take the form of a change in the tone of the voice or a movement that a participant makes when coming to this new realisation. For instance, this was evidence when participant Francis shared that s/he was a perfectionist and made a movement with his/her hand: “I am very perfectionist and when something doesn’t work as I want it to work” (with fist on the table) and when Noah had to stop talking because his/her emotions were too strong. Reaching the inner self demonstrates a deeper level of reflection, because it involves using a reflexive posture emphasizing the “mirroring of practice and undertaking a self-analysis” (Farrell, 2016b, p. 224). Farrell’s level 1: personal philosophy and personal beliefs, and level 5: emotional dimensions beyond practice could be included in this loop. This mode of reflection corresponds to a critical moment in transforming how one recognises the self first of all as a person. This is the viewpoint presented by Farrell looking at the teacher-as-a-person. This new personal awareness will evidently affect the way the practitioner sees him/herself in professional practice. This type of reflection can be linked to self-actualisation referred to by Maslow (1943) in the pyramid of the hierarchy of human needs. When the person reaches this level of actualisation, one can act upon his/her own beliefs being freed from outside pressure. It also relates to Vygotskii’s (1978) notion of interpersonal and intrapersonal processes which arise from within the person when ready for transforming learning into an inner intrapersonal level.

Loop/zone 6: me and my outer world
This dimension corresponds mainly to level 5 from Farrell’s (2015b) analytical framework and corresponds to loop 6: MY-self and MY outer world. This is where the reflection focusses on the
impact of the outer socio-cultural politico-economic pressure and the realities affecting teaching practice. The teacher becomes conscious of the social context in which practice occurs. And having realised this outer reality, can find a way to manage issues with his/her local context. At this level, the teacher has less power over the outer world to bring adjustments to practice: however, once this new understanding has taken place, a form of resilience could emerge. The professional understands and accepts the local context as being a part of the outer world over which s/he often has no power. This is particularly true in the field of second/foreign language teaching where the outer socio-cultural, socio-political, socio-economic demands and exigencies are involved in some form in teaching practices. One example is the need to obtain certain scores on official exams in order to enter into higher education programs, or implementing curriculum imposed by institutions and governments which directly impact teaching practice.

On occasions, the teaching of foreign languages brings moral inner conflicts where the professional feels that s/he has no power to make adjustment to practice according to their own professional and individual values. By becoming aware of these aspects of language teaching, one can still make adjustments to practice by taking a new position facing the requirements or pressure that are inherent in teaching. An example of this would be the positioning that participant Yael took towards the implementation of theories on practice: Yael took the opposing position of making theory work for his/her teaching practice by looking for theories that could be implemented in practice. Francis also touched on this type of reflection when s/he said that in Mexico the education system is not ready to handle learning differences: “I also like to share that Mexico’s system is not ready for handling these kinds of problems.” This requires a certain level of critical thinking (level: 5) as mentioned by Farrell (2015b) in his framework when presenting critical reflection: “when TESOL teachers are encouraged to reflect beyond practice, this is sometimes called critical reflection because it entails exploring and examining the moral, political and social issues that impact a teacher’s practice both inside and outside the classroom” (Farrell, 2018, p. 95). Yael and Francis are certainly showing this type of reflection in the excerpts presented.

In the next section, I offer a series of principles or claims as arguments deriving from my findings in this research on collective accompaniment for reflective practice with EFL teachers in Mexico. I am now going to present the following research claim: the CAM operates well in the
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local Mexican context where my research took place.

b) New principles and arguments derived from the research findings. Apart from answering my research questions and developing a new framework, my research study has allowed me to understand the following features about collective reflective practice as it was carried out through the CAM. The role of the collective impacted reflection and teaching practices in the local Mexican contexts for the EFL teachers taking part in the research study. In this chapter, my interpretation of the findings will be presented sequentially, building from one argument to the next. My findings about collective reflective practice evolve on a continuum as offered below in Table 23. These statements derive from the emerging themes that I classified while coding and analysing the data collected.

Table 23 New Principles and Findings Derived from the Research Findings

1- The collective accompaniment model offers support to EFL teachers in Mexico

The first findings from my research are that for the most part, the CAM showed positive results to foster reflection with the group of EFL teachers I worked with in the Mexican context. The model of collective accompaniment that I used for my research study was created to be applied with school directors for reflecting on practice and for establishing objectives for school teams,
including directors, special needs educators and school administrators. The factors inherent to the CAM adapted well to the Mexican context with EFL teachers. To my understanding, the CAM as it was used in my research had not been implemented previously in Mexico.

The CAM’s strict ethics rules and structured procedures such as asking and taking turn to speak or intervene, asking open-ended questions with the intention to help accompanied peers reflect better on issues, not asking “why” questions to prevent making others feel judged, providing attentive and active listening without interruption while other participants share their situation, on the most part, brought positive results to the reflective process and the AR of the research participants. It might indicate that the CAM functioned relatively well in the present research context. I must admit that applying ethics rules consistent with the CAM had to be accomplished with great attention and with particular caution as the participants became familiarized with the rules. I noted in my journal that I was maybe too strict and used a cutting tone at times with a few participants who tried to intervene without asking for the right to speak. It was difficult to pay attention without intervening for all the members, including myself. However, following the CAM ethics rules seems to have allowed for the opportunity to create a space for opening and excavating deeper into the self to find answers to implement adjustment in practice. Guillemette and Simon (2014) inform us that the participants should recognize the importance that the group dynamic occupies within the reflective process even if, at times, the exchanges and interactions become emotional or transport them into an area of discomfort or cognitive conflict. Consequently, the rules of ethics become imperative for the proper functioning of the process in the CAM.

This extension, from the individual to the collective, is based on some essential ethical conditions, including the establishment of rules that promote trust, openness, respect for differences and confidentiality of exchanges. The accompanying-trainer and researcher has a key role to play in this way. (Guillemette & Simon, 2014, p. 22 [author’s translation])

It is worth noting that the heterogeneity of the group in the research cohort permitted for the interactions to be rich and diverse. The teachers participating in the research study had different experience, all worked in different school contexts (not two teachers worked in the same area), they had all graduated at different times from the BA in TESOL, most participants were
Women, the difference in age varied from about 22 years old to about 45 years old, they all had completed or nearly completed the BA in TESOL, three participants had a master’s degree, and their working experience was diverse from teaching at kindergarten and adult education. It is possible that this diversity and the various local contexts allowed for a richer level of exchanges and interactions to analyse EFL teaching practice. Guillemette and Simon (2014) report that, within a group of people working together, heterogeneity refers to the recognition and the acceptance that there are no two people who learn in the same way, and that there can be a multiplicity of interventions depending on the complementarity of each person (Przesmycki, 2004). In the present study, the nine participating teachers were from different EFL teaching contexts and each person brought different viewpoints, characteristics and experiences to the CAM reflective process. According to Guillemette and Simon (2014), heterogeneity becomes a transformative device in the social sense (Peraya, 1999) because it offers a variety of complementary interactions between members of a cohort. As explained by Guillemette and Simon:

The exchanges that occur during the questioning process help clarify the various perceptions, nourish reflection and, subsequently, help situate and adjust to new ways of thinking and acting. This relationship does not become the sum of resources that each participant brings, but rather interrelates with each other for the mobilization of various resources. Hence, this mobilisation of resources is achieved by the connection with the revealed schemata. The group’s evolution as well as each participant’s professional development can thus transform accordingly. (2014, p. 22 [author’s translation])

The role of the accompaniment provider-facilitator to guide reflection also seemed to make participants feel secure in the process of reflection. I too was learning about applying the CAM first as an accompaniment provider-facilitator and then as a researcher. I made sure that all the material was ready and that I was prepared to guide the session as they are conducted in the CAM. I was nervous at the beginning of the research study, wanting to make sure I would carry out the process according to the model. I wanted to make sure the participants understood the procedures and felt guided throughout the process. For half of the CAM sessions, I was imparting BA classes on the same day that I conducted CAM sessions. At the beginning of session three, I remember feeling preoccupied because some of my research participants were either arriving late or had to cancel and miss the session altogether due to external factors out of anyone’s control. It
is then at that moment that I decided to change my attitude about trying to control external factors. I made a complete shift and accepted to work with my local and contextual conditions which I could not entirely govern. At that point, I remember coming to a great peace about the circumstances and this allowed me to be fully-present for the participants who were attending. I later realised that having some participants missing some of the sessions did not impede the unfolding of the reflective process. As the accompaniment provider-facilitator, it was more important for me to be fully present and to concentrate on making sure the session would run smoothly. This was a significant realisation for me as a researcher working with reflective practice. Guillemette and Simon (2014) stress the importance for the facilitator-researcher and for the accompanied participants to actively and fully engage to the reflexive process. The researcher-facilitator must ensure that the whole process is streamlined and effective. This procedure takes place within a setting where listening, questioning, and giving feedback ensures clear comprehension of participant ideas (Guillemette, 2014 [author’s translation]).

For instance, during sharing sessions, the physical space is organized in a way to invite, conduct, and create a trusting and safe environment. The participating members sit around a table or place themselves in a way in which they can face each other, allowing for a sense of openness and intimacy. (Houde & Richter, in press, p. 7)

Likewise, it is important to point out that, in order for reflection and reflexivity to emerge within the CAM, the right conditions must be met for professional development and growth to happen through the medium of reflective practice. Reflective practice serves as an instrument to bring adjustment in practice if, and only if, the right conditions prevail. Nevertheless, it is of utmost importance to stipulate that achieving professional growth and being reflective or reflexive about one’s practice, is not a precondition for practitioners to develop into competent and effective teachers. According to Dewey (1910), reflection not only requires thoughts to simply emerge in a sequence, but the reflective process also needs to evolve as a consequence moving from one thought to the others:

in a consecutive ordering in such a way that each determines 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. (Dewey, 1910, p. 2-3)
The methodological procedures employed within the CAM generally coincide with what Rodgers (2002) distilled from Dewey’s view of reflective practice:

(1) follow a meaning-making process that moves from one experience to the next with understanding of relationships and connections to experiences and ideas;
(2) is carried out in a systematic, rigorous, disciplined way of thinking, rooted in scientific inquiry;
(3) happen in a community, in interaction with others;
(4) include attitudes that value the personal and intellectual growth.

As demonstrated in this research inquiry, the CAM certainly follows a meaning-making process which is carried out in a systematic way and is rooted in scientific inquiry, occurring collectively in interaction with peers and including attitudes that value personal growth similarly as to Dewey’s (1910) recommendations.

Furthermore, the place given to listening, paying attention, offering feedback and questioning is at the grassroots of the success in the CAM. The types of queries where open questions are asked in a non-judgemental way, leads the participants to open themselves feeling secured and accompanied. Key questions to help facilitate deeper reflection on practice were developed by all the participants in the research study. However, I am convinced that more time and sessions would promote a different level, style and quality of listening, paying attention, offering feedback and questioning, both from the perspective of the facilitator-researcher and from the accompanied participants. In previous research conducted by Guillemette, the CAM as a method employed to conduct research inquiry, is generally carried out for long periods of time with one cohort, for as long as two or three years. In my investigation, the CAM sessions were spread over a period of six months with one session per month. Guillemette normally meets every six to eight weeks to provide collective accompaniment with her cohorts.

This scholarly discussion brings me to the subsequent finding: the CAM allows for teachers to reflect and bring some adjustments to their teaching practice.

2- The collective accompaniment brings an impact on the adjustment of teaching practice
The ensuing result that I am reporting concerns the perceived impact of the CAM (Guillemette, 2014) on adjustment of practice. The emphasis of this finding is on the adjustment of practice with a focus on reflection-on-in-for-action. As presented in chapter four for Francis and in
Appendix L for Yael, in Appendix M for Ariel and in Appendix N for Noah, the CAM, carried out through AR with nine EFL teachers in the Mexican context, revealed some tangible results on the reflective process and in teaching practice. For the most part, data collected leads me to think that under the conditions in which the CAM was applied during this investigation, the reflective process appeared to trigger positive changes in teachers’ practices.

During the course of this research, the CAM provided a space, place and time for reflection to take place and for action plans to be instigated. As a continuation, these action plans were implemented, in great part or partially, and these actions brought tangible results for the participants in this study. This process of implementing changes in practice also brought a sense of empowerment when participants recognized that they were able to bring some changes in their practice. Under the conditions of the present research study, the end results of this reflective practice enactment generally displayed an impact on the development of professional intervention projects (PIPs) as participants implemented an AR (reflect, plan, act, observe) in their teaching context. This result, although concerning the perceived impact of RP on teaching practice, adds an interesting dimension to the academic literature which argues that the results of reflection on teaching practice has not been sufficiently demonstrated in research on RP (Akbari, 2007; Mann & Walsh, 2013). To demonstrate the visible impact on practice, we would need to observe or video record moments of the classroom practice before and after the RP process among other data collection techniques. The issue of concern in the present research concerns mainly the influence of the reflective process on teachers’ theories, philosophy, principles, practices, beliefs, roles, pedagogies, use of resources, habitus, etc. affecting their practice and these aspects are not necessarily observable for an outsider. The process of professional transformation evolves over time and follows its course according to individual’s characteristics.

To demonstrate the perceived impact of the CAM on their practice, I will present examples of the evidence in data to display what critics have said is deficient in reflective practice. First, I would like to mention participant Ariel who went through serious issues in his/her school while implementing his/her AR. As presented in Appendix M, during the final session, Ariel felt that s/he could not implement his/her desired plan of action in his/her AR. Nevertheless, s/he implemented several of the objectives s/he had identified during the CAM session where s/he presented his/her project. S/he certainly demonstrates growth as a professional
in his/her field. Ariel’s reflection and practice evolved from what was learned throughout this AR. During the last session, Ariel, whose PIP focused on learning differences, explains that s/he achieved several of his/her objectives during the research study, starting with learning the ABC of sign language, reading about the learning differences associated with a specific syndrome, working with different specialists in his/her school, attending workshops on learning differences, and developing exams for some of his/her special needs students.

ARIEL: I don’t think that I could carry out the project or the action research as I wanted, [...] cuz I was coping with the situation, a hard situation in my context [...] I learned the ABC in Sign Language, and I tried to use it. [...] I started attending some workshops and, like, speeches on the topic [...] About using people in my school, I could work with them and use them as resources [...] Then speaking or talking to the USAER25 teacher, I did. I approached to him/her and I tried to learn more about the children with these learning differences [...] I read it. And I could know more about that and specific information, things I didn’t know, or I wouldn’t know if I wouldn’t approach to him/her.

• **PIP3-P5A final session transcript verbal (10m) 16 dec, 2017 Position: 3 - 7**

From Ariel’s extract, we can observe what seems to be some of the consequences of the goals that were set and partly implemented in the AR project. Ariel says s/he would not have learned about these aspects of the topic of learning differences if s/he had not approached the people in his/her local school context. In this example, the professional development of this teacher, as well as elements of teaching practice seems to have been affected by his/her participation in the CAM.

Noah’s professional intervention project, which was not presented in chapter 4, referred to giving instructions. S/he shares what s/he did in practice to adjust his/her teaching to support students’ understanding in class. Apart from writing instructions on the board, keeping instructions simple, and applying ludic activities, Noah learned to be more patient, changed his/her attitude towards students and felt happier at the end of the semester. Some of his/her students also showed improvement in their final grades. In the final CAM session, Noah reflects on the tangible adjustments that the CAM brought into his/her practice.

NOAH: The situation I exposed was about giving instructions. However, I also realised that another problem was the relationship between my sts and I. After the session, I

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25 USAER special education teacher which stands for: Unidades de Servicio de Apoyo a la Escuela Regular
started implementing some suggestions and also, I became aware on my attitudes towards them. So, I decided to start talking to my sts, be more patient. And during the sessions, at the end of the lessons, I wrote the changes I’d noticed. At the end of the semester, I felt happy, the relationship between my sts and I was positive and some of them got very good grades on their last exams, something that at the beginning of the semester wasn’t. [...] I implemented written instructions on board to avoid repetitions, and some ludic activities such as small talks, games. And a change in my attitude.

- **PIP4-P4J final questionnaire written Position: 20-26**

I believe that the adjustment that took place in Noah’s practice is a sign that the reflection-on-in-for-action that took place in the CAM positively impacted his/her teaching practice. The CAM appeared to give Noah an opportunity to look at elements of his/her teaching practice and transform how they were dealt with and managed before the CAM sessions. This example concurs with Reason and Bradbury (2008) who advocate that change is present in AR as “action research starts from an orientation of change with others” (p. 1) rather than a desire to impose change on others.

In addition, participant Francis whose PIP was presented in chapter 4, showed positive implications from reflecting in the CAM on his/her teaching practice. Francis was the youngest participant in the research study. S/he expressed how the CAM made the reflective practitioner engage in action to implement changes in practice. S/he uncovered tangible impacts of implementing his/her AR on his/her professional development, such as feeling more of an expert in his/her field, being able to defend his/her position on how to promote speaking skills in his/her students, having decreased the anxiety that was present at the start of the research study, and having developed the skill of reflecting within a collective process.

**FRANCIS:** After these 7 months, I feel a more professional teacher or an expert, at least in my area, or in my context at least [...] I know if someone or somebody comes and asks me “You know, what does it take to teach certain students this skill?”, I can defend myself or my position, my view with arguments, with theory, with evidence. And I can tell them you know I have done this, this way, so I think that this can help you. [...] We never stop learning, and I don't know, I think that anxiety that was at the beginning, like not knowing what to do or how to do it has decreased. And also, what I learned from this was to reflect in a group.
• **PIP1-P7E final session transcript verbal(10m)16 dec, 2017 Position:8-10**

The day Francis presented his/her PIP, s/he mentioned, “we reflect a lot of the things we do but we don’t reflect when we need to take action or make the changes. That’s the difficult part. So now I know exactly what I want to do.” From the reflection s/he presented, we can sense some evidence of the impact of his/her participation in the CAM on reflecting and on adjusting teaching practice. S/he seems to convey that the reflective process was beneficial in his/her practice. As mentioned in chapter three, Reason and Bradbury (2008) affirm that AR is concerned with implementing and bringing:

> 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)

Yael, one of the three participants whose PIP was presented in Appendix L, offers another example of what appears to show impacts of the CAM on his/her practice. Yael expresses that s/he was able to reflect on his/her practice throughout the entire research study, had the opportunity to try out different types of activities, presented him/herself in a more genuine manner, and allowed students to bring in more content to class. As presented, Yael encouraged his/her students to set learning goals and keep tract of their learning process using a reflective portfolio.

> **YAEL: The project had a major impact in my professional practice. [...] many of us develop a set of routines throughout our teaching as we view what begins to work for us as teachers [...] I believe that it is crucial to take a moment to look at what you are doing inside the classroom and how it is working [...] I had the opportunity to do this thanks to the experience of the CAM. I was able to try out different things within my teaching practice and reflect on such along the way. I believe this would not have been possible if I had not accepted to be part of this research project. [...]**

• **PIP2-P6I 24h reflection + e-mail written reports Position: 23-29**

I believe that the elements presented by Yael show positive evidence of the impact of the reflection and AR process undertaken in the CAM on the adjustment of teaching practice. Yael is even as explicit as saying that s/he does not think that the reflection and adjustment in practice would have been possible if s/he had not taken part in this research study.
Researching the outcome of reflective practice in teaching practice is not easily achieved and has often been criticized within the field of education and language teaching. For instance, Akbari (2007) argues that there is a lack of evidence from reflective practice, stating that there is “no evidence to show improved teacher or student performance resulting from reflective techniques” (p. 192). Critics say that the benefits of reflective practice and its impact on practice are not revealed enough in literature and evidence from the reflective process is not clearly demonstrated. Mann and Walsh (2013) observe that reflective practice, although a widespread practice in education, has received a prevailing status “without a corresponding data-led description of its value, processes, and impact” (p. 296). They recommend “a more dialogic, data-led and collaborative approach to reflective practice” (2013, p. 291). I believe that the data from the research study carried out demonstrate the presence of a data-led description of the reflective process that went on during the course of this research. The many examples of the participants’ discourse related to the collective reflection that took place during the study clearly indicate the data-led description that seems to be lacking in research on reflective practice. The systematic and methodical way to collect data was explained in the chapter on methodology where a variety of research instruments were employed. Mann and Walsh’s (2017) approach to reflective practice is compatible in many ways with the research on reflective practice by working with the CAM that was adopted during this research study. They sustain that:

We demonstrate how a data-led approach to RP can be revealing and might be made more accessible to practitioners, especially in the early stages of their career. We argue that, in the tradition of AR, professionals need appropriate tools, their own data, and preferably some kind of collaborative dialogue in order to reflect on – and ultimately improve – their practices. By using actual data as empirical evidence, we demonstrate how RP ‘gets done’ in a range of contexts (Mann & Walsh, 2017, p. 1)

As per Guillemette and Simon (2014), the adjustment of practices is observable from the way a professional transforms his/her actions or his/her way of being in his/her professional context.

The impact of collective accompaniment on the adjustment of practice presented above, brings me to the next contribution from my research: the role of interaction with others through dialogue and multilogue generates depth of reflection and allows to plan for action.
The dialogic-multilogic collective interaction generated depth of reflection
The third principle that I am presenting concerns the role of interaction with peers in a dialogic-multilogic process while co-constructing learning on quality and depth of reflection. This socio-constructivist environment created a multi-layered perspective during the reflection process for teachers involved in collective reflective practice. In the examples shown in chapter four for Francis and Appendix L for Yael, Appendix M for Ariel and Appendix N for Noah, the reflective process was constructed with the support of peers who listened and asked questions to promote deeper reflection. In what follows I present results from Noah, Sasha and Cris to show examples and provide evidence of the impact of the interaction with their colleagues on developing their own self-reflection.

Participant Noah shared several ideas concerning the collective influence from interacting with others in his/her reflection. S/he expresses the benefit of sharing and listening to others to view his/her practice differently and s/he talks about an intervention that Joss made when asking a question which triggered a distinct issue.

NOAH: I can say that having share my situation and after listening the comments and questions that the rest of the group made, it has helped me to realize that there are other areas where I need to pay attention, to see what is happening and find the source of this situation.

- PIP4-P4J 24h reflection written report Position: 5-5
Noah says that from comments and questions that colleagues contributed, s/he saw other areas of opportunity in his/her practice. Farrell (2016a) presents the benefits of shared reflection since “the collaborative nature of the group enabled them (teachers) to share critical incidents so that they could analyse and interpret them together and ultimately generate their own solutions” (p. 130). So, peers who have lived similar experiences have a unique point of view to focus their attention on regarding other colleagues’ challenging situations. As well, Burhan-Horasanlı and Ortaçtepe (2016) uncovered that reflection can progress on a deeper level when shared with others.

Participant Cris reported how s/he sometimes felt overwhelmed in the same way as participant Ariel. Cris discussed how a question that was asked by a member of the group, made him/her reflect about his/her own teaching context. S/he emphasized the importance of dialogue with others to facilitate reflection to emerge.
CRIS: my most significant reflective moment: When Ariel was telling about his/her context, I felt that s/he was kind of overwhelmed, and then s/he said that word. I sometimes feel the same way. And when Ariel asked “what happens with sts who understand instructions and the others don’t? It was a great question because we sometimes as teachers don’t realize that we have good experiences too, and in some way, we have the answer. We just need to dialogue.

- **PIP3-P5A introspection written report-all Position: 34 – 34**

Cris recalled feeling connected in relation to a shared experience and a question Ariel asked during his/her presentation. The idea that other members of the group can contribute with questions to support peers to view their issues from different angles conveys a rich lens for looking at problematic issues in practice. Other colleagues see things from different positions and can help peers analyse their practice from alternative vantage points. The questioning approach that emerged from the guided collective reflection through the CAM gave the opportunity for shared leadership between the members of the group where all the participants had the same chance to be a part of the collective reflection process. The way questioning evolved contributes to keeping the focus on the reflection for action during the CAM. Guillemette, Morin and Simon (2015) denote that the type of questions asked make it possible to take a systemic view, first in a macro way looking at the general context, and then in a micro way looking more closely at the existing sub-systems (p. 53). McTighe and Wiggins (2013) refer to this type of questioning as “higher order of thinking”, or as meta reflection.

In this next example, Sasha clarified that Yael’s answer to a question s/he asked made him/her take a new stance on his/her classroom context. This type of positioning occurred only through dialogue with others.

**SASHA: My most significant reflective moment or realization: By having Yael answering my question about putting theory vs practice. It made me reflect about something I can do in my context and classroom.**

- **PIP2-P6I introspection written report-all Position: 7 – 7**

As mentioned by Sasha, under the CAM as experienced in this research study, reflection seemed to be best achieved with others. Mann and Walsh (2017) indicate that “interactions between trainer and trainee are designed to help the professional development of all present, a kind of
‘multilogue’ (p. 197). In the CAM, the trainer’s role might be played by any of the members of the group who are accompanying the presenter.

One of the most significant pieces of data in regard to the role of collective dialogue-multilogue in bringing depth and quality in reflection came from Francis. As quoted in chapter four, Francis described that s/he tended to be a very lonely person when it came to reflection on practice “because of judgmental things or like because of my age, I always found older teachers or more experienced teachers to come and tell me what to do, but that’s not the way I think reflection should be.” Then, Francis went on to mention that reflective practice should not be just a lonely process. Francis conveyed how the CAM session allowed him/her to open up to others. “I don’t know how to explain it, somehow, some comments of my classmates (colleagues) helped me to relate what I had previously reflected on... my colleagues here, my partners, yeah! That helped me a lot.” Francis also expressed that s/he used to share her teaching issues with a colleague who was his/her coordinator at work but has stopped doing this because s/he felt judged and criticized.

**FRANCIS:** I did. I talked to him/her [...] S/he told me “How do you feel now?” [...] I just said, “It’s going well.” So instead of opening more, I decided to close, like ok I am not going to say anything because s/he’s going to judge anyways, so...yeah, Other than that, I didn’t really say to him/her like I felt bad because what s/he said to me. S/he has said to me that I am very sensitive so, I don’t know, I decided to, to look strong in front of his/her, not to open.

**PIP1-P7E session transcript verbal (1h28m) july 1, 2017 position: 107-108**

The academic literature on reflective practice supports the benefits of co-construction and dialogue between colleagues, as opposed to giving advice as mentioned above by Francis. “Teaching is a reflective activity which at once shapes and is shaped by the doing of theorizing which in turn is bolstered by the collaborative process of dialogic inquiry” (Kumaravadivelu, 2012, p. xi). As per Mann and Walsh (2017), “a dialogic approach to reflective practice, we believe, addresses the need for more spoken forms of reflection and for a collaborative, rather than individual, approach.” (p. 41). Likewise, they argue that:

any future repositioning of RP should emphasize dialogic collaboration and constructivist views of professional development. Developing experiential knowledge, we suggest, is supported by collaborative discussion where thoughts and ideas about classroom practice...
are first articulated and then reformulated in a progression towards enhanced understanding. In this approach, reflection on practice does not occur in isolation, but in discussion with another practitioner. (Mann and Walsh, 2017, p. 2)

Mann and Walsh (2013, 2015, 2017) have stressed the importance of dialogic and multilogic discourse to develop new dimensions for reflective practice. They clarify that “learning from other colleagues is not the same as a co-constructed sense of reflecting together through interaction… and underestimates dialogic processes of collaborative reflection” (2013, p. 297). This idea aligns with Hatton and Smith (1995) who presented dialogic reflection involving discourse with self and others.

The literature presented shows agreement with the voice of the research participants in relation to the impact of the dialogic-multilogic process in promoting the development of depth of reflection. The results discussed in this section explored the role of interaction with others in a dialogic-multilogic process while co-constructing learning. I realise that additionally there was also a sense of belonging that emerged in the group from the support received and given by the collective community of practitioners. This is the following principle from the findings.

4- Belonging to a collective supports the emergence of reflection

The subsequent argument that I am presenting concerns the role of support given, felt and received by-with-for colleagues who can put themselves in each other’s shoes to understand their respective teaching situations. Sharing situations and experiences apparently allowed for professional growth to flourish from the interaction between peers. Participants in this research frequently mentioned the positive role that the collective reflection served in their thought development and their feeling of belonging to a group of peers that could understand their professional reality. Belonging to a community made EFL teachers in this study feel connected and not alone as there was mutual understanding, support, caring and empathy about their existing situation.

Apparently, the support given, received and felt from others and the role of empathy towards each other’s situation created a place for teachers to open up and trust each other, allowing for deeper level of reflection. Additionally, the importance of confidentiality of information, trust and a non-judgemental attitude, and active listening as part of the CAM’s strict ethics allowed for reflection and reflexivity emphasizing and promoting “the mirroring of practice and undertaking a self-analysis” (Farrell, 2016b, p. 224). This became particularly
evident during the third CAM session. There was a felt unity at the third CAM session and everyone seemed to be fully present. A great level of acceptance and empathy was sensed within the group. This respect and understanding then created an opportunity for opening up, for personal growth and for self-development. From the participants’ experiences lived during the research study, the construction of a community of practitioners seem to develop and evolve gradually. It is my perception that mutual respect, a non-judgemental attitude, openness to others, attentive listening, sharing of situational context, questioning for understanding and for creating sound reflective thoughts, caring and empathy for others were apparent in the sessions. I feel fortunate to have worked with such thoughtful individuals in this study.

For instance, Joss shares that feeling of being supported by colleagues in the group which in turn helped him/her cope with being overwhelmed in his/her teaching practice, a positive counterpart of the collective accompaniment process. The interesting element in this piece of data also comes from the fact that it came from Joss who, for diverse reasons, missed half of the CAM sessions.

\textit{JOSS: Even though I felt overwhelmed in my teaching practice, it helps me also to feel more supported with my colleagues [...] and to be part of a teachers' community.}

- Transcript verbal-final group session_december16th-transcript-position: 59-59

This segment of the data might indicate that the collective reflection process involved in the CAM conveyed a feeling of interconnection which possibly grew out of the dialogic process. Feeling accompanied in the reflective process may have also contributed to creating a supportive community similar to a context of peer coaching. Richards and Farrell (2005) claimed that peer coaching involves sharing equal responsibility between the parties “to build collegiality as teachers develop themselves professionally” (p. 152).

Participants in the study mentioned the importance of participating in a non-judgemental environment that allowed them to open up more and to dig inside themselves. An example is included in the following citation where Noah discusses the manner in which the trusting atmosphere created within the CAM allowed him/her to communicate his/her puzzling teaching situation and how supported s/he felt and which was conducive for him/her to open and reflect on practice. Noah, who shared how difficult it is to open up to others, felt well accepted, and not judged in the group. This might demonstrate how establishing connections with others in a
setting of respect might promote the unwrapping issues that are often unknown or hidden from others as well as to ourselves.

*NOAH: And, well. I can say that it was... For me this space, it was really enriching, as I mentioned, because it helped me to try to open up a little more (nervous laughter). And also, because, all the sessions were very respectful, non-judgmental (voice breaking) and I don’t know. I really admire all of you, because your work, and that’s it! (had to stop talking because of emotions raising)*

- **PIP4-P4J final session transcript verbal (10m) 16 dec, 2017 Position: 12 – 12**

In the literature, various authors validate the discourse held by Noah, Joss, Alexis, Francis and other participants about feeling supported and connected. Kissau and King (2015) observe that sharing content area expertise, and working “together in a nonjudgmental, supportive manner, encouraged a mutually beneficial partnership” (p. 158) in the research they conducted. In the CAM, ethics rules were reiterated at the start of each CAM session and were followed diligently in all the sessions. They include respect for differences, confidentiality of the information, exchanges ensuring a relationship of trust, and honesty and openness within the group (Guillemette, 2017). Above and beyond these ethical rules, in the CAM, the accompaniment approach is set up to support the analysis of practice and the development of reflexivity from a perspective of benevolence, having as expected fallout the adjustment of practice (Guillemette, 2017). Benevolence refers more specifically to the way in which one pays attention to others, namely from a perspective of respect for differences, of solicitude and of altruism (Guillemette, 2017).

Alexis, one of the participants, explained how the group allowed him/her to feel connected with others. Knowing that other teachers are going through similar experiences helped Alexis feel reassured. The sharing of experiences with other teachers made him/her feel that s/he belonged to something bigger and s/he mentions not feeling alone and feeling stronger and reenergised by the group.

*ALEXIS: Well, it also gave me a sense like, you are not alone with these issues in the world. It doesn’t matter the experience or the age you are, there is always problems or issues that are all the English teacher share. Like, they are counting in their teaching or in their daily teaching a process. So, it makes me feel like it doesn’t matter what I need to*
face next year, I know there is going to be somebody else that is suffering the same situation so it’s going to comfort me somehow.

- **PIP1-P7E session transcript verbal (1h28m) july 1, 2017 position: 232 – 232**

  ALEXIS: When I heard your experiences, your contexts, your knowledge, it was like well, one of two, I’m not that wrong, or well, these are crazy too! But well then, now I’m not alone. I could gather with my crazy colleagues and feel so good. But, no, I found out that even if it’s really hard to swim against the current, it’s worth it, it’s worth it. And, it really helped me to put my ideas in order. It really helped me to recharge my batteries [...] and to find out that I’m not completely wrong.

- **Final group Session december16th -Transcript - Position: 148-149**

Alexis described clearly that belonging to the group made him/her feel that s/he was not wrong in his/her thinking and that s/he could regain energy and put his/her ideas in order from taking part in the CAM sessions. Mann and Walsh (2017) present the dimension of belonging to a group that supports reflection. They state that “there are, then, benefits to be gained from belonging to a professional group, where reflections are likely to be of interest to all involved and where there are opportunities for the sharing of good practice” (p. 123). Moreover, they say that by having a common purpose and a defined context brings positive aspects to the collective reflection: “the advantages are increased when there is a common purpose for the group and when the context is clearly defined (p. 123).

Francis, whose PIP was presented in chapter four, conveyed an awareness about feeling connected to his/her EFL colleagues in the research group. This is quite important for my research and as quoted before, Francis reported that due to the fact that in the CAM colleagues are in the same profession, it is different from talking to people who are not EFL teachers. In the second extract presented during the session when Francis presented his/her situation and PIP, s/he had mentioned how his/her coordinator made him/her feel. The two examples show a different positioning in terms of the support Francis felt in both contexts.

  **FRANCIS:** This is something that I can’t say to my coordinator or to my co-workers or to my family. My parents are teachers [...] but they are not English teachers. [...] So, if I have someone who are, who is an English teacher, I feel much more comfortable, like you know my reality you know everything, yes, my struggle.

- **PIP1-P7E session transcript verbal (1h28) july 1, 2017 position: 208 – 217**

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FRANCIS: I think that’s like those are some of my concerns; like everything that I do, usually s/he knows, s/he knows everything like “Ok, you did this right.” [...] “Fulanito (someone) told me that you did this in class” or like everything that I do, s/he judges it in a way and that makes me feel uncomfortable.

• PIP1-P7E session transcript verbal (1h28m) July 1, 2017 Position: 17 - 17

Here, in touching upon the feeling of connectedness, I would like to point out the possible role of accompaniment in creating connections. Accompaniment as it is defined by Guillemette26 (2014) is “the idea of joining the other and offering support by nurturing each other’s potential” (Guillemette, 2014, p. 63, [author’s translation]). Guillemette and Simon (2014) argue that accompanying practices appear as a sign of our times, especially in response to the feeling of isolation in a changing world in constant mouvance (movement and motion).

From the emergent principle in relation to the role of belonging and support in building reflection within a supportive community of practitioners where participants can open themselves to analyse their practice, I now introduce the following finding. Listening is an integral part of the CAM on two separate levels: listening to the self and to others. Listening to yourself while verbalising and exploring your teaching situation and listening to others in order to undertake a metacognitive posture on your practice, allows professionals to better understand their practice.

5- Listening to yourself and to others encourages taking a meta-posture on practice for reflection to emerge

The next result that I present is the role of the dialogic-multilogic reflection through listening to the self and others as thoughts emerge during the CAM of taking on a meta-posture. Some of the results indicate that listening to yourself-and-others allows for an extra reflective dimension to arise and evolve. Sharing professional situations and action plans with other colleagues, while attentive listening takes place, allows for thoughts to form and emerge from one another. This occurs from listening to the self and being listened to by others. The results might show otherwise if the participants had simply recorded their voice while reflecting on their practice alone. There seems to be an element that propels the reflective process knowing that others are paying attention to your verbal discourse. Mann and Walsh (2013, 2015, 2017) stress the

26 l’accompagnement se définit par « l’idée de se joindre à l’autre, de le soutenir, mettant en lumière l’idée de favoriser le potentiel de l’un et de l’autre » (Guillemette, 2014, p. 63)

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importance of dialogic reflection with the self, including discourse with others, as well as between different forms of knowledge or theories.

Francis explained what happened and how listening to the self impacted the way s/he reflected. S/he was able to listen to him/herself and compared his/her written reflective thoughts by being able to listen to him/herself compared to writing about his/her own reflective thoughts. During the final session, Francis coherently articulated the benefits of listening to the self out loud because one-thinks-faster-than-one-can-write which was something new that this participant experienced through the CAM. This allowed Francis to nurture his/her thought process in a unique way from what s/he was used to doing when carrying out reflective practice through written discourse.

**FRANCIS:** *When you reflect, and you listen to yourself, it's different the way you reflect. It's not just, when you write, somehow, I feel like writing is not enough, like, I think faster than the way I write, so when I was listening to other colleagues, I could notice that. There were many things that I was always writing, like I listened to somebody and then I wrote, and I don't know. I just so reflecting in a different way from a different perspective, and I really like it!*

- *PIP1-P7E final session transcript verbal (10m) 16 dec, 2017, Position: 14-14*

The reflective process that Francis indicated seems to parallel Dewey’s (1910) idea that reflection is a thought process that builds upon other thoughts and is “not simply a sequence of ideas but a consequence. Reflective thoughts grow out of one another and support one another” (p. 2-3). However, the collective sharing process offers a way to understand while developing reflection and thoughts through verbal spoken discourse. Francis expressed this idea during the final session. Listening to the self during shared spoken discourse and being able to listen to your voice through dialogue and multilogue seems to have allowed this practitioner to undertake a meta-posture on his/her practice.

One of the other participants, Cris, expressed his/her understanding about reflection which s/he revealed is a long journey that demands setting aside time and space. Cris iterated the importance that listening to others had played for his/her reflection to emerge during the collective accompaniment process. In the CAM, *listening-to-others*, also seemed to play a part with the individual in the emergence of reflection in situations that *I don't see by myself*. Cris said
that professional past experiences emerged throughout the process of listening-to-others which allowed him/her to help colleagues better in their reflection.

CRIS: *Something that I found here is that it was more about listening. I realized that when I listen to you to others I can find myself maybe some situations or aspects of my own teaching practice, that I don't see by myself. But when I listen to the others and when I realize that I have been there too that I can say something to make the person feel better. It is meaningful.*

- Final group session_december16th_transcript - position: 37-42

From the results reported here and earlier, listening to colleagues in an ambiance of trust and collegiality while following the rules established in the CAM, with the help of a trained accompaniment provider-facilitator to guide the CAM process, and within a supportive group of colleagues who are involved voluntarily seemed to allow teachers to open up and bring their reflection to another dimension. As reported by Farrell (2018), in a study by Hepple (2012) who researched pre-service teachers’ peer directed discussions to convey pedagogical understanding, student-teachers in peer discussions did not reflect to question practice on a critical level. As reported by Farrell (2018), according to Hepple (2012) the students would reflect more critically if they received feedback or prompts from someone with more knowledge such “as a trusted third-party listener in a privileged position to take up this catalytic role” (p. 319). Hepple (2012) says that, “without exposing their assumptions and viewpoints to critical review, the participants are unlikely to develop new understandings and reformulate their practice” (p. 319).

On the other hand, within the CAM, the reflection with the self seemed to coincide with the discourse with others to bring out the meta-nature of their reflection. This dance between the two types of listening seems to have brought out interesting levels of reflection in the way thoughts evolve individually as part of being in a community. In what follows, Cris draws attention to the importance of listening and paying attention while not judging, and not giving suggestions or advice which contributed to his/her self-reflection during one particular session. Cris was a participant and a member of the group during that session but did not present his/her PIP that day. S/he reflected in terms of the impact that listening, paying attention and not interrupting others played towards his/her reflection on practice.

CRIS: *The specific interactions that best guided me to self-reflection: Listening. Paying attention, not judging, not giving suggestions, not interrupting others, not giving advice,*
and not bringing my experience.

- **PIP1-P7E introspection written reports-all Position: 31 – 31**

As also mentioned by other participants, the importance of non-judgement and not giving suggestions were apparent tools to promote deeper reflection on practice. In what follows, Sasha stated that listening to other teachers allowed him/her to prepare for possible classroom situations that could occur in the future. This type of interactive reflective process can only occur in a socio-constructivist environment working in collaboration with other peers.

**SASHA:** Listening to other teacher experiences has helped me to prepare myself for new classroom situations. It also helped me to clarify the aspects that I want to improve in my teaching and classroom.

- **PIP1-P7E introspection written reports-all Position: 7 – 7**

Mann and Walsh (2017) state that “through talk, new realizations and greater insights come about and get their first airing before becoming internalized” (p. 41). Here *through talk* inevitably implies listening to the other as well as talking, similarly to what Francis describes earlier. In discussing Johns’ (2000) model, Mann and Walsh (2013) state that the act of sharing with colleagues or mentors enables new understandings and insights which can improve our interpretation of a situation. Reflection can happen “in solitude, but in community with others, the learner will broaden his or her understanding of an experience beyond where it might go in isolation” (Rodgers, 2002, p. 863).

In the CAM, the role of listening to the self and being listened to by colleagues seemed to develop from “the others as a mirror”, similar to what Farrell (2018) said, quoting Thompson and Pascal (2012) who refer to “the mirroring of practice”. Within the CAM, the mirroring of the self happened in front of the collective which served as a mirror by looking at the self with the eyes of others who are fully present and attentive to the discourse being shared collectively. The process of listening to the self and being listened to by peers/colleagues might bring a new perspective on the development of reflective thoughts. When the participants were sharing and analysing their issues and contexts during the CAM, they appeared to be able to take on a meta-cognitive posture looking at themselves with a new set of eyes. The mirroring of the self happened within a collectivity and under the eyes of their peers inviting each presenter to look at themselves differently.

From the argument that listening to yourself-and-others supports the undertaking of a
meta-posture on practice, I now present the role of professional development in reflective processes to bring adjustment in practice.

6- Individual circumstances impact engagement in professional development
The next point that I offer concerns the role of professional development according to individual circumstances and its impact on engaging in reflection. Professional development appears to construct itself according to the need of each and every teacher to grow at a particular moment according to their predisposition and under certain conditions. In order to reach a high level of self-development, self-growth and reflexivity as a professional, many factors must be present during the reflective process. In the CAM, along with the professional developmental needs of each participant, a plan of action might be set up, from the first time a participant’s PIP is presented to the group. This should allow, in most cases, for a plan of action to be generated during the CAM session when the teacher presents his or her situation. The AR project that unfolds afterwards must encounter the right conditions to be implemented and to bring adjustment in practice.

I would like to bring up the case of Ariel from this research group as s/he felt that s/he could not fully implement his/her AR due to some complex situations in the school where s/he was teaching. The problematic situations s/he encountered were the type of situations that many teachers do not experience in their career. Additionally, participant Montse stopped attending the CAM sessions after session four when s/he presented his/her PIP because s/he moved away to a city far from the research site. Montse was also dealing with personal issues at the time of the research study which complicated his/her engagement and full involvement in the reflective process. Therefore, we were never able to follow up on his/her plan of action as it was set up during the presentation of his/her PIP during session four.

On the other hand, Sasha, who stopped attending the sessions after the first three meetings, had serious issues with transportation from his/her hometown to the research site. For example, on his/her way to one of the sessions, a roadblock impeded the bus s/he was travelling on to reach the research site. The trip to and from the town where Sasha lived is normally a little over an hour each way. That day, the bus driver had to turn around and the journey was cancelled as it occasionally occurs in Mexico. This is part of the social reality and local context where my
research study took place. In addition, Sasha had other impediments such as not having someone to take care of his/her children to be free to attend some of the sessions.

Another participant, Cris, did not present his/her PIP at all during the research study for reasons related to illnesses. On three different occasions, there were health emergencies where Cris was in the hospital with family members or had to receive medical treatments him/herself, which were events out of his/her control. Joss, another participant, started attending the CAM sessions quite late, at session three, and seemed slightly disorganised. I recall that s/he was frequently late for the sessions but due to critical situations in his/her practice s/he wanted to participate and reflect on issues happening in his/her practice. Joss did manage to present his/her PIP, which was a challenging and arduous session because of the issues that came out from his/her practice in the local context. The CAM sessions can be very demanding and extenuating at times owing to the level of attention that collective accompaniment demands. On a different occasion, Joss had a car incident on his/her way from his/her hometown to the research site and could not make it to the session.

Apart from the aforementioned situations, one of the participants, Noah, who had to travel for over one and a half hours to and from the research site to attend the meetings, did not miss any of the CAM sessions. This shows how important personal disposition, unexpected events, conducive conditions, and timing were in making the reflective practice process possible. Reflecting demands time, space and right frame of mind in order to allow thoughts to evolve and unroll. The support and “collaborative nature of the group” (Farrell, 2016a) is essential to allow participants to unveil their problematic issues in practice and share critical incidents.

In terms of their involvement in the CAM, some research participants reported on the relation between individual circumstances and engagement in professional development. In my opinion, growth and nurture could be equated to personal and professional development. In what follows, Alexis clarified how important it is to grow and nurture oneself professionally and personally. This answer was given after the accompaniment provider-facilitator (PH) inquired as to why the participating teachers decided to take part in this reflective accompaniment research study.

ALEXIS: because it makes you grow as professional and as a person. The answer to that question probably is something I want to share with you but being here at least for me has been a nurturing experience for firstly, personally and then professionally. So, well you
know not everything in life should be done because you are going to receive something, like external or... Yes, there are many things that are more rewarding even when the payment is not physical one, but emotional, professional, and that is long-lasting and better in my opinion.

- **FINAL Group Session December 16th-Transcript Position: 116 – 118**

This example from Alexis correlates perfectly with what Guillemette (2017) alludes to as different measures to start and conduct a process of analysis of practice within a collective for reflection and reflexivity to come about. One of the measures concerns professional characteristics of the practitioner which evokes primarily the importance of the voluntary commitment from each actor participating actively within the collective, and this, from a non-hierarchical perspective.

Francis shared that getting into routines is valuable but sometimes helping students come out of their comfort zone is important. Additionally, taking a metacognitive posture allowed him/her to adjust his/her teaching practice and “still feeling good about what we do”.

**FRANCIS:** We are used to routine and habits. Of course, they are beneficial for sts, but we can still make some adjustments for our sts to get out from that comfort zone and challenge themselves. Although we have difficult contexts where we work, when we go out and see ourselves from “above” there are always ways to adapt our teaching to our context (still feeling good with what we do).

- **PIP2-P6I introspection written report-all position: 27-27**

Francis clearly expressed the idea of seeing ourselves from above in this citation. Lafortune et al., (2009b) point out that to ensure adjustment of practice, the professional is called to take on a meta-perspective: “a means of providing observations to accompanied individuals without passing judgment, the intention being to take action, share information, and perform a collective analysis” (p. 133). In the context of my inquiry, the intention in accompanying is to provide a space to “take action, share information, and perform a collective analysis” (p. 133). Guillemette and Simon (2014) explain that taking a meta-posture is to place oneself above the situation in order to better observe actions, analyse practice, and adjust. In the end, the adjustment of practice is observed in the way professionals transform their actions or their way of being within a professional context.

Cris coherently expressed his/her understanding about reflection which s/he said is a long
journey that requires setting aside time and space. Cris iterated the importance of listening to others for his/her reflection to emerge in collective accompaniment.

**CRIS:** Reflection is like a long journey as teachers. We are not going to say I'm going to reflect now but then I'm going to forget it we need to reflect every day. [...] It is a process it is a journey of self-discovery, a journey of trying to be better, not only a better teacher but also a better person, or the best teacher you can be. We are all different. And when we go to an academic session or wherever we go, and we share information material when we can give something that it is going to be good for that person.

- **Final group session_december16th_transcript - position: 37-42**

Parallel to what Cris depicted above, Yael also spoke of the reflective journey and the importance of creating space for reflection to help one improve one’s practice by looking at one’s own teaching. Furthermore, s/he explained the thought of having developed a new sense of confidence after completing a master’s degree, thinking that it was no longer necessarily to take time to reflect on practice. That might be what some people have thought; however, Yael says it certainly is not his/her case.

**YAEL:** I also just hope to keep on reflecting on my own teaching. I guess it's always important to keep doing that because, for example I finished the BA and now in the M.A. I might gain like a sense of confidence and say like “I'm good. I feel okay with what I'm doing now.” And when I look at it, there can be also space for improvement somewhere in there, so I want to continuously keep looking at my own teaching.

- **PIP2-P61 session transcript verbal (1h29m) aug 5, 2017 Position: 170 – 173**

Reflective practice does not stop because of higher and post-graduate education degrees. Reflective practice operates on a continuum. The professional growth and the reflexivity of experienced by some of the research participants, as in the case of Yael, suggests that the analysis of practice might give the reflective practitioner a sense of empowerment as practitioners feel more confident and freer to be themselves in their teaching practice. As per Guillemette (2017), the analysis of practice is the capacity of individuals to examine both their personal and professional experiences as a basis for interpretation, discussion, assessment, and ultimately pedagogic change. Guillemette (2017) states that reflexivity is “a process of inquiry triggered by an interpellation (i.e., a turning point) that emerges from lived experiences, resulting in a
reconceptualization of thoughts or a shift in perspective” (Chaubet, 2013, p. 54, [author’s translation]). Reflexivity encourages reflection but at the same time it fosters the identification of deeper motivations that lie beneath our actions (Guillemette, 2014). Reflexivity invites us to examine our values, experiences, conceptual frameworks, and cognitive and affective facets (Argyris & Schön, 1996).

The key for exploring reflective practice lies in the fact that not two teachers are alike, have had the same professional experiences, worked in the same context or have the same need for personal growth. I can think of one of the participants in the research group who seemed to have difficulty developing reflexive thoughts. From my research outcomes, age does not seem to be a factor for reflexivity and professional growth to emerge. Reflective practice is a commitment to the teacher-as-professional and an engagement to learning and growing which entails different aspects to different practitioners. Schön argued that “competent practitioners usually know more than they can say. They exhibit a kind of knowing-in-practice, most of which is tacit” (1983, p. viii). This type of specialised awareness refers to the embedded knowledge that competent professionals are capable of using in the depth of action.

I have argued that the role of professional development and growth influences the emergence of reflection and reflexivity as part of my research contributions. I will now present the next statement which deals with self-actualisation and personal growth.

7- **Intrapersonal factors contribute to reflexivity and reflection**
My next finding is about the role that self-actualisation plays to foster reflexivity and reflection in a personal and individual level. Farrell (2018) symbolises this notion as the teacher-as-person. According to the results obtained throughout this research process, the emergence of reflective thoughts might rest on internal (personal) and external (context) factors and conditions for each individual teacher. The progression in which participants demonstrated the emergence of reflection during this research clearly belonged to each individual teacher. The role of reflexivity versus reflective aspects of the reflection that transpired is a unique, individual and personal experience separate from the professional role that teachers play. The desire to learn and better oneself cannot be imposed and is not a given state. One might need to have attained a certain level of wisdom and maturity, a desire to grow and a degree of discipline to achieve deeper levels of reflection and reflexivity. As per Maslow’s (1943) pyramid of human needs, self-actualisation
as the desire to become the most one could hope to be is the highest form of need. Striving to reach self-actualisation\textsuperscript{27} probably emerges when the individual is ready. It cannot be forced as it develops at a specific moment under the right conditions: it needs to arise from within the person when one feels ready. Vygotskiï (1978) presented the notions of interpersonal and intrapersonal processes being transformed from the first into the latter. He developed the process of internalization as a series of transformations that evolve from a between-people social interpersonal process into an inner inside the person intrapersonal one. In the CAM, the social collective certainly impacts the intrapersonal reflective process.

The following extract retrieved from the final CAM session shows how Noah was affected by the collective interaction from his/her peers. Noah is saying that opinions and questions asked by other participants made him/her reflect on his/her own practice. Noah’s voice was breaking because of high emotions that were felt during the sharing of his/her experience. S/he says that s/he noticed that s/he only focused on the problem instead of possible solutions which I believe is a personal characteristic or trait of his/her personality. S/he says s/he needs to start working on that. S/he later shared that it is difficult for him/her to reflect alone. Noah was the participant that did not miss any of the research sessions.

\textit{NOAH: the process of my reflection I think it was like, it was better for me for instance that your recommendations, well no, your opinions, and questions, yeah! And I went through action. First of all, I went through action, and I started like writing the instructions. And then, I started, in my lesson plans, I started writing small notes about the, the response of my students. [...] Yeah, (voice breaking) [...] As I focused on this group, it was first the giving instructions, but then I realized my attitude towards them, something like that. Something that I noticed is that I only focused on that specific problem, and I knew that there are some other things that, I also, I have to take into account, not just focus on that. Well, it is something that I think that I need to start working on it.}

- \textit{PIP4-P4J final session transcript verbal (10m) 16 dec, 2017 position: 6 – 11}

For Noah to disclose the interaction with other professionals had on reflecting on his/her practice and to reveal the discovery made about focusing on one specific problem might relate to deeper

\textsuperscript{27} The realization or fulfillment of one’s talents and potentialities, especially considered as a drive or need present in everyone.
level of understanding about oneself called *habitus*. Bourdieu (2013) talks of presuppositions we assume as “habitus, a system of schemes of perception and thought which cannot give what it does give to be thought and perceived without *ipso facto* producing an unthinkable and an unnameable” (p. 18). Habitus is responsible for many of our actions as they are patterns of behaviours that each person carries and replicates. Moreover, Dewey (1910) examined routine actions giving importance to the role of reflective thought as it “affords the sole method of escape from purely impulsive or purely routine action” (p. 14).

In the 24-hour report that Noah sent after presenting his/her PIP, s/he communicated how his/her participation in the research project had been beneficial for his/her professional and personal growth. As well, s/he mentioned how difficult and stressful it was to share his/her situation to the group as it revealed personal limitations. This shows how differently each person feels about sharing their professional issues with others. Reflecting can be a very disconcerting and unsettling process for some people, and reflection in a collective manner brings another dimension of opening up to others, not just to the self.

*NOAH:* Firstly, I want to express that this project has been very enriching for my professional development as well as my personal growth. Listening to others’ experiences give me ideas for my own teaching practice. I can say that I really enjoy this practice; however, when it was my turn to expose my situation and my concerns, this experience became kind of difficult for me. I can say that it is hard for me to open myself to others; so, to some extent, the experience I had yesterday during the session, it was kind of stressing.

- *PIP4-P4J 24h reflection written report Position: 1 – 4*

In Noah’s case, an interesting mode of reflecting might involve reflective practice with a peer, one trusted colleague, involving fewer people to support the reflective process to make him/her feel at ease at the moment of sharing. Edge (2015) developed a paired reflective model for EFL teachers called “cooperative development” which provides a “way forward in the attempt to encourage the bottom-up theorization of experience that can reflexively encourage and be nourished by the growth of critical capacity” (p. 61).

In this next quote, Joss articulated how reflection is not an easy process and has nothing magical. The process of reflection may be different for everyone as Joss explained. S/he was looking for a way to develop his/her personal way of doing reflection. In my opinion, his/her
approach to reflection may become an ongoing process which could improve in usefulness for this participant. This is reflected in his/her comment: “I can find mine”.

**JOSS:** I didn’t use to plan (laughter) my classes, I didn’t use to plan my classes, because and please understand my point of view, because with 14 groups and 450 students, well, sometimes I improvised, ok [...] I need to find, to find my personal reflection, reflection, reflective way! ok. I want to have one, my, my personal way of reflect, to reflect ok. I understand, I realise that s/he has very good reflection. That my colleague has, s/he is very organized, that s/he follows certain steps. Yes, then I want to, then I need to find mine, mine, in order to be more, in order to apply it in my teaching practice too.

- **Final session transcript verbal-Group_december16th-Transcript Position: 61 – 66**

Joss showed a real and legitimate concern about being able to find his/her own personal way to reflect on his/her teaching practice. S/he expressed how one of the colleagues in the group reflected in a way that was very good but insisted on finding his/her own way to achieve the same purpose. Guillemette (2017) claims that in a world where the rhythm of work is more and more hectic, education professionals are often confronted with the urgency to act (Rich, 2010). They find it difficult to take the time to think things through before making judicious decisions with regards to their specific context. Joss certainly expressed feeling overwhelmed and lacking time to reflect on his/her practice in presenting his/her PIP since s/he is teaching in two different schools and has about 450 students in his/her charge. Farrell (2018) depicts clearly that the professional is foremost a human when being considered a teacher-as-person:

A reflective practitioner is a human being first and hence a “person” or in professional mode a “teacher-as-person” where the human is at the center of the act of teaching. As mentioned in the previous chapter, the first stage of reflection within the framework for reflecting on practice, examines the “teacher-as-person” and suggests that professional practice, both inside and outside the classroom, is invariably guided by a teacher’s basic philosophy and that this philosophy has been developed since birth. In other words, the person (as teacher) cannot be separated from the act of teaching or “who I am is how I teach” (2018, p. 37, 38).

Farrell (2018) gives an account of the fundamental elements belonging to the individual person rooted within the teacher-as-person being present inside and outside the classroom. Adapting to change is a constant struggle. Change in teaching practice follows the same rules. As mentioned
by some participants, it is much easier to stay in your comfort zone and keep habits and routines. Adjusting one’s teaching practice demands rigour, organization, commitment, support, motivation, a systematic approach and an action plan.

Participant Yael reflects on the perceived impact of the project on his/her practice. This segment was sent after the last CAM session via an e-mail.

**YAEL:** The project had a major impact in my professional practice. As mentioned in the last session, I believe that many of us develop a set of routines throughout our teaching as we view what begins to work for us as teachers. We tend to stick to that routine as things seem to be going well. I believe that it is crucial to take a moment to look at what you are doing inside the classroom and how it is working (or not) for both the students and the teacher. I had the opportunity to do this thanks to the experience of the CAM. I was able to try out different things within my teaching practice and reflect on such along the way. I believe this would not have been possible if I had not accepted to be part of this research project. Continuous reflection was present throughout the experience of being part of the CAM. I was able to present my PIP and obtain questions from my colleagues for them to better understand my current working situation and context.

- **PIP2-P6I 24h reflection + e-mail written reports Position: 23 – 25**

This quote from Yael could suggest the difficulty that reflection implies and might well demonstrate that not everyone is comfortable with examining their practice with the goal of bringing change. This also reinforces the point made by scholars like Hobbs (2007) that reflective practice cannot be forced and imposed on anyone as a “required component of a course” (Hobbs, 2007, p. 406) as is often the case in teacher education programs. She goes as far as saying that when reflection is imposed, it can be non-genuine and “faked” and question its validity and veracity. However, when reflective practice is conducted appropriately, it becomes a strong tool to improve teaching practice. As set forth by Hobbs (2007), reflective practice “when conducted with sincerity and thoroughness, can be a powerful means for enabling teachers, both novice and experienced, to examine critically their preconceptions about teaching and their effect on classroom decisions” (p. 406).

Reflection on professional practice is a process framed within a wider socio-cultural politico-economic context, under specific working conditions, living situations, teaching
contexts, specific timing, growth possibilities, self-confidence and security, and whether the teacher is ready to open up in order to examine his/her practice. These factors need to be taken into consideration as professionals if we want the reflective process to be worth the time, effort and energy invested carrying it through. The teacher-as-person must be in the space of mind where they feel apt to analyse who they are and what they need to modify to make teaching and learning better. Dewey (1910) highlighted the complexity of assuming a reflective posture since “reflective thinking is always more or less troublesome because it involves overcoming the inertia that inclines one to accept suggestions at their face value; it involves willingness to endure a condition of mental unrest and disturbance” (p. 13).

Evidently, I cannot be firm as to what proportion the need for self-actualisation and the place that internal-external factors play in promoting reflexivity and reflection about teaching practice. I have pondered on the emergence of reflection within the complexity of personal-individual factors. In the next section I examine the importance of the diversity of context. It is necessary to adapt to differences and prioritize local context for participants to develop reflective practice-on and for-action based on their local needs.

8- Teachers’ reflective affordance on their unique and diverse contexts
My last argument involves the role that the CAM had in supporting teachers to reflect on their contexts. What the CAM afforded in terms of reflection, showed that each teaching situation is unique and diverse to each local context for each individual professional. Not two teaching situations are analogous since each local context is exclusive. During this research study, participants brought up evidence about their teaching realities relating events from their living teaching experience. Schön (1983) revealed that “through reflection, he [practitioner] can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice and can make new sense of the situations of uncertainty or uniqueness” (p. 61). The variety of teaching contexts described within this enquiry made participating teachers realise that they needed to find specific solutions applicable to their own context.

For instance, while Montse was reflecting on the importance of becoming aware of what happens in different teaching contexts, s/he verbalised on a new level of consciousness for other teachers’ situations as well as his/her own. S/he pointed out that this awareness brings a new
insight into seeing the “whole” picture in EFL teaching and what s/he can do within his/her specific teaching practice.

_MONTSE_: I realized how important our context is in our teaching practice, as it affects our teaching planners, and development. I was kind of aware of mine, but I need to open my eyes and see the “whole” picture. I also would like to invest more (by myself) about the use of the L1 in the EFL classroom, as talking to Yael, s/he woke up that interest in me.

- **PIP1-P7E introspection written reports-all** Position: 11 - 11

Ariel, on the other hand, indicated that by presenting his/her PIP, it gave him/her reassurance and made him/her realize that his/her context was unique. This made him/her feel that s/he needed to take advantage of the challenging situation s/he was facing in practice. Ariel mentioned how the other teachers made him/her reconsider his/her own context.

_ARIEL_: Somehow my context was seen through different eyes, relaying on the experience of different experts, their backgrounds and beliefs.

- **PIP3 - P5A (really PIP4) PIP3-P5A 24h reflection written report** Position: 4 - 4

_Ariel_ expressed the novelty of the teaching context s/he was now facing in his/her career. S/he felt overwhelmed even with more than five years of EFL teaching experience, as this new context was completely different from what s/he had ever experienced previously.

_ARIEL_: This is completely new, this context I've never been in and I think I need to research on that and... But it's something I need to think about a lot of things.

- **PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017** Position: 134 – 134

Here, Yael explained that by presenting his/her situation, it made him/her become aware of the particular context s/he was teaching in.

- **PIP2-P6I final session transcript verbal (10m) 16 dec, 2017** Position: 3 – 3

_YAEL_: In conclusion, I felt that the session in which I presented myself along with my current teaching situation was highly beneficial for me to reflect on my own context,
become more aware of my practice, and notice how privileged I am to be in this situation.

- **PIP2-P6I 24h reflection + e-mail written reports  Position: 17 – 17**

Francis, Yael, Ariel and Noah’s PIPs were presented depicting a variety of events and situations representative of each of the teacher’s local contexts. The benefit of working with the CAM is that professional development can be customised and tailored according to each professional’s needs and his/her particular teaching context. The bottom-up approach favored in the CAM contributes to the tailored action plan developed by each teacher according to his/her chosen objectives, needs and local context. As mentioned in chapter two:

A bottom-up approach to professional development can significantly enhance knowledge on what counts for professional development of ESL teachers and can promote ESL teacher-initiated professional development that is more focused towards classroom realities, based on knowledge that is co-constructed through engagement with experience, and systematic reflections, and is grounded in real teaching situations. (Farrell, 2013a, p. 8)

This form of professional development based on a bottom-up approach is likely to provide more chances to become successful, be implemented, and bring tangible and positive changes in teaching practice since it is customized for each unique and diverse context according to the teacher’s professional needs.

This section which focused on the role of the uniqueness and diversity of the teaching context of each participant to conduct a personalised AR projects brings me to my chapter conclusion.

4. **Conclusion for Chapter Five**

This chapter presented the scholarly discussion of my research findings. From the analysis of the data collected during my research from four professional intervention projects that were developed during this research study, I provided answers to my four initial research questions. Then, I presented a new, combined designed framework to analyse the nature of reflection from a professional reflective process during the CAM with EFL teachers in the Mexican context.

In addition, from the interpretation of my research data, I unearthed eight principles of significance as complementary research findings: the CAM has been implemented successfully in
the context of my research; the CAM shows an impact on the reflection and the adjustment of
teaching practice; the dialogic-multilogic process generates depth of reflection; results indicate
that a sense of belonging arises and takes shape over time in the CAM sessions; listening to the
self and to others promotes the development of a meta-posture; the engagement in professional
development growth helps reflection to emerge; the desire to achieve personal individual growth
allows for teachers to connect to their inner-self; and each teaching situation and local context
happens to be unique and different.

In chapter six, I will present the final conclusion for my dissertation including
implications and the contributions of my research, limitations of my research and
recommendations for further research.
Chapter 6: Final Conclusion

1. Introduction
This final chapter of my dissertation will remind the reader of the research objectives and questions posed. It will give a summary of my doctoral research, mentioning its contributions to the area. It will point out the limitations I identified as well as suggest recommendations for further studies. My inquiry aimed to investigate the role of collective accompaniment for EFL teachers who engaged in a reflexive process to bring adjustments to their teaching practice via an AR. Participating teachers examined their teaching practice for their own professional benefit, as well as for the benefit of their peers and their students.

2. Objective of the Study and Research Questions
The goal of this doctoral research was to explore collective reflective practice and provide support for EFL teachers to develop reflective practice through collective accompaniment, to create self-analysis and self-awareness about teaching practice, to implement adjustments in practice and to create a supportive community of teachers working together in promoting the emergence of professional reflection. The research questions were:

   General question: How does reflection emerge through using the collective accompaniment model (CAM) with EFL teachers who have completed or nearly completed a BA in Teaching English to Speakers of Other Languages (TESOL) in Mexico?

Specific research questions:

1. What is the nature of teachers’ reflection in the early stages of the CAM?
2. What is the perceived impact of the CAM on bringing adjustments to EFL teaching practices?
3. What are the participants’ interactions that support self-reflection within the CAM?
3. **Summary of the Research Project**

This dissertation looked at the phenomenon of deliberate professional development for reflective practice through collective accompaniment to promote adjustments in teaching practices with a group of nine EFL teachers in Mexico. The participants had completed or nearly completed their BA in Teaching English to Speakers of Other Languages (TESOL) called *Licenciatura en la Enseñanza de Ingles – LEI* at a public university in Central Mexico.

After they leave the LEI program, our students often find themselves teaching EFL in schools located in distinct areas in the state of Guanajuato. There are limited opportunities for further professional development to take place by talking to peers or reflecting on their practice once they leave the program. Apart from being involved in the acts of teaching, lesson planning and evaluating learners’ progress, educators are often too busy juggling new tasks to contemplate and examine their evolving teaching practice. The sheer amount of work they face when teaching and as they pursue their career can also contribute to loneliness, isolation and a lack of exchange with other professionals. As mentioned by Schön (1983) “the idea of reflective practice leads to a vision of professionals as agents of society’s reflective conversation with its situation, agents who engage in cooperative inquiry within a framework of institutionalized contention” (p. 353). This vision of teachers as agents of reflective conversations takes on a great significance in today’s world of high pressure and constant demands. In my research, reflective practice was examined through peer collaboration as reflective conversations working from a bottom-up approach through systematic data-led procedures (Mann & Walsh, 2017) as a way to mitigate the pressures mentioned above.

The literature review in chapter two presented the concept of reflective practice focusing on collaborative ways of carrying out reflection in the teaching of English as a foreign language (EFL). In the review I looked at critical contributions on the topic of reflective practice to target areas that lacked supportive evidence of the role of reflective practice on teaching practice. I have come to realize that the field of foreign/second language reflective practice research is vast and sometimes difficult to frame. As presented, collaborative RP in a dialogic/multilogic process of reflection has often been encouraged in academic literature as it promotes the enhancement of reflection to attain new grounds and understanding (Richards & Farrell, 2005; Mann & Walsh,
Reflective Practice through Collective Accompaniment in EFL Teaching Practice in Mexico

Reflective Practice through Collective Accompaniment in EFL Teaching Practice in Mexico

In this research study, the CAM was employed to develop collective reflection on practice through peer collaborative support and co-construction of knowledge, as a well-defined socio-constructivist methodology to conduct research on reflective practice. The CAM elaborated by Guillemette (2011, 2014) was employed to carry out Reflection On-In-For-Action. EFL teachers were invited to participate freely and a total of nine people took part in the research. During the CAM sessions, the participating teachers were given the opportunity to describe their teaching situation and puzzling issues, define their professional goals, choose elements of their practice they wanted to reflect on, and apply a new action plan in their EFL teaching practice. The data collection consisted of one information session explaining the research study and six CAM sessions conducted for three to five hours each time over a seven-month period from July to December 2017. Sessions were audio recorded and transcribed, and data were coded using MAXQDA software.

The results were first analysed deductively using Guillemette’s (2014) learning and reflective loops and Farrell’s (2015b) framework for TESOL professionals and were coded inductively using a grounded theory approach by letting themes emerge from the data. The data collected from four of seven professional intervention projects were analysed and findings were shared in chapter four for one of the participating teachers and in Appendices L, M, and N for three of the nine participating teachers. The findings from this research process were discussed in chapter five which presented a new framework to analyse the reflective process and the main findings included specific statements or principles in relation to the results of this study. The results of the CAM for reflective practice brought positive results to the lives of EFL teachers in this inquiry. Furthermore, a new framework for analysing reflective practice was developed and explained in chapter five. The key outcomes of this research are as follow:

1. Reflection emerges on a continuum and over time in using the CAM
2. The nature of teachers’ reflection is varied and goes through different reflective stages and learning loops within the early stage of the CAM
3. The CAM has positive effects on bringing adjustments in EFL teaching practice
4. Participants’ interactions support self-reflection within the CAM
5. The CAM has been implemented successfully in a Mexican context
6. The CAM shows an impact on reflection of teaching practice
7. A dialogic-multilogic process generates depth of reflection
8. A sense of belonging arises within the group through the CAM sessions
9. Listening to the self and to others promotes the development of a meta-posture
10. Engagement in professional developmental growth helps reflection to emerge
11. A desire for personal growth allows for teachers to connect with their inner-self
12. Each teaching situation and local context is unique and different

4. Original Contributions to Knowledge

In terms of original contributions to knowledge, apart from the new framework and key findings presented above, it is hoped that this research has made and will continue to provide significant contributions to the development of reflective practice in the EFL teaching context. Additionally, it is hoped that the framework may support teachers in the process of making adjustments to their EFL teaching practices as a way of improving foreign/second language teaching and learning.

1. The CAM was originally designed to facilitate collective reflective practice with teams of school administrators and educational specialists in Canada. However, the CAM was employed for the first time with EFL teachers in Mexico and results indicated that the CAM does function in this context. I suggest that this research contributes to the understanding of an instrument originally designed to promote RP in a very different group or professionals working in a very different context.

2. Furthermore, the research findings enabled me to add to the two original frameworks used for the analysis of reflection. The reflective and learning loops from Guillemette (2014) that together with Farrell’s (2015b) framework provided a novel instrument for examining collective practice which expanded upon to produce a new tool that appears to be suitable to this research context. As a researcher, it was important for me to work separately with both frameworks while coding and analysing data to come to a deeper understanding about the nature of reflection. Being able to differentiate each framework allowed me to design a new combined model for analysing reflection.
3. The reflective approach (démarche réflexive) specific to the CAM was thoroughly described, in chapter four and Appendix O, with Francis’s process of reflection. It depicted its internal process in intricate details. The thorough description of the reflection occurring during the process of the CAM, with detailed and concrete examples, had not previously been described at length in English nor used, to my knowledge, in a setting where Spanish is the native language. Since Guillemette’s (2014) model has been employed in francophone speaking contexts, this contribution allows for the CAM to be better understood by English speaking scholars.

4. In Guillemette’s research groups with school administrators and learning specialists, the CAM sessions occur five to six times per year over longer periods of time (Guillemette & Monette, in press). In my research context, the monthly sessions gave participants the opportunity to connect with each other on a regular basis, simultaneously allowing participating teachers to be given time to implement their action plans in their teaching contexts between CAM sessions. The monthly meetings, in my opinion, allowed for enough spacing and time between CAM sessions for the research participants to gradually implement their AR. Teachers who are in daily contact with their students may need to meet more frequently to benefit from peer support on a more regular basis. The fact that one or two participant(s) presented their PIP during each session, gave just enough time to begin to make adjustments to teaching practices and concurrently gave continuity to the process.

5. After students leave the BA TESOL program, they often find themselves teaching in areas where they are isolated and left on their own to teach EFL. Therefore, this AR rendered possible a novel way for Mexican teachers to develop and reflect with other colleagues who come from the same teacher education program. This allowed for these practitioners to keep broadening their practical and theoretical knowledge together.

6. The collective approach allowed for a community of practitioners to support each other and show empathy towards each other’s difficult issues. Professionals who openly shared their thoughts with each other rather by themselves bring different levels of understanding about their practice which in turn makes them feel unified.

7. The CAM approach is novel in the Mexican context because it breaks away from traditional ways of conducting reflective practice. The collective reflective approach as a
tool for professional development differs from the more standardized and traditional reflective methods presented in chapter two (journals, online forums, video recording, reflective lesson plan, mentoring, etc.). The way reflective practice has been construed in the past is mostly individualized or conducted with a mentor while the CAM focuses on socio-constructivism in a community of practitioners.

8. The local context where the research was carried out allows for professional development to flourish from a bottom-up rather than from a top-down approach. In this setting, teachers’ lived experiences where it was possible to resolve puzzling issues in their context and this offered empowerment to the participants and contributes to teachers’ growth. The bottom-up approach links theory with practice by working on bridging the gap and empowering teachers. This type of grassroots approach to professional development is not common in the Mexican context where a top down approach is usually favored.

9. The CAM allows teachers to play a crucial role in their own professional growth and to enhance the learning process of their students. My study involved working with English teachers who have, for the most part, gone through an educational system that does not give them a voice to express ideas about their lived experiences. To have opportunity to freely develop their reflection and their teachers’ self was very relevant for them.

10. Up to now, teachers educated in the Mexican education system are not used to being able to choose their own learning goals. The system has been deterministic, technical and unsupportive of the learner or teacher self. The concept of engaging learners in their learning process is in the first stages of development within the research context.

11. Reflective practice when carried out as a choice for growth and not as a forced activity allows for critical reflection to emerge demonstrates that we need to adapt ways of carrying out the reflective process. We ought to change the discourse on reflective practice as, in many occasions, it has largely become mechanical and has lost part of its ideal essence. RP should be offered as a choice not as an obligatory activity.

12. In the case of educational programs, RP should not be graded per sé but should be given a pass or a fail mark as it is difficult to grade reflection. This does not imply that reflection should not be taught in courses in educational programs, on the contrary. Concepts on
reflection need to be introduced early on for teachers to engage in the habit of reflecting on their practice (Hyacinth & Mann, 2014).

13. The high ethical standards outlined in the guidelines of the CAM regarding such aspects as privacy, confidentiality, respect for others’ differences, and protection of personal data contributed to the production of a safe forum for participating teachers in this Mexican context. Participants became able to reveal their views in a more open and less restrictive environment and non-judgmental milieu. This non-judgmental ambiance supports an attitude of mutual respect for each other’s opinions without the need of having to justify one’s actions. It fosters seeing teachers as professionals and as experts in their own contexts.

14. Working in an environment where respect for privacy and rules for confidentiality are clearly laid out is uncommon in the Mexican context from which the participants in this study came. This point was mentioned by a few of the participants in the final session of the research. They commented that the security of the environment was a critical point for them in gaining confidence and enabling them to open up.

5. **Theoretical and Practical Implications of the Findings**

The theoretical and practical implications of this research are important to me as a researcher and as an instructor working with pre- and post-service EFL teachers in Mexico. The purpose of collective accompaniment is to guide and support teachers collectively during reflective practice in a non-judgemental way, by creating an environment of trust and respect for reflection to emerge. The direct expected value of this research has been to provide support to EFL teachers who have completed, or almost completed the LEI program in teaching EFL at a public university in Central Mexico, and who are looking for new ways to enhance their teaching practice. The collective accompaniment approach, along with the questioning techniques used during the research process, serve to support reflective practice, develop effective action plans, and improve ESL teaching practices in Mexico. For instance, the implications of the present research regarding my specific findings will lead me to present and introduce the newly developed analytical framework for reflecting on teaching practice to support practicing teachers, teacher educators and student-teachers in preparation for the implementation of the CAM. Socializing the new framework could be done by participating at conferences, organizing
seminars to introduce the new framework, and presenting and using the CAM in workshops where the model could be experienced, as well as introducing it in BA-TESL classes in my professional context. In terms of the quality of the reflective process, the types of reflection, the questioning techniques and the kinds of questions asked, what I have learned from the results collected and analysed during the study has given me the opportunity to understand reflection in a new manner and to conduct the process with a new perspective. I have clearly changed my focus from trying to evaluate teaching practices or to give advice to teachers to helping them explore their practice through critical reflection. I have been doing this by taking a meta-posture and by keeping a distance from what belongs to them and does not belong to me. I have gained a better sense of respect and value for their personal and professional processes taking place through reflective practice.

The results of this research could have implications for EFL teaching and learning programs and in EFL teaching education programs in Mexico and beyond. The expected value or benefits of the research will be to continue providing support to EFL teachers who have completed the LEI program and who are looking for ways to enhance their EFL teaching practice through collective reflection in near future research projects. The discussion forums, collective accompaniment approach and questioning techniques used during the research process should continue to serve to support reflective practice, develop effective teaching and improve EFL teaching practice in Mexico. The results obtained from the analysis of the collective dialogues/multilogues, the feelings of empathy and support brought forth by the collective accompaniment process, as well as the specific questioning techniques used and employed during this research will hopefully keep evolving and developing to continue support reflective practice. The goal is to promote effective teaching practice and improve ESL teaching in this local Mexican setting. The reflective process employed through collective accompaniment undertaken during this doctoral research is partly being implemented now in some BA TESOL and BA in teaching Spanish as a second language classes. I certainly hope to continue exploring the role of collective accompaniment for reflective practice in my teaching context in Mexico.

The long-term goal of the research is to create sustainable professional development support groups for the EFL teacher community of LEI graduates in the state of Guanajuato. It is hoped that the study will help teachers in the short and long term by looking for new ways to
enhance teaching practice. This research will hopefully have significant implications for the development of reflective practice in this local EFL teaching context, as well as contribute to the adjustment of EFL teaching practices with communities of practitioners. The development of teaching practice using critical reflection for improving the field of EFL/ESL and other language teaching in my context should bring beneficial results. As seen in the results of the present research, participating teachers become more aware and critical about teaching EFL and are able to find ways to adapt their practice within the constraint of local teaching contexts and needs. In terms of education, countries like Mexico need to break away from the imposition of the prevalent dominantly hegemonial way of looking at the world with an occidental vision. EFL teaching in Mexico has been governed by English-speaking countries and we need local people to become more accountable and to take ownership of the teaching of English and of other languages, including indigenous languages to adapt to the realities and needs found in Mexico.

As clearly mentioned in Farrell’s (2016a, 2018) anniversary article and recent book, very few studies have been conducted on reflective practice in EFL teaching in the Latin American context, with most recent studies being done in Asia. Dzay Chulim (2015) conducted a doctoral study on reflective practice with pre-service teachers in Quintana-Roo in Mexico which was published in 2015. We have been in touch and have met to discuss research on reflective practice in our Mexican contexts. We are also hoping to develop a research group on reflective practice in the Mexican context and collaborate in studies involving different universities.

6. Limitations of the Study

The limitations to this study are wide-ranging. Foremost, results from AR with qualitative methodology cannot be generalised. Therefore, the findings of this investigation can only apply to the present situation under the conditions as experienced in this research. The large quantity and the great quality of the results that were gathered in this research process do not allow me to present and cover everything in this doctoral dissertation. As mentioned in chapter four, four of seven PIPs were analysed for my dissertation. The findings from one of the participating teachers, as it was presented in chapter four for Francis and in Appendix O, shows Francis’s colour coded data for four research questions showing the progression of the reflective process. This is only one of seven different PIPs developed and collected in my research.
When working with the CAM, the accompaniment provider-facilitator needs to receive special training to become an accompanier. My lack of experience leading and facilitating the CAM caused an impact on how I guided my participants during the process. I have seen Dr. Guillemette conducting the CAM several times now, and I know that I still have much more to learn as an accompaniment provider-facilitator. This comment relates to desirable qualities such as listening better, conducting the group’s interventions, giving feedback, and guiding the type of questions asked during CAM sessions. In terms of research limitations, the operationalization of the CAM has not, thus far, been applied to other Mexican research contexts. It is important to keep in mind that in any enactment of the CAM, participants need to fully commit and engage in the process to bring about positive results in their professional lives. Moreover, it is important for the group members to personally connect as a group for reflection to be meaningful and for trust to be instilled.

Another limitation was the novelty of the CAM approach which ideally gives a voice to everyone in the group. This freedom to be considered as an equal, the ethics rules, as well as the rigid structure of the CAM made the participants feel nervous about intervening and participating at first. Breaking away from expectations of hierarchical positions where the expert in charge is supposed to regulate all the knowledge and the participants are not given valuable roles and spaces to contribute with content knowledge should become a priority in professional development. Working from bottom-up approaches instead of top-down models should become more available in teacher development programs in Mexico.

One of the limitations was clearly the time duration of my data collection process for research using the CAM. It is evident that the short period of time dedicated to the data collection in this study does not allow us to observe the comprehensive recurring process of the CAM where participants come back to the table to share their new situations (PIP) on several occasions. This has certainly been a limitation to this research study. Guillemette has been working for up to seven years (2012-2019) with the five different cohorts, in some cases, in projects for up to three years, with over fifty participants. She has been able to compare the reflective process from different cohorts, which is something that has not been possible at all in my investigation process (Guillemette & Monette, in press). Longer periods of time for longitudinal studies with different cohorts would give a better idea of the possible impact of the CAM on reflection and on
adjustments of practice. Various cohorts would allow for better understanding to compare the impact of local contexts on our own local teaching practice. We need to keep in mind, that this process was conducted with one very small group consisting of nine EFL teachers. It would be important to continue with this type of research process in the same context to draw parallels between different cohorts.

I feel that it is relevant to mention some of the reasons why some people stopped attending the CAM sessions. As I explained in chapter five, the reality of the Mexican context often creates difficulties. The physical distance issue where at times road are blocked and car accidents occur was a problem for some participants. The financial reality of the participants, who were not paid to attend the sessions, sometimes interfered with their ability to attend sessions. Nevertheless, the CAM sessions could be conducted well throughout the research study. There was one occasion where the main presenter arrived one hour late, and, at the time, I was wondering how to reorganise the CAM session that day, but fortunately, this teacher arrived and proceeded with presenting his/her PIP.

The lack of financial compensation for the participating teachers created a tangible limitation. Participants had to travel to the research site by their own means and they had to organize their schedule to attend one three to five-hour monthly session. As a way of appreciation for their participation in the study, a light meal was provided for each participant at each of the sessions and transportation cost (bus and gasoline) to attend the sessions were covered by the researcher. The meeting room, fortunately, was provided free of cost in a space to protect the identity of the research participants.

Lastly, my own beliefs as a researcher concerning socio-constructivist AR and my desire to grow and support others as professionals is ingrained as to who I am as a person and a human being. I realise that not everyone feels the same way about these issues. My past language teaching experiences in Canada and in Mexico, as well as my educational background in psychology, education and language acquisition play an important role in who I have become as a researcher. I realise that I cannot work in a vacuum and set aside my personal and professional principles, beliefs and values. I choose to work socio-constructively with AR by principle.
7. **Recommendations for Further Research**

From what I have learned about this study, I would like to offer some suggestions for further research. My first advice would be to conduct research in the same context for a longer period of time in order to establish longitudinal studies involving various cohorts. Conducting longitudinal research groups working together over much longer periods of time would allow for full participatory AR to take place permitting each participant to present their PIP on multiple occasions during the research process. Working with different cohorts for longer periods of time would allow participants to go through various cycles of the AR process in their teaching context. This would allow for the reflective practice to show more significant long-term benefits and impact in teaching practice. In my research, one participant, Francis, completed a full AR in his/her class. Francis was the first person to present a PIP at the beginning of the study. This might indicate the benefit that sufficient time may have made it possible to engage in a complete AR process in his/her teaching practice. This also gives a precedent to establish basic understanding about AR within the CAM for participants to become more engaged in their own AR, as Francis was during this study.

Furthermore, from the results obtained in the research, I would recommend groups of six to eight teachers per cohort which would give each participant an opportunity to present their PIP various times on a more regular basis to support the AR process. Having slightly smaller groups might facilitate the scheduling of the CAM sessions for all the participants. It would be best to continue with some of the same participants and include new ones in the new cohorts to have some of the participating teachers already accustomed to the CAM. From this experience, I have learned that it would be ideal to continue working with heterogeneous groups of teachers coming from a variety of EFL teaching background and having had different teaching experiences to create a positive reflective environment. Bringing various perspectives to the analysis of teaching practices brought richness to the reflective process in the CAM sessions in the local context of this research study. I have also realised that because of the time our sessions started (at 15h00), we should have probably presented only one PIP per session to limit the length of each session. Another possibility would be to start the sessions earlier in the day, for example at noon or earlier, which would allow for enough time to present two PIPs at each session.
In the future, as well as with the results I have already gathered, I would like to look meticulously at the types of questions posed during the CAM to analyse their impact on the development of reflective practice and AR plans. Including video recordings, peer observation or classroom observations would allow for teachers to see their teaching practice in action and would contribute to stimulate reflection and analysis. I would also suggest that the CAM be implemented in some of the BA classes at a public university in Central Mexico to offer new reflective tools for pre-service teachers.

Another area of opportunity would be to develop an online support group for the participants to strengthen communities of practitioners and provide extra support between CAM sessions. Furthermore, finding ways to obtain financial support to carry on this type of research would be beneficial in order to allow teachers to participate during the week if substitute teachers could be paid to cover the research participants’ classes during work hours. Financial support for research assistants to develop an online platform for the CAM, to transcribe the CAM sessions, to help with organising and coding the data, to support and train new facilitators in conducting CAM sessions, and to edit publications would certainly be of great assistance in the future. The long-term goal of this research is to create ongoing professional support groups for the members of the EFL teacher community to reflect on and improve their teaching practice. It would be wonderful to have the means to train accompaniment provider-facilitators to carry out the CAM process and work with EFL teacher cohorts in other Mexican contexts. By applying the CAM to other contexts, it might be possible to bring better understanding about the differences between EFL teachers’ realities therefore creating the possibility of responding to different needs in their unique settings.

The online survey on SurveyMonkey\textsuperscript{28} developed especially for this research study was not used in reporting results. It is ongoing and should continue to produce more data about the local context to oversee the needs for professional development through the CAM for reflective practice to keep expanding. More publications and presentations of my results will follow this research process, as time and space were limited during my study.

\footnotesize{\textsuperscript{28}https://es.surveymonkey.com/}
8. Closing Remarks

My review of the field on reflective practice has allowed me to explore my research interests and has led me to develop the topic of reflective practice through peer collaboration using a CAM to explore EFL teaching practices with EFL teachers in Mexico. Identifying elements of teachers’ practice needing to be adjusted, developing sound pedagogical action plans, implementing adjustments in teaching practice, as well as supporting teachers in their steps towards making positive changes appears to have improved EFL teaching and learning in this Mexican local context for a small cohort of participants. It is my intention to continue this research with other cohorts and prepare researchers to use the CAM in Mexico. By developing reflective practice through peer collaboration in a socio-constructive way, it is hoped that this study has brought an original and significant contribution in the field of EFL teaching.

As this research dissertation described, there are several ways to develop reflective practice and to conduct the data collection process. As Mann and Walsh (2013, 2015, 2017) advocate, a more dialogic, data-led collaborative approach to L2 reflective practice should be used by researchers to show results in reflective practice research. In addition, there needs to be a deeper, more transformative and participatory process of reflective analysis in teachers’ practice to uncover deeper elements of teachers’ individuality. TESOL professional practices would benefit from a focus on developing teachers’ autonomy by encouraging collaboration, support groups, and communities of practitioners while attending to the diverse and growing needs in ESL/EFL teaching contexts worldwide.

The CAM is a way for teachers to learn and work collaboratively with peers in a supportive environment to critically reflect on what they do in the classroom. Schön (1983) affirm that “practitioners will have to learn to reflect on their own tacit theories; teachers of the disciplines, on the methods of inquiry implicit in their own research practice; coaches, on the theories and processes they bring to their own reflection-in-action” (p. 326). For the reflection to become alive in action, teachers need to plan accordingly and, every so often, take the time to analyse what is happening in their teaching context to bring well planned and deliberate adjustments to practice. Reflective practice can prevent adverse issues in teachers’ and students’ lives as well as provide a better quality of professional development to improve education in teaching environments.
References


Patricia Houde 2018


Appendix A: Online Survey

The following message WILL introduce the link to the survey: “As an English as a Foreign Language teacher in Mexico, you are invited to complete this short online survey on REFLECTIVE PRACTICE as part of a research project aimed at supporting teachers’ EFL teaching practice. Answers are being collected anonymously and there are no right or wrong answers. Thank you for participating.”

The following message was posted to introduce the survey link: “As an English as a Foreign Language teacher in Mexico, you are invited to complete this short online survey. The survey contains 8 questions about your experience with “reflective practice”. Completing the questionnaire should take about 15 to 20 minutes. Thank you for your participation!”

REFLECTIVE PRACTICE for Developing English as a Foreign or Second Language (EFL/ESL) Teaching Practice in Mexico.

Thank you for your interest in this online survey on REFLECTIVE PRACTICE. As an EFL teacher in Mexico, you are invited to complete the following questionnaire as part of MY doctoral research project aimed at supporting REFLECTIVE PRACTICE with EFL teachers in Mexico. REFLECTIVE PRACTICE means undertaking a process of conscious thoughts and reflection by formally analysing one’s teaching practice.

The survey contains questions about your experience with REFLECTIVE PRACTICE as an EFL teacher. Your answers are being collected anonymously. There are no right or wrong answers since the questions are about professional experiences. Please respond to the best of your abilities. Note that mandatory questions are marked with an asterisk.* Completing the questionnaire should take about 15 to 20 minutes.

If you have any questions or need further information about MY research, please contact me by e-mail at patricia.houde@mail.mcgill.ca and we will get back to you with the information you need. You can also speak with MY research supervisor, Prof. Caroline Riches Ph.D., Director of Teacher Education Programs & Certificates and MA Programs, DISE, at 514-398-4527 or by e-mail at caroline.riches@mcgill.ca. If you have concerns regarding your rights or welfare as a participant in this research, please contact Lynda McNeil, McGill’s Associate Director, Research Ethics, at 514-398-6831 or by e-mail at lynda.mcneil@mcgill.ca.

Thank you for your collaboration,

Patricia Houde

patricia.houde@mail.mcgill.ca

Ph.D. Candidate Educational Studies in Language Acquisition

Department of Integrated Studies in Education

Faculty of Education, McGill University

1. Please complete the survey consent:

   /// Consent for Participating in the Survey ///

   I have read the information above for the online survey on “REFLECTIVE PRACTICE”. This survey is part of a longer research on “REFLECTIVE PRACTICE Through Collective Accompaniment to Develop Teaching Practice with EFL Teachers in Mexico.” The survey is anonymous. No name WILL appear on any of the results.

   By submitting MY answers to this online survey, I agree to allow the researcher, Patricia Houde, use the information for her doctoral research dissertation, academic presentations, and scholarly publications.

   If you have read and understood the information above, and you do not have any questions, please click on the “I agree” button below to confirm that you are 18+ years old and voluntarily agree to participate in this online survey.

   _____ I agree
   _____ I don’t agree

2. Have you completed a TESOL program or have you graduated from an English as a Foreign Language (EFL) teacher education program?
   a) Yes, I have
   b) No I haven’t
Reflective Practice through Collective Accompaniment in EFL Teaching Practice in Mexico

3. How much reflection have you done on your teaching practice? How often and how do you proceed to reflect on your practice?

4. As an EFL teacher in Mexico, what kind of support do you have and what kind of support would you like to receive to improve your teaching practice?
   - Support I have: ___________________
   - Support I would like: ___________________

5. Indicate if you have other EFL colleagues with whom to discuss your teaching issues in your teaching context. If so, how many colleagues do you talk to about EFL teaching and how often do you talk to them? If not, do you usually reflect on your teaching practice alone?

6. What types of REFLECTIVE PRACTICE activities (discussion groups, mentor program, critical friend or peer, critical incidents, etc.) have you done, and what reflective tools (journal, self-evaluation grids, video recording, class observation, etc.) have been the most beneficial to help you develop your teaching practice?

7. Has the REFLECTIVE PRACTICE that you have done as a professional helped you improve your teaching practice? If so, how has it made a difference in your teaching?

8. What are some of the benefits (advantages) and difficulties (disadvantages) that you have experienced from reflecting on your teaching?
   - Benefits: ___________________
   - Difficulties: ___________________

9. What are the specific challenges or issues that you would like to address in your EFL teaching at the moment? Indicate areas that you think you should focus on at this point in your career.

10. For MY doctoral research, I am seeking participants that would be interested in taking part in a collective reflexive process on EFL teaching practice in a research study called “REFLECTIVE PRACTICE Through a Collective Accompaniment Model to Develop English as a Foreign Language Teaching with BA TESOL Professionals in Mexico.”

The goal of this study is for English as a Foreign Language teachers to reflect on their teaching practice by taking parts in small group discussion to bring positive changes to their professional life in collaboration with other colleagues. A collective accompaniment model WILL be used to carry the reflection process according to participant’s individual professional needs. Teachers WILL be given the opportunity to focus on issues they want to pay attention to in their actual teaching practice.

To participate in the research project, participants WILL be required to have completed or nearly completed their studies in the LEI program at the XXX, as well as to be currently teaching EFL. If you are interested in taking part in a research project on REFLECTIVE PRACTICE and would like to know more about this project, please contact me before Sunday, April 15, 2017 at patricia.houde@mail.mcgill.ca or patrihoude@hotmail.com and we will send you an invitation letter with more specific information.

If you leave a comment below and want me to contact you, please leave your contact e-mail address for me to be able to reply back.

__I would like the researcher to contact me. MY e-mail address is included below:
__I would like to participate in this research. MY e-mail address is included below:
__It's not possible for me to participate.
__I would like to leave a comment: ___________________

Thank you for your interest,

Patricia Houde
patricia.houde@mail.mcgill.ca
Ph.D. Candidate Educational Studies in Language Acquisition
Department of Integrated Studies in Education
Faculty of Education, McGill University

Patricia Houde 2018
Appendix B: Invitation Letter, E-mail Invitation and Participants’ Information

Faculty of Education
3700 McTavish Street
Montreal, PQ Canada
H3A 1Y2

xxx, Gto., March 29, 2017

Dear English as a Foreign Language Teacher:

For my doctoral research, I am seeking participants that would be interested in taking part in a research project aimed at supporting teachers’ EFL teaching practice. You are invited to participate in my research called “Reflective Practice Through a Collective Accompaniment Model to Develop English as a Foreign Language Teaching with B.A. TESOL Professionals in Mexico”.

The goal of this research study is for English as a Foreign Language teachers in Mexico to reflect on their teaching practice by taking parts in small group discussion to make adjustments and bring positive changes to their professional life in collaboration with other colleagues. A collective accompaniment model will be used to carry the reflection process according to each participant’s individual professional needs. Teachers WILL be given the opportunity to focus on issues they want to pay attention to in their actual teaching practice.

The participants’ involvement will consist of taking part in small group discussion meetings for about three hours, once a month, for about six months. During the group sessions, each member of the group will be given the opportunity to share their professional situation, issues and objectives they wish to attain by participating in the reflective practice process. Participants will also partake in a collective process of asking questions during group discussions. At the end of each meeting and in the presence of the researcher, participants will be asked to complete and hand in an individual written report in a format that the researcher will provide.

The researcher will facilitate the group discussions and guide the meeting sessions throughout the research process. The sessions will be recorded for transcriptions and data analysis purposes. Audio recordings will not be publicly disseminated. Participants’ names will not appear in any part of the results. A number and letter coding system will be used to identify participants to protect participants’ identity. No names will be used to report results at any point in the research process. The group meetings will take place on a day and at a time fitting into the participants’ schedule in a location suitable for the majority of the participants (possibly in XXX depending on participants’ access).

To participate in this research project, participants will be required to have completed or nearly completed their studies in the LEI program at the XXX, as well as to be currently teaching EFL. If you are interested in partaking in this research, please fill out the information sheet below and contact me directly to indicate your interest. You can fill out the form electronically. Your information will need to be received by Sunday, April 15, 2017.

Whether you will be participating in this project or not, all EFL teachers are invited to complete a short survey on the topic of reflective practice. Please follow this link to access the online survey: https://www.surveymonkey.com/r/CHTW2G6.

If you have any questions or need further information about this research, please contact me by e-mail at patricia.houde@mail.mcgill.ca and we will be happy to get back to you with the information you need. You can also speak with MY research supervisor, Prof. Caroline Riches Ph.D., Director of Teacher Education Programs & Certificates and MA Programs, DISE, at 514-398-4527 or by e-mail at caroline.riches@mcgill.ca. If you have concerns regarding your rights or welfare as a participant in this research, please contact Lynda McNeil, McGill’s Associate Director, Research Ethics, at 514-398-6831 or by e-mail at lynda.mcneil@mcgill.ca.

Looking forward to hearing from you and wishing you the best in your professional practice.

Best regards,

Patricia Houde

Participants’ Information

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Patricia Houde 2018

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If you are interested in taking part in this research on reflective practice for EFL teachers in xxx, please provide the following information and return it by e-mail to Patricia Houde patricia.houde@mail.mcgill.ca or patrihoude@hotmail.com. You WILL be contacted you via e-mail to let you know about the selection of the participants.

<table>
<thead>
<tr>
<th>1. First and last names:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. E-mail address(es):</td>
</tr>
<tr>
<td>3. Phone numbers (where you are most easily accessible):</td>
</tr>
<tr>
<td>• Cellular:</td>
</tr>
<tr>
<td>• Other:</td>
</tr>
<tr>
<td>4. Year and semester when you last took classes in LEI:</td>
</tr>
<tr>
<td>5. Year when you graduated or plan to graduate from the program:</td>
</tr>
<tr>
<td>6. Are you attending classes in xxx? If so, please indicate days and times.</td>
</tr>
<tr>
<td>7. How much EFL teaching experience do you have? (in months and years)</td>
</tr>
<tr>
<td>8. Are you teaching full time or part time at this moment?</td>
</tr>
<tr>
<td>9. City(ies) where you live:</td>
</tr>
<tr>
<td>10. City(ies) where you teach EFL:</td>
</tr>
<tr>
<td>11. Grade levels and students' age that you are teaching at the moment:</td>
</tr>
<tr>
<td>12. School(s) where you are teaching EFL:</td>
</tr>
<tr>
<td>13. Work schedule:</td>
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<tr>
<td>14. Days and times of the day when you are available for meetings:</td>
</tr>
<tr>
<td>15. Are you available to attend meetings in xxx? If so, when?</td>
</tr>
</tbody>
</table>

E-MAIL INVITATION

xxx, Gto., June 8, 2017

Dear English as a Foreign Language Teacher:

Un gusto en saludarte! As part of my doctoral research, I will be offering professional development sessions on the topic of Reflective Practice (RP) with ESL/EFL teachers who have completed (or nearly completed) the LEI program at the UG. The title of the project is “Reflective Practice Through a Collective Accompaniment Model with English as a Foreign Language (EFL) Teaching Professionals in Mexico.”

I will be using a collective accompaniment model (Guillemette, 2014) to carry out the reflection process in collaboration with EFL/ESL colleagues. This study is part of a participatory action-research where participants become co-researchers of their own teaching practice. The model is based on doing reflection during small group discussions lead by an accompaniment provider-facilitator. This is a unique professional development opportunity. I am excited to offer this to EFL/ESL teachers like you. There will be a general information meeting about my research which will take place in xxx, Gto. in the month of June for all interested teachers. If you have any questions, don’t hesitate to write to me and I’ll be more than happy to answer any of your doubts. I can send you an invitation letter to provide you with more information about my research.

You are invited to complete the following online survey that I have developed as part of my research project to support English teachers in Mexico. It should take about 15 minutes of your time to answer. Thank you very much for participating!

ONLINE SURVEY ON REFLECTIVE PRACTICE: https://www.surveymonkey.com/r/CHTW2G6

The research will start fairly soon, so please contact me in the next week if you are interested in attending the information session or in participating in the study. Let me know, as well, if you can’t participate. No worries!

You can reach me via my e-mails addresses at patricia.houde@mail.mcgill.ca or patrihoude@hotmail.com If you prefer, you can contact me in a private message through messenger: https://www.facebook.com/patricia.houdegomez

Looking forward to hearing from you,

Prof. Patricia Houde
Departamento de Lenguas,

Ph.D. Candidate Educational Studies in Language Acquisition
DISE, Faculty of Education
McGill University
patricia.houde@mail.mcgill.ca
Appendix C: Letter and Consent Form

Dear English as a Foreign Language Teacher:

Welcome to this small group session where you have been selected to take part in the research: “Reflective Practice Through a Collective Accompaniment Model to Develop English as a Foreign Language Teaching with B.A. TESOL Professionals in Mexico”. As a participant, you WILL take part in small group discussion sessions through a collective accompaniment process. The goal of the research is to offer a forum for English as a Foreign Language teachers to reflect on their teaching through small group discussion to make adjustments and bring changes to their professional life. A collective accompaniment model will be used to carry the reflection process according to each participant’s individual professional needs. Teachers will be given the opportunity to focus on issues they want to pay attention to in their actual teaching practice.

As a participant, you will be asked to focus on a specific professional issue that you would like to pay attention to in your teaching practice. During the different meetings, each member of the group will be given the opportunity to expose their professional situation, issue and objectives they wish to attain by participating in a reflective practice process. Participants will also partake in a collective process of asking questions during the group discussion. Respectful and non-judgemental feedback is essential for the development of the research and reflection process. At the end of each meeting and in the presence of the researcher, participants will be asked to complete and hand in an individual written report in a format that the researcher will provide. A professional journal can be used between sessions if it helps participants progress in their reflection, but this is personal and optional.

The researcher will facilitate the group discussions and guide the meeting sessions throughout the research process. The participants’ involvement will consist of taking part in small group discussion meetings for about three hours, once a month, for about six months. The group meetings will take place on a day and at a time fitting into the participants’ schedule and in a location suitable for the majority of the participants (possibly in xxx but it can be adjusted depending on participants). The group meeting schedule will be determined by the members during the first meeting together. Individual meetings can be set up during the research process for those who need any support in their reflection.

To complete the data analysis component of the research, the discussion sessions will be audio recorded and transcribed, and the script will be used as research data. The audio recordings will not be publicly disseminated. Participants’ names will not appear in any part of the published results. A number and letter coding system will be used to identify participants to protect participants’ identity. No names will be used to report any results.

The participants are asked to keep the group discussions as confidential information, as no part of the discussions will be treated with confidentiality. Therefore, the conversations that take place in the sessions cannot continue outside the meetings. Participants are asked to keep all information confidential including other participants’ names and personal information.

If you agree to take part in the research, you are entitled to withdraw at any time for any reason during the data collection process with no negative consequences. In this case, you will be given the option to allow or disallow any collected data to be used for research purposes. The results of the research WILL be disseminated through the researcher’s Ph.D. dissertation, scholarly publications, and academic presentations.

If you have any questions or need further information about this research, please contact me at 473-114-7432 or by e-mail at patricia.houde@mail.mcgill.ca and we will be happy to get back to you with the information you need. You can also speak with MY research supervisor, Prof. Caroline Riches Ph.D., Director of Teacher Education Programs & Certificates and MA Programs, DISE, at 514-398-4527 or by e-mail at caroline.riches@mcgill.ca. If you have concerns regarding your rights or welfare as a participant in this research, please contact Lynda McNeil, McGill’s Associate Director, Research Ethics, at 514-398-6831 or by e-mail at lynda.mcneil@mcgill.ca.

I would like to thank you very much for your interest in this research. I’m looking forward to working with you.

Patricia Houde
473-114-7432
patricia.houde@mail.mcgill.ca
Ph.D. Candidate Educational Studies in Language Acquisition
Department of Integrated Studies in Education
Faculty of Education, McGill University

xxx., April 10, 2017
I, _________________________________, (your name) have read the consent letter for the research “REFLECTIVE PRACTICE Through a Collective Accompaniment Model to Develop English as a Foreign Language Teaching with B.A. TESOL Professionals in Mexico.” The researcher and a transcriber WILL be the only people to have access to identifiable study material. Participants' confidentiality and privacy WILL be protected and kept anonymous.

To provide support during the data analysis process, Prof. Caroline Riches Ph.D. from McGill University at (514) 398-4527 Ext. 00539 caroline.riches@mcgill.ca; committee member Prof. Marta Kobiela Ph.D. from McGill University at (514) 398-4527 Ext. 94466 marta.kobiela@mcgill.ca; and committee member Prof. Suzanne Guillemette Ph.D. from Sherbrooke University, at (450) 463-1835 ext. 61788 suzanne.guillemette@USherbrooke.ca WILL be given access to non-identifiable data.

Please sign below if you agree to take part in this study. Sign only after having read the consent document and having received answers to any questions you might have about the study.

Signature: ___________________________ Date: ___________________________

Please sign both copies and keep one copy for yourself. Give the other copy to the researcher.
Appendix D: Data Collection Template for Participants’ Individual Written Report

(fiches d’introspection) (The section in French is for the researcher)

<table>
<thead>
<tr>
<th>In order to fulfill MY professional development goals...</th>
<th>What am I able to reinvest and experiment in MY own EFL teaching practice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>…this is what I understand or learned from what WAS presented, analysed and discussed today.</td>
<td></td>
</tr>
<tr>
<td>…in relation to MY practice as an EFL teacher.</td>
<td></td>
</tr>
<tr>
<td>… in relation to new concepts related to EFL teaching practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Now</td>
</tr>
<tr>
<td>Ce que je comprends des apprentissages d’aujourd’hui qui m’est utile pour comprendre</td>
<td>Approfondissement des apprentissages a faire…</td>
</tr>
<tr>
<td>EX : Accueillir les nouveaux étudiants dans sa classe- importance des connaissances antérieures de mes étudiants dans ma classe</td>
<td>comment organiser tes connaissances antérieures</td>
</tr>
<tr>
<td>EX : comment faire pour aller chercher les connaissances antérieures de mes étudiants- utiliser des Q? des départ</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Translated and adapted by author from Guillemette (2011)

Date: _____________________________________
Name: ___________________________________

Patricia Houde 2018
# Appendix E: Data Collection Template for Professional Intervention Project

<table>
<thead>
<tr>
<th>Defining the participant’s intervention project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of the participant’s intervention project</strong></td>
</tr>
<tr>
<td><strong>Description of the context where the participant’s intervention is taking place</strong></td>
</tr>
<tr>
<td><strong>Strengths within the context &amp; explanatory factors</strong></td>
</tr>
<tr>
<td><strong>Brief description of the current or dissatisfying situation</strong></td>
</tr>
<tr>
<td><strong>Brief description of the gap between the current situation and the desired one</strong></td>
</tr>
<tr>
<td><strong>Objective(s) of the participant’s intervention project?</strong></td>
</tr>
<tr>
<td><strong>Questions or comments from the other participants (when the PIP is presented)</strong></td>
</tr>
<tr>
<td><strong>Summary of the problematic by the participant</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Defining the participant’s intervention project</th>
</tr>
</thead>
</table>

**Presentation 1 (first PIP presentation for this participant), Stage (axe) 1: Questioning and observing**

<table>
<thead>
<tr>
<th>Actions implemented/put in place in the teaching context (See researcher’s journal)</th>
<th>Actions observed in the teaching context (See researcher’s journal)</th>
</tr>
</thead>
</table>

**Presentation 1 (first PIP presentation), Stage (axe) 2: Analysing and reflecting**

*Reflect on and identify elements or teaching practice to be adjusted/improved*

**Presentation 1 (first PIP presentation), Stage (axe) 3: Planning the participant’s intervention project**

<table>
<thead>
<tr>
<th>Objective(s) to reach (what/why)</th>
<th>Actions to implement and steps to take in order to achieve objective(s) (how/when)</th>
<th>Identification of partners (with whom)</th>
</tr>
</thead>
</table>

**Presentation 1 (first presentation), Stage (axe) 4: Implementing intervention in teaching context (between meetings)**

<table>
<thead>
<tr>
<th>Interventions the participant integrated in teaching practice</th>
<th>Observable effects (impacts) of the adjustment of ESL/EFL teaching practice</th>
<th>Element(s) emerging to consciousness from a result of the reflective process</th>
</tr>
</thead>
</table>

*Translated by author from Guillemette (2011)*

**Presentation 2 (second presentation), Stage (axe) 1: Questioning and observing**

<table>
<thead>
<tr>
<th>Actions implemented and steps taken in the teaching context (See researcher’s journal)</th>
<th>Actions observed in the teaching context (See researcher’s journal)</th>
</tr>
</thead>
</table>

**Presentation 2 (second presentation), Stage (axe) 2: Analysing and reflecting**

*Reflect on and identify elements or teaching practice to be adjusted and improved*

**Presentation 2 (second presentation) Stage (axe) 3: Planning actions (PIP enhanced)**

<table>
<thead>
<tr>
<th>Objective(s) to reach (what/why)</th>
<th>Actions to implement and steps to take in order to achieve objective(s) (how/when)</th>
<th>Identification of partners (with whom)</th>
</tr>
</thead>
</table>

Translated by author from Guillemette (2011)
### Presentation 2 (second presentation) Stage (axe) 4: Implementing intervention in teaching context (between meetings)

<table>
<thead>
<tr>
<th>Interventions the participant integrated in teaching practice</th>
<th>Observable effects (impacts) of the adjustment of ESL/EFL teaching practice</th>
<th>Element(s) emerging to consciousness from a result of the reflective process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Translated by author from Guillemette (2011)
Appendix F: Data Collection Template for Researcher’s Journal

(Journal de Bord)

<table>
<thead>
<tr>
<th>RESEARCHER’S JOURNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of the meeting session</td>
</tr>
</tbody>
</table>

**Date and place:**

**Present/absent:**

**Document deposited:**

**Document validated:**

Atmosphere/ambiance during the meeting session

**Greeting & Warm up:**

**Preparation phase:**

**Realization phase:**

**Integration phase:**

**Objective first view of meeting session:**

- Researcher’s Journal of the accompaniment provider & facilitator

<table>
<thead>
<tr>
<th>A look at the collective accompaniment approach (practice)</th>
<th>Analysis and interpretation (reflective posture)</th>
<th>Actions targeted for the next meeting (action plan)</th>
</tr>
</thead>
</table>

Researcher’s Journal of the Accompaniment Provider & Facilitator

<table>
<thead>
<tr>
<th>Purpose of action-research: developed knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis Q1: Describe the impact(s) of collective RP on the quality and level of reflection about teaching practices for EFL teachers</td>
</tr>
<tr>
<td>Theoretical Q2: Explain the impact(s) of reflecting through a collective accompaniment model on the adjustment and development of EFL teaching practice</td>
</tr>
<tr>
<td>Experiential Q3: Describe the outcome(s) of collective RP on the level/dimension of professional development and the creation of communities of practice for EFL professional</td>
</tr>
<tr>
<td>New RP model Q4: Create a collective accompaniment model for RP to support EFL teachers in the Gto-Mexican context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parameters: analysis indicators for coding purposes (indicateurs de codage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUAL &amp; LEVEL of REFLECTION analysis indicators measured by collective group reflection + level of reflexivity as per loops-boucles de réflexivité practical learning/knowledge theoretical learning/knowledge (p. 501)</td>
</tr>
<tr>
<td>ADJUSTMENT of EFL T. PRACTICE analysis indicators measured by evolution of PIPs + new knowledge/learning – EFL practices- Farrell’s framework theoretical learning/knowledge</td>
</tr>
<tr>
<td>OUTCOME of CRP on PROF DEV &amp; COMMUNITIES of PRACTITIONERS analysis indicators measured by the PIP - Individual Written Report - Researcher’s Journal - General Summary Report nouvelle expérience professionnelle experimental learning/knowledge</td>
</tr>
<tr>
<td>CAM in MX CONTEXT analysis indicators: adapting/creating a new CAM based on Guillemette’s model (2014) &amp; Farrell’s framework (2015) for the Mexican context</td>
</tr>
<tr>
<td>Parameters: analysis indicators for coding purposes (indicateurs de codage)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Praxis</td>
</tr>
<tr>
<td>Q1: Describe the impact(s) of collective RP on the quality and level of reflection about teaching practices for EFL teachers</td>
</tr>
<tr>
<td>Stages/étapes of Acc. process (démarche)</td>
</tr>
<tr>
<td>Type of Q? asked to sustain reflexivity</td>
</tr>
<tr>
<td>CAM adapted to EFL teachers in Mexico</td>
</tr>
<tr>
<td>EFL RP teaching practices (Farrell)</td>
</tr>
</tbody>
</table>

Author’s translation and adaptation from Guillemette (2011)
### Appendix G: Data Collection Template for General Summary Report

(Comptes-rendus)  

| T-___ S-___ |

| Cohort: |  |
| Meeting date and place: |  |
| Present/absent: |  |
| Document deposited: |  |
| Document validated: |  |

<table>
<thead>
<tr>
<th>Elements of the discussion</th>
<th>Themes (researcher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting/Warm up</td>
<td></td>
</tr>
<tr>
<td>Preparation phase</td>
<td></td>
</tr>
<tr>
<td>Realisation phase</td>
<td></td>
</tr>
<tr>
<td>Integration phase</td>
<td></td>
</tr>
<tr>
<td>Elements emerging into consciousness - Awareness raising process</td>
<td></td>
</tr>
<tr>
<td>Possible Experimentations</td>
<td></td>
</tr>
</tbody>
</table>

Translated by author Guillemette (2011)
Appendix H: Certificate of Ethics Approval

McGill

Research Ethics Board Office
James Administration Bldg.
545 Sherbrooke Street West, Rm 325
Montreal, QC H3A 0G4

Tel: (514) 398-6831
Website: www.mcgill.ca/research/researchers/compliance/human/

Research Ethics Board II
Certificate of Ethical Acceptability of Research Involving Humans

REB File #: 471-0417

Project Title: Reflective Practice Through a Collective Accompaniment Model to Develop English as a Foreign Language Teaching with B.A. TESOL Professionals in Mexico

Principal Investigator: Patricia Houde
Status: Ph.D. Student

Department: Integrated Studies of Education
Supervisor: Prof. Caroline Riches

Approval Period: May 29, 2017 to May 28, 2018

The REB-II reviewed and approved this project by delegated review in accordance with the requirements of the McGill University Policy on the Ethical Conduct of Research Involving Human Participants and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.

Deanna Collin
Ethics Review Administrator, REB I & II

* Approval is granted only for the research and purposes described.
* Modifications to the approved research must be reviewed and approved by the REB before they can be implemented.
* A Request for Renewal form must be submitted before the above expiry date. Research cannot be conducted without a current ethics approval. Submit 2-3 weeks ahead of the expiry date.
* When a project has been completed or terminated, a Study Closures form must be submitted.
* Unanticipated issues that may increase the risk level to participants or that may have other ethical implications must be promptly reported to the REB. Serious adverse events experienced by a participant in conjunction with the research must be reported to the REB without delay.
* The REB must be promptly notified of any new information that may affect the welfare or consent of participants.
* The REB must be notified of any findings that may have ethical implications or may affect the decision of the REB.
# Appendix I: Research Timeline

PHD RESEARCH TIMELINE SCHEDULE: MAY 2017 TO DECEMBER 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity or Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1, 2017</td>
<td>Seminar Dr J-P Boutinet : UdS – S. Guillemette</td>
</tr>
<tr>
<td></td>
<td>Library workshops – endnote, etc.</td>
</tr>
<tr>
<td>May 8-12, 2017</td>
<td>ACFAS congrès à McGill</td>
</tr>
<tr>
<td></td>
<td>Présentation : Modalité Mixtes pour développer l’autonomie en L2</td>
</tr>
<tr>
<td></td>
<td>Accompagnement en formation continue</td>
</tr>
<tr>
<td></td>
<td>Réflexivité collective : processus et effets - S. Guillemette</td>
</tr>
<tr>
<td>May 15-16, 2017</td>
<td>Content/thematic analysis: Concordia WWSR Dr. Lea Sgier Central European University</td>
</tr>
<tr>
<td>Friday May 19, 2017</td>
<td>Doctoral committee meeting DISE McGill</td>
</tr>
<tr>
<td>May 23-24-25, 2017</td>
<td>CSSMI – S. Guillemette - New cohort &amp; Existing cohort</td>
</tr>
<tr>
<td>Sunday May 28</td>
<td>Wait for final approval from REB ethics committee at McGill</td>
</tr>
<tr>
<td></td>
<td>Launch Survey Monkey Questionnaire (Appendix -A) on Facebook: personal - LEI -</td>
</tr>
<tr>
<td></td>
<td>private groups EFL teachers</td>
</tr>
<tr>
<td></td>
<td>Send Invitation Letter (A-B) by e-mails + private fb messages</td>
</tr>
<tr>
<td>Around May 28? to June 9</td>
<td>E-mail interested participants from Survey Monkey</td>
</tr>
<tr>
<td></td>
<td>E-mail interested participants to invitation letter</td>
</tr>
<tr>
<td></td>
<td>Set date for 1st meeting session according to people’s availability</td>
</tr>
<tr>
<td></td>
<td>Book meeting room + equipment</td>
</tr>
<tr>
<td></td>
<td>Book + organize transportation</td>
</tr>
<tr>
<td></td>
<td>Organize food</td>
</tr>
<tr>
<td></td>
<td>Print photocopies + prepare individual folders (10 total)</td>
</tr>
<tr>
<td></td>
<td>Revise final PowerPoint to be presented at session 0</td>
</tr>
<tr>
<td>0 MEETING 0 GROUP A</td>
<td>Welcome &amp; Receive</td>
</tr>
<tr>
<td></td>
<td>Warm up - Get to know you/us</td>
</tr>
<tr>
<td></td>
<td>Explain RP Theory</td>
</tr>
<tr>
<td></td>
<td>Explain Collective Accompaniment Model (CAM)</td>
</tr>
<tr>
<td>Saturday June 10, 2017</td>
<td>BREAK</td>
</tr>
<tr>
<td>11h00 to 14h00</td>
<td>Folder + Material</td>
</tr>
<tr>
<td></td>
<td>Letter + Consent Form (Appendix -C)</td>
</tr>
<tr>
<td></td>
<td>Introspection report</td>
</tr>
<tr>
<td></td>
<td>Researcher’s Journal</td>
</tr>
<tr>
<td></td>
<td>Participants’ Introspection Report (Appendix -D)</td>
</tr>
<tr>
<td></td>
<td>Researcher’s Journal (Appendix -F)</td>
</tr>
<tr>
<td></td>
<td>General Summary Report (Appendix -G)</td>
</tr>
<tr>
<td></td>
<td>Transcriptions</td>
</tr>
<tr>
<td></td>
<td>Professional Intervention Project (Appendix -E)</td>
</tr>
<tr>
<td></td>
<td>Manual Data Analysis &amp; MAXQDA Data Analysis</td>
</tr>
<tr>
<td>1 MEETING 1 DATA COLLECTION</td>
<td>Welcome &amp; Receive</td>
</tr>
<tr>
<td></td>
<td>Warm up activity</td>
</tr>
<tr>
<td></td>
<td>General Summary Report last meeting</td>
</tr>
<tr>
<td>Saturday June 24, 2017</td>
<td>RP Theory</td>
</tr>
<tr>
<td>11h00 to 14h00</td>
<td>Explain steps: Collective Accompaniment Model</td>
</tr>
<tr>
<td></td>
<td>Material</td>
</tr>
<tr>
<td></td>
<td>BREAK</td>
</tr>
<tr>
<td></td>
<td>PIP participant 1</td>
</tr>
<tr>
<td></td>
<td>PIP participant 2</td>
</tr>
<tr>
<td></td>
<td>Introspection Report participants</td>
</tr>
<tr>
<td></td>
<td>Researcher’s Journal</td>
</tr>
<tr>
<td></td>
<td>Participants’ Introspection Report (Appendix -D)</td>
</tr>
<tr>
<td></td>
<td>Researcher’s Journal (Appendix -F)</td>
</tr>
<tr>
<td></td>
<td>General Summary Report (Appendix -G)</td>
</tr>
<tr>
<td></td>
<td>Transcription</td>
</tr>
<tr>
<td></td>
<td>Professional Intervention Project (Appendix -E)</td>
</tr>
<tr>
<td></td>
<td>Manually Data Analysis &amp; MAXQDA Data Analysis</td>
</tr>
<tr>
<td>2 MEETING 2 DATA COLLECTION</td>
<td>Welcome &amp; Receive</td>
</tr>
<tr>
<td></td>
<td>Warm up activity</td>
</tr>
<tr>
<td>Saturday July 15, 2017</td>
<td>General Summary Report last meeting</td>
</tr>
<tr>
<td>11h00 to 14h00</td>
<td>RP Theory</td>
</tr>
<tr>
<td></td>
<td>Explain steps: Collective Accompaniment Model</td>
</tr>
<tr>
<td></td>
<td>Material</td>
</tr>
<tr>
<td></td>
<td>BREAK</td>
</tr>
</tbody>
</table>
## MEETING 3

### Data collection
Saturday August 19, 2017
11h00 to 14h00

- Welcome & Receive
- Warm up activity & Material
- General Summary Report last meeting
- RP Theory
- Explain steps: Collective Accompaniment Model
- BREAK
- PIP participant 5
- PIP participant 6
- Introspection Report participants
- Researcher’s Journal

## MEETING 4

### Data collection
Saturday September 16, 2017
11h00 to 14h00

- Welcome & Receive
- Warm up activity & Material
- General Summary Report last meeting
- RP Theory
- Collective Accompaniment Model
- BREAK
- PIP participant 7
- PIP participant 8
- Introspection Report participants
- Researcher’s Journal

## MEETING 5

### Data collection
Saturday October 21, 2017
11h00 to 14h00

- Welcome & Receive
- Warm up activity & Material
- General Summary Report last meeting
- RP Theory
- Collective Accompaniment Model
- BREAK
- PIP participant 1
- PIP participant 2
- Introspection Report participants
- Researcher’s Journal

## MEETING 6

### Data collection
Saturday November 18, 2017
11h00 to 14h00

- Welcome & Receive
- Warm up activity & Material
- General Summary Report last meeting
- RP Theory
- Collective Accompaniment Model
- BREAK
<table>
<thead>
<tr>
<th>MEETING 7</th>
<th>Data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday December 16, 2017 11h00 to 14h00</td>
<td>Welcome &amp; Receive</td>
</tr>
<tr>
<td></td>
<td>Warm up activity &amp; Material</td>
</tr>
<tr>
<td></td>
<td>General Summary Report last meeting</td>
</tr>
<tr>
<td></td>
<td>RP Theory</td>
</tr>
<tr>
<td></td>
<td>Collective Accompaniment Model</td>
</tr>
<tr>
<td></td>
<td>BREAK</td>
</tr>
<tr>
<td></td>
<td>PIP participant 5</td>
</tr>
<tr>
<td></td>
<td>PIP participant 6</td>
</tr>
<tr>
<td></td>
<td>Introspection Report participants</td>
</tr>
<tr>
<td></td>
<td>Researcher’s Journal</td>
</tr>
</tbody>
</table>

| Dec 2017 – June 2018 | Manual Data Analysis & MAXQDA Data Analysis and coding |
| 25 January to June 10, 2018 | Teaching classes LEI-LEES & thesis supervisions |
| January to August | Data analysis & dissertation writing & corrections |
| April to August 2018 | PhD Committee - Corrections process |
| August 2018 | INITIAL submission dissertation |
| August-September 2018 | Revision by 2 external members - Corrections process |
| October 2018 | DISSERTATION DEFENSE - Corrections process |
| December 2018 | FINAL THESIS SUBMISSION |
# Appendix J : Information Meeting Questionnaire #1

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is does reflective practice means to me now?</th>
<th>What do I understand by the collective accompaniment model?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are my main preoccupations or concerns in this moment in terms of my EFL teaching practice?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do I perceive my role as an EFL teacher?</th>
<th>How do I see my role for the success of all my students?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What would my most important professional objective/goal as an ESL teacher at this moment?</th>
<th>What could be a common objective for our research group?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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The most significant moment in the meeting for me today was:

_______________________________________________________________________________________________

_______________________________________________________________________________________________

Some questions I have:

_______________________________________________________________________________________________

_______________________________________________________________________________________________
Appendix K: Final Questionnaire #2 (Session 6, December 2017)

1. **WHY DID YOU DECIDE TO TAKE PART AND GET INVOLVED IN THIS RESEARCH STUDY?**

2. **HOW DID YOUR REFLECTION EMERGE WHILE YOU WERE INVOLVED IN THIS COLLECTIVE ACCOMPANIMENT MODEL PROCESS?**

3. **WHAT WAS THE NATURE (TYPE) OF THE REFLECTIONS THAT EMERGED FOR YOU DURING THIS PROCESS?**

4. **WHAT TYPES OF INTERACTIONS WERE MOST USEFUL TO SUPPORT YOUR SELF-REFLECTION WITHIN THE CAM?**

5. **WAS THERE A SPECIFIC “EUREKA” MOMENT FOR YOU DURING THE PROCESS OR WAS YOUR REFLECTION PROCESS GRADUAL?**

6. **IF ANY, WHAT HAS BEEN THE IMPACT OF THIS COLLECTIVE REFLECTIVE PROCESS ON YOUR PROFESSIONAL LIFE? (POSITIVE AND NEGATIVE)**

7. **HAS THERE BEEN ANY SPECIFIC, CONCRETE, AND TANGIBLE (VISIBLE/NONVISIBLE) ADJUSTMENTS AND ACTIONS IN YOUR PROFESSIONAL LIFE AND PRACTICE? PLEASE GIVE SPECIFIC INFORMATION.**

8. **ARE THERE NEW RESOURCES OR TOOLS THAT YOU HAVE BEEN ABLE TO ACCESS, CREATE, OR DEVELOP IN YOUR TEACHING PRACTICE AS A DIRECT RESULT OF YOUR PARTICIPATION IN THIS RESEARCH STUDY?**

9. **HOW DID THE GROUP, AND THE INDIVIDUALS IN THE GROUP, INFLUENCE YOUR REFLECTIVE PROCESS? (WHAT ROLE DID THE “OTHER MEMBERS” PLAY IN FOMENTING YOUR REFLECTION)?**

10. **DO YOU THINK THAT THE CAM SHOULD BE ADJUSTED TO OUR SPECIFIC MEXICAN CONTEXT? IF SO, HOW? IF THERE IS ANYTHING YOU COULD CHANGE TO MAKE THE CAM BETTER, WHAT WOULD IT BE?**

11. **SHOULD THIS TYPE OF “COLLECTIVE REFLECTIVE PRACTICE” SESSIONS BE OFFERED ON A REGULAR BASIS FOR ESL/EFL TEACHERS HERE IN MEXICO? PLEASE EXPLAIN WHY?**

12. **AT THIS MOMENT, WHAT IS YOUR MAIN/GENERAL/LONG TERM PLAN/GOALS/OBJECTIVES TO FIT YOUR NEEDS AND PROFESSIONAL CONTEXT, AND WHAT ARE YOUR SPECIFIC/SHORT TERM GOALS/OBJECTIVES?**

13. **THE NEW KNOWLEDGE THAT I HAVE LEARNED TODAY FROM WHAT WAS PRESENTED, ANALYSED AND DISCUSSED:**

14. **TODAY, MY MOST SIGNIFICANT REFLECTIVE MOMENT OR REALIZATION (CONSCIOUSNESS/AWARENESS):**

15. **THIS IS WHAT I CAN AND WANT TO ADJUST AND REINVEST NOW IN MY EFL TEACHING PRACTICE: (CONCEPTS, STRATEGIES, MENTAL MODELS, ETC.)**

16. **THIS IS WHAT I WOULD EVENTUALLY (LATER) LIKE TO ADJUST, TRY, REINVEST, APPLY AND EXPERIMENT IN MY TEACHING CONTEXT:**

17. **THIS IS SOME AREAS I WOULD LIKE TO EXPLORE FURTHER IN MY TEACHING PRACTICE, AS WELL AS NEW CONCEPTS I WOULD LIKE TO INVESTIGATE ABOUT:**

18. **TODAY, THE SPECIFIC INTERACTIONS (COMMENTS, FEEDBACK, QUESTIONS) THAT BEST GUIDED ME TO REFLECT:**
Appendix L: Yael’s Professional Intervention Project

PIP-2 by Yael: Translanguaging in the Classroom
In this section, I am presenting the Professional Intervention Project (PIP) and main findings of the collective accompaniment process for reflective practice for participant Yael (Appendix L). Yael presented the second Professional Intervention Project (PIP-2) pertaining to the topic of improving students’ use of the English language in the classroom through the use of translanguaging in mixed levels EFL classes to help students express themselves more freely in High School. During the research study, the data from this participant were collected from several instruments: information session questionnaire, PIP-1, verbal and written introspection reports, 24-hour report, final CAM session, and final questionnaire. When Yael’s professional intervention project (PIP-1) was presented during the second CAM sessions, there were seven participants attending plus myself as the facilitator (Cris and Joss were absent). To alleviate the text, I removed some of the verbatim accounts from the quotes and inserted square brackets […] to indicate to the reader that some information has been eliminated from the original data.

The participating teacher presenting PIP-2 is an EFL teacher who has been teaching English in the State of Guanajuato for about five years. This participant graduated from the B.A TESOL/LEI program in June 2015 and is in the process of completing the last year of a master’s degree program. The teaching context of Yael is in a public High School in a city located about 40 km from the research site. Yael has been teaching at that school for about three years. As well, the school offers regular courses as in any public high school program. The school has one EFL teacher and Yael teaches four groups of students, two level 1 and two level 3. There are 20 to 30 students per group with a total of about 100 students. English classes are taught during the day 4 times a week for 50 minutes. The age of the students varies between sixteen to a little over twenty years old, from teenagers to young adults in grades 10, 11 and 12. The level of English language diverges between beginner, intermediate, upper intermediate and advanced. The evaluation system is based on a grade level system ranging between 0 and 10 points, with 7 points being the passing grade to move up to the next grade level. In terms of resources, the teacher has to provide his/her own material for the classes and the students do not use a textbook for the class. Until recently, the school did not provide funds for any resources, so Yael designs his/her own material. There was an option for the teacher and students to purchase and use a textbook, but the teacher denied this option. The teacher says that it is simple material, sometimes it is material the students can give back, sometimes, it is just a set of copies. There is equipment to reproduce audio in the classroom and the teacher mentions playing songs in class, most of the time, the audio is brought on a portable mp3 player, laptop or tablet. The teacher has his/her own teaching classroom and the students come to English class. There does not seem to be many students with special needs or learning difficulties who require a lot of attention from the teacher. Yael is the only English teacher in the school and does not have an English coordinator at the school. This teacher is a former student at this High School and has known some of the students from the time s/he was studying there.

Findings Yael’s PIP-2 CAM Session
Yael’s professional intervention project (PIP-2) was the second PIP presented during the CAM sessions. Yael’s problematic issue was the variety of levels of English language use in his/her class. In this particular local context, the students come from a variety of backgrounds from rural areas and they come to school to seek a better future for themselves. Previous to entering High School, some learners have only had very limited exposure to the language and others have been in bilingual schools from elementary level, therefore creating the mixed levels of English in the classroom. Some time ago, the teacher implemented a way of using translanguaging, also referred to as code-switching, which is a blend between different languages, here Spanish and English. The teacher started using English and Spanish in class and allows students to code-switch between the two languages. The goal is to reach the lower level students and give a chance for the medium and higher-level students to use all their different English languages (or linguistic resources). The teacher wants to motivate students to express themselves and communicate as much as possible in the English language. This strategy promotes the use of English for students not to feel inhibited to speak by using English word and utterances mixed in with their Spanish language. S/he wants to stimulate the participation of all students and encourage all learners to take part in the classroom.

The other participants’ contributions (Yael) are presented as they were presented during the second session.
of the CAM. The teacher is positioning him/herself in the issue causing problems in practice. Yael started by presenting his/her teaching situation to the group in the realization phase of the CAM. Everyone listened without interrupting. People could take notes while Francis was presenting. This participant sent a lot of written reflection through e-mails after presenting in the CAM.

For the first segments, I am using the description of the situation that was presented by writing after the day of the CAM session as it represents what this participant described in the CAM. In the following extracts from the 24-hour report, Yael explains the teaching situation that s/he has in his/her local context to the rest of the group. First s/he presents the program and the mixed level situation (reflection and learning loop 1: me and my situation). Then, s/he explains the strategies that s/he has been using in class as a tool to bridge the gap and gives examples of the type of translanguaging production happening in class (loop 2: resources; level 3: theories). This is a particular context, and the teacher is implementing ways to motivate the students to use the target language in class.

YAEL: The school follows the curriculum [...] for preparatory schools [...]. The students are to take 4 semesters of English throughout their schooling at these institutions [...].

An issue that arises is the mixed levels of English that the students enter the high school with. Those who have the opportunity to attend private schools in the city [...] have already been exposed to a maximum of 10 years of formal English instruction. Those who attend public secondary (middle) schools in the city of [...] have already been exposed to at least three years of formal English instruction. The issue arises with those students who come from rural municipalities. The large majority of these students attend “telesecundarias” and have not received any formal instruction in the English language. [...] What I began doing was switching from one language to another in the sense of embedding certain words in the target language in a given sentence. This is known as translanguaging. As time went by, I implemented more and more words to the sense of providing more input in the target language to the students. This also helped me establish a base for me to work with the mixed levels within the different groups.

- PIP2-P6I 24h reflection + e-mail written reports  position: 5 – 7
In the next extract retrieved from the CAM session, PH, the accompaniment facilitator, is asking Yael to give an example of how s/he uses translanguaging in class. This is analysed as part of Guillemette’s (2014) loop 1: situation and loop 2: resources and Farrell’s (2015b) level 3: theories, and level 4: teaching practice where the teacher explains the situation and what happens in classroom. Here, translanguaging serves as an internal resource available in this context as part of the teacher’s theories.

PH: Can you give us a bit of an example?

YAEL: Yes, for example when I began teaching say let's say verbs, so “correr” is run and “brincar” is jump and so I would somehow kind of mimic the verb and say jump and walk and read and write and if I was focusing on adjectives, for example, I would say something like “El niño está” (the child is) happy because he won “un premio” (a prize) or “The girl is, the girl is... feels sad” “porque” (because) s/he lost a friend “de la secundaria” (from secondary school). And little by little I would implement more of the target language [...] and be implementing a little bit more.

And I guess that helps in the way that the students listen to what is said in the target language. And as I mentioned, I try to encourage them to use that as well. I was like “It's okay if you don’t, if you can't speak the whole sentence in English. Try to say what you can in English.” And as we are looking at adjectives, they say the adjective in English and if we are focusing, for example, on adverbs, they can say the adverb in English. And what I also tell them to do is. [...] If you could already say it in english, keep on saying it in english.

- PIP2-P6I session transcript verbal (1h29m) aug 5, 2017 position: 38 – 41

During axis 1 (question and observe) of the realization phase of the CAM, the facilitator, PH, asked questions about the students’ learning progression and the mixed levels of English to try to understand the teacher’s

29 A system of distance education programs for secondary and high school students created by the government of Mexico and available in rural areas.
situation better. This is still part of loop 1: situation, and loop 2: resources as well as level 3: theories.

**PH:** And you see a change, a progression?

**YAEL:** Yes, because initially it's just words that they are able to implement but as I continue doing it they also develop from one word to maybe three words in a sentence and by the end of the course hopefully they are able to say a whole sentence in English. [...]

**PH:** To understand the context also you talked about different levels, mixed levels in your class. How do you deal with that?

**YAEL:** Yes, as I mentioned, this tool also helps me to somehow have a common base for all my students. [...] you have students, as I mentioned from private schools who have had English since kindergarten [...] And you have students who don’t know hardly any words in English. [...] They can know that a word is said in English, but they can't respond they can't read they can't write anything [...]. so, this also helps me to somehow have like a basis to work on.

- **PIP2-P6I session transcript verbal (1h29m) aug 5, 2017 position: 42-45**

Yael is looking at resources available in his/her local context. Yael is now looking for ways to evaluate students’ progress in using the second language, English, mixed with the students’ first language, Spanish, in class. Here, Yael describes the types of material and resources available to understand the local context (loop 2: resources, and level 4: teaching practice). The second extract from the 24-hour report mentioned that the class does not use a textbook Yael has at his/her disposition. The participant does not really focus on the lack of resources and says s/he has developed ways to cope with the lack of resources. This is an example of resilience and creativity shown by this teacher.

**YAEL:** The school doesn’t give me any resources, so I have to design my own material and it’s just very simple material as, for example, Walk and Talk activities. Or I present something and have them talk about it, have been discussed about it, or have them write about it so then they are able to talk about it so it’s all material I design, and I bring into the classroom. [...] that’s all my own money. [...] For example, I can have two columns and for example match column A with column B and just hand out the copies to the students. Or just have something written down and write it up on the board for them to write [...] and it’s very simple material. I don’t really invest a lot, because of the resources the school doesn’t have.

- **PIP2-P6I session transcript verbal (1h29m) aug 5, 2017 position: 47 – 53**

**YAEL:** The topic of the materials arose as I was presenting my situation. I mentioned not using a textbook because of the inconsistency with the syllabus, apart from being an additional cost for the students to pay. Since I began working at this institution, I implemented my own materials. I designed what I believed would suit best, allowing the students to bring in as much content as possible.

- **PIP2-P6I 24h reflection + e-mail written reports position: 8 – 8**

Yael is looking at the theory in regards with the translanguaging issue s/he is managing in the classroom (loop 2: resources, and level 3: theories). Sasha ask a question about Yael’s opinion regarding the gap between theory and practice, for theory is a type of resource that teachers can exploit to improve their teaching situation. This shows clear signs of critical reflection from this teacher (loop 3: teaching practice, and level 5: beyond practice) where the teacher is bridging theory and practice to suit the local context. Yael gives an example of the theory that was beneficial to apply in the local context. This extract also brings the role of interaction with others in the CAM (Q?3) for of a question asked by a peer to bring the reflection process to a new dimension.

**SASHA:** For example, you were studying the BA, right when you started teaching in this High School? How do you react like when like when you put both theory and practice together? Like, for example, the theory always tells us you have to immerse students to the English. Don't try to avoid the L1 but, for example, you say that in your practice it functions. So, what was your reaction when you put the theory versus your practice?

**YAEL:** But, I remember that when I began teaching I was like, “It's not reality you know. Theory doesn't really coincide with practice with what's really happening.” So, I said, “I have to do what functions for me, what works well for me! That's what I have to do. That's what I have to end up doing, because well theory...”
says this, and I should do this. If I do this, everything's going to work out well.” But as I was doing it, that wasn't the case, so I kind of found a middle ground where I was like, “Okay, theory says this, but I'm not doing exactly what theory says, some of what theory says, but not exactly everything. But this is functioning well.” And... so, I then tried to look for theory that would be more related to my practice, not the... Not for example look for theory to go to relate to practice but look for something that would back up what I was doing instead of doing something to backup theory. So, I guess that kind of like inverting the theory and practice thing, I guess that also helped me a lot. [...] We all had a methodologies class and while certain methods say to do this and use this technique, or this approach. And it was difficult to adapt it one hundred percent into the classroom. So, then I remember I came upon Stern, and Stern has certain dimensions. It's not really methods, but you move from one end to the other and you can, you are free to go from one end to the other at some point. And I was, “I like this much better than the whole methodologies thing.” So, yeah, that was something I ended up doing.

• PIP2-P6I session transcript verbal (1h29m) aug 5, 2017 position: 121 - 126

After about 55 minutes, Yael’s process led for loop 3: me and my teaching practice to emerge at the end of the realization phase, in axis 3 of the CAM. The short-term goal that Yael decided to implement in his/her practice was to collect students’ written production and start creating a portfolio of their language progress. Towards the end of this segment, the teacher comes up with an idea to have students borrow his/her personal iPad to record their voice and evaluates their oral production progress as well over the semester (loop 2: resources). Level 3: official and unofficial theories embedded in practice and specific approaches to lesson planning from Farrell’s (2015b) framework can also be identified in this extract in the way the teacher is planning. Of course, the questioning is still present to show the potential of dialogue in collective reflection (Q?3). As well, we can clearly notice the role of the thinking out-loud process for reflection to emerge (general question) and a light-bulb moment to occur, is when Yael says “for example, an idea that comes up” in the last paragraph on the following excerpt. This clearly happened as a result of sustained reflection on how to evaluate students’ progress in their productive skills.

YAEL: My short term... I would like for the students to begin self-evaluating themselves as they switch between both languages [...]. And I would like to see their evaluation at the beginning and at the end of the semester and for them to be able to somehow view if they progressed [...]. [00:53:10]

PH: [...] Do you have any ideas in your mind of how you could have them do this self-evaluation to compare, to see their progression over the semester?

YAEL: Yes, if I could gather their work, for example, gather some of their writing or ask for their permission to record a session at the beginning of the semester, and then gather their writing or record another session near the end of the semester, and compare it, compare them both, and point out what's happening, what's going on with how they began and how they ended, if they are able to see any differences, if they are able to notice anything different and if they are not able to. [...] And yes, I guess that could help me see if they developed or not.

PH: So, if I understand correctly, you would gather their production, writing and speaking production [...]. Technically speaking, how could you gather their speaking production? Do you have, can you think of a way, is there a way you could use to, for them to record themselves speaking English? [...] Yael: I could attempt to record a whole class maybe. And I mean they all have smartphones nowadays [...] it would be hard for me to ask them to do it themselves. So, I can maybe bring in a recorder or something and maybe pass it around or approach it to maybe a group of students working on one session and another group working on another session. [...] Yes, I can maybe, for example, an idea that comes up is have them like borrow my iPad or something and I can bring it in with me and maybe, I don't know, during lunch time or something be like “Okay, so do you have your recording?” I'm just going to bring it into my laptop or something. I guess that would be the best option.

• PIP2-P6I session transcript verbal (1h29m) aug 5, 2017 position: 160 – 169

In the segment below, Yael expresses the wish to continue reflecting on his/her teaching practice in the future. In this transcript segment, we can see ideas that could be used to promote reflection on a continuous basis showing a distancing and moving towards learning about practice on a deeper level (me and my professional
development: loop 4, and beyond reflection, level 5). As well, this shows how important it is for teachers to give
themselves set time and regular space in their practice for reflection to emerge (GQ?).

YAEL: I also just hope to keep on reflecting on my own teaching. I guess it's always important to keep doing
that because, for example I finished the B.A. and now in the M.A. I might gain like a sense of confidence
and say like, “I'm good. I feel okay with what I'm doing now.” and when I look at it, there can be also space
for improvement somewhere in there, so I want to continuously keep looking at my own teaching.

[00:57:54]

PH: My same question. How do you plan to do this?

YAEL: Yeah, recording a session I guess audio or maybe also having the opportunity to video record the
session. I've done it before and there hasn't been a problem, so I don't think that should be a problem now.
And maybe a reflective lesson plan would also be another option or maybe just carrying a small jour-
nal with me and taking notes in there whenever something new or something different comes up.

• PIP2-P6I session transcript verbal (1h29m) aug 5, 2017  position: 170 – 176
After summarizing Yael’s situation in axis 3 of the CAM, the facilitator asked if Yael was clear in terms of
the action plan to implement his/her new ideas for the new semester that is about to start. S/he says this is the easiest
way to start working on the PIP developed during this session. Yael says that s/he wants his/her students to reflect on
their own writing to see their improvement in their written skills. This would certainly fit with Farrell’s level 5:
beyond practice showing critical reflection on the part of the teacher. It also denotes loop 3: teaching practice of
Guillemette’s framework. The perceived impact of the collective interaction on reflection is also present in this
segment.

PH: Are we good. So, Yael what are you going to do? What are your short-term goals now with this…in the
next… When do you start school? [01:09:56]

YAEL: on Monday, very short.

PH: Okay, so, how do you want to start implementing this in your class next week?

YAEL: Well, I think that collecting their writing it's going to be, because it's easier to see and evaluate at
the moment. So, I think that collecting their writing and having them reflect upon their own writing. I think
that's going to be the goal.

• PIP2-P6I session transcript verbal (1h29m) aug 5, 2017  position: 203 - 206
The reflection process brought the participant to loop four: professional development by putting him/herself
in a meta-posture allowing for the individual and personal to emerge. It was subtle in the sense that his/her
realization seemed less sudden. During the realization phase, the notion of feeling narrow-minded came up. We can
see in this questioning of the self a more fundamental level of reflection and self-analysis in the sense of critical
reflection (level 5: beyond practice). The type of posture that might allow the professional to bring deeper
adjustment in their practice. After the question on how the teacher feels (Q’3: co-construction of learning), the
emergence of reflection (general question) also appears when the teacher says that “this is opening my mind a bit
more”.

PH: How do you feel? Do you feel that you have progressed into something, or did you already have your
answers before we started? […]. Was this helpful? Is this helping you think and reflect?

YAEL: Yes, it is but I have to say that I feel a bit narrow-minded in the sense that translanguaging,
translanguaging, translanguaging and it’s something new. It’s a new trend that I came across and it’s
something very interesting, but I do feel a bit narrow-minded in a sense. But this is kind of opening up my
mind a bit more.

• PIP2-P6I session transcript verbal (1h29m) aug 5, 2017  position: 195 – 198

Findings Collective Introspection and Integration

In what follows, I will present the phase of introspection and integration done as part of each CAM session
with all the members of the group after participant Yael had defined his/her plan of action. The introspection phase is
the time to bring awareness on to how the session has impacted the other participants to see in what ways it can help

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them adjust their teaching practice. What follows has been categorized in the participants’ interactions that support reflection as part of the socio-constructivism element of the collective accompaniment. It shows how reflecting with peers and colleagues can affect our professional practices (Research Q?3).

Below, Sasha shares that teachers have to keep their essence which came out from the session in which Yael presented.

SASHA: And also, it's your essence also as a teacher. But when you follow what the institution says, the program, the textbook, what parents want, you lose that. You lose your essence as a teacher.

**PIP2-P6I session transcript verbal (1h29m) aug 5,2017 position: 230-230**

Here Alexis feeds on what the previous participant shared.

ALEXIS: I had something similar to what Sasha says but what I really... What really moved me, well because I was thinking that the same, like having a class one hundred percent English class, or as close it could be would it be better as you mentioned it was working for me but by the moment, the images of the students or some of the faces of the students came to my mind and I started thinking about probably trying to use all the time English. [...] So, that's what moved me.

**PIP2-P6I session transcript verbal (1h29m) aug 5,2017 position: 232-232**

Findings Individual Written Introspection and Integration

After the space given for collective verbal introspection and integration sharing by all the participants, the next step of the CAM, moves to completing the individual written introspection report where the participants write individual how the session might have affected their reflective process.

At the end on this session where Yael presented, s/he wrote about his/her professional growth in his/her introspection report. First, Yael relates to understanding his/her practice better, then saying that s/he is able to feel genuine, and the last excerpt shows the influence of the peers who could relate to what s/he was presenting. All demonstrate a high level of reflectivity (loop 3: practice and loop 4: professional development, as well as stage 5: beyond practice and critical reflection). What Yael clearly reported in the 24-hour report had been echoed in the introspection report after s/he him/herself presented his/her PIP to the group the day before. The emphasis on feeling that others can relate to one’s own teaching situation and even questioned some of their own beliefs about using the first language in the classroom.

YAEL: My most significant reflective moment or realization (being conscious/aware) today: when my peers were able to relate to my situation.

This is what I understand or learned from what was presented, analysed and discussed today: I was able to better understand my own teaching practices as I presents myself within the CAM.

My reflection today: I felt that my current teaching context, situation allows me to be genuine inside the classroom.

**PIP2-P6I introspection written report-all Position: 23 – 23**

From the other participants at Yael’ session, the comments below were shared in the individual written introspection-integration report. They suggest the role of interaction on reflection when carried out collectively in a socio-constructivist environment (Q?3):

ALEXIS: Eventually: Start to please more myself instead to try to please everybody else.

**PIP2-P6I introspection written report-all Position: 3 – 3**

SASHA: My main professional goal as of today is: Reflect upon my responsibilities I have as an English teacher.

[...]

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My most significant reflective moment or realization (being conscious/aware) today: By having Yael answering my question about putting theory vs practice. It made me reflect about something I can do in my context and classroom. […]

My reflection today: Try to find what better works for me and try to adapt in my teaching context, students and environments.

- PIP2-P6 I introspection written report-all  Position: 7 - 7

ARIEL: Presently: Keep reading about new theories and practices to see which ones fit better in my current context / situation. […]

Eventually: I would like to work in an institution where I have more freedom to teach according to my own teaching beliefs. […]

The specific interactions (listening, questions, comments, feedback) that best guided me to self-reflection today: It was when Sasha ask her/him how s/he dealt with the gap between theory and practice. […]

My reflection today: I would like to enrich my experience working in different context for the sake of my teaching practice.

- PIP2-P6 I introspection written report-all  Position: 19 - 19

FRANCIS: This is what I understand or learned from what was presented, analysed and discussed today: There’s always something from theory that we can incorporate to our own practice, even though what theory sometimes say is not always true or relates to our context. There’s always something we can learn from theory to put it into practice! […]

My most significant reflective moment or realization (being conscious/aware) today: We are used to routine and habits. Of course, they are beneficial for students, but we can still make some adjustments for our students to get out from that comfort zone and challenge themselves. Although we have difficult contexts where we work, when we go out and see ourselves from “above” there are always ways to adapt our teaching to our context (still feeling good with what we do). […]

The specific interactions (listening, questions, comments, feedback) that best guided me to self-reflection today: Yael’s comment “It is always this set rooted idea that theory is the truth but what theory says is not always what works the best in our context.”

- PIP2-P6 I introspection written report-all  Position: 27 - 27

Findings 24-hour Reflection Report
The reflection and the plan of action from the 24-hour journal sent by Yael the day after having presented his/her PIP is thorough and shows a high level of reflection. Yael seems more comfortable than other participants to share reflective thoughts in written form. For this teacher, many pages of reflection emerged though written discourse which was sent by e-mail. The experience of presenting to the group made Yael more aware of his/her teaching context, compared to his/her peers, and allowed him/her to appreciate the freedom s/he has in that environment. The experiences from colleagues instigated Yael to become aware of his/her local context. Yael came to develop gratitude for his/her privileged conditions and context. In the excerpts below, Yael describes some of his/her feelings about his/her context. Loop 4: me and my professional development and loop 3: me and my practice are certainly observed in the following quotes showing a level of realization that did not exist before the session. Reflecting critically and beyond practice (level 5) also takes place in these statements from Yael.

YAEL: As I was presenting, I arrived to noticing the privileged condition in which I was working; I have “libre cátedra” (academic freedom). I have freedom to plan according to what I feel may suit best, I am free to provide any material I wish, I do not have to deal with parents, I am able to build good rapport with my students, I am the only English teacher at this school, I can design and implement my own grading criteria and rubrics, etc.

- PIP2-P6 I 24h reflection + E-MAIL written reports Position:10-10

YAEL: As I continued presenting, several questions were asked through which I felt that my peers were
empathizing with me. I felt their support and their questions helped clarify what I was referring to, as well as making me think a bit deeper on what I was presenting.

- **PIP2-P6I 24h reflection + E-MAIL written reports Position: 12-12**

**YAEL:** During the time I was presenting, the topic of teaching methods also arose in which some peers mentioned the need to stick to a particular teaching method or technique as their institution required them to do so. I was able to bring up H.H. Stern as an alternative for teaching methods as he presents several dimensions (analytic-experiential, explicit-implicit, intralingual-crosslingual) related to teaching and learning strategies. I enjoyed how touching upon this author helped some peers reflect on their own teaching and not be boxed to a certain teaching method or technique.

- **PIP2-P6I 24h reflection + E-MAIL written reports Position: 15-15**

**YAEL:** In conclusion, I felt that the session in which I presented myself along with my current teaching situation was highly beneficial for me to reflect on my own context, become more aware of my practice, and notice how privileged I am to be in this situation. I believe that this also helped raise ideas and helped my peers reflect upon their own teaching and modifications which may be carried out along their process of developing as teachers.

- **PIP2-P6I 24h reflection + E-MAIL written reports Position: 17-17**

Findings Final Session: Perceived Impact of the CAM on Teaching Practice

The final CAM session was another opportunity for Yael to share the professional growth process s/he developed about his/her teaching practice and what the collective accompaniment research project gave rise to in this teacher’s life. The following data segments indicate the perceived impact of the CAM in fostering reflective practice and supporting EFL teachers to develop their AR in their teaching context. The segments chosen are presented in chronological order for the reader to follow the participant line of thoughts.

Yael problematic issue was the variety of levels of English language in his/her class in high school. The teacher had implemented a way of using translanguaging in class to reach the lower level students and give a chance for the lower, medium and higher-level students to use English as they could express themselves in class. The teacher modeled using both Spanish and English during class. The AR plan of this participant consisted in gathering written and spoken productions from the students at the beginning and the end of the semester. It dealt with implementing a way to keep an individual record of students’ progress as the semester advanced, by keeping portfolios of students’ written and oral production to evaluate their progress. Not only did the teacher implement a way to keep track of students’ translanguaging production in class through “reflective portfolios”, s/he also grew in terms of implementing more varying activities as well as present or portray him/herself in a different manner with students as a result of the collaborative reflection on teaching practice. Some changes took place at a deeper level by bringing awareness of who the teacher is, and in terms of being more aware and better informed of what s/he was doing benefitting the students in the EFL class. This, s/he said, was the result of the group sessions which helped the teacher making him/her become more aware of his/her teaching. The teacher expressed a desire to keep track of students’ progress from the beginning to the end of the semester. The teachers’ AR plan deals with implementing a way to keep an individual record of students’ progress as the semester advanced, by keeping portfolios of students’ written and oral production to evaluate their progress.

Being more critical, informed, genuine and being able to portray him/herself as who s/he is, are elements that Yael mentions below. During the last CAM session, Yael expresses how it is normally easier as individuals to stay in our comfort zone and keep routines instead of looking at areas that need to be attended in our teaching practice. I consider that this matches well with level 1 as the teachers’ basic philosophy to gain self-awareness and self-knowledge which is fundamental to how the teacher is as a person. (loop 3: teaching practice; loop 4 professional development; level 1: personal philosophy; level 5: beyond practice). The routines that Yael mentions have much to do with the concept of “*habitus*” defined by Bourdieu (1972) as a system of schemata about perception and thought “which cannot give what it does give to be thought and perceived without *ipso facto* producing an unthinkable and an unnameable” (1972, p. 18).

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30 Petit lot de schèmes permettant d’engendrer une infinité de pratiques adaptées à des situations toujours renouvelées, sans jamais se constituer en principes explicites » (1972, p. 209).
YAEL: I think that, well I don't want to generalize, but I believe that many of us find kind of our comfort zone. We carry out certain routines, as we develop in our teaching practice and those routines seem to work and everything seems to be ok, and we continue doing the same thing over and over. Why? because it seems to be working. And I think that it's important to every now and then to sit down and look at what you're doing and check if it's really working, not only for you but for the students as well. Because many times we don't consider our students. We don't take them into consideration and they're the main reason why we are there, because they need us, and so it's important to consider them and what we're doing. And what I took from this is, it was, I think it was a bit of kind of like getting something off my chest when I was able to present. And I believe that it was the same for many of us. [...] And something that I believe that I took out of this I don't think it is good thing or bad thing, but I'm becoming more critical. And I start to question a lot of theory, practice, and I don't know to what degree I should do it. Because as I'm reading theory I come across, different concepts, and I question them.

- **PIP2-P6I final session transcript verbal (10m) 16 dec, 2017 position: 2-4**

After presenting during the final session of the CAM, Yael shared his/her lived experience from taking part in the CAM vis-à-vis theory and practice. Yael says s/he is becoming more critical as to how to deal with theories to connect the gap between theory and practice. S/he mentions this because at times the two do not match, and the teacher has to try to find a way of bridging them together. This coincides with Schön’s vision of bridging the gap between theory and practice as they often do not match one another.

YAEL: And, something that I believe that I took out of this I don't think it is good thing or bad thing, but I'm becoming more critical. And I start to question a lot of theory, practice, and I don't know to what degree I should do it. Because as I'm reading theory I come across, different concepts, and I question them. For example, in my personal experience, the translanguaging concept, it's something that is very rigid, and as I read more about it, the more I question it, and it's not that it's, it has flaws, but there are aspects that raise questions, and elicit a bit more, a bit more attention towards certain aspects. So, I don't know if it's a good thing or a bad thing as I mentioned, but I'm becoming more critical and I'm questioning a lot a lot of theory as it's coming up. And it seems that much of what it's coming up it's also a lot of just recycled things that have kind of been out dated because of the new things that are coming up, the new trends, the new topics. And it's something that's just constantly happening. I keep questioning and questioning the new theories and the new practices that are happening.

- **PIP2-P6I final session transcript verbal (10m) 16 dec, 2017 position: 4 – 5**

By the end of the research project, during the last CAM session, Yael reports that s/he is more aware of what is happening in the classroom and what s/he is doing. There is a sense of being better informed about his/her context to respond to students’ needs. The teacher feels more aware and more informed about his/her practice, more genuine as a teacher, more comfortable and more able to show his/her true nature which allows him/her to connect with the students (Q’2: impact on practice). The nature of reflection falls under loop 3: me and my teaching practice; loop 4: me and my professional development; level 4: teaching practice in action; and level 5: beyond practice.

YAEL: Yes, well I am more aware of what I'm doing. I'm more informed about what I'm doing. And I feel that my students are taking more advantage of me as a teacher because I am more informed. And I am able to kind of find a middle ground between what they expect, what they want, and what I believe is more suitable for them. So, it's kind of this balance that I am more able to implement into the teaching practice. And then again, the issue of how genuine I can be. Sometimes many of us were inhibited by the curriculum, by the system, by the certain norms that we have to follow. And they don't really allow us to be “US”, who we are as people, inside the classroom. But then again, me being in a very privileged context, as I can call it, I think it allows me to do a little bit of both.

Again, focus on what the students need, what they want, cover the curriculum at the same time, and at the same time be me, be a little bit of me, portraying myself towards my students. And yeah, I believe I am knowledgeable of what I'm doing. I am more cautious of what to implement and how to carry out my practice.

- **PIP2-P6I final session transcript verbal (10m) 16 dec, 2017 position: 8 – 9**

Yael beautifully expresses how s/he feels more confident to recall his/her experience living in the United States now.
with students in his/her class (loop 3: practice, loop 4: professional development, level 5: beyond practice). This speaks as well to the topic of teacher identity (level 1: personal philosophy).

YAEL: Yeah, well not being inhibited by certain elements in my context. I am more able to bring in, like the baggage that each of us carries along within them, our past experiences. Me, for example, my migrating experience it’s between The United States and Mexico, it’s something that constantly make reference to, something that I constantly bring into the classroom. And it’s not necessarily this comparison between Mexico and The United States, but it’s just a little bit of inside of what I lived. So, for example, constantly making reference to when I was in The United States was like this, or when you go about certain place you have to talk like this, or certain elements like that, that I am able to bring and it’s, I don’t want to be judgmental but it’s not characteristic of many of us, English teachers, have because not everybody has that experience, so me being able to bring back those experiences, bringing kind of my baggage into the classroom.

- PIP2-P6I final session transcript verbal (10m) 16 dec, 2017 position: 11 – 18

Findings Final Questionnaire
The participant reaffirms the same type of reflective awareness for developing his/her philosophy when answering the final questionnaire applied the last day of the CAM sessions. Two separate answers are shared below. In the first entry, Yael voices that s/he encouraged his/her students to keep tract of their own learning through the use of an instrument that is similar to a reflective portfolio. This denotes the perceived impact of the CAM on practice. We can also observe in the second entry, the impact of the collective co-construction of learning on each of the group members.

YAEL: I encourage my students to keep tract of their own learning process and set their own limits in the sense of achieving certain goals. It’s somewhat of a reflective portfolio.

- PIP2-P6I final questionnaire written position: 24 - 26

Recalling my experiences throughout this process. Everything we all learnt and shared has impacted us all.

- PIP2-P6I final questionnaire written position: 43-45

Findings Final Reflection Report Sent by E-mail after Last Session
Participant Yael was the only participant to send a report via e-mail after the last CAM session. This process was completely left optional for all the participants. What follows reflects the perceived impact of the project on this teacher’s practice. Yael reports many positive elements of the impact of the collective sharing. In these examples, Yael describes how s/he felt when s/he presented his/her PIP. S/he clearly presents the positive role of the other members in allowing him/her to reflect on his/her practice. S/he talks about the feeling of empathy and support received, the common lived experiences in teaching, recalling initial plans by listeners by others, the comparison between collective and individual reflection to consider other types of alternatives and perspectives in practice and being able to relate to each other’s context (loop 3, loop 4, level 1, level 5, Q?2, Q?3).

YAEL: The project had a major impact in my professional practice. As mentioned in the last session, I believe that many of us develop a set of routines throughout our teaching as we view what begins to work for us as teachers. We tend to stick to that routine as things seem to be going well. I believe that it is crucial to take a moment to look at what you are doing inside the classroom and how it is working (or not) for both the students and the teacher. I had the opportunity to do this thanks to the experience of the CAM. I was able to try out different things within my teaching practice and reflect on such along the way. I believe this would not have been possible if I had not accepted to be part of this research project. Continuous reflection was present throughout the experience of being part of the CAM. I was able to present my PIP and obtain questions from my colleagues for them to better understand my current working situation and context. Also, I believe that a bit of my past was portrayed through answering the questions that were elicited.

- PIP2-P6I 24h reflection + e-mail written reports position: 23 – 25

YAEL: Considering the beneficial aspects of my teaching practice, I believe that I was able to implement more varying activities, as well as present myself in a different manner. I allowed the students to bring in
more content into their learning process, while I was controlling form. I was also able to implement a certain languaging practice with the aim to aid in my students’ progress of producing more of the target language. This was done also by bringing in my baggage considering my migrating experiences and portraying those characteristics towards my students.

- PIP2-P6I 24h reflection + e-mail written reports position: 28 – 29

This next passage brings up the central aspect of promoting richer reflection due to the collective impact offered in the CAM showing how reflection emerges through the CAM (GQ?). Furthermore, denoting the role of the collective co-construction of learning (Q.3).

YAEL: The other members of the CAM played an important role in my self-reflection. They were not as familiar with my topic and what I was presenting. However, they quickly became aware of the topic and interest grew amongst them. The questions they elicited helped me consider other perspectives and not be so narrow-minded and considering my own experiences only. What was noticeable was how all of us were able to relate to what each of us presented. I believe that this helped promote a richer reflection for all of us.

- PIP2-P6I 24h reflection +E-MAIL written reports Position: 32-32

YAEL: As each colleague was presenting their own PIP, new elements to consider within my reflection arose. Keeping track of my goals and the activities I was implementing and modifying within the classroom were also crucial to reflect upon. Having the opportunity to present my experience taking part of the research project in the last session was also beneficial as I was able to recall my initial plans and how the group sessions helped in making me become more aware of my own teaching.

- PIP2-P6I 24h reflection + E-MAIL written reports Position: 28 – 28

YAEL: It was also beneficial to view into the experiences of my colleagues as they were all experiences that we could all relate to. Whether it was something similar we had lived, or whether it was something that may come up along our teaching practice, all the shared experiences were important to be aware of and consider for our future teaching practice.

- PIP2-P6I 24h reflection +E-MAIL written reports Position: 26-26

YAEL: The impact of the collective group process compared to the individual reflection was very beneficial. Many times, we do not consider other alternatives as we have not experienced them. It was beneficial to see how my colleagues recalled their experiences and how they dealt with them. Each colleague played an important role in providing support for each other in eliciting questions which conveyed several alternatives to dealing with a certain experience. This in turn helped all of us position ourselves in each other’s shoes and relate as much as possible to one another.

- PIP2-P6I 24h reflection +E-MAIL written reports Position: 30-31

Summary of Findings for Yael

Yael presented his/her project on the topic of translanguaging in the classroom. S/he presented his/her situation during the second CAM session. His reflection started form presenting the general situation and local context. At first, Yael did not seem to highlight any particular issue in practice. Through questioning and collective co-construction of learning, the teacher decided that s/he wanted to evaluate the progression of learning to see the evolution in students’ second language use. Yael’s reflection moved progressively between the different learning and reflection loops (Guillemette, 2014) gradually developing from loop 1 to ending with loop 4, and it touched on the five levels or phases of Farrell’s (2015b) framework. Level 1 was particularly interesting for Yael because of the migrating experience which s/he was able to portray and bring genuinely to the classroom, once it became recognized. Yael shared a lot of reflection collectively during the CAM sessions and brought theories into the reflection within other participants’ PIPs. The participant clearly indicated the benefits of socio-constructivism in building and developing reflection for new ideas to emerge. More than any other participants s/he shared reflection through written form in the 24-hour reports sent after the two sessions where Yael presented him/herself in the CAM. It is important to recognize the role of written reflection in practice (Farrell, 2013) as for some professionals it is easier to think and reflect through writing. Below is a word cloud showing some key words used by participant Yael
during the research study.

Word cloud for PIP-2 from Yael:
Appendix M: Ariel’s Professional Intervention Project

PIP-3 by Ariel: Learning Differences
In this section, I am presenting the Professional Intervention Project (PIP) and main findings of the collective accomplishment process for reflective practice for participant Ariel (Appendix M). Ariel presented the fourth Professional Intervention Project (PIP-3) pertaining to the topic of learning differences and special need learners in a new teaching context in elementary school. During the research study, the data from the participant were collected from several instruments: information session questionnaire, PIP-1, verbal and written introspection reports, 24-hour report, final CAM session, and final questionnaire. When Ariel’s professional intervention project (PIP-1) was presented during the third CAM sessions, there were six participants attending plus myself as the facilitator (ALEXIS, SASHA and MONTSE were absent). To alleviate the text, I removed some of the verbatim accounts from the quotes and inserted square brackets […] to indicate to the reader that some information has been eliminated from the original data.

CONTEXT: The participating teacher presenting PIP-3 is an EFL teacher who has been teaching English in the State of Guanajuato for at least four years with the National English Program (PRONI) based on learning competencies from the Ministry of Education (SEP). Before teaching in the PRONI program, s/he was teaching English in preschool. This participant graduated from the B.A TESOL/LEI program in June 2014. The teaching context of Ariel is in a public Elementary School located about 10 km from the research site. English classes are taught three times a week, Monday to Thursday from 8h to 13h. As well, the school offers regular classes as in any elementary school program. The school has one ESL teacher and there is no mention of the presence of an English coordinator in the school. Ariel teaches two groups per grade level, in grades 3, 4, 5, and 6, with a total of 8 groups. Each group has between 35 to 40 students hence Ariel teaches about 300 elementary school students in total. The participating teacher knows some of the students in the school, specifically the grades 3 students, because s/he was teaching grades 1 and 2 for that same institution in a different school the previous school year. The age of the students varies between 8 to 12 yrs old. Their English level diverges between beginner and lower intermediate.

The evaluation system is based on a grade level system between 0 and 10, with 7 being the passing grade in order to move up to the next level. In terms of resources, the teacher provides his/her own material for the classes and the students also use a textbook in the class. The textbook is provided for free by the Ministry of Education (SEP). There is equipment such as a CD player in the homeroom class of the students where English is being taught. The teacher does not have his/her own classroom for teaching English. There are several students with special needs and learning differences who require special attention from the teacher.

Findings Ariel’s PIP-3 CAM Session
Ariel’s professional intervention project (PIP-3) was the fourth PIP presented to the group. This PIP was presented during the third CAM session. Ariel’s problematic or puzzling issue has to do with students with learning differences in a public elementary school. The teacher is teaching grade 3, 4, 5 and 6 levels for the first time in his/her career. S/he knows most of the grade 3 students from the previous year. In the first week of school, Ariel found out that s/he had multiple children with special learning differences in his/her classes and was quite concerned about being able to give these children the support they needed. Ariel expressed a strong desire to support the students with special needs. The teacher mentioned that in the BA TESOL-LEI program, the topic of learning differences was not often mentioned or taught. Two of his/her students are deaf (one partially deaf), one student suffers from a syndrome that the teacher does not about, one student has a physical impediment and cannot walk, and two students have important learning disabilities and differences which requires special attention. The school’s policy is to give students the same treatment, but there is no special aid to help the children with physical disabilities. There is a psychologist and a special education teacher (called “USAER”) for the school to attend children with special needs. The AR plan of this participant consisted in gathering information from a variety of sources as well as developing new teaching skills and strategies to support the learners with learning difficulties and differences. The third participant’s contributions are presented in the next section for reflection and learning loop 1 by describing his/her teaching context in the third session of the CAM. The teacher is positioning him/herself in the situation causing problems in teaching practice.

31 USAER teacher which stands for Unidades de Servicio de Apoyo a la Escuela Regular

Patricia Houde 2018
Ariel’s situation was presented during the realization phase of the CAM. Ariel started by presenting his/her teaching situation to the group in the realization phase of the CAM. Everyone listened without interrupting. People could take notes while Ariel was presenting.

The first extract below presents the general teaching context for teacher Ariel corresponding to loop 1: my situation. Ariel admitted that s/he was feeling overwhelmed during the CAM session. This participant always seems very calm and speaks in a quiet voice but there is no doubt that s/he was feeling overwhelmed in this new teaching situation.

ARIEL: Last year I start working with first graders and second graders in another school and right now I'm in the same institution, but I was assigned from 3rd to 6th graders for this school year. Yes, I have like almost 300 hundred students right now. And in the sixth grade there are like 38 and 37 students in each, and my fifth graders are 40 students in each group, my fourth graders they are 38 and 37 and third graders are 35 and 35, so I have almost 300 students, lots of names to memorize and remember. One thing, the third graders were my students last year. I had them in second grade and so I know their names, all of them but one girl, a new student. This week was my first week with all of them.

- PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 23 – 24

After about 45 minutes describing his/her new teaching context, Ariel unveils that apart from teaching four new grade levels and about 300 students in his/her new school, s/he found out s/he will be teaching several students with learning differences and physical disabilities which is a concern to him/her (loop 1: my situation).

ARIEL: [00:46:03] In this week I found out that in one of the in the third-grade group I have one student who has problems and he to be has to be under medication which I didn't realize. I never was told last year. So, this week I found out that, and well I knew that something was wrong with that kid, but I thought it was something related to conduct and discipline problems. [...] And with one of my grade sixth groups, there is one child to who has a... who is deaf, and he can hardly like talk. So, he kind of just... I haven't found out how much he can speak, but I have to move my lips and try to help him/her to read my lips. [...] And the other, in one of the fifth groups, I have like two, four children who have a problem. One of them is also deaf, but s/he can speak and pronounce. S/he may not be completely deaf because s/he can speak.

And I have another with a syndrome, that I can't remember the name of the syndrome. And actually, I have to talk to the teacher in, how's it called “necesidades especiales” (special needs) to know how to help this kid. And I have, in that same group, one boy and one girl who have a learning disability. [...] And in one of the third groups I have a student who cannot walk, but I worked with him/her in the last year, so I know him/her already. And s/he has a little bit, some problems with learning. S/he cannot... s/he is always like behind and needs some attention, special attention. S/he cannot walk.

- PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 24 - 32

The following extracts is a response from Ariel to a question asked by the facilitator, PH, to help the teacher focus on what his/her priority is. Then Ariel explains that the grade five teacher recommended s/he talks to the USAER teacher which refers to the special education teacher in the school. The puzzling issue that the teacher is facing is how to work with the students with learning needs and differences in his/her classes. This is referring to loop 1 where the teacher is still presenting the puzzling issue, but here the teacher is also starting to talk about resources and people in the school environment (loop 2).

PH: Yes, yes or any problems or difficulties that you have, or any strategies or things you may have tried. Is there anything in particular you want help with, for reflecting on this?
ARIEL: I, well I didn't know I would have them as students this year, so I, to be honest I was not prepared to... I didn't even know that in the school they have this kind of kids because, actually, last year I just would go to the classroom and give my class and just know my students, but I had no contact with the other students in the school, so I didn't know.

Actually, one of the things I want to do is work close to the teacher who attends these special needs in order to see how can I include them more and what kind of activities are useful for their main teachers that I could probably adapt and use it but now to teaching the language, right?

- PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 40 – 41
Level 2: professional principles including beliefs, assumptions and conceptions related to teaching practice are very apparent in this excerpt. These elements are strong driving forces behind many teachers’ actions in the classroom.

Level 1: personal philosophy is certainly also an important part of the following quotation.

ARIEL: Yes, USAER. Actually, one of the teachers of the fifth graders, he suggested that to me, but I, just right in the first class he approached me before I walked into the classroom and he said, "did they tell you that we have these type of, these kind of children?" and I said, "No, I didn't know anything about the groups". So, he said "well, I suggest you to go and talk to her" (referring to the USAER teacher).

But it was a really busy week even for them because they were attending, they were dealing with a situation, a very delicate situation in school, so they were really busy, and it was hard to catch her, to find his/her in school. And so, I had no opportunity to talk to her, so I will have that in the following week and also have very good communication with their main teachers so that I can pay attention to their advices and see how I can work with these children.

- PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 48 – 49

Francis asked what methods or theories would be useful to include students with learning differences. This happened after more than one and a half hour into the CAM session. Ariel shares his/her thoughts about the theories and strategies that could be used in his/her practice, to support students with learning differences in class (loop 2: resources, level 2: professional principles and level 3: theories). Then, Ariel relates these elements to starting an AR (loop 3: teaching practice) on attending to students with learning differences in his/her teaching practice. Ariel does not seem completely convinced here but does realize that AR will impulse him/her to deal with this new situation.

FRANCIS: [01:37:19] What theories or methods or strategies that we have covered in the B.A. can help you to integrate those students with these learning differences in your context?

ARIEL: Theory, you mean, we learn in the BA?

FRANCIS: Yes, related to language acquisition or learning in general.

ARIEL: I think here it would be important the collaborative work because since they are in a school that is of inclusion and then they need to be included and they need to work with their peers and feel included and actually be included and so I think that can come in here. And also working I, like doing action research because in that way I'm going to be like more being forced to really reflect on my practice and really try different things and see how they go and if they're not working, then change a strategy and adapt and I will have to do action research too. That's what I can think right now.

- PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 140 – 141

Cris is asking Ariel how s/he feels with the student who cannot walk. Ariel replies that s/he had this student the previous year and has developed strategies to manage the situation and provide for the student. We can see that the teacher is open to adapt. At the same time, the local context does not allow for activities involving physical moving in the classroom. This excerpt is presented mostly to give the reader a better idea of the challenges and local conditions where the teacher is working.

CRIS: How do you feel with your student, the one that cannot walk? For example, if you are going to... if you have prepared an activity like a "Walk and Talk" or if they have to get together to be in teams. Have you considered if you are implementing these kinds of activities or not?

ARIEL: Yes, for example last year what I did with that group was like they were, they had to be in [...] in rows. Sometimes I asked him/her, when they had to work in pairs, I asked him/her to work with the person that is behind him/her or the person that is next to her. In that way, s/he could not be working all the time with the same person next to her. S/he could work with groups of four or in pairs oh yeah in that way. And yeah, I don’t do a lot of activities that involve moving from their places. Because first of all the facilities are so small and they don't have a lot of space for that so actually sometimes I can’t even walk among the rows because they are so small.

- PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 125 - 127

During axis 2 of the CAM, many questions were asked. Now, Francis is bringing Ariel to reflect on the
students’ potential as well as their limitations, trying to open the discussion to a different stage. Ariel says that observing will be an important part of what will need to be put in place. S/he admits that s/he does not know as it is a completely new situation. Ariel is being honest and at the same time is keeping him/herself open to finding new elements by doing some research (loop 3: practice, and level 1: personal philosophy).

FRANCIS: Ariel, what would you like to discover or how would you like to discover how your, what your students’ limitations and potential are?
ARIEL: How do I discover...
FRANCIS: How could you do it? How could you discover your student’s limitations and also their potential?
ARIEL: Do you mean right now? Since I began? Well it requires lots of observation and also, I think probably through exercises, I could kind of make a diagnostic. But to be honest, I have no idea (laughs). This is completely new, this context I’ve never been in and I think I need to research on that and... But it’s something I need to think about a lot of things.

In this next segment, Ariel is explaining what s/he has done in class to encourage stronger students help weaker students with completing learning tasks. This was after Yael asked about raising awareness about students’ differences. S/he is wondering if this would help with his/her present situation dealing with several students with specific learning or accommodation needs. She uses Vygotski’s theory and scaffolding to explain his/her idea and seems to have found another strategy to cope with her puzzling situation (loop 2: resources, loop 3: teaching practice, level 2: professional principles, level 3: theories in the sense of planning, and level 4: classroom teaching practice).

YAEL: Yes, and, also, have you considered maybe raising awareness amongst them about these differences that other students may have and maybe what they can do to contribute and maybe making the learning process maybe more easy-going for the different students?
ARIEL: I, what I’ve done in the past, even in the classes where I don’t have students with learning differences, is to always try to use those advanced students in the language to help those who are behind, so that they can help each other and do the scaffolding, and the Vygotski thing, and all that, no?
And that’s what I try to foster in the classroom to promote the participation of those advanced students that can help me. You know, I’m not doing the work on my own. So that's what... done and I... That's also something that I could keep doing. When they finish, because sometimes they finish, most of the times they finish earlier, so they can keep themselves busy, and they are helping me to, to, for those students who are behind, can catch up with the work.

Another question is raised to look at the way instruction is given. Ariel examines some strategies that s/he has used to help students who are deaf for example (loop 2: resources, loop 3 practice, level 3: theories, level 4: teaching practice).

FRANCIS: How do you think that having students with learning differences may influence the way you deliver instructions?
ARIEL: It's always hard for me; it's always been difficult for me to give good instructions. It's always something I have to pay constantly attention on. And of course, with those learners who have learning problems, I, even for all of them because sometimes some of them, they have different levels of the language and those are kind of multi-level classes [...] So, I use a lot of mimic and gestures and body language and visual aids to help them to understand without using the L1. I try to avoid the L1, but when it's necessary I will use it. And for those who are deaf I have also to use a lot of body language and gestures, and do it slowly, which I tried this week.

After a question from the facilitator regarding resources in the school, Ariel in his/her PIP gives many examples of the resources available in his/her teaching context to find ways to provide help for his/her special need learners. In looking at internal and external resources, s/he names the people that could help in his/her school. First
s/he mentions the psychologist, parents, the present teacher, last year teachers of the students with special needs, the school principal, the special education teacher (called USAER teacher). Ariel is thinking, learning and reflecting about the different people available in his/her local context and who could be of help and support. The following extract belongs to loop 2 and also of loop 3, because Ariel is reflecting and learning about the key people in the local context. At the same time the teacher is making plans to talk to these people and engage in action which could be situated in level 3: theories in the sense of planning of Farrell’s framework. This moment during the CAM brought light to the overwhelming situation that the teacher felt at the beginning of the PIP because the teacher realized that there were people who could give him/her support in the school.

PH: Ariel, who are the people in your context, in your environment, who are the people you mentioned, the Special Ed teachers, you mentioned, the homeroom teacher of the students with learning differences. Do you have any other people that could be of support for you?

ARIEL: The psychologist?

PH: You have a psychologist at school? Okay.

ARIEL: Probably in the case of the student who cannot walk, his/her parents because at least one of them is around school and out of that because [...] I'm the only one teacher. [...] PH: Okay, you mentioned the grade five teacher who could...?

ARIEL: Yes, that teacher too.

PH: S/he seemed, this teacher seems to be very inclusive with his/her students.

ARIEL: Well, at least s/he was nice to tell me that there were these situations in his/her classroom, but his/her suggestion was, go and talk to the special needs teacher. [...] PH: Okay, so, who do you think would be better situated to give you some ideas on how to deal with these students? Who are the people that know the students best?

ARIEL: Well, right now their main teachers. No, because they are also, because every year they change grades, and right now they don't know them. So, probably, I could find out who their teachers, who were their teachers last year, so in that way I can know more about them. For which, at least for two groups will be like impossible because their teachers changed schools, so there's new teachers. But I think for sure the teacher who can help me is the special, the teacher, the USAER teacher.

PH: USAER teacher. OK. Who has been living with these students all their lives?

ARIEL: The parents, yeah (laughing). Yes, but you know, we don't, we are not invited to like their meetings that they have, so I don't have contact with their parents like at all. [01:50:15]

• PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 161-178

Here, after Noah asked a question, Ariel shows awareness of his/her limits, says s/he feels overwhelmed, not wanting to get stressed out, and even mentions quitting his/her job, but then laughed about it. In this citation, s/he describes a dream s/he had recently about learning sign language, reading about her student’s syndrome, and everything that s/he needs to do (loop 4: professional development, level 1: personal philosophy, and level 2: professional principles).

NOAH: Have you thought of any ideas to implement in the classroom knowing that you are going to have these students?

ARIEL: Quitting! (all laughing) No, that’s not right! No well, I've been thinking, like, sometimes I think I am thinking, well I'm dreaming, I don't know, I feel like I was... Not last night but one night [...], I woke up like with this feeling of, yes, I need to learn sign language. I need to read about this syndrome. I need to do this and that. So somehow, I feel like it's overwhelming!
Reflective Practice through Collective Accompaniment in EFL Teaching Practice in Mexico

And I don't know, because there's so much things going on right now in school with the problems. I know the principal is really busy right now. [...] there's so much things going on. Well in my first week, because this will be like the second week for the other teachers. But I feel overwhelmed somehow, and I'm trying to think of the B.A. theory, and those things that (laughing) ok, come back... because yes, I think it's a lot. But I don't want to get stressed.

**PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 190-193**

In axis three of the CAM (plan of action), Ariel is explaining his/her short-term goals are in order to implement his/her action plan. Starting with a diagnostic of the situation is the priority as well as evaluating students’ needs in terms of their learning differences. Here, s/he explains his/her plan which shows that the teacher has reached loop 3 of the reflective and learning loops planning to meet students’ needs and developing professionally by reading (loop 4: professional development). This could also pertain to Farrell’s level 3: theories since the teacher is trying to develop his/her teaching approach to deal with specific and critical realities in his/her classroom.

**PH:** So, my question, as always, is what would be your short-term goal?

**ARIEL:** [02:03:32] To start my action research. I do have to do a diagnostic in the next week, and to see their level, their actual level because if I want to [...] Since I don't have the book right now, I think I have the time to do that. And I have to do it to see how I'm going to be working with the syllabus in terms of their needs of the moment. Gathering as much information as I can about these, about my groups, my students, especially the ones with these learning differences [...] and obviously reading, reading a lot.

**PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 207 – 208**

This PIP was one of the longest because of the difficulties that Ariel was facing in his/her practice at that moment. The facilitator wanted to make sure that the teacher was going to be able to manage the situation and start implementing his/her action plan. Ariel ends the session saying that s/he is feeling overwhelmed, even expresses not wanting to burn out and being fearful about what is to come which shows a level of critical self-awareness. The teacher is well aware of his/her limits. Those are all elements to indicate the self-awareness that the teacher has been able to reach during the reflection process in the research study (loop 3: practice and intentions, loop 4: professional development, level 1: personal philosophy, and level 5: beyond practice).

**PH:** Anything like you would like to clarify before we close this, it's called a P-I-P, your personal intervention plan or project.

**ARIEL:** Just that, I said that it's overwhelming somehow, but at the same time I think that it's exciting because in that way, I'm not going to be burnt out. Like, I've taught the same cycle for four years, and now I was assigned the other cycles. So, I will learn the other part of the program. And I will have to come up with activities and materials... for learning disabilities. And also, to learn, and well, little by little, with these kinds of students that I've never had.

And if I continue in this context, where I'm working right now, well, I'll have now, well in a year, it will be different, because I will know them more, and I will know what works for them, what didn't work as expected. And so somehow, it's a challenge and exciting at the same time, Ya! And I think I'll learn a lot and I can get more experience, but right now I feel a bit afraid (nervous laugh). Yeah!

**PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 228 – 230**

The PIP for Ariel ended when the facilitator asked the group if they could first complete the written introspection report before doing the collective sharing of the learning that was done during this presentation. People could also take a rest and stretch before we continued.
Findings Collective Introspection and Integration

I now stage the introspection and integration phase as part of each CAM session with all the members of the group after participant Ariel had presented his/her PIP. This is the moment to bring awareness on to how the session has impacted all the participants to see in what ways it can help them adjust their teaching practice. What follows has been categorized in the participants’ interactions that support reflection as part of the socio-constructivism element of the collective accompaniment. It shows how reflecting with peers and colleagues can affect professional practices.

A beautiful testimony was shared by Yael concerning the opportunity to work with students with learning difficulties but as well, the nice tribute that s/he offers to Ariel after such a difficult presentation. This was an emotional moment for all the group members. It brought group support, genuine caring and unity which often happens in the CAM. The group starts to grow closer at different stages of the CAM sessions. This was our third CAM session during this research. Ariel felt stronger and supported by his/her peers after presenting his/her PIP. This was shared clearly later, in the final group session.

YAEL: Personally, I think that students with learning differences either cognitively or physically, they are often overlooked. And me and my experience I haven't had the opportunity to work with these types of students but as has been mentioned, it’s something that we need to be informed about. And it's important to be aware that it may be something that may come about in the future, something we may be faced to in the future. And I think that Ariel's courage in facing this is worth admiring. I once at the opportunity to work with children. I did not enjoy the experience and I don't think I'll ever want to work with children again, but hum yeah, his/her courage is worth admiring and requires a lot of patience and his/her willingness it’s something also very important in his/her developing as a teacher.

• PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 238-239

The sharing from Noah speaks about the lack of preparation for teachers to have developed strategies to deal with learning differences in the EFL classroom. It is also important to point out the feeling of identification that arose from Ariel’s issue.

NOAH: I would like to, well actually at a certain point, I felt identified. Like five years ago I was teaching in an elementary school and I also had a boy who, I actually, I regret that because I never known what s/he had. I remember just once that I approached to my principal and I asked him/her how to deal with him/her because I didn't know how to do that. But no, it was just like, oh no... don't worry. Just continue with your English class, and it was like. At the moment, I was a novice teacher so at certain point I ignored him/her. And of course, I regret that so yeah. I think it's important that we as teachers being informed, being trained how to deal with these students.

• PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 241 – 241

This is a further example of the support, understanding and consideration that developed between participants during the CAM as Cris expresses how teaching is a demanding and challenging profession.

CRIS: Our profession is so demanding. We as teachers need to improve not only about studying new techniques, we also need to consider that we are working with human beings and that we need to give more sometimes our job. Okay, it’s not only a job it's our life. For example, in Ariel's case s/he decided that s/he had to learn sign language to communicate with his/her students. And in my case, I feel that I am a novice teacher and I need to study, I need to read more, to read articles, to read new books because I know that I need to be a good teacher for my students.

• PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 243-244

The next citation brings a bit of light on the frustration some teachers might encounter due to their local context and the lack of support or preparation. Francis was affected by Ariel’s presentation in realizing that it is difficult sometimes to find the resources needed because of the education system in the country.
FRANCIS: I also like to share that Mexico’s system is not ready for handling these kinds of problems. Probably, as Noah was mentioning his/her example, five years ago when s/he was at elementary school, the principal of the school didn’t know what to do. So, if we as teachers, we don’t have these leaders all who are well informed, then who can help us? Who can guide us? We are lost. Everything is on the teacher’s responsibility and intuition. We are just trying, but we need also well-informed leaders.

- PIP3-P5A session transcript verbal (2h27m) Sept 2, 2017 Position: 246 - 246

Findings Individual Written Introspection and Integration

After the space given for collective verbal introspection and integration sharing by all the participants, the next step of the CAM, at the very end of the session, moves into answering the individual written introspection report where the participants report in written individual form how the session might have affected them in their reflective process.

Ariel shares his/her most significant reflective moment after presenting his/her PIP to the group, pointing to the fact that s/he can now see many resources and people who can give him/her support in his/her local context. The benefits of the collective accompaniment is obvious for this teacher who felt totally overwhelmed, and still does, but can now have an overview of the situation by having taken a distance from the problem.

Ariel:

*ARIEL: My most significant reflective moment or realization (conscious/aware) today: I have resources which can help me to succeed with my teaching situation such as the principal, main teachers, teachers from the last year, parents, psychologist, the USAER teacher, current literature on the topic.*

- PIP3-P5A introspection written report-all Position: 19-19

Error: Duplicate content.

Ariel:

*ARIEL: I learnt that I have to do a lot of reading and reflection about my teaching practice. I will learn a lot under these circumstances.*

- PIP3-P5A introspection written report-all Position: 19-19

Findings 24-hour Reflection Report

The 24-hour reflection report that Ariel sent the day after having presented his/her PIP was revealing of the level of reflection that emerged form presenting in the CAM session. Ariel mentions the interactions that were helpful to look at the issues with a different lens, the resources that are available in his/her milieu. Ariel touches upon his/her beliefs and seeing his/her local context in a different view, with different eyes by taking a meta-posture which pertains to loop 4: professional development according to Guillemette (2014). Moreover, Ariel reflects on the way the session in which s/he presented his/her project is allowing him/her to take a new meta-posture on his/her teaching issues. This teacher was feeling overwhelmed and mentioned it a few times during the realisation phase of the CAM. There is an evident influence of the way s/he sees his/her issues with more reassurance to overcome the problems s/he is facing. Feeling identifies with others, receiving approval and interest by others for one’s own context also brings strength to the teachers, as expressed by Ariel. S/he even states that this contributed for him/her to change attitude vis-à-vis his/her situation.

Ariel:

*ARIEL: The questions asked were very useful. For example, Francis’s questions reminded me the theory I already know. Joss’ questions allowed me to think in terms of the new trends and research related to the topic. PH’s questions guided me to look at the resources I have at hand first such as the principal, parents, the special needs teacher and children’s main teacher, etc. Somehow my context was seen through different eyes, relaying on the experience of different experts, their backgrounds and beliefs.*

- PIP3-P5A 24h reflection written report Position: 4 – 4

Ariel:

*ARIEL: Leaving the session with the feeling I have clear objectives in mind and also having them written down was important for me. That new and overwhelming situation was broken down into achievable goals. It took the form of small steps to solve a problem, so to speak. I could realize how this context will be a source of learning and teaching to occur not only for my students but for me as teacher too. Facing this situation, took me out of my comfort zone and it is forcing me in a good way to develop my teaching practice more.*
I also feel confident about the path I am taking because some of my colleagues felt identified with me and my context; some others expressed a sense of approval and interest. All of this helped me to change my attitude. At the end of the session, I was more enthusiastic and positive about my challenging teaching situation and I felt reassured and motivated to keep going. It made me feel I have a unique context I can explore and take advantage of it.

- **PIP3-P5A 24h reflection written report Position: 9 – 12**

Findings Final Session: Perceived Impact of the CAM on Teaching Practice

For participant Ariel the evidence of reflection and the impact of this reflection on teaching practice is shown throughout various data collection instruments (24h report, the final session, the final questionnaire). The teacher was able to set up an action plan (PIP3) on the presentation of the teaching situation. The issue was to find teaching strategies to deal with new students with learning difficulties in the context of elementary school EFL classes. The teacher was able to develop several new strategies and found and read information about the difficulties her students were facing. The other professionals in that school were contacted by the teacher and provided support for dealing with the issues faced by the teacher, which was a new endeavor for that teacher who usually kept to him/herself.

After the start of the CAM sessions, the teacher and the school, became involved in difficult situations concerning some of the students which the teacher had to prioritize during the duration of the CAM project. Furthermore, the situation for some of the students with learning difficulties changed during the course of the CAM project which impeded the teacher to apply in practice some of the strategies that s/he had developed after the start of the CAM project. For instance, Ariel reported that the student with severe hearing impediment was pulled out of EFL class, without consulting with the EFL teacher, for the homeroom teacher to work one-on-one with that student and catch up on other subjects. Hence, even though Ariel had learned the alphabet in sign language, s/he couldn’t really use it with that student. The teacher read about the student with a special syndrome and became knowledgeable about the way to respond and intervene with that student, but after some time that student started being pulled out of EFL classes for the special education teacher to work one-on-one with that student. Hence, Ariel was not able to apply the new teaching strategies that were learned to help and support that student. The teacher ended up changing school before the end of the school year but said the reflection that lead to set forth his/her AR plan, have been internalized well and could be used and transferred in future situations similar to those encountered here. Ariel says that at least s/he would know where to start and what to do next time.

The following data segments, reported by Ariel during the research study, focuses on the perceived impact of the collective accompaniment model to foster reflective practice and support EFL teachers in developing AR in their teaching context. The extracts below were shared by Ariel during the final CAM session. They are presented in chronological order for the reader to follow the participant line of thoughts. This teacher underwent a lot of difficult issues after presenting his/her PIP to the group. Interestingly, we can see the learning and progression that this teacher carried during his/her AR. Even though s/he says that s/he was not able to fully accomplish his/her goals due to external factors that the teacher had no control over, Ariel certainly achieved a lot and grew as a professional. In the last segment from the final CAM session, Ariel explains the complications encountered in his/her local context during the project.

In the final session, Ariel presents the actions s/he implemented to develop professionally to be able to attend to the needs of several students with learning differences. First Ariel describes learning the sign language alphabet to communicate with two of his/her students. Ariel talks about the reading s/he did and how s/he “learned how to learn” about the learning differences of some of his/her student. S/he even attended a workshop to know more about his/her students special needs. These behaviours really show the professional development going on for this teacher (loop 4: professional development).

Waiting until someone is ready to disclose their issues is an important side of collective reflection during the CAM sessions. It happened to Ariel when later in the process, s/he shared that s/he kept her thoughts to him/herself and preferred not to share them publicly with the group until s/he was ready to do so. Ariel starts by saying that s/he feels like s/he was not able to accomplish his/her objectives during the AR over the course of the project.

**ARIEL:** And I have to be honest, I don't think that I could carry out the project or the action research as I wanted, because, I remember... I couldn't attend the last session, but the previous session I could hardly express myself. Cuz I was coping with the situation, a hard situation in my context, and for that so. At that moment I wasn't ready to share anything, so that's why decided not to say anything. I was, I needed some
time to see how the things were going to develop, and then see and think of the results.

- **PIP3-P5A final session transcript verbal (10m) 16 Dec, 2017 Position: 2 – 2**

ARIEL: For example, one of the things that I wanted to do was to learn the Sign Language, at least the alphabet, in order to communicate with my student who had deafness because I have two, but one of them s/he couldn’t really hear anything. The other needed to use some device in order to listen, and s/he, if s/he used it s/he was ok s/he could follow the class, but the other student s/he couldn’t. So, I did. I learned the ABC in Sign Language, and I tried to use it. At the beginning it was slow, but I tried to do it. But that was during the first weeks. Then for some reason, the other teacher the main teacher, started using my time the time of my class to try to catch up in some other subjects with him/her, so for that reason s/he sometimes was busy with him/her and s/he could not take the class, so hardly I used the Sign Language with him/her. When s/he took the class, I take advantage of his/her classmates who knew some words who could help me to communicate with him/her. That was in his/her case.

- **PIP3-P5A final session transcript verbal (10m) 16 Dec, 2017 Position: 3 - 3**

ARIEL: With the other student with the syndrome, it was kind of the same because s/he sometimes was with the special needs teacher or USAER teacher and s/he wasn’t in the classroom. So that’s why I am saying I couldn’t really work with them not as I wanted, but at least I could do something, at least try.

Another thing, I somehow, not procrastinate, but set aside (laughing). At the beginning, was the reading part, because I noticed that I needed to read about this sickness or disorders. One of our colleagues sent me information on one of them, and I read it. And after, that I started attending some workshops and, like, speeches on the topic, so that’s what I did, basically in the part of reading or researching a little more on this.

About using people in my school, I could work with them and use them as resources. I talked to the principal and had communication, and it wasn’t that much because s/he’s really busy s/he was dealing with really difficult situations in school. And one of those situations had to do with me, not with me, but that happened during my class. So, that was hard.

Then speaking or talking to the USAER teacher, I did. I approached to him/her and I tried to learn more about the children with these learning differences. And s/he actually sent me several files with information in every group I had, and I read it, and I could know more about that and specific information, things I didn’t know, or I wouldn’t know if I wouldn’t approach to him/her. And s/he also sent some information on the topic but I just kind of skimmed or scanned not really do the time to go through it, because s/he sent a lot.

- **PIP3-P5A final session transcript verbal (10m) 16 Dec, 2017 Position: 4 - 7**

ARIEL: And different situations that I was dealing with, really took a lot of my energy, and in order to deal with those situations, I somehow set aside my project, my action research, my goals, my objectives and all those beautiful things that I could have devoted my time to my energy, no? So, for that reason, I was like ok I could not do it, but on the other hand, I see some improvement, I see, or I realized this could happen, and, now, I have the experience to go through this, if I hope no (laughter), I have to deal with situations like this.

**Findings Final Questionnaire**

In the final questionnaire applied the last day of the CAM sessions, Ariel reaffirms the same type of reflective awareness in developing his/her philosophy. Some answers are shared below. Ariel felt that colleagues sharing together could help each other find solutions to improve their practice and resolve some of their issues, fitting with the socio-constructivist characteristic of collective reflection in the CAM.

ARIEL: Even though we were not meant to give any advice or suggestions, we could help each other. At least, that’s how I perceived it. We somehow could find the right path to follow and improve, thanks to everyone’s comments and questions.

- **PIP3-P5A final questionnaire written Position: 26-28**
S/he also reports in the final questionnaire the significance to keep learning and to go back to theories about the teaching profession. This was the answer to a question that asked about the goals and objectives participants had after participating in this research (level 3: official - unofficial theories).

ARIEL: My main goal is to keep learning and reading about my profession. My specific objectives are to go back to theory I learnt not to forget it and try to apply it in my context. At the same time, see how new theories fit in or change old ones.

- **PIP3-P5A final questionnaire written Position: 35 - 38**

This last piece of evidence from the final CAM session shows the positive learning experience for this participant. Even though Ariel will not be teaching in the same school anymore, the teacher recognizes the skills s/he has been able to grow professionally during this AR (loop 4: professional development).

ARIEL: I would have liked to do my action research project, unfortunately I won’t be working in the same context. But in the future, if I have a similar group (context), I know what to do, at least where to start.

- **PIP3-P5A final questionnaire written Position: 47 - 47**

**Summary of Findings for Ariel**

PIP-3 for participant Ariel show the development of reflection about teaching practice over a session that lasted nearly two and a half hours. The CAM session started more slowly than other PIPs, and it was after about 45 minutes that the participant Ariel unveiled that s/he was quite preoccupied with students with learning differences and felt overwhelmed under the circumstances. The reflective process took a turn when s/he started to realize that there were other professional in his/her context who could help and support him/her with the many students with special needs that this teacher was teaching. This PIP is notorious for working with loop 2: me and my resources, as well as with level 1: personal philosophy and self-awareness and level 2: professional principles. Of course, level 3: official and unofficial theories became an important part of this PIP as the teacher read a lot about the students’ learning difficulties. S/he also learned the alphabet in sign language to communicate with some of his/her students. Even though this was the longest PIP in terms of time, the group was very supportive of Ariel during the entire presentation of the PIP-3. At the end of this PIP-3, during the collective introspection phase of the CAM, other participants made supportive and empathetic comments which had a positive effect for Ariel. This teacher was able to continue and pull through with his/her teaching contract until the end of the semester in which the CAM sessions took place. S/he did not burn out as s/he feared s/he might but decided to transfer to another school after the research project was over. Even though s/he felt that s/he could not complete his/her AR as planned, Ariel said that she was able to learn and develop tremendously during the CAM research study. S7He also said that if s/he was to encounter situations involving teaching children with learning difficulties in the future, s/he would be much better prepared than s/he was at the start of this project.

This PIP-3 presentation took place during the third CAM session and it had a positive effect on the entire group unity. Something magical happened during that session where all the participants were highly involved in asking open-ended questions in ways that showed great respect for the presenter. The other participants were now more familiar with the CAM and using the tools of listening with attention, questioning without judging and giving feedback to validate understanding. As we had planned to present two PIPs at that session, after this PIP-3, I asked the participants if they felt it was enough for that day or if they wanted to proceed to the next PIP. I gave them time to think about it and a longer pause to move around and get something to drink or eat (I provided a small lunch and drinks at every session for the participants). All the participants decided to continue except for one participant who had to leave because of an important commitment s/he had previously made. The participant that usually arrived late due to some of his/her BA classes overlapping with some of our sessions arrived as the other participant was leaving. We then carried on with PIP-5 which lasted two hours. The general impression was that at this third CAM session, something happened where we broke new grounds in terms of working with the collective accompaniment model. I remember feeling tired before the session, but then at the end I had gained personally my energy back. Below is a word cloud showing some key words used by participant Ariel during the research study.

Word cloud for PIP-3 from Ariel:
Appendix N: Noah’s Professional Intervention Project

PIP-4 by Noah: Giving Instructions

In this section, I am presenting the Professional Intervention Project (PIP) and main findings of the collective accompaniment process for reflective practice for Noah. Noah presented the fourth Professional Intervention Project (PIP-4) pertaining to the topic of giving instructions as well as developing teacher-students rapport. During the research study, the data from this participant were collected from several instruments: information session questionnaire, PIP-1, verbal and written introspection reports, 24-hour report, final CAM session, and final questionnaire. When Yael’s professional intervention project (PIP-1) was presented during the third CAM sessions, there were six participants attending plus myself as the facilitator (Sasha, Montse and Francis were absent). To alleviate the text, I removed some of the verbatim accounts from the quotes and inserted square brackets […] to indicate to the reader that some information has been eliminated from the original data.

The participating teacher presenting PIP-4 is an EFL teacher who has been teaching English in the State of Guanajuato for about six years. This participant graduated from the B.A TESOL/LEI program in June 2012. The teaching context of Noah is in a private High School located about 70 km from the research site. English classes are taught Monday to Friday, every day in the morning, for 50 minutes each time. As well, the school offers regular classes covering the High School curriculum. The school has twelve ESL teacher and Noah has a good rapport with the English coordinator who s/he says is very supportive. Noah teaches two groups of students, one at level 1 and one at level 3, with 30 students in each group. The participating teacher has been teaching at that school for a year-and-a-half and knows some of the students in the school because s/he was teaching one of the same groups during the previous school year. The age of the students varies between 16 and 17 yrs old who are teenagers in grades 10, 11 and 12, and the English level varies between beginner and upper intermediate.

The evaluation system is based on a grade level system between 0 and 10, with 6 being the passing grade in order to be able to move up to the next level. Students are assessed on four abilities: reading, listening, speaking, writing, and on grammar. Actually, grammar is most heavily assessed in the marking of exams and carries more weight than the four language skills. In terms of resources, the teacher provides his/her own material to create material to reinforce the topics that are taught in class. The teacher uses a lot of visuals and games, and the students have a textbook with CDs that they use in the class, but the textbook does not cover the entire school curriculum for English, hence the teacher uses other materials that s/he designs. There is equipment, like an audio player in each class, and one projector that is shared between all the English teachers. The teacher has his/her own teaching classroom and the students come to the English classroom for their classes. There does not seem to have many students with special needs who require a lot of special attention from the teacher in this local context.

Findings Noah’s PIP-4 CAM Session

NOAH’S ISSUE:

Noah’s professional intervention project (PIP-4) was the fifth PIP presented to the group. This PIP was presented right after PIP-3 during the third CAM session. Noah’s problematic issue has to do with delivering instructions in class. The situation reported by the teacher is linked to the students not understanding what they need to do after instructions have been given by the teacher for them to start working on EFL tasks. During the session when this teacher presented his/her PIP, another issue surfaced. Therefore, Noah worked on two different puzzling issues within his/her classroom. The second issue deals with students-teacher rapport with one of Noah’s groups. The AR plan was designed to develop new strategies to give instructions in order to promote better understanding, and the other topic of the action plan was to improve teacher-students rapport. The fourth participant’s contributions (Noah) are presented in the next section for reflection and learning loop 1 by describing his/her teaching context in the third session of the CAM. The teacher is positioning him/herself in the situation causing problems in teaching practice. Noah started by presenting his/her teaching situation to the group in the realization phase of the CAM. Everyone listened without interrupting. People could take notes while Noah was presenting.
Here, Noah explains his/her general teaching context in the first stage of the realization phase of the CAM (in Axis 1).

**NOAH:** [00:08:21] I've been teaching for six years more or less and now I am teaching at ..., which is a ... school and I've been there for a year-and-a-half. Right now, I have two groups. One group is first level and the second group is third level. My groups are more or less of 30 students each one. And the syllabus...it's suppose that it is a communicative approach, but when they ask us to assess the students, they... ok, we assess the four abilities: reading, listening, speaking, writing, and grammar, and actually grammar is the one that it has, it is more... I forgot...

**PH:** ...the highest weight?

**NOAH:** the highest weight. So, even though it's supposed to be a communicative approach, we must focus more on grammar structures. What else? We have classes from Monday to Friday, 45, no 50 minutes each one, each day. They are high school students and... What else? Until now, I feel comfortable. We have, for example resources like tape recording, tape recorder. We have a “canon” (projector) but actually, it's only one and we are ten English teachers. I think so; we are like eight to ten. I don't remember at the moment and there is only one cañon, so and so it's...what else? What else left? (Laughs) and well, I am concerned with giving instructions. That's my concern.

**PIP4-P4J SESSION TRANSCRIPT** verbal (2h06m) Sept 2, 2017 Position: 6 - 13

The problematic issue presented is about giving instructions which Noah says has become a recurring pattern. In the second extract, s/he also describes and shares what actions s/he has employed in the classroom while trying to give instructions to students. Then, s/he gives an example for learning and reflection for loop 1, by looking at what the problem is, where is it situated, when is it happening and what is the context.

**NOAH:** (Laughs) and well, I am concerned with giving instructions. That's my concern.

**PH:** [00:12:48] Maybe touch more on giving instructions. What has your experience been?

**NOAH:** At the moment, I'm concerned with that because it's like a pattern that every time I give instructions, students start, not just once or twice, three or four times that, I need to explain and explain and explain, what they have to do. I don't know if it's me, if it's... are they?... because I've tried, for instance... I think that I am... I used a lot of gestures or visuals because I like to take visuals, many visuals to the classroom, and I... I model the instructions, not always, I'm aware that. But still the students always is, every time that I give instructions, I need to repeat three or more times what are they going to do. So, that's why it is...I am asking myself why? What am I doing wrong or I don't know? And actually, I used Spanish to clarify what are they going to do and even though, they still ask me what are they going to do? So... I don't know. (laughter)

**PIP4-P4J SESSION TRANSCRIPT** verbal (2h06m) Sept 2, 2017 Position: 15 – 16

**PH:** [00:16:05] Can I ask you, Noah, to discuss the issue of giving instructions, not just with the groups you have now, but the ones you've had in the past at different age level, maybe the history?

**NOAH:** Yes well, yes, I think that that's my concern, because since I started I've noticed the same situation. I give instructions and I need, “o sea”, since five years ago, seven years ago, it's the same problematic. I give instructions and I need to repeat them three, four, five times. Yeah! Last year, for instance, I had a reflective lesson plan and I wrote what has happened but even though I have... When I started reading again my lesson plans, I noticed that it was the same. Nothing worked (laughter). Yeah! The way that I... that I give instructions. Actually, as I told you, I implemented modeling the instructions, showed them visuals, what else? Talking in Spanish. Yeah!

**PIP4-P4J SESSION TRANSCRIPT** verbal (2h06m) Sept 2, 2017 Position: 18 – 20

The next extract shows a different issue that Noah is encountering with one of his/her group of students. This issue was brought up as Noah was describing his/her context in an earlier extract of the realization phase of the CAM.
JOSS: How do you describe your rapport with your students? Teacher and students' rapport?

NOAH: With one group at the moment, it's the one that I feel not so good. I don't know something hasn't... we haven't made it. Yeah, but with the other group, for instance, it's good, and actually, for instance, the last semester, well, actually this group that I... we are not... we don't have a very good report, I had it the last semester too. And I had another group, but it was, yeah it was, we were, we had a good rapport, I think so yes, but this one group no, no. I feel like, I don't know, they are, I think the students go like: "ohh again you!" And I feel that. I don't know it's something that we feel.

NOAH: Okay, I have mixed the ways that I teach grammar. The last year I did it deductively. I wrote the topic and I gave them the rules the form and all of that. This semester I've tried to introduce it inductively with readings, yeah using readings, give them first like sentences, and they try to come with examples related to that sentence that is written in... But I've noticed that they are like "okay, and then what?" And actually, for instance, the exam explicitly says, "use present progressive", so, if I do not tell them what is present progressive they don't know what is it. At a certain point, I am like getting back to the deductively.

NOAH: Okay, what I have done til now it's using mimic, modeling with some other students and just saying. Actually, at the beginning when I started teaching, I just saying and start passing to each student "Did you understand what you have to do?" Okay, if they do not understand, I give the instructions directly to that person and then I go to another group of people: what are you going to do? and if they don't know, I need to give them directly to that people. So yeah.

NOAH: Yeah well, actually that's my concern because I need to go almost each one by each one to ask them" what are you going to do?" Okay, if they do not understand, I give the instructions directly to that person and then I go to another group of people: what are you going to do? and if they don't know, I need to give them directly to that people. So yeah.
In the next citation, Noah talks about the other English teachers and the coordinator in his/her local context. S/he is reflecting on the people in his/her environment. Noah is working on improving the way of giving instructions in class.

NOAH: Yeah, I do not speak too much with other teachers because we often are well... I am always at my classroom. And so, I do not talk to them very frequently. Actually, even though we are 8 to 10 English teachers, some of them teach at university level so they are... they also have a different schedule.

In trying to look at possible resources that could be helpful for Noah in giving instruction, two different participants at the table, Joss and Ariel, mention elements from the theory that could be useful to support Noah. They are looking at possible external resources to become better informed about the teaching issue regarding instructions.

JOSS: ...especially with teenagers, they feel comfortable with their peers and teacher is the authority. Then I reject them, and I feel more comfortable..., I look for my peer and then sometimes it's better. Jeremy Harmer says something about that and also it has... the book has the “Practice of the Language Teaching” has something about instructions focused on teenagers. [01:26:26]

PH: Okay. Thank you Joss.

ARIEL: And it also has to do with what Joss was saying about student-centered, because now it’s not the teacher, but the students. And also, it, since they are repeating it again, they're having a double chance to listen to instructions and to... it's clear for them cuz they have another chance to listen to the instructions.

For Noah, the reflection is in relation with different aspect of the person-as-teacher (Farrell, 2015b). In this first extract, Noah mentions the idea of getting to ask more students to take part in repeating instructions in order to make sure the rest of the class understand what they need to do.

JOSS: ...especially with teenagers, they feel comfortable with their peers and teacher is the authority. Then I reject them, and I feel more comfortable..., I look for my peer and then sometimes it's better. Jeremy Harmer says something about that and also it has... the book has the “Practice of the Language Teaching” has something about instructions focused on teenagers. [01:26:26]

PH: Okay. Thank you Joss.

ARIEL: And it also has to do with what Joss was saying about student-centered, because now it’s not the teacher, but the students. And also, it, since they are repeating it again, they're having a double chance to listen to instructions and to... it's clear for them cuz they have another chance to listen to the instructions.

During the third CAM session, after Ariel presented his/her PIP on students with special needs, participant Noah recalled a discussion s/he had with a medical practitioner about attending the needs of students with physical disabilities in the classroom. S/he mentions the need to have extra support to help the students with limited physical conditions to move around in the classroom. This extract shows Noah beliefs and assumptions about what school should provide for the students with special physical needs.

ARK: I would like to add, once I was talking to a doctor, and s/he told me that it's not like you are discriminating people, but I think that at a certain point that I agree with him/her, because they really need certain special needs, once again. ... ehm attention. Those who cannot move easily. You need at least another person that help you be with that person, so yeah, it's not like the thing that you are discriminating that people that they DO need those special cares. So, I think it's kind of difficult that normal schools or regular schools include these people, and even they do not have the conditions to help them.

During the third CAM session, after Ariel presented his/her PIP on students with special needs, participant Noah recalled a discussion s/he had with a medical practitioner about attending the needs of students with physical disabilities in the classroom. S/he mentions the need to have extra support to help the students with limited physical conditions to move around in the classroom. This extract shows Noah beliefs and assumptions about what school should provide for the students with special physical needs.
Here, Noah explains what s/he plans to do as his/her short-term goals to adjust his/her teaching practice. There are different intentions mentioned by Noah in the next two extracts. The first one comes from the session where Noah presented his/her PIP, and the second one was retrieved from the individual introspection report written by Noah that day.

**PH:** [01:52:00] So, Noah, the ball is going back to your court. I'm sending the ball back to you, to ask you: What your short-term goals, and maybe some long-term goals, but we're focusing on short-term goals for your teaching practice?

**NOAH:** My two short-term goals... errm... It's going to be the... I like the comment that you mentioned about writing instructions on the board, break them down, and to keep them short. I want that part... that I feel I need to reinforce. And also, I consider recording myself, record myself and not just the audio but also to see, maybe I'm not seeing what is happening in the classroom. So....

In the following excerpt, another participant, Noah, shares a personality trait as a teacher-as-person with his/her own limitations. During the sharing of his/her PIP, emotions raised at different part of the CAM process. Everyone in the group was attentive to the participant, time and silence was offered, and there was a lot of respect shown by the group members. Here the facilitator is asking the participant if s/he is feeling overwhelmed in order to help the participant express his/her emotions. Noah responded by saying s/he was quite strict with him/herself.

**PH:** Are you feeling overwhelmed?

**NOAH:** Err kind of, I, it's because, I don't know. Maybe so strict with myself and I don't know. Maybe I think that everything I want, that everything is like very smooth. And sometimes it is not. And maybe it is not so big that I feel that. So....

**PH:** Do you some tend to be self-critical?

**NOAH:** Yes, [laughs], a lot. Yes.

Another short-term goal was set by Noah in his/her written introspection report at the end on the session where s/he presented her PIP.

**NOAH:** Promote an atmosphere of respect by reminding sts why it is important. Start writing instructions on the board to make sts follow them, avoid teacher intervention & engage sts in the assignment.

Noah expresses how s/he considers him/herself as being straight and how s/he notices that s/he complicates things when giving instructions. This I believe s a sign of self-awareness.

**NOAH:** I think that I tend to... even though I consider myself like to be very straight, it's hard to me like to start to be talking and talking and talking, when I have noticed that when I am giving instructions, I tend to complicate them and make them like sometimes “enredosas”. How do you say “enredosas”?

Vague, ambiguous, ambiguous. Yes, I think like that sometimes.

Noah presents the process of reflection for him/her and describes how if affected his/her practice, showing sign of growth professionally. Likewise, Noah has developed new strategies to connect better with his/her students in the group that was more difficult. Noah was somewhat emotional when presenting. This was noticeable in his/her voice.

**NOAH:** And well, the process of my reflection I think it was like, it was better for me for instance that your recommendations, well no, your opinions, and questions, yeah! And I went through action, first of all, I went through action, and I started like writing the instructions. And then, I started, in my lesson plans, I started writing small notes about the, the response of my students.
NOAH: Yeah, (voice was breaking but is coming back to normal) Something that for example, I, as I focused on this group, it was first the giving instructions, but then I realized my attitude towards them, something like that... Something that I noticed is that I only focused on that specific problem, and I knew that there are some other things that, I also, I have to take into account, not just focus on that. Well, it is something that I think that I need to start working on it.

In the final written questionnaire, Noah reflects about the specific, tangible, visible and non-visible adjustments s/he may have brought in his/her teaching practice. As well, Noah is talking about the new resources and things s/he implemented during the semester with her students. These answers are for questions 7 and 8.

7. Has there been any specific, concrete, and tangible (visible - nonvisible) adjustments and actions in your professional life and practice? please give specific information?
NOAH: Yes, the situation I exposed was about giving instructions. However, I also realised that another problem was the relationship between my sts and I. After the session, I started implementing some suggestions and also, I became aware on my attitudes towards them. So, I decided to start talking to my sts, be more patient. And during the sessions (at the end of the sessions) I wrote the changes I’d noticed. At the end of the semester, I felt happy, the relationship between my sts and I was positive and some of them got very good grades on their last exams, something that at the beginning of the semester wasn’t.

8. Are there new resources or tools that you have been able to access, create, or develop in your teaching practice as a direct result of your participation in this research study?
NOAH: As I mentioned in the question above, I implemented written instructions on board to avoid repetitions, and some ludic activities such as small talks, games. And a change in my attitude.

Findings Collective Introspection and Integration
In what follows, I will present the phase of introspection and integration done as part of each CAM session with all the members of the group after participant Yael had defined his/her plan of action. The introspection phase is the time to bring awareness on to how the session has impacted the other participants to see in what ways it can help them adjust their teaching practice. What follows has been categorized in the participants’ interactions that support reflection as part of the socio-constructivism element of the collective accompaniment. It shows how reflecting with peers and colleagues can affect our professional practices.

Findings Individual Written Introspection and Integration
After the space given for collective verbal introspection and integration sharing by all the participants, the next step of the CAM, at the very end of the session, moves into answering the individual written introspection report where the participants report in written individual form how the session might have affected them in their reflective process.

NOAH: Noah shared many ideas in relation to the collective influence of interacting with others on his/her own reflection as a teacher. First, in the 24-hour reflection report, Noah expresses the benefit of sharing and listening to view his/her practice differently. In the second extract, Noah talks about a specific intervention that Joss made by asking him/her a question about a specific aspect of Noah’s teaching practice related to teacher-students rapport.

NOAH: When my partner asked me how do I know if sts are engaged with the materials?
Findings 24-hour Reflection Report
This is the reflection and the plan of action that Francis sent the day after having presented his/her PIP. The teacher drafted a typical lesson plan to implement speaking practice in class. The plan is written in Spanish since teachers usually have to hand in their plan in Spanish to their school coordination. In the report we can notice the intention to incorporate speaking activity as the second item in

In the 24-hour written report that Noah sent after presenting his/her PIP, Noah shares how participating in the research project has been beneficial for his/her personal growth. As well, s/he mentions how difficult and stressful it was to share his/her situation to the group revealing personal limitations. This shows how different each person feels about sharing their professional issues with others. Reflecting is a very disconcerting and unsettling process for most people.

NOAH: Firstly, I want to express that this project has been very enriching for my professional development as well as my personal growth. Listening to others’ experiences give me ideas for my own teaching practice. I can say that I really enjoy this practice; however, when it was my turn to expose my situation and my concerns, this experience became kind of difficult for me. I can say that it is hard for me to open myself to others; so, to some extent, the experience I had yesterday during the session, it was kind of stressing.

NOAH shared many ideas in relation to the collective influence of interacting with others on his/her own reflection as a teacher. First, in the 24-hour reflection report, Noah expresses the benefit of sharing and listening to view his/her practice differently. In the second extract, Noah talks about a specific intervention that Joss made by asking him/her a question about a specific aspect of Noah’s teaching practice related to teacher-students rapport.

NOAH: Nonetheless, I can say that having share my situation and after listening the comments and questions that the rest of the group made, it has helped me to realize that there are other areas where I need to pay attention, to see what is happening and find the source of this situation (fail at giving instructions).

NOAH: The question that I found very helpful was the one that Joss made about having the time to implement ludic, reflective or meditative activities with students. And s/he also mentioned something about emotional intelligence, which it made me think about the need to start including not only academic activities, but also to look further and take into account the integral formation (this is the correct term “integral formation”) I was trying to explain in the sheet you gave us yesterday, I wrote “human integration”) of the students, which is something that it could be the key point to have a good rapport with them. To be honest, I had never thought on this possibility which I think it can be very useful.

In this extract, Noah argues that s/he needs to go back to the theory previously learned on how to give instructions in class. This was provided in his/her 24-hour written report sent by e-mail the day after presenting his/her PIP. LEVEL 3: OFFICIAL - UNOFFICIAL THEORIES

Moreover, I also realized that I need to get back and read what the theory says about giving instructions and implementing ideas that some of you commented during the session. However, I must be honest and say that applying the theory into the practice it has been complicated for me; or maybe it is because I tend to stop doing something if it doesn’t work the first try. Maybe, I need to be more persistent and don’t give up so easily.

Findings Final Session: Perceived Impact of the CAM on Teaching Practice
Francis teaching context is from a community classes center for continuing education offered in the evening. S/he decided to work on developing speaking skills with intermediate learners. The puzzling issue came from students feeling incompetent when speaking and presenting orally in English.

Noah had chosen to work on giving instructions in class with a more difficult group in secondary school. The issue
was that students did not understand his/her instructions and the teacher had to repeat them several times. One strategy Noah decided to use was to write instructions on the board for students to read them as well as giving them out loud as well as keeping notes of the students’ response in his/her lesson plan. As a presenter during the CAM session (PIP4), Noah also realized that there was another issue with the difficult group s/he was teaching which had to do with a mutual attitude between the teacher and the students. This came after one of the participants in the group asked a question dealing with student-teacher rapport. Therefore, as well as changing the way instructions were given and implementing ludic activities during his/her lessons, Noah decided to talk to the students openly about issues related to their apathy and their attitude in class. After, Noah said that things started to change, and students’ understanding of instruction, students’ grades and teacher and students’ attitudes improved and maintained themselves during the project. The teacher reports that s/he was happier and that several students got very good grades at the end of the semester, which didn’t not happen previous to the CAM sessions.

The last two extracts are retrieved from the final questionnaire answered individually during the last CAM session. Noah is saying that questions asked to other participants also made him/her reflect on his/her own practice, and in the second example, s/he says that it is difficult for him/her to reflect alone.

NOAH: My turn. Well, I'm Noah, and well, first of all I want to start why I decided to be involve with this. Basically, I am always open to learn something new. And I think sometimes I need, I'm also aware that I have many weaknesses. And that's why my motive, my motivation was that. I want to learn, it is hard for me it's really hard for me, reflect and especially share, yeah, open up. It's really, really hard for me. So, well, I decided that's why I decided to be here. And also, I took it as an opportunity to conversation group, because I also know that my fluency sometimes, it's kind of, I don't know, sometimes I stuck, so, yeah. And well, that's my motivation. Before I presented my situation, when I was listening to my other partners, colleagues, I […] After listen to my colleagues, well at the beginning I was, it was I was afraid of oh my goodness! What am I going to? I think that I had many situations that is like oh my Gosh, yeah! So, I, I admire for instance Francis, because s/he is like, oh my Goodness! I want to be like you!!! (laughter) Yes, Yael, the same, yeah, and for me it's like more hard. But, I decided to start like these simple things, I think.

PIP4-P4J final session transcript verbal (10m) 16 Dec, 2017 Position: 1 - 5

In the final CAM session, Noah expresses his/her motivation to participate in the collective accompaniment process as an opportunity to learn and grow. S/he mentions once more that it is very difficult for him/her to reflect and to open to others. This shows how self-awareness and self-knowledge is present in the reflection process of this teacher. The three extracts presented below, indicate the development of self-awareness and self-knowledge through reflection over time. These extracts are all retrieved from the final CAM session. LEVEL 1: PERSONAL PHILOSOPHY

NOAH: I'm Noah, and well, first of all I want to start why I decided to be involve with this. Basically, I am always open to learn something new. And I think sometimes I need, I'm also aware that I have many weaknesses. And that’s why my motive, my motivation was that. I want to learn, it is hard for me it’s really hard for me, reflect and especially share, yeah, open up. It’s really, really hard for me. So, well, I decided that’s why I decided to be here.

PIP4-P4J final session transcript verbal (10m) 16 Dec, 2017 Position: 1 – 1

NOAH: I, also, I think that I need to learn more. (voice breaking) I need to reflect more, and as some of you mentioned, I need to read more (laughter). Yes, what I noticed (higher voice) what I realized is that I'm, I can say ignorant on many things, because of that I think that there are many! many! many topics, and any areas that I need to search more, and read more, and yeah, pay more attention. (very high emotions, voice breaking here).

PIP4-P4J final session transcript verbal (10m) 16 Dec, 2017 Position: 9 - 9

NOAH: Yeah, (voice back to normal) Something that for example, I, as I focused on this group, it was first the giving instructions, but then I realized my attitude towards them, something like that... Something that I noticed is that I only focused on that specific problem, and I knew that there are some other things that, I also, I have to take into account, not just focus on that. Well, it is something that I think that I need to start working on it.

PIP4-P4J FINAL SESSION TRANSCRIPT verbal (10m) 16 Dec, 2017 Position: 11 - 11
NOAH IMPACT ON PRACTICE
The following data segments, reported by Noah during the research study, focuses on the perceived impact of the collective accompaniment model to foster reflective practice and support EFL teachers in developing AR in their teaching context. The extracts below were shared during the final CAM session. They are presented in chronological order for the reader to follow the participant’s line of thoughts. Noah expresses how difficult it is for him/her to open him/herself to others which is important to make allusion to considering the collective reflection process involved. The teacher became emotional during the sharing of his/her experience but was able to complete what s/he wanted to share until the end.

NOAH: but I decided to start like the simple things and well the process of my reflection.
I think it was like, it was better for me for instance that your recommendations, well no, your opinions, and questions, yeah! And I went through action, first of all, I went through action, and I started like writing the instructions. And then, I started, in my lesson plans, I started writing small notes about the, the response of my students. I also noticed, when I shared my experience, that my attitude towards them sometimes it’s like I think like, yeah, my attitude promotes that students behave like that sometimes. I don’t know. (voice breaking) and but, from that point I really was aware how do I behave in front of them. And well I talked to them, actually, the second step that I did was talking to them, (PH: to the group that was more difficult?). Yes! And it was a change, yes, there was a change. At the beginning of the semester some of them, that I, for instance because, for instance I have this group the last semester that some of them were like apathetic, and with no very good grades. In this, at the beginning of this semester, they were better at their grades, and the relationship between me and they, and them, it was better, much better.

PIP4-P4J final session transcript verbal (10m) 16 Dec, 2017 Position: 6 - 8
At this point the facilitator (PH) intervened to give Noah a moment to gather her thoughts, and to reiterate to the members of the group that we never stop learning. Emotion raising is not totally unhabitual during CAM sessions. It is important to make sure the participant feels all right and safe in these types of moments.

NOAH: Yeah (voice back to normal) Something that for example, I, as I focused on this group, it was first the giving instructions, but then I realized my attitude towards them, something like that... Something that I noticed is that I only focused on that specific problem, and I knew that there are some other things that, I also, I have to take into account, not just focus on that. Well, it is something that I think that I need to start working on it. And, well, I can say that it was... For me this space, it was really enriching, as I mentioned. Because it helped me to try to open up a little more (laughter from Noah).

PIP4-P4J FINAL SESSION TRANSCRIPT verbal (10m) 16 Dec, 2017 Position: 10 - 12
In the final CAM session, Noah discusses the space and how s/he felt during the sessions which was conducive for opening and reflecting on teaching practice. Noah felt accepted without judgement in the group.

NOAH: And, well, I can say that it was... For me this space, it was really enriching, as I mentioned. Because it helped me to try to open up a little more (laughter from Noah). And also, because, all the sessions were very respectful, non-judgmental (voice breaking) and I don't know. I really admire all of you, because your work, and that's it! (Noah had to stop talking... because of emotions raising... laughter from Noah!! and applaudes)

Findings Final Questionnaire
The same participant reaffirms the same type of reflective awareness for developing his/her philosophy when answering the final questionnaire applied the last day of the CAM sessions. Two separate answers are shared below. In the first entry, we can note the issue of teacher identity being

The last two extracts are retrieved from the final questionnaire answered individually during the last CAM session. Noah is saying that questions asked to other participants also made him/her reflect on his/her own practice, and in the second example, s/he says that it is difficult for him/her to reflect alone.

NOAH: To become aware on my own practice. For instance, when the other participants were presenting, and we were making questions, those questions made me reflect on my own practice.

PIP4-P4J FINAL QUESTIONNAIRE written Position: 17 - 19
NOAH: WHY DID YOU DECIDE TO TAKE PART AND GET INVOLVED IN THIS RESEARCH STUDY? First of all, because I do believe that reflection is a helpful process to become aware of my practice as a teacher. I also take part in this because I find difficult to reflect by myself.

In what follows, data from the final questionnaire is shared with the intention of showing results of the perceived impact of the AR developed in the CAM session.

NOAH: Yes, the situation I exposed was about giving instructions. However, I also realised that another problem was the relationship between my sts and I. After the session, I started implementing some suggestions and also, I became aware on my attitudes towards them. So, I decided to start talking to my sts, be more patient. And during the sessions (at the end of the sessions) I wrote the changes I’d noticed. At the end of the semester, I felt happy, the relationship between my sts and I was positive and some of them got very good grades on their last exams, something that at the beginning of the semester wasn’t.

Summary of Findings for Noah

Throughout PIP-4 for participant Noah we can see the progression of the reflective process as explained in the CAM. I would like to highlight the progression of the reflective process throughout this CAM session, pointing the emergence of the different loops from Guillemette’s (2014) framework as well as Farrell’s (2015b) framework. In the presentation of Noah’s collected data during the research study (Appendix N) the emergence of the reflection for each of the research question, shows the evolution of the depth in reflection for the participant in this collective accompaniment process using the CAM. We can see the changes in the loops (Guillemette, 2014) gradually developing from loop 1 to ending with loop 4, along with the levels or stages of Farrell (2015b) with more critical reflection (level 5: beyond practice) developing as the reflection process evolved. We can also denote the gradual evolution of the participants’ interactions in supporting reflection by co-constructing learning together throughout the CAM with more and more participation of the other members as time, understanding, connection and involvement progresses. The tools of sharing for the presenter, listening, questioning and recapitulating by giving feedback allowed reflection to grow throughout.
### Appendix O: Francis’s Data Colour Coded

Data Dolour coded for four research questions showing progression of reflective process

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<td>Information meeting Report P7E</td>
<td>It is the way I can discover my teaching beliefs, which may even be unknown to me. PIP1 - P7E (really PIP1)\PIP1-P7E INFO MEETING written report Position: 2 - 2</td>
<td>I understand is a way to reflect on things you didn’t expect to end up reflecting because of the collaborative way it is carried out. PIP1 - P7E (really PIP1)\PIP1-P7E INFO MEETING written report Position: 2 - 2</td>
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<td>P7E</td>
<td>How can I help my sts to reach their next level? How can I “join” my own preferred teaching style to make it fit to what my sts need? How can I consider my learners more than my own performance? PIP1 - P7E (really PIP1)\PIP1-P7E INFO MEETING written report Position: 2 - 2</td>
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<td>As a pivotal one. I understand that I’m in a EFL context and every opportunity is important for my sts. We are facilitators. PIP1 - P7E (really PIP1)\PIP1-P7E INFO MEETING written report Position: 2 - 2</td>
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<td>I see that if it’s clear for us as teachers where we wanna take our sts (what their needs are, goals, etc.) then its’ gonna be easier to determine what to do in class. The most important one would be variety. How can I bring variety, so my sts can take advantage of that and achieve their goals with the language? To consider our sts when making decisions in class. I think we agree in that our sts’ perspectives, opinions matter. PIP1 - P7E (really PIP1)\PIP1-P7E INFO MEETING written report Position: 2 – 2</td>
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<td>P7E</td>
<td>PIP-1 CAM REALIZATION PHASE</td>
<td>GROUP SESSION # 1-A - PIP 1 P7E (1h28 min) P9J absent</td>
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<td>PROFESSIONNAL INTERVENTION PROJECT</td>
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<td>(5:25) P7E: So, let me tell you about my context, alllll and my age because that's a very important factor for this issue that I have. I am just 22 years old and I have been teaching for almost four years, so since I was 18, and this as I said before, this coming semester I am going to be teaching three different classes.</td>
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<td>So, in my context, the English department is not as important as other ones. So, they help more the dance workshops, for instance, or the guitar workshop and there, as I said, I am going to be teaching children. I'm, going to be teaching adults which means I'm going to have two classes for adults. One is going to be intermediate and the other one it's going to be upper-intermediate. I have taught the children’s group and the upper-intermediate (new level) before and they have been my students for one year already. So, I'm going to have them again next semester, so they are not new students for me. I already know them.</td>
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<td>P7E: This class was composed of three different groups, so I had three different classes. They were from, one class was from pre-intermediate, another one was from intermediate and another one was from upper-intermediate so that was a mixture. I have different classes. The groups were going to be closed so the coordinator decided to put them all together and that’s why I was their teacher for one year, just to get the same level or more or less the same level with all of the students. So now that I’m going to, that I already think they have more or less the same level, I would like them to go to the next level, no? I would like them to, as I</td>
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Present the situation

said, to feel much more comfortable with their productive skills. I know they are sooo self-conscious. (8:50 min) I have students from 13 years to 65 years, so it’s very challenging and also some of the students have special needs, so I have right now one student who he is, who has some visual impairment. So, from one eye s/he can’t see and all and from the other s/he can, but more or less, not 100 percent and s/he also has problems when s/he tries to write so it’s very difficult for me to understand what s/he writes. And to kind of integrate his/her cause s/he used to be a very be a very independent student and s/he is I think s/he is 32 years so it’s not an easy way to try to integrate with teenagers or with people from 65.

PIP1 - P7E (really PIP1)\PIPI-P7E SESSION TRANSCRIPT verbal (1h28) JULY 1, 2017 Position: 9-10

PIE
PIP-1 CAM
REALIZATION PHASE
PROFESSIONAL INTERVENTION PROJE
AXIS 1: Listen & Question & Observe

And just this semester my students ahh became more integrated like the very first semester it was very difficult cause they were from different classes and now they are like, at the beginning they were like **24 students** and now they are **15 students**, the ones who really to want to continue learning the language and it was a very challenging semester for me the very first semester with them cause I used to be teaching in a way that wasn’t working with all of them,

PIP1 - P7E (really PIP1)\PIPI-P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 13 - 13

In this place in xxx it was a place where I was a student when I was learning English, so [became an English teacher as I said to P4] because of him/her. S/he inspired me a lot. and when, now that I am working there, it’s just like when s/he was giving me advice, it was very difficult to try to understand him/her point cause now I have a different way to see things concerning teaching. S/he doesn’t really have the mmm, formal training for being an English teacher. S/he studied modern English literature in xxx, but s/he didn’t study to become an English teacher so now I have like these struggles with him/her.

PIP1 - P7E (really PIP1)\PIPI-P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 15 – 15

And we don’t have enough resources as I said. We don’t have CD players for us.
They all give them to the dance classes and the guitar classes, so we don’t have any resources. Everything it’s, like all the material that I bring, it’s because I give my money to create and design those materials.

(15:41): So, I always move to this side...

“Oh, so does this activity work for all of my students?” “yes” Ok, now “Do I have money to make that activity like in real life?” Because it looks amazing in internet but then I don’t think I’m going to have the time neither time or the... I’m not going to be able to afford it, you know so there are many things that I need to take into consideration when I want to do something different.

PIP1 - P7E (really PIP1) PIP1 - P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 19 - 20

REALIZATION PHASE

(15:41): So, I always move to this side...

“Oh, so does this activity work for all of my students?” “yes” Ok, now “Do I have money to make that activity like in real life?” Because it looks amazing in internet but then I don’t think I’m going to have the time neither time or the... I’m not going to be able to afford it, you know so there are many things that I need to take into consideration when I want to do something different cause that’s what I was explaining to P4J. I know that we as teachers we tend to get into routines and into habits and I don’t want to do that with my students. They have already seen me for one year, and they know more or less my teaching style, but I want to make changes, to make it more attractive. I really love English and I know that I can make something so that they can, I don’t know...

Unknown participant: So difficult....
There was a problem with other English teachers, and also when I was a student. I could notice it that they never finished textbooks, never, like never ever, and now, since I started working; students started complaining with the coordinator like, “Okay, we spent this amount of money on this and we want to finish it”. And the coordinator decided to make some arrangements with us with the language teachers and we decided, okay, we need to finish these.

It’s difficult when there are hard topics to explain like clauses and conditionals, and I don’t know, like okay, how can I make it clearer for everybody, especially with students who are adults who haven’t been in school for a long time. They say, “Teacher it’s very difficult for me. I don’t even understand it in Spanish (voice breaking). Can’t you explain it first in Spanish and then you can come and teach it in English?” So, there are many things concerning that, so yeah, I think that’s my context. Yeah!

I feel really comfortable now. Before no, no! Like the first semester... erm there were students who were my age, so they didn’t think like I know enough, or they didn’t respect me that way. I mean just recently, like two weeks ago when we had the convivio and all that stuff, they told me, “You know what, teacher, even though you are young, ermm you have authority with us”. They told me, erm “Okay, you follow our jokes, etc, but you’re still serious in front of the class”. I said “Okay, I’m like that just as your teacher, but as a person or as your friend, I’m very different... but I need to control you, especially because I have teenagers. If you don’t see me with authority you’re not gonna respect me or respect the rules that we have here in class.”
There was a time when my coordinator was just walking on the hall and s/he was arguing with me. My coordinator could listen to him/her. S/he came in into the classroom and s/he said, “Ok!” S/he talked to with everybody. “If you think you don’t have to have anything to learn here, you may go. If you think you are an expert whatever, you don’t need to be here. Why are you here?”. From that moment on s/he stopped, s/he stopped but I think it was more like s/he was amargado/a, (everyone laughs), yeah I would say that, yeah that.

(27:41) PH: I have a question about your two groups being mixed together. You said the coordinator brought them together? Did I miss something?

P7E: Aww ok so yes, so last year, the whole school year, I had a mixture of three classes: pre-inter, inter and upper, all of them together and they didn’t have the level and the groups were going to be closed because there weren’t enough students and so I had, for instance, three students from intermediate, three students from pre-inter, three students etc. And it was hard for me to try to cover a topic because some students already covered the topic before and some students didn’t know it at all, so at the beginning of the semester we talked to the man.

We said: “Ok, there were some students who have already seen this topic and there are some of you who haven’t so we are going to try to work on the same the same page and we are going to review these topics again and because I wanted you to know the circumstances are these”. And we tried to erm I tried to teach these topics and that is why this woman was saying, “Ok the other teacher said this. Why are you saying this to us”, kind of that. S/he isn’t in the class any more, let me tell you. Thanks God!, haha! (everyone laughing)
Reflective Practice through Collective Accompaniment in EFL Teaching Practice in Mexico

P7E: I would say the story would be the same because ermm in the department all, almost all the teachers who are there are students. Well, we were students from that coordinator, and s/he said, “Ok, I see potential in you” or something and we are young. There is just one person who is the oldest one and s/he is like 45, 50, and we have seen the young teachers, we have seen, that s/he, like my coordinator has a strong personality not just with us or when s/he gives us comments, but also with the older teacher. And because they didn’t like it, these older teachers, they just quit, they have gone, so yeah. But still, probably that is something that I missed.

P7E: Even though it, you may think, or you may create a different picture about this coordinator, s/he is excellent in what s/he does. S/he really is! When. That’s why it is very important for me his/her opinion, everything that s/he says because I was his/her student. I could see it just like probably just like in the theoretical part where I am lost with him/her ok like I don’t know what to say. Like here in the B.A: we see our students, that routines are good for students, but I don’t know. Then I try to say that kind of things to him/her and s/he says “Yeah but you need to re-invent yourself.” and “You need to update” and things like that, so, I don’t know it’s just like…

P1L: So, do you think like, in your opinion, s/he needs like some courses of how to talk with the people, how to correct them, or how to advise the people?

P7E: I would say yes. Cause s/he is very direct. Sometimes the way s/he say it makes it you feel bad like there was a point when I was talking to him/her I had a problem with one student it was not with the adults but it was with the children, and s/he told me, “You are the one who needs to change, not your students. You are the one that needs to adapt.” And s/he said to me, “You are very square, you know. You don’t go out from your square.” And I was I really was I mean (laughs) really, I mean really!! I always try to try new things and I was crying at that point. [30:04]
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|        | time I remember. I felt really bad because I took it personally.  
            | S/he said, “Don’t take things personally. This is not you as my friend. I am telling you as my colleague. Cause I am seeing you. You are getting frustrated you don’t seem as happy as you were when you started teaching. Erm I see that when you come to the class, you feel. I can feel that you are stressed because of your school, because of the job, because of family problems ...whatever.” and I was crying. I was like ok but s/he judged me like that and I said, “It’s not good to put a person to like a, to say this person is like that. It’s X or Y or its black or white. It’s not like that and I said s/he, s/he can’t see all the things I’m doing? All the extra time I’m investing? Because at that time I just came back from studying abroad and it was very difficult to try to manage everything again and I was like, ok s/he doesn’t even care about the preparation that I’m getting here in the B.A. Like if my opinion was just like, it doesn’t matter so that was my story |  
| 109    | moral values meta-posture intention undermining actions, practice |  
|        | LOOP 1: ME & my situation pretending that I am telling you as my colleague. Cause I am seeing you. You are getting frustrated you don’t seem as happy as you were when you started teaching. Erm I see that when you come to the class, you feel. I can feel that you are stressed because of your school, because of the job, because of family problems ...whatever.” and I was crying. I was like ok but s/he judged me like that and I said, “It’s not good to put a person to like a, to say this person is like that. It’s X or Y or its black or white. It’s not like that and I said s/he, s/he can’t see all the things I’m doing? All the extra time I’m investing? Because at that time I just came back from studying abroad and it was very difficult to try to manage everything again and I was like, ok s/he doesn’t even care about the preparation that I’m getting here in the B.A. Like if my opinion was just like, it doesn’t matter so that was my story |  
| P7E    | LOOP 2: ME & my situation pretending that I am telling you as my colleague. Cause I am seeing you. You are getting frustrated you don’t seem as happy as you were when you started teaching. Erm I see that when you come to the class, you feel. I can feel that you are stressed because of your school, because of the job, because of family problems ...whatever.” and I was crying. I was like ok but s/he judged me like that and I said, “It’s not good to put a person to like a, to say this person is like that. It’s X or Y or its black or white. It’s not like that and I said s/he, s/he can’t see all the things I’m doing? All the extra time I’m investing? Because at that time I just came back from studying abroad and it was very difficult to try to manage everything again and I was like, ok s/he doesn’t even care about the preparation that I’m getting here in the B.A. Like if my opinion was just like, it doesn’t matter so that was my story |  
| CAM    | LOOP 3: ME & my teaching beliefs about moral values meta-posture intention undermining actions, practice |  
| REALIZ | LOOP 2: ME & my situation pretending that I am telling you as my colleague. Cause I am seeing you. You are getting frustrated you don’t seem as happy as you were when you started teaching. Erm I see that when you come to the class, you feel. I can feel that you are stressed because of your school, because of the job, because of family problems ...whatever.” and I was crying. I was like ok but s/he judged me like that and I said, “It’s not good to put a person to like a, to say this person is like that. It’s X or Y or its black or white. It’s not like that and I said s/he, s/he can’t see all the things I’m doing? All the extra time I’m investing? Because at that time I just came back from studying abroad and it was very difficult to try to manage everything again and I was like, ok s/he doesn’t even care about the preparation that I’m getting here in the B.A. Like if my opinion was just like, it doesn’t matter so that was my story |  
| PH     | LOOP 2: ME & my situation pretending that I am telling you as my colleague. Cause I am seeing you. You are getting frustrated you don’t seem as happy as you were when you started teaching. Erm I see that when you come to the class, you feel. I can feel that you are stressed because of your school, because of the job, because of family problems ...whatever.” and I was crying. I was like ok but s/he judged me like that and I said, “It’s not good to put a person to like a, to say this person is like that. It’s X or Y or its black or white. It’s not like that and I said s/he, s/he can’t see all the things I’m doing? All the extra time I’m investing? Because at that time I just came back from studying abroad and it was very difficult to try to manage everything again and I was like, ok s/he doesn’t even care about the preparation that I’m getting here in the B.A. Like if my opinion was just like, it doesn’t matter so that was my story |  
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|        | LOOP 3: ME & my teaching beliefs about moral values meta-posture intention undermining actions, practice |  
| Patricia Houde 2018 | 289 |
**PH:** Ahhmm and you ended with talking about your coordinator being a very strong-willed person who has a lot of influence on you, and you seem to find it difficult because s/he can be very direct and clear cut and very ermm not very diplomatic sometimes.

**P4J:** Hmm, s/he wanted to avoid habits or routines. s/he wanted to avoid habits or routines. S/he wanted to change, not just follow the textbook or maybe the last years. The last semester s/he did certain activities. What I understood is s/he wants to avoid to do exactly the same.

**P5A:** Isn’t that what you said? Hmm, humm, (hesitating) **Do you think** the fact of your coordinator has, or is pushing you to, hmm, go out from that square, is that is making you to want to change your own style?

**P7E:** Not to change my own style, but to hhmm **probably to be more creative** like that part that s/he pointed out to me, like ok try to make new things or something like that, is something that has made me to want to ahh like discuss this topic. Like make my class more dynamic or. However, I think that it is easier said than done, especially if you have students with so different needs and also language needs. Some of them just want to learn the language because they like it and some of them want to learn it because they need medical care there in the States and only they don’t have the resources in Mexico or some of them need it because of their job, so it’s very easy to see everything from outside but when you go closer it’s not that easy. So, I would like, I think that, I would
like that s/he, because s/he pointed out that to me s/he has made that influence... yeah.

PIP1 - P7E (really PIP1)\PIP1-P7E SESSION TRANSSCRIPT verbal (1h28m) JULY 1, 2017 Position: 104 - 106

AXIS 1: PRECISE THE INTENTION OF THE ANALYSIS-stepping back

(44:23) PH: I have a question So, what would you like to reflect on and what would you like us to help you reflect on? What area are you, you’ve talked about many things they are all very important, so... Which area specifically would you like to focus on to work on your teaching?

(44:53) P7E: errr I would like my students to have the opportunity to produce more. That’s what I’m much more concerned on. Erm... I know they have deep potential because I have seen them write. I know how they write very good, like. Like if I’ve asked them you are going to write a composition of 200 words, they do it, and they do it very well. But when it comes the time when they need to speak just like you know, hmm... how do you say that? like without preparation when they just ask a question...

PH: Spontaneous

P7E: yeah, like spontaneous conversations, whatever, they get very nervous and yeah, I would like them to help to feel more confident about it and when their oral presentation comes, that means when my coordinator goes and checks them, ahh I would like them to not to feel that strong personality because they feel it. They know! So, yeah that’s what I would like them, that’s what I would like to do.

PH: OK, thank you very much for clarifying.

P7E: yes

(46:08) PH: Ahh... Are we all understanding P7E’s situation and what his/her role is? S/he is focusing on his/her students produce oral speech in his/her classroom. All of your students, P7E?, or just.

P7E: I would say all of them, cause some, as I said before I have some students who are very self-conscious, especially the adult ones. They want everything easy and fast because they can understand the grammar, they can understand the vocabulary but when they need to talk they get nervous or if they say something, they mix up everything like the word order, or they miss the subject or there’s not subject and verb agreement, so I
would like them to pay closer attention to their production, not just focus by me, by them. Yeahh.

PH: Thank you.
P7E: Yes

SUSTAIN REFLECTION WITH THEORETICAL CONCEPTS

We are going ask P7E to mmm to reflect about how s/he can develop this with his/her students; his/her goal of helping the students speak better. Remember the context. Remember the fact that there’s not a lot of material. Whatever material s/he uses s/he has to buy with his/her own money and produce him/herself and you know. Are there any ways s/he can implement more production of oral production in his/her classes by being more creative? Which you said you want to be creative which is a recommendation from your… coordinator.

P7E: From my coordinator and also, I think I have said that like because they have been my students before I would like them to see different things.

PH: Is there any… Do you have any ideas on what you might want to do to improve their oral speech?
P7E: Yes, I would like them to give, as I said I see them twice a week. So instead of just covering one whole hour on grammar topics, I would like to give them like 30... 45 minutes just producing without seeing that much of grammar. I usually, what I tend to do is because I have two hours from 6 to 8. That first hour I always see theory, grammar, vocabulary hmmm… or phrases or expressions and then in the second hour I try like to bring activities where they are producing or where they are errm yeah speaking or writing and I don’t know something that is more than what the textbook offers like the real use of the language. That is what I always try to do on the second hour. But ermm… because it’s a pre-intermediate there are some topics that are very difficult to explain, and not...
everyone can understand more or less, so it’s time consuming when I try to teach them those topics.

SO MY PURPOSE OR MY GOAL I ALREADY HAVE THOUGHT ABOUT IT, IS TO GIVE THEM MORE TIME TO PRODUCE because I know that I count everything like “I’m going to spend 15 minutes in this I’m going to spend 20 mins in this and this doesn’t work that well when I’m in front of the class. If I thought I was going to teach a certain topic, grammar topic in 15 or 20 mins, that ends being one hour and the time that I wanted to spend with them in production, it’s gone. Yeah.

PIP1 - P7E (really PIP1) PIP1 - P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 122 – 125

PH: Thank you very much...Ok, we don’t have any answers in mind, ok. Now these are even more open questions about reflecting about this issue. Is there, do you have any questions you would like to ask P7E about this?

PIP1 - P7E (really PIP1) PIP1 - P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 126

P7E: You know because we are in the B.A. we sometimes steal or adapt the activities that some teachers use, because I like them I like to use them in class also, to implement them in class and I have seen them much more engaged than before.

PIP1 - P7E (really PIP1) PIP1 - P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 128 - 129

P61: How engaging do you think the material is? Do you think the students are really engaged with the material you bring?

P7E: You know we are in the B.A. we sometimes steal or adapt the activities that some teachers use, because I like them I like to use them in class also, to implement them in class and I have seen them much more engaged than before.

PIP1 - P7E (really PIP1) PIP1 - P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 127

Question to help analyse

(51:50) P1L: Well, you mention that ermm...you would like to change the schedule of the class, like the grammar time, versus the practicing, talking time. So, have you ever tried to cover the grammar topics with an activity that develops speaking skills?

P7E: I have. You know we sometimes have these, what is these?... *Walk and Talks*, or ermm I have also used word descriptions so they have like papers with a phrase, for instance, or two or three words where the grammar is there or the vocabulary that I want them to cover is there and then I ask them to be gathering couples and they need
to describe that phrase to the other person but without saying anything so that person can come with the sentence that you have on the paper. So, I have tried to do it before. Like I was conscious my students weren’t so good when they were speaking, so I think that when they were doing that they were thinking in English like, “How can I say that in English?”

P7E: Erm…. I have done it more in the second part of this last semester. I was taking a class with P3M and it was like Estudios de Campo de un Segundo Idioma. Es de LEI, and I saw that it was better for them when they were like, when I was giving them like chances to incorporate that difficult grammar into their speech, not just, “ok we saw the topic, next topic… no! Lxxxx try to make connections, yeah!

PIP1 - P7E (really PIP1) PIP1-P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 131 - 134

(53:57) P2S: How much do you think like applying simple activities for your students to bring, to have them speak, like err…? How much do think like simple activities, speaking simple activities, would function with them like, “How’s the weather today?”, “Can somebody tell me the day?”, “What did they do on the weekend?”, would help them to produce, like get into this routine every…?

P7E: hmmm… (hesitating) I don’t know. I think that that would help them. It’s just like…probably it’s just like because I like to have control of everything. You know I want to write everything in my notebook. I would like to err probably incorporate some of those activities, errm, as a backup, like you know.

I’m seeing that they are taking that much amount of time on this activity, on grammar, but I want them at the same TIME to have time to produce so instead of wanting to produce in 30 minutes, probably LESS IS BETTER, right? probably 15 minutes, but you know with regularly it’s going to help them more than if I give them 1 hour, or 30 minutes but they are practicing on a regular basis probably it’s going to help them.
PIL: (55:37) Well in order to achieve your goal of having the students to better, to be more confident when they are speaking, what is more important for you, fluency or accuracy?

P7E: Well, I think, in my case, as a teacher, I am concerned about accuracy of course because I teach the rules and I want my students to produce what they have been taught. However, what I have seen in some students is they are more concerned on fluency. However, when they have the presentation, the oral exams, as I told you they are very good at writing and they say “Teacher, I wrote what I’m going to be presenting. Can you check it for me please?” yeah ok. I check it for accuracy and everything, but then they try to memorize it. You know, that’s the problem, so then they get nervous, they try to present, and they forget some things and then they start to mess everything up because they memorize it. And they say “oh teacher, I didn’t say it as you wrote it,” or “I spent 10 seconds thinking in and remembering.” So, I think for them it’s like they want it to be like very fluent and very perfect. They are concerned in both, so I don’t know.

In fact, there was just last week, we had a workshop with different teachers and some teachers there were from different areas, so they were from theatre or I don’t know different dance etc. And there was one teacher who said” I’m going to tell this to the English teachers. I have seen this with them on the oral presentations. Cause usually the oral presentations, we present them like in front of different people, people who are not from the English area. So, they come from dance etc. etc. So, this teacher said, “I have seen you teachers when you are helping your students to practice what they are going present. However, what I have seen is that you are not preparing your students for dealing with ahh… These problems when you talk in front of many people. I think that’s the part that you are missing, like giving your students some skills for talking in front of people in general. It doesn’t matter if it is in Spanish or in English. So, if they don’t feel comfortable either in Spanish what do you think they are going to feel comfortable

| LOOP 3: | ME & my teaching Practice beliefs moral values personal schemata meta-posture intention undermining actions, practice |
| LEVEL 3: | OFFICIAL AND UNOFFICIAL THEORIES |
| LEVEL 4: | CLASSROOM TEACHING PRACTICE |
| RT REFLECTION |

| LOOP 4: | ME & my profession development distancings self attainment learning to learn about |
| LEVEL 3: | CIPAN |
| PARTICIPANTS INTERACTIONS THAT SUPPORT REFLECTION |
when they say that in English? And I was “That’s true! I don’t prepare them for that.” So, s/he said: You, if naturally you like talking in front of a lot of people and you think everybody is going to like it, or everybody is going to be ready. But you are not ready, like your students are not ready yet, so you should probably think about it like what is strategies you can do for your students to feel much comfortable when they are talking in front of a big audience.

PIP1 - P7E (really PIP1)
PIP1 - P7E SESSION
TRANSCRIPT verbal (1h28) JULY 1, 2017
Position: 139–144

(59: 25) P4J: So, you already mention. What kind of strategies do you think can be helpful?
P7E: Ok, first of all I think erm I would like them to have kind of erm… exercises when they breathe. I have read some of it. Before I was studying here in the university I was taking part in different competitions in xxxcity xxx for oratoria, so I got a course for one year so how to talk in front of people and all of it. So, I remember that one of the people that gave that seminar ahhm… s/he said that we need to breathe in different ways, etc. I don’t know, and also to be very knowledgeable about different topics and when the times of talking in front of many people comes, you feel comfortable about talking anything. Like ok I know something about maths, I know something about geography, etc.

So, I think what I would like them to do like next semester my students is to like to have phrases or something that they can use in different kind of conversations or when someone asks them something or we could call them like fillers. I would like them to have that so when they get nervous they can use them. And they can feel much comfortable with that and I also like them to have like vocabulary that they can use for talking for different areas, not just that probably also making some erm… everything exercises, just to relax and when they need to talk they feel much more confident.

P7E
PIP-1

AXIS 2:
QUESTIONS TO ANALYSE & Reflect
127

P1L: Well, is there any way that specially the adults that maybe the upper-intermediate could have an interaction

practice on a deeper level

LOOP 3:
ME & my teaching Practice beliefs moral values personal schemata meta-posture intention undermining actions, practice

PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION

LOOP 2:
ME AND MY INTERNAL AND EXTERNAL RESOURCES

EXTERNAL
AL AND
RESOURCES

2nd Loop:
ME and my resources: Internal

OFFICIAL AND UNOFFICIAL THEORIES

ACTIONS
THAT SUPPORT REFLECTION
among them?

P7E: I'm not sure. I don't think so because they have different schedules. So, my upper-intermediates come to class Tuesdays and Thursdays and the other ones go on Mondays and Wednesdays and I think that in the case of the ones from Mondays and Wednesdays they have more tight the schedules like because they are working like I think they get out from work at 4. The class is from 4 to 6 Mondays and Wednesdays. And in the case of upper-intermediate it is from 6 to 8. So, the ones from 6 to 8 they aren't working. They are more like, they are studying English because they have time. It's kind of a hobby so it's different the circumstances. Probably I would need to ask them.

P4J: It's now that you coming up with the schedules, ahh, so, the group that you want to work on this, is the one that is from 6 to 8?

P7E: Yes, the upper-intermediate, because they have been my students before, yes.

P4J: The other groups going to be?

P7E: Aha The other group.

(1:03:44) PH: I have a question, P7E. What kind of tools might your students have access to that don’t cost money?... that you don’t have to buy? or Do they have any kinds of tools that they could use to practice speaking?

P7E: Most of them have cell phones, so what I have done before is like use What’s App when they record themselves. We have a group. My coordinator asked me to have one so I composed notes and everything right like ok, “Las re-inscripciones son tales fechas” etc. and in that group when they, when they are going to present, I ask them to say it so I can help them if they have problems with pronunciation or something but not everybody has a cell phone and in the case of my students with these special needs, they don’t have access to so it’s very difficult to communicate with them in that way. So I think that some of them have cell phones

& external resources available

LOOP 1: ME & my situation situating self in relation to the problem

PARTICIPANTS INTERACTIONS THAT SUPPORT REFLECTION

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PARTICIPANTS INTERACTIONS THAT SUPPORT REFLECTION
and... we also have the Facebook group, so probably we can have like video calls if we want to talk. But again, not all of them have it and because I have some students who are teenagers, their mums are very restrictive with them in the use of internet and all of it and I have two students, the ones who are teenagers who are not allowed to use Facebook yet so...

(1:05:53) PH: So there’s not one tool you could use?
P7E: Not everybody has

PH: Does everybody have access to one or the other? The students who don’t have cell phones could they use...
P7E: No, not everybody

PH: Some don’t have…?
P7E: No, we have a rule in class that when they are not coming, they need to send me a message that they are not attending because I have an attendance list and I give them to the secretaria in the main desk of the xxx. S/he decides, ok if this student has this amount of faltas, they are not going to have the diploma that semester, for instance, so they need to advise me and tell me in advance if they are not coming.

Some students, because they don’t have cell phones err... they just miss it like, “We don’t have a way to communicate with you, teacher”. And also, for instance, in the case of my students with special needs they don’t have cell phones because there is a risk that someone is going to steal it from them. We have seen it. That has happened, so I can’t.

Ph: Would it be possible for your students to video tape themselves in class if you pair them with someone who has that possibility on their phone?

I think so. Yes, the majority has, not most of them, like probably 10 out of 15 students. So probably I can do that like keep them in couples and ask them to record the other student

PH: P4J mentioned strategies. I’m trying to think of ways that will help them not be afraid of talking so that they could practice
more and hear their voice, or something not be afraid of talking so they can practice more and hear their voice or something. I don’t know if that’s a good plan? I’m trying to think of ways that will help them not be afraid of talking so that they could practice more and hear their voice or something not be afraid of talking so they can practice more and hear their voice or something.

**P7E**: Because I was telling this to J before. The backgrounds from my students are different ones, so some students come from private schools. They have money, but the other ones they don’t have it because this is like a public school we may say it. They need to pay a cuota at the beginning but it’s not that expensive as private schools like Boston or Cambridge or yeah so not most of my students have or are on the same socio-economic background. Yes

**PH**: Ok so I’m going to summarize. So, you’ve been looking at ways to help your students develop oral speech. You’ve tried things in your class, usually you start your class with a one-hour theoretical kind of class and you try to keep 30 to 40 mins of your class for production whether its writing or oral production. You would like to give them more, 30 to 45 minutes. You would also like to help them stop being afraid of making mistakes and be more… trying things, 

**P7E**: yes!

**PH**: you know and not be so self-conscious I guess. You have done things already to develop oral speech in your class. You’re thinking about using thinking of using the techniques you used in your own courses you took on oratoria you said?… which is reading, or knowing more vocabulary, using fillers to… so they don’t get so nervous. When they get nervous they have something they can use, but you are looking for more ideas.

**P7E**: yes, for more ideas
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<th>Reflective Practice through Collective Accompaniment in EFL Teaching Practice in Mexico</th>
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<td><strong>Clarify comprehension</strong></td>
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| **PH:** …to develop this in a creative way with your students that are going to be more advanced….
| **P7E:** yes
| **PH**: (1:10:48) PH: You talked about the fact that not everybody has the same access to different technology, that this is for your 6 to 8, upper-intermediate group. You want them to have time to produce. You talked about the importance of fluency and accuracy…that you are of course, you know as a teacher you think accuracy is important, but you would like… some students think that fluency is more important.
| **P7E:** yes |
| **PH:** Am I missing anything important that s/he mentioned?
| **PIP1 - P7E (really PIP1) PIP1 - P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 169 – 177** |
| **(1:1:42) P7E:** Let me tell you this before I forget. In the oral presentations, the coordinator has different like aspects that s/he evaluates. So, one is obviously fluency, and another is accuracy. Other is preparation. And when they present sometimes they need to customize or they need to do something like prepare materials for their presentations, so it is not just about what they produce but what they make for that oral presentation. That’s why I’m concerned that always the aspect where they always get lower grades, or lower scores is in the accuracy and the fluency part. They prepare everything. They are very good students. They are responsible. They make the material, they customize etc. but they say, “I never get a 10 teacher, because I made the mistake here in this word. I didn’t pronounce it correctly or I forgot it” whatever, so that’s why I’m concerned with these aspects more than other. |
| **(1:12:58) PH:** They expect a 10?
| **P7E:** yes, they expect a 10 of course.
| **PH:** Why would they expect a 10?
| **P7E:** Probably because they get 10s in their other things. For instance, in the written test and they say, “Ok, if I got a 10 here why am I not able to produce that way?” So, I think they have high expectations. They have high expectations. |
So, if they, if your students expect a 10, so how do they manage, for instance, the diplomas? So, do they have to reach a certain grade or ...?

That’s the curious thing. Let me tell you. Cause we don’t have a like… it is not like for instance here in Mexico in the secundaria or Prepa we have like 7 is the point where you can pass or not, or a 6, for instance, but there we don’t have that. It is more like on the teachers’ behalf if you decide your teacher is going to pass, or not but as I said really I don’t take that decision. I take half of this decision because I evaluate their written production, their homework, attendance, participation, but I don’t evaluate their production... how I decide for instance with my teacher, with the coordinator. "OK, I think these students pass and I think these one student or these two students they don’t pass". But I negotiate it with him/her according to the grades that s/he got from the oral presentation and what I got from the written exam. But we don’t have a 6 or a 7 or an 8.. yes.

They expect good grades. That’s the thing I when I was a student I never got a 10, for instance, so I was used to. I said, “No, It’s just more like what I learn, if I learn or I don’t learn. But it’s because of the Mexican system, system of education. They want always like good grades.

I would like that probably like the first half of the semester I would like to improve, not improve, to ahhhh to bring the activities or these different techniques with my students so that they know and they get used to those like ok, I don’t know, we’re we going to spend err… something that I was thinking because of P2S yes, that I CAN KEEP IT LIKE SIMPLE, like 10 or 15 minutes, I can do activities with my students. I would like that in the first half this semester I can bring short activities where
**Choose the steps for action**

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<td><strong>PH:</strong> I have, eh, in your sequence, in your teaching, in your lesson plan, you say you start the first hour with the theory, with the grammar, ahmm… You also mention 10-15 minutes short activities for speaking, like Walk and talk, things like that, or A and B… you know, en.</td>
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**PIP1 - P7E (really PIP1)\PIP1-P7E SESSION TRANSCRIPT verbal (1h28) JULY 1,2017 Position:198-202**

**PH:** How could your lesson plan be adjusted to make sure that the speaking is... there?... very important

**PIP1 - P7E (really PIP1)\PIP1-P7E SESSION TRANSCRIPT verbal (1h28) JULY 1,2017 Position:203-205**

**PH:** and then go back to the theory?

**Establish a plan of action**

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| **PH:** Yes, in fact that’s something that my classmates have pointed out this semester cause I was presenting the video of my class. They suggest me something similar like, “Ok, why don’t you try to do it in a different order?”; and I was very confused because I thought, at least because that’s the way I feel more comfortable. That in the first hour I can help my students to get the structures, the vocabulary that they are going to need the next hour so that they can feel confident: “Ahh, ya se como decir esto!”, “I can do this!”, “Oh yeah, teacher! Yeah, I can do that or I can use what you taught us”.

And that has also made me think that my students maybe more conscious when they don’t make it right because they say, “Ahh! Teacher said this and I am saying it wrong.”

Because I have a couple of students who are like that; “You said this teacher, but if I want to say this?” or, “I make the mistake, ya me equivoco. Dijo la teacher que era asi...”. And they are very self-conscious and even more. So probably to make sure they have this 10 or 15 minutes I would make sure to make it just after the first activity where I re-cap what we saw last class, previous class, and after that I can introduce that part. That’s what I would like to do, so, then I am sure we covered that. |
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<th>AXIS 4: experiment &amp; ADJUSTMENT between sessions</th>
<th>P7E: Yes, to the theory yes.</th>
<th>PH: and then at the end… P7E: More practice, probably more practice, yeah! (1:21:44:5) PH: So, you would re organize your planning in that way? That’s what you're saying? right? P7E: Yes, yes, that’s what I’m saying. PH: Ok errmm ok, so, I see some steps for actions ok, some things that YOU could adjust, develop implement in your lessons. Maybe by changing the order of the way you present things in your lessons. Hmm although you seem to be, you strongly believe in that the students need the theory that you give them to produce the speech, right? Ok, but you said you are willing to change the order so that they have 10 or 15 minutes after your wrap-up of the last lesson, before you go into the new… P7E: Yes, for me it’s very important that they first try to remember what we covered before because, in the case, especially in the case of Thursdays when I don’t see them on Fridays, Saturdays, Sundays and then Mondays, it’s 4 days so it’s very important for me that on Tuesday they have the chance to re-cap what they saw. Otherwise they forget it.</th>
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<td>LOOP 3: ME &amp; my unofficial theories</td>
<td>PH: Very good. Thank you. How do you feel, P7E? How do you feel? Do you have new ideas? Did you think about things in a different way? Can you tell me how you see… your practice? P7E: Yes, definitely. First of all, I think that probably that’s the way I am. I always tend to see like if something is very difficult but when I share it, it’s not that difficult. It’s just like we are… I am very perfectionist and when something doesn’t work as I want it to work (puño en la mesa), like ok I am spending one hour in theory and practice and they don’t get it! why? but then when you give me these comments, I am seeing that &quot;with small changes, small adjustments, I can make a huge change&quot;, so I feel relaxed like if I had something on my stomach, like, this is something that I can’t say to my coordinator or to my co-workers or to my family. My parents are teachers, by the way, so they understand that part as teachers, but they are</td>
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not English teachers, so they can’t understand the whole picture. So, if I have someone who are, who is an English teacher, I feel much more comfortable, like you know my reality you know everything, yes... my struggles so, I feel VERY GOOD, yeah!

PH: Do you see things more clearly?
P7E: Yeah! definitely. Like you may think a lot, as P3M was saying, we reflect a lot of the things we do but we don’t reflect when we need to take action or make the changes. That’s the difficult part so now I know exactly what I want to do. Yes, that’s it.

PH: So, the fourth part of Axis 4 is what P7E is going to try in his/her class when s/he starts teaching again. Maybe s/he can start developing lesson plans, implementing the new changes, and you will make more changes. You will…
P7E: yes, I’m sure.

PH: You will adjust and implement more things cause you will be in that mode of looking for ideas, creative ideas, really focusing on this issue in your teaching and you will find more.
P7E: I’m sure.

PH: You will find a lot more things, I’m sure when you come back to the table, you will have done all these other things that you are not thinking about now.

PH: So emm, everybody... when you were listening, when you were taking part in the process, did it make a difference for you in your own teaching? Did you think of things that will help you yourself in your own practice? This is an open table discussion. You are welcome to share if you want. You
What did it change for your own professional project?

(1:27:06) P4J: Well, as I was listening to him/her, it gave me more ideas in order to of course implement with my own students. Of course, I also have issues with the production of my students so yeah, it could help me to.

PIP1 - P7E (really PIP1)/PIP1-P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 229 - 230

(1:27:31) P1L: Well, it also gave me a sense like, YOU ARE NOT ALONE with these issues in the world. It doesn’t matter the experience or the age you are, there is always problems or issues that are all the English teacher share. Like, they are counting, in their teaching or in their daily teaching a process so it makes me feel like it doesn’t matter what I need to face next year, I know there is going to be somebody else that is suffering the same situation so it’s going to comfort me somehow, (laughs) Yeah. (laughter)

PIP1 - P7E (really PIP1)/PIP1-P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 232 – 234

(1:29:05) P6I: Well, similar to what P1L mentioned, it’s something that if we haven’t experienced already, it’s something we may come across at some point in our teaching experience and being aware of it and seeing what s/he does about it gives us ideas about what we can do also about it when that experience comes up.

PIP1 - P7E (really PIP1)/PIP1-P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 234 - 234

(1:29:41) P8C: Listening to P7E’s context made me remember when I was his/her age, your age. I admire your enthusiasm and the way you want to help your students to improve their skills.

P7E: Thank you.

P8C: And in this occasion their productive skills and I remember that when I was your age and after finishing the English program I was in. You were a student in the place that you are a teacher now and it was, it made me, your experience made me remember that I had more energy and I was more confident and after many years of not being an
English teacher, now I feel myself, that I would like to come back with the, with your same energy, amount of energy, and it was my most significant reflective moment. And also, because I was paying attention. FOR ME LISTENING IS NOT EASY. I just interrupt or try to give advice or change the topic, to my topics (laughter) so yes! I am, I think that this is going to help me to focus on my professional goal. Thank you for sharing. (laughter)

PIP1 - P7E (really PIP1) PIP1-P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 236 – 238

PH: I’ll let you continue with your individual report. If you want to share as you are writing along, you are welcome to open up. The floor is still open for discussion, for group discussion. But now we are focusing on your own learning, individual learning. Thank you.

PIP1 - P7E (really PIP1) PIP1-P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 242 - 242

**PLAN OF ACTION:**
24h written report -- P7E PIP 1- July, 1, 2017

¿Qué elementos de mi clase de Upper-Intermediate dije cambiaría o modificaría?
2 elementos:
1) el orden de mi clase, y
2) la inclusión de una actividad corta comunicativa ORAL (de 15 min al menos) pero cada clase (como una rutina). En la medida de lo posible, variar la forma o técnica de la misma.
También buscaría frases hechas o vocabulario específico para ciertos temas.
OJO: La actividad que incluya para que los chicos practiquen su habilidad al hablar puede ser para mejorar la habilidad en sí misma, no precisamente su competencia con el idioma. Ésta resultará como producto de mejorar y sentirse más seguros a la hora de hablar en público.

15 min- (6:15 pm): Repaso del tema anterior
15 min- (6:30 pm): SPEAKING ACTIVITY
15 min- (6:45 pm): Presentación del nuevo tema (o lo que piense ver): VOC O GRAM
15 min- (7:00 pm): Practicar

**LOOP 2:** ME & MY INTERNAL & EXTERNAL resources available
**LEVEL 3:** official& unofficial theories

**LOOP 3:** ME & my teaching
Practice beliefs moral values schemata
deriving actions intention meta.

ES: El profesor habló sobre cómo les gustaría asociarse con el mismo, con el mismo nivel de energía y fue su momento reflejativo más significativo. También mencionó que escuchar no es fácil para él, interrumpe o intenta dar consejos o cambiar el tema, lo cual no es fácil, pero se siente ayudado a enfocar su objetivo profesional. Gracias por compartir.

Spanish teacher, now I feel myself, that I would like to come back with the, with your same energy, amount of energy, and it was my most significant reflective moment. And also, because I was paying attention. FOR ME LISTENING IS NOT EASY. I just interrupt or try to give advice or change the topic, to my topics (laughter) so yes! I am, I think that this is going to help me to focus on my professional goal. Thank you for sharing. (laughter)

PIP1 - P7E (really PIP1) PIP1-P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 236 – 238

PH: I’ll let you continue with your individual report. If you want to share as you are writing along, you are welcome to open up. The floor is still open for discussion, for group discussion. But now we are focusing on your own learning, individual learning. Thank you.

PIP1 - P7E (really PIP1) PIP1-P7E SESSION TRANSCRIPT verbal (1h28m) JULY 1, 2017 Position: 242 - 242

**PLAN OF ACTION:**
24h written report -- P7E PIP 1- July, 1, 2017

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**LOOP 2:** ME & MY INTERNAL & EXTERNAL resources available
**LEVEL 3:** official& unofficial theories

**LOOP 3:** ME & my teaching
Practice beliefs moral values schemata
deriving actions intention meta.
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<th><strong>15 min- (7:15 pm): Producir en un contexto más comunicativo o real</strong></th>
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<tr>
<td><strong>15 min- (7:30 pm): Presentación de nuevo tema o skill (reading/writing)</strong></td>
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<td><strong>15 min- (7:45 pm): REVISION/PEER-REVISION/TEAMWORK</strong></td>
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<td><strong>15 min- (8:00 pm): Practicar o corregir si hay dudas, tarea o practicar para el examen de certificación</strong></td>
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**PIP1 - P7E (really PIP1) PIP1-P7E 24h reflection written report Position: 1 – 16**

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<th><strong>P7E CAM WRITEN INDIVIDUAL DUAL INTROSPECTION</strong></th>
<th><strong>LEVEL 1:</strong> formal &amp; informal theories <strong>LEVEL 2:</strong> professional principles</th>
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<tr>
<td><strong>My main professional goal as of today is:</strong> To try to come out with ideas for making my intermediate and upper-intermediate classes more interactive where my students can take the most advantage. Produce more. Code: PIP1 - P7E (really PIP1)P7E** INTROSPECTION** written reports-all Position: 27 - 27</td>
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<td><strong>We think in problems in the classroom as huge problems and we stay in that level. We don’t think on what we can actually do. Now, I know what I can really do!!! I’d like the way more experiences teachers helped to dig inside of me, so I can come out with answers by myself. At the end, it was there, nowhere else!</strong></td>
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<td><strong>My most significant reflective moment or realization (being conscious/aware) today:</strong> P7E</td>
<td><strong>LEVEL 3:</strong> official &amp; unofficial theories</td>
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<td><strong>What I understand or learned from what was presented, analysed and discussed today. P7E That simple steps can make a difference. We as teachers are very ambitious but we forget to keep things simple. Taking small steps can help us quite a lot.</strong> PIP1 - P7E (really PIP1)P1L** INTROSPECTION** written reports-all Position: 27 - 27</td>
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</tbody>
</table>

**P1L:** My main professional goal as of today is to motivate students to use English in and out the classroom even if they make mistakes. PIP1 - P7E (really PIP1)P1L-P7E **INTROSPECTION** written reports-all Position: 27 - 27

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**PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION IN COLLECTIVE ACCOMPANIMENT**

**EMERGENCE OF REFLECTION IN COLLECTIVE ACCOMPANIMENT**

**PIPE L:** Patricia Houde 2018 307
### INTROSPECTION written reports-all

**Position: 3 – 3**

**P1L** What I understand or learned from what was presented, analysed and discussed today. Listening attentive and not to be prompting to present your opinion is really difficult (but I’m) to achieve but very important to practice. **PIP1 - P7E** (really **PIP1**)**PIP1-P7E** INTROSPECTION written reports-all  
**Position: 3 - 3**

What I would like to explore further about my practice and new concepts. **P1L**
Learning about the first loop was really interesting and helpful. I’m curious to see what the other 3 loops are about. **PIP1 - P7E** (really **PIP1**)**PIP1-P7E** INTROSPECTION written reports-all  
**Position: 3 - 3**

What I can adjust in my EFL/ESL teaching practice to benefit my students? **P1L** Find and implement real media to help achieve the goal. Now **P1L** I would like to practice more being a listener more than the person having the attention of the others. **PIP1 - P7E** (really **PIP1**)**PIP1-P7E** INTROSPECTION written reports-all  
**Position: 3 - 3**

Eventually **P1L** I would like to share (the) these concepts of listening, questioning, and feedback but with no judgements or advices, with other teachers. **PIP1 - P7E** (really **PIP1**)**PIP1-P7E** INTROSPECTION written reports-all  
**Position: 3 - 3**

My most significant reflective moment or realization (being conscious/aware) today: **P1L** The moment when we start to help our colleague to reflect wasn’t easy to make questions instead of give own opinions. I’m so use to give advice or opinions that help others to reflect themselves in not easy. And most of the time that’s what we need to help the students with. **PIP1 - P7E** (really **PIP1**)**PIP1-P7E** INTROSPECTION written reports-all  
**Position: 3 - 3**

The specific interactions (listening, Q?, comments, feedback) that best guided me to self-reflection today: **P1L** I am telling the students to take their turn, when in class, but having you in charge of giving the turns, it was hard for me to listen without making any interruptions. **PIP1 - P7E**

**PARTICIPANTS**

**PIP** - **P7E**

**Position: 3**

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<th>WRITTEN</th>
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<th>DUAL</th>
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<td>FROM ALL PARTICIPANTS AT P7E PIP-1 SESSION 1:</td>
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<td>P1L P2S P3M P4J P5A P6I P8C</td>
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### INTROSPECTION

**Reflection:** P1L Is it more important to be aware of what we are doing (acting) and how to have an idea of the way we are teaching. Reflection is not easy to practice but a very good tool to take teaching practice to a better way. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 3 - 3

**FROM ALL PARTICIPANTS AT P7E**

**PIP1 SESSION N 1:**

**P2S:** My main professional goal as of today is: Find new strategies to implement with my students for the next school year. Find new ways to reflect upon my professional development. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 7 - 7

**My most significant reflective moment or realization (being conscious/aware) today:** P2S How can I build a question without judging or give an answer to help my partners reflect upon their situation?

**Putting on my partners shoes.** PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 7 - 7

**The specific interactions (listening, Q?, comments, feedback) that best guided me to self-reflection today:** P2S Listening to my partners experiences and thinking “what would I do in this was my case”? PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 7 - 7

**Questions I have:** P2S What issues of my teaching do I really want to change, adjust or reinvest? What are my priorities for the next school year? PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 7 - 7

**Reflection:** P2S Listening to other teacher experiences has helped me to prepare myself for new classroom situations. It also helped me to clarify the aspects that I want to improve in my teaching and classroom. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 7 - 7

### ACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION THAT SUPP...
### INTRODUCTION

**P3M:** My main professional goal as of today is: P3M Learn at least one or two things about my classmates. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 11 - 11

What I understand or learned from what was presented, analysed and discussed today. P3M How our beliefs can change through time and experience. How our context influences our teaching practice and growth. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 11 - 11

Now P3M I would like to change my class. I would like to add more attractive and authentic material, and increase their motivation. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 11 - 11

Eventually P3M Avoiding completely the use of the L1 when teaching kids. Implement more authenticity. Interchange culture. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 11 - 11

My most significant reflective moment or realization (being conscious/aware) today: P3M Being realistic with my context. I want to know and be aware of my professional development when being in front of my students, and help them grow and learn by being prepared. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 11 - 11

The specific interactions (listening, Q?, comments, feedback) that best guided me to self-reflection today: P3M P7E’s presentation helped me feel identifies, since we have a similar situation with superiors. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 11 - 11

Questions I have: P3M How could I avoid my superior’s suggestions don’t affect my beliefs? How to awake motivation in my students? PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 11 - 11

### ACTIONS THAT SUPPORT REFLECTION

PARTICIPANTS INTERACTIONS THAT SUPPORT REFLECTION PARTICIPANTS INTERACTIONS THAT SUPPORT REFLECTION PARTICIPANTS INTERACTIONS THAT SUPPORT REFLECTION
**Reflection:** P3M I realized how important our context is in our teaching practice, as it affects our teaching planners, and development. I was kind of aware of mine, but I need to open my eyes and see the “whole” picture. I also would like to invest more (by myself) about the use of the L1 in the EFL classroom, as talking to P6I, s/he woke up that interest in me. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 11 - 11

**P4J:**

My main professional goal as of today is: P4J To engage students in their learning process. To introduce, apply meaningful activities where sts involve and participate. To achieve sts understand instruction. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 15 - 15

What I understand or learned from what was presented, analysed and discussed today. P4J Each member of this project will present his/her context & issue to focus on & improve. While the rest of us will be listening & after ask questions. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 15 - 15

What I would like to explore further about my practice and new concepts. P4J How to get a good rapport with students and how to use this in order to help them improve in their learning process? PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 15 - 15

Now P4J Giving instructions in order to students have clear what they have to do when it is needed their participation / cooperation. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 15 - 15

Eventually P4J Invest more time in giving sts activities that can help them to produce the language (according to their level). PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 15 - 15

**PARTICIPANTS INTERACTION**

My most significant reflective moment or realization (being conscious/aware) today: PJ4 Sometimes we already know what steps...
<p>| INTROSPECTION | or strategies we can use; however, we are not always aware of them. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 15 - 15 |
| INTRODUCTION | The specific interactions (listening, Q?, comments, feedback) that best guided me to self-reflection today: PJ4 Some questions that were made as well as listening to the participants give me ideas on how to reflect as well on how to implement teaching ideas. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 15 - 15 |
| INTRODUCTION | Reflection: PJ4 Listening to other people allows me to engage in my own reflection and become aware of different issues that I also face in classroom. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 15 - 15 |
| INTRODUCTION | P5A: |
| FROM ALL PARTICIPANTS AT P7E PIP1 SESSION N 1 | My main professional goal as of today is: P5A To find the area I want to focus for my project through the presentations / examples. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 19 - 19 |
| FROM ALL PARTICIPANTS AT P7E PIP1 SESSION N 1 | What I understand or learned from what was presented, analysed and discussed today. P5A Saw / participated to get more acquainted in the CAM for the first time. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 19 - 19 |
| FROM ALL PARTICIPANTS AT P7E PIP1 SESSION N 1 | What I would like to explore further about my practice and new concepts. P5A My goals (needs) as teachers compared with those of my students. What things I pay more attention to. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 19 - 19 |
| FROM ALL PARTICIPANTS AT P7E PIP1 SESSION N 1 | Now P5A Give more emphasis on students’ production skills even in lower levels. Try to help them earlier to avoid them future problems as those that P7E has. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 19 - 19 |
| FROM ALL PARTICIPANTS AT P7E PIP1 SESSION N 1 | Eventually P5A Give more conversational language / vocabulary to my students, they SUPPORRT REFLECTION |
| FROM ALL PARTICIPANTS AT P7E PIP1 SESSION N 1 | P5A: |
| FROM ALL PARTICIPANTS AT P7E PIP1 SESSION N 1 | My main professional goal as of today is: P5A To find the area I want to focus for my project through the presentations / examples. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 19 - 19 |
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| FROM ALL PARTICIPANTS AT P7E PIP1 SESSION N 1 | What I would like to explore further about my practice and new concepts. P5A My goals (needs) as teachers compared with those of my students. What things I pay more attention to. PIP1 - P7E (really PIP1)\PIP1-P7E INTROSPECTION written reports-all Position: 19 - 19 |
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| FROM ALL PARTICIPANTS AT P7E PIP1 SESSION N 1 | Eventually P5A Give more conversational language / vocabulary to my students, they SUPPORRT REFLECTION |</p>
<table>
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<th>INTEGRATION REPORTS AFTER SESSION 1</th>
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<tr>
<td>can use that gives them a sense of confidence in the language. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all</td>
<td>Position: 19 - 19</td>
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<tr>
<td>My most significant reflective moment or realization (being conscious/aware) today: P5A It was trying to follow the model and trying really hard to make right questions and not to give suggestions or counsel. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all</td>
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<tr>
<td>The specific interactions (listening, Q?, comments, feedback) that best guided me to self-reflection today: P5A It was a good model for what PH and P1L did when they posed questions to P7E. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all</td>
<td>Position: 19 - 19</td>
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<tr>
<td>Questions I have: P5A How would I deal with a situation like his/hers? How would I do things differently? PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all</td>
<td>Position: 19 - 19</td>
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<tr>
<td>Reflection: P5A The art of listening and asking questions to get the right information is something I want to improve. Remembering that sometimes we need to listen to others’ view about one (such as my coordinator or colleagues) may reflect things about my teaching I am ignoring and I need to pay attention. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all</td>
<td>Position: 19 - 19</td>
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<td>P6I:</td>
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<td>My main professional goal as of today is: P6I Become more aware of my own teaching practice PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all</td>
<td>Position: 23 - 23</td>
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<td>What I understand or learned from what was presented, analysed and discussed today. P6I What CAM is about, an essence of what it really is. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all</td>
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<td>What I would like to explore further about</td>
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Reflective Practice through Collective Accompaniment in EFL Teaching Practice in Mexico

<table>
<thead>
<tr>
<th>my practice and new concepts. P6I</th>
<th>PARTI CIPAN TS INTER ACTIONS THAT SUPPORT REFLECTION</th>
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<td>Implementing the L1 in the classroom.</td>
<td>PARTI CIPAN TS INTER ACTIONS THAT SUPPORT REFLECTION</td>
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<tr>
<td>Translanguaging practices (benefits/drawbacks) PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 23 - 23</td>
<td>PARTI CIPAN TS INTER ACTIONS THAT SUPPORT REFLECTION</td>
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<td>Now P6I Allow as much L2 use as possible Allow students to bring in as much content as possible. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 23 - 23</td>
<td>PARTI CIPAN TS INTER ACTIONS THAT SUPPORT REFLECTION</td>
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<td>Eventually P6I Promote translanguaging practice amongst students for them to become aware of their own progress / self-reflect / self-evaluate their own learning. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 23 - 23</td>
<td>PARTI CIPAN TS INTER ACTIONS THAT SUPPORT REFLECTION</td>
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<td>My most significant reflective moment or realization (being conscious/aware) today: P6I P7E ‘s experience is something we may all share. It’s something that if we haven’t experienced already, it’s something that we may come across at some point in our teaching experience. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 23 - 23</td>
<td>PARTI CIPAN TS INTER ACTIONS THAT SUPPORT REFLECTION</td>
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<td>The specific interactions (listening, Q?, comments, feedback) that best guided me to self-reflection today: P6I What’s new? What is your short-term objective in this? PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 23 - 23</td>
<td>PARTI CIPAN TS INTER ACTIONS THAT SUPPORT REFLECTION</td>
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<td>Questions I have: P6I What do you think you can do to reach your goal? Have you considered ...? What specifically should I focus on? What can I do to reach my objective? PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 23 - 23</td>
<td>PARTI CIPAN TS INTER ACTIONS THAT SUPPORT REFLECTION</td>
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<td>Reflection: P6I A really enjoying experience, something new for me which shifts my view back on teaching and reflecting on my teaching (other than just the master’s degree). PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 23 - 23</td>
<td>PARTI CIPAN TS INTER ACTIONS THAT SUPPORT REFLECTION</td>
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P8C:
My main professional goal as of today is: P8C Come back to me ELT world with energy (plan, implement activities, assess, etc.) PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all
Position: 31 - 31

What I understand or learned from what was presented, analysed and discussed today. P8C No loop is better that the others. That we see our practice (the edge of it????) PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all
Position: 31 - 31

What I would like to explore further about my practice and new concepts. P8C How to do (adjust) my lesson plan to cope with my students needs and interests. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 31 - 31

Now P8C Plan interesting activities. Reflect on my philosophy and beliefs to reinvent myself as a teacher. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 31 - 31

My most significant reflective moment or realization (being conscious/aware) today: P8C Listening to P7E’s context. I remembered when I was his/her age I used to be as enthusiastic as her/him. Also, after finishing my language courses I was more self-confident about my skills. I would like to come back to the ELT world with the same energy… PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 31 - 31

My most significant reflective moment or realization (being conscious/aware) today: P8C Listening to P7E’ PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 31 - 31

The specific interactions (listening, Q?, comments, feedback) that best guided me to self-reflection today: P8C Listening. Paying attention, not judging, not giving suggestions, not interrupting others, not giving advice, and not bringing my experience. PIP1 - P7E (really PIP1) PIP1-P7E INTROSPECTION written reports-all Position: 31 - 31

Questions I have: P8C Can I choose a topic
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<th>Details</th>
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<tr>
<td>P7E Final Cam Session</td>
<td>P7E: Me! Yeah, so I'm P7E. I would like you to share my experience before and during and after this project. First, I think I had many questions, probably because I am, I still consider myself a novice teacher, even though I have been teaching almost for 4 years. I think that I am at the stage where I'm still learning a lot, and my beliefs or my perceptions about teaching aren't stable or are changing, cuz, I read many different things. I listen to different theories or different comments by other teachers, and I'm still thinking that I'm building that philosophy of what I think is the best teaching or the best way to do things.</td>
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<tr>
<td>DEC. 16, 2017</td>
<td>P7E: Yeah, so I'm P7E. I would like you to share my experience before and during and after this project. First, I think I had many questions, probably because I am, I still consider myself a novice teacher, even though I have been teaching almost for 4 years. I think that I am at the stage where I'm still learning a lot, and my beliefs or my perceptions about teaching aren't stable or are changing, cuz, I read many different things. I listen to different theories or different comments by other teachers, and I'm still thinking that I'm building that philosophy of what I think is the best teaching or the best way to do things.</td>
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<tr>
<td>10 Min. Sharing of Impact</td>
<td>And when we started here, I think that it was very important that the very first session, I decided to share my experience so I could work from the very beginning of the semester with my students and I could use</td>
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the project, that here it came out, in another class in the BA, so that I could make a plan, I could follow what I said I was going to follow here. So, I think that as a result of putting that project into practice, and not just, you know sometimes we teachers think a lot of things about what we would like to do, about all these questions we have, but we don’t really know what to do, or how to do it. So, I think that as a result of this project, I could really make something, and at the end. I feel right now this is the stage where I am, I feel a professional in where I had a lot of questions. I don’t know if you remember but my project was related to speaking, speaking in public, and I could see, I could use a systematic process where first I read a lot, then I designed my plan, and then I implemented it, then I analysed the results, and again the cycle started. It was an action research project. So, I developed two cycles, and in those two cycles I could see really good improvements in my students and that was the most important part for me, and so, I think that after this project I could see at least an option of the way or the path I could follow for the next questions I have or the next things I’d like to research about and that’s what I’m going to take from this.

After these 7 months, I feel a more professional teacher or an expert, at least in my area, or in my context at least in … and I know if someone or somebody comes and asks me: you know, what does it take to teach certain students this skill? I can defend myself or my position, my view with arguments, with theory, with evidence, and I can tell them you know I have done this, this way. So, I think that this can help you.

December 16, 2017

P7E FINAL SESSION TRANSCRIPT verbal (10m) 16 Dec, 2017 Position: 7-7
Also, I think that from these sessions, I learned that I needed to read (voice lowers). I thought I read a lot, but now I know now that I still need to read more, and more and more. We never stop learning. And I don't know, I think that, that anxiety that was at the beginning, like not knowing what to do or how to do it, has decreased, and also what I learned from this was to reflect in a group.

PIP1 - P7E (really PIP1)/PIP1-P7E FINAL SESSION TRANSCRIPT verbal(10m) 16 Dec, 2017 Position: 9 - 10

P7E: And also, what I learned from this was to reflect in a group. I tended to be a very lonely person in the sense of reflecting or sharing the things about my teaching, because of judgmental things or like because of my age, I always found older teachers or more experienced teachers to come and tell me what to do, but that's not the way I think reflection should be. And after these sessions, at least I learned that it could be, reflection can be done in a collaborative way, and it doesn't need to be just a LONELY process but maybe something that you have thought before over a month or well, maybe when you were teaching certain topic or whatever, something came out then you come here, you listen to different comments, and that makes sense! And I don't know how to explain it. Somehow, some comments of my classmates (colleagues) helped me to relate what I had previously reflected on … my colleagues here, my partners, yeah! That helped me a lot.

Code: ● PIP1 - P7E (really PIP1)/PIP1-P7E FINAL SESSION TRANSCRIPT verbal (10m) 16 Dec, 2017 Position: 9 - 10

P7E: Like, I still remember or the most important comment, at least from these 7 months, and after thinking by myself and then coming here and listening to all my classmates (colleagues), is that TEACHING IS SO DIVERSE, and you never know what to do, but somehow you know it! I don't know how to explain it, like there are many options that you can do, many things that you can do, but really teaching is so diverse. And I'm always going to keep in mind what P6I said. That sometimes what we think our students need is not actually what they need but just what they want! (laughter)
So yeah, I think that's what I'm taking. So, two things: becoming more professional in my area, knowing what to do when I have questions, and reflect in a collaborative way.

In the future, what I would like to do is reading more, and I don't know maybe I would like to guide some of these sessions in my own context, cuz at least with me, I have, in my context, I have five more teachers but none of them are really English teachers, some of them studied English, some of them studied just education, some of them are studying in lenguas modernas, or something but they don't know what's involved when teaching a language.

So, I think that somehow this can help them to become more aware of the decisions that they make with their students, cuz at the end of the day, most of their students are my students, so they teach the first levels but then they come to me. So I think that that could help obviously the students more than me, but that's what I would like to do in the future. So I don't know.

P7E: I think that there was another comment that you also did, PH, that was related to listening. WHEN YOU REFLECT, AND YOU LISTEN TO YOURSELF, IT'S DIFFERENT THE WAY YOU REFLECT. IT'S NOT JUST, WHEN YOU WRITE, SOMEHOW, I FEEL LIKE WRITING IS NOT ENOUGH, LIKE, I THINK FASTER THAN THE WAY I WRITE, so when I was listening to other colleagues, I could notice that. There were many things that I was always writing, like I listened to somebody and then I wrote, and I don't know. I just so reflecting in a different way from a different perspective, and I really like it! Cuz, there is no other way to become a better teacher, than becoming a reflective one, and having well-informed decisions. That's it! Yeah!
Reflective Practice through Collective Accompaniment in EFL Teaching Practice in Mexico

P7E: Yes, and I'm thinking at least here (in the CAM sessions) it was very different as you were mentioning, THERE WAS PRACTICE AND THERE WAS THEORY, but over there (referring to the BA program) when just one person knows theory, and then the rest just, you know, after just about practice that would be so different so, so different.

And also, because each person has different, different years of experience. Some of them have 22 years teaching English, and some of them have just started, I don't know.

P7E: If any, what has been the impact of this collective reflective process on your professional life? (positive and negative)

P7E: I've never thought before in becoming a principal or coordinator where I can guide Ts, but now I think I'd like to do it in a near future.

P7E: This is my main professional goal(s) or objective(s) right now: I would like to know more about how my colleagues approach the topic of “learning differences” that I can use in my own context.

P7E: This is what I learned/understood today from what was presented, analysed and discussed in the session: The best ways to begin understanding the problems we have when teaching is by getting informed. Before making decisions, we need to read.

P7E: My most significant reflective moment or realization (being conscious/aware) today: It was interesting for me how teachers...
P7E: My main professional goal as of today: To open my mind to new ways of understanding teaching and implementing some changes into my practice.

P7E: This is what I understand or learned from what was presented, analysed and discussed today: There’s always something from theory that we can incorporate to our own practice, even though what theory sometimes say is not always true or relates to our context. There’s always something we can learn from theory to put it into practice! Even though we have rules to follow in our institution, we can still manage the way to fill the expectations of our principals or coordinator and our teaching beliefs. Although we have difficult contexts where we work, when we go out and see ourselves from “above”, there are always ways to adapt our teaching to our context. We can still make some adjustments for our students and challenge them. Even though we have some challenges, we can still manage the way to fill the expectations of our principals or coordinator and our teaching beliefs.

P7E: My most significant reflective moment or realization (being conscious/aware) today: We are used to routine and habits. Of course, they are beneficial for students, but we can still make some adjustments for our students to get out from that comfort zone and challenge themselves. Although we have difficult contexts where we work, when we go out and see ourselves from “above”, there are always ways to adapt our teaching to our context. We can still make some adjustments for our students and challenge them. Even though we have some challenges, we can still manage the way to fill the expectations of our principals or coordinator and our teaching beliefs.
It is necessary that students know where they are in their language learning process. I say it is necessary because learning a language is not a linear process: it takes time and effort. When we set simpler goals, we can actually achieve them and feel less stressed. “LESS IS MORE.”

P7E: P6l’s comment “It is always this set rooted idea that theory is the truth but what theory says is not always what works the best in our context.” When PH asked P1L if she could try to cover the topics in a different way: one and a half (1 ½) unit one part of the semester and the 1 ½ the other part of the semester.

P7E: It was interesting for me how teachers who have read a lot about language acquisition and learning theories in general still have troubles when seeing its practical aspect (bridging one and another).

Before deciding what I can or cannot do with students, I should become informed about the topic I’m having problems with. What theories / methods / strategies we have covered in the BA can help you to approach / integrate your students with learning differences?

P7E: Thank you! How was your experience as an English student at that school when you were a student at that school? How was it? PIP2 - P6l (really PIP2) PIP2-P6l SESSION TRANSCRIPT verbal (1h29m) AUG 5, 2017 Position: 65 - 65
VERBAL INTERACTION
Involving P7E from a variety of CAM sessions & participants’ comments

P7E: What do you do with those students who are more advanced? You said with the beginning levels you try to make, like you said, like the same level more or less, but what happens with the advanced? don't they get bored? PIP2 - P6I (really PIP 2)\PIP2-P6I SESSION TRANSCRIPT verbal (1h29m) AUG 5, 2017 Position: 90 - 90

P7E: Yes, what disadvantages do you think this technique, or this method that you are using translanguage has for you as a teacher or for students? Like, how can you improve, or you can change those disadvantages for your students to take more advantage? PIP2 - P6I (really PIP 2)\PIP2-P6I SESSION TRANSCRIPT verbal (1h29m) AUG 5, 2017 Position: 113 - 113

P7E: You said you are teaching level 1 through level 4 so, do you still see the same thing when your students are at the level 4? Like, they are still switching the language? What do you do? PIP2 - P6I (really PIP 2)\PIP2-P6I SESSION TRANSCRIPT verbal (1h29m) AUG 5, 2017 Position: 116 - 116

P7E: What other methodologies or strategies can you incorporate into your teaching that you think will work for your context? PIP2 - P6I (really PIP 2)\PIP2-P6I SESSION TRANSCRIPT verbal (1h29m) AUG 5, 2017 Position: 133 - 133

P7E: How do you manage correcting mistakes in your students or what is your philosophy about mistakes in the classroom? What do you do? PIP2 - P6I (really PIP 2)\PIP2-P6I SESSION TRANSCRIPT verbal (1h29m) AUG 5, 2017 Position: 153 - 153

P7E: So far you have mentioned that you have like ideas for gathering some information relating to your students’ production. What about reading and what about listening? Do you have also another idea for gathering information related to that improvement?... or I don't know PIP2 - P6I (really PIP 2)\PIP2-P6I SESSION TRANSCRIPT verbal (1h29m) AUG 5, 2017 Position: 181-181

P7E: Maybe I didn't phrase my question well. I'm going to say it you. So, you said that you would like to gather information at the beginning and at the end concerning your students’ productive skills like when they write or when they speak. What about listening and reading? Would you like also
to evaluate or to assess the progress at the beginning and at the end of the semester? That was my question. PIP2 - P6I (really PIP 2)PPIP2-P6I SESSION TRANSCRIPT verbal (1h29m) AUG 5, 2017 Position: 184 – 184

P7E: How many times a week do you see your students? 5A: Three times a week.
P7E: For how long? 5A: 45 minutes
P7E: And how do you evaluate them? Do you need to do something special? PIP3 - P5A (really PIP4)PPIP3-P5A SESSION TRANSCRIPT verbal (2h27m) Sept 2, 2017 Position: 60 – 64

P7E: Do you assign grades? PIP3 - P5A (really PIP4)PPIP3-P5A SESSION TRANSCRIPT verbal (2h27m) Sept 2, 2017 Position: 66-66

[01:11:42] P7E: You have mentioned that you have worked before with some students who have had learning needs. How did you know you have achieved your goals with those students? Yes, how did you know that you have achieved your goals? I have another question. What's the relationship between your students with these learning needs and their classmates and their teachers? PIP3-P5A (really PIP4)PPIP3-P5A SESSION TRANSCRIPT verbal (2h27m) Sept 2, 2017 Position:91-95

P7E: P5A, what would you like to discover or how would you like to discover how your, what your students' limitations and potential are? How could you do it? How could you discover your student's limitations and also their potential? PIP3 - P5A (really PIP4)PPIP3-P5A SESSION TRANSCRIPT verbal (2h27)Sept 2, 2017Position:131-133

P7E: What theories or methods or strategies that we have covered in the B.A. can help you to integrate those students with these learning differences in your context? Yes, related to language acquisition or learning in general. PIP3 - P5A (really PIP4)PPIP3-P5A SESSION TRANSCRIPT verbal (2h27m) Sept 2, 2017 Position: 137-139

P7E: How do you think that having students with learning differences may influence the way you deliver instructions? PIP3 - P5A (really PIP4)PPIP3-P5A

THAT SUPPORT REFLECTION PARTICIPANTS INTERACTION

PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION

LEVEL 5: beyond classroom practice outer dimensions

PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION

PARTICIPANTS INTERACTION THAT SUPPORT REFLECTION
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<tr>
<th>Session Transcript Verbal (2h27m) Sept 2, 2017 Position: 195 – 195</th>
<th>That Support Reflective Practice through Collective Accompaniment in EFL Teaching Practice in Mexico</th>
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<tbody>
<tr>
<td><strong>P7E:</strong> From the discussion we had, I think that what I took from here is that making any decision concerning our students' learning process, we really need to know, or we really need to get informed about what the problem our students are facing is. And just by knowing a little bit about that specific problem can help us quite a lot to know which path to follow, so it doesn't matter if (not clear), for instance, is interested in learning needs, or I am interested in speaking, but we both need to get informed.</td>
<td>Patricia Houde 2018</td>
</tr>
<tr>
<td><strong>P7E:</strong> I also like to share that Mexico's system is not ready for handling these kinds of problems. Probably, as P4J was mentioning his/her example, five years ago when s/he was at elementary school, her, the principal of the school didn't know what to do. So, if we as teachers, we don't have these leaders all who are well informed, then who can help us? Who can guide us? We are lost. Everything is on the teacher's responsibility and intuition, yes. We are just trying, but but we need also well-informed leaders.</td>
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<td><strong>P7E:</strong> So, the time we want to integrate them, we are also contradicting ourselves because they are still need special education.</td>
<td></td>
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<td><strong>P7E:</strong> Yeah, and it's something that happens to everyone. Everybody has one student..... participants are talking about strategies and contexts.</td>
<td></td>
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<tr>
<td><strong>P7E:</strong> Whatever works. Yes, I know!</td>
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**SESSION TRANSCRIPT verbal (2h27m) Sept 2, 2017 Position: 236 – 236**

**P7E:** I also like to share that Mexico's system is not ready for handling these kinds of problems. Probably, as P4J was mentioning his/her example, five years ago when s/he was at elementary school, her, the principal of the school didn't know what to do. So, if we as teachers, we don't have these leaders all who are well informed, then who can help us? Who can guide us? We are lost. Everything is on the teacher's responsibility and intuition, yes. We are just trying, but but we need also well-informed leaders.

**SESSION TRANSCRIPT verbal (2h27m) Sept 2, 2017 Position: 246 - 246**

**P7E:** So, the time we want to integrate them, we are also contradicting ourselves because they are still need special education.

**SESSION TRANSCRIPT verbal (2h27m) Sept 2, 2017 Position: 251 – 251**

**P7E:** Yeah, and it's something that happens to everyone. Everybody has one student..... participants are talking about strategies and contexts.

**SESSION TRANSCRIPT verbal (2h27m) Sept 2, 2017 Position: 257 - 258**

**P7E:** Whatever works. Yes, I know!
| Remarks from other participants about P7E's interactions | P7E | P5A: The questions asked were very useful. For example, P7E’s questions reminded me the theory I already know. P9J’s questions allowed me to think in terms of the new trends and research related to the topic. PIP3 - P5A (really PIP4) - PIP3-P5A 24h reflection | Position: 4 - 4 |
| - | Partici PANTS INTER ACTIONS THAT SUPPORT REFLECTION | PARTICI PANTS INTER ACTIONS THAT SUPPORT REFLECTION |
| | P5A: The specific interactions (listening, Q?, comments, feedback) that best guided me to self-reflection today: PH’s questions related to these resources I have. P7E’s question about the theory learnt from the BA and about making a diagnostic their knowledge / needs. P6I’s question on using other sts to support their learning. P6I’s questions on benefits of the giving of the instructions before the material is hand it over. P9J’s question about using activities that promote student centered classes. | PIP3 - P5A (really PIP4) - PIP3-P5A INTROSPECTION written report-all Position: 19-19 |
P7E’S INTROSPECTION REPORT ON THE DAY WHEN PARTICIPANT PRESENTED PIP RIGHT AFTER THE SESSION

<table>
<thead>
<tr>
<th>What I understand or learned from what was presented, analysed and discussed today. P7E</th>
<th>What I would like to explore further about my practice and new concepts. P7E</th>
<th>What I can adjust in my EFL/ESL teaching practice to benefit my students?</th>
<th>What I would like to adjust, reinvest and experiment (apply) in my own EFL teaching context?</th>
</tr>
</thead>
<tbody>
<tr>
<td>That simple steps can make a difference. We as teachers are very ambitious but we forget to keep things simple. Taking small steps can help us quite a lot.</td>
<td>I would like to look for more strategies or simple activities that I can bring to the class, that are not time-consuming but can be beneficial for my students.</td>
<td>The way I plan my lessons (the order I present things). How I am going to present activities to my students the first half of the semester. I know I need to incorporate things to my class for my sts to produce the language.</td>
<td>To take time (cronómetro) so my sts can become more fluent.</td>
</tr>
<tr>
<td>My most significant reflective moment or realization (being conscious/aware) today: P7E</td>
<td>The specific interactions (listening, Q?, comments, feedback) that best guided me to self-reflection today: P7E</td>
<td>Questions I have: P7E</td>
<td>Reflection: P7E</td>
</tr>
<tr>
<td>We think in problems in the classroom as huge problems and we stay in that level. We don’t think on what we can actually do. Now, I know what I can really do!!!</td>
<td>P2S’s and P4J’s comments about specific things I’d like to implement in class. That brought me back to reality!</td>
<td>What else I can do to bring these opportunities to my sts, so they can speak fearlessly?</td>
<td>I’d like the way more experiences teachers helped to dig inside of me, so I can come out with answers by myself.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>At the end, it was there, nowhere else!</td>
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</tbody>
</table>

P7E - FINAL SESSION #6: DECEMBER 16, 2017. PARTICIPANTS’ INDIVIDUAL WRITTEN REPORT: P7E

1. Why did you decide to take part and get involved in this research study? *Because I wanted to grow professionally. I wanted to become an expert in my school.*
2. How did your reflection emerge while you were involved in this Collective Accompaniment Model process? *Sometimes when I was in the sessions there was a couple of comments that helped me to reflect, sometimes some comments related to some previous thoughts I have done before (over the week or during the semester).*
3. What was the nature (type) of the reflections that emerged for you during this process? *Most of the time the type of reflection was related to my philosophy when teaching. I mean, who I was, who I wanted to be and why.*
4. What types of interactions were most useful to support your self-reflection within the CAM?

Some comments of my partners (colleagues), definitely. Most of the comments I found helpful were those that showed reflection on my classmates and well-informed decisions.

5. Was there a specific “eureka” moment for you during the process or was your reflection process gradual?

I think that is was a gradual one that finished in “eureka” moments. One of the most important moments was when we discussed that many of the things our sts think they need does not actually correlates to their real needs.

6. If any, what has been the impact of this collective reflective process on your professional life? (positive and negative)

I've never though before in becoming a principal or coordinator where I can guide Ts, but now I think I'd like to do it in a near future.

7. Has there been any specific, concrete, and tangible (visible/nonvisible) adjustments and actions in your professional life and practice? Please give specific information.

Yes. A model for supporting advanced sts to prepare their presentation in English. That model was divided into two main parts: preparation and practice stages.

8. Are there new resources or tools that you have been able to access, create, or develop in your teaching practice as a direct result of your participation in this research study?

Yes, I have set aside time for practicing oral skills and helping my sts to feel safe when speaking. As a result, for their final exam my 8 sts did very well (outstanding). Even though it was very exhausting, it was worth it.

9. How did the group, and the individuals in the group, influence you or reflective process? (what role did the “other members” play in fomenting your reflection)?

They shone a light on things I have reflected before or helped to reflect on new ones.

10. Do you think that the CAM should be adjusted to our specific Mexican context? If so, how? If there is anything you could change to make the CAM better, what would it be?

Maybe time. I mean, Ts (English Ts) should be given some time in their context to start doing something like this in a systematic way.

11. Should this type of “collective reflective practice” sessions be offered on a regular basis for ESL/EFL teachers here in Mexico? Please explain why?

Yes. I think that way we can help English Ts to complete the projects they want to do in their contexts.

12. At this moment, what is your main/general/long term plan/goals/objectives to fit your needs and professional context, and what are your specific/short term goals/objectives?

My main goal is to find my teaching philosophy. To find one that I feel comfortable with and know why I do it (not just because I was said so).

13. The new knowledge that I have learned today from what was presented, analysed and discussed:

Teaching is a never ending process, but through practice and organization (following a path), it can be improved in observable manners.

14. Today, my most significant reflective moment or realization (consciousness/awareness):

Ts (colleagues) who were in here participating give always more from what they receive. “Teaching involves renewal, willingness to renew.”

15. This is what I can and want to adjust and reinvest now in my EFL teaching practice:

Now, I can follow a structure process through which I can ... the answers I need for my teaching.

16. This is what I would eventually (later) like to adjust, try, reinvest, apply and experiment in my teaching context:

I'd like to experiment on the beliefs I have about teaching vocabulary in a more effective way. How could sts learn words faster, easier?

17. This is some areas I would like to explore further in my teaching practice, as well as new concepts I would like to investigate about:

I'd like to look for ways to examine/assess my sts by lowering the psychological part this involves. I want them to feel better!

18. Today, the specific interactions (comments, feedback, questions) that best guided me to reflect:

When most of us shared we need to become better teacher by informing ourselves, reading, renewing.