**TITULO**
PROFESSIONAL DEVELOPMENT: AN ENGLISH TEACHER SELF-REFLECTIVE PRACTICE

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**PALABRAS CLAVES**
Self-reflection, Professional development, Teaching practices, Growth and development, Reflective questions.

**DESCRIPCIÓN**
This study bases on the necessity to reflect upon my teaching practices to transform progressively my actions as a teacher. The basis of such self-reflection are the study of three stages of professional development analyzed through six levels of reflection and their corresponding questions, all of these elements described on ten charts that contain my reflections based on teaching journals and video recorded lessons transcriptions. The analysis of these data take me progressively to the transformation on my conceptions and teaching practices in an approach that is not only professional but also quite personal. This study determines the first approach to a more formal PD process that needs to continue in the implementation and monitoring of the conclusions obtained and also through the perceptions students may have about these new strategies.

**CONTENIDO**

**INTRODUCCIÓN**
Constant reflection allows a personal analysis about positive or negative experiences. In the professional field, reflections are constantly used to promote improvement and should not be considered as less important because of their innermost nature. When a more personal point of view is involved in reflections, is when reflection associates to observation and self-evaluation in agreement with the interests from the practitioner. The professional educative context is quite related to self-reflection because teaching should not be a static matter and this may be the main reason why teachers are not always comfortable with the strategies they are implementing in their classes or the way students respond to those strategies.
**JUSTIFICACIÓN**

The importance of this study not only lies in educational but also personal traits. First, this research intends to emphasize on PD as teacher-led development. Second, as for the concepts of reflection, reflective practice and self-reflection, the main contributions of this research are in the analysis of different reflective and learning models. Specifically, the contrast between Korthagen and Vasalos (2005), Korthagen (2010) and Kolb (1984) proposals on PD, growth and learning provided a more profound vision of self-reflection with an emphasis on PD that reveals and determines my professional traits and some identity issues behind my teaching practices. Last, this research has a deep meaning in my educational process as an EFL teacher who decided to confront her own worries to take advantage of them and to transform her point of view through self-concept and self-reflection exploration.

**PROBLEMA**

Some characteristics in my practices directly influenced students attitudes and their results in my lessons, which lead me to the reflection upon the fact that before questioning my students shortcomings, I needed to revise my own attitudes and actions which contributed to this results The inner conflict caused by this realization, led me to be more conscious on the necessity to reflect upon my teaching practices characteristics and about the origins of the involved problematic situations and so probably improve and transform my future actions as a teacher.

**OBJETIVO GENERAL**

To transform the traits on my teaching practices and professional development emerged during self-reflection

**OBJETIVOS ESPECÍFICOS**

- To unveil my hidden practices that lead to the self-reflective approach in this study.
- To appropriate Kolb’s (1984) and Korthagen’s (2010) reflective models characteristics to give structure to my self-reflection.
- To reflect upon the emergent traits in my teaching practices found in my lessons journals and videos.
- To make evident the corresponding levels of development in my teaching practices to revise their relevance and possibilities for improvement.

**MARCO TEÓRICO**

The theoretical framework in this study, emphasizes on PD as related to the teacher context and her willingness to reflect upon herself in search for an improvement that connects personal and professional interests (Richards & Farrell, 2005; Fandiño, 2010; Abad, 2013). Self-reflection is as fundamental element in PD because it permits an approach to experiential knowledge (Wallace, 1991; Kolb, 1984) through different levels such as environment, behavior, competences, beliefs, identity and mission (Korthagen, 2010).
Experiential learning theory of growth and development (Kolb, 1984) and the onion model (Korthagen, 2010) were joined in the present study to determine my PD characteristics according to divergent, assimilative, convergent and accommodative knowledge and to reflect upon such characteristics having in mind the different levels above mentioned.

**METODOLOGÍA**

The methodology in this research follows qualitative practical action research cycles (Mills, 2011, cited by Creswell, 2012) with an identification of an area or focus to study, a data collection, an analysis and interpretation of data according to theory and the development of an action plan. In the data analysis and findings chapter, I present the four research cycles including Kolb’s (1984) levels of growth and development (acquisition, specialization and integration), their connection to the levels of reflection: environment, behavior, competences, beliefs, identity and mission. (Korthagen, 2010) and the subsequent categories “Feelings related to actions”, “Reflection towards selfhood”, “Reflection based on interaction” and “Reflection to transform”. For the achievement of the objectives in this research, I collect data through empirical methods such reflective journals and videos, theoretical methods such as induction, deduction, logical and historical synthesis and metatheoretical methods in the use of explanatory sequential method to analyze the data.

**RESULTADOS**

The findings in this study suggest that high-order observations and high-order actions are two levels of development I achieve thanks to the research process. In the first case I go from being an observer to a reflective practitioner and, in the second case thanks to such reflective process I go from the observation of difficulties in my behavior to small actions that made big changes in the observed lessons.

High-order sentiments come from affective complexity in concrete experience (Kolb, 1984) and even though I tried to know how students felt in my class, what strategies would have worked for them, etc., the “feeling- oriented” characteristic of my divergent style, is not enough to achieve the necessary PD stage if that worrying does not follow a process or is not even used in the lessons.

High-order concepts come from symbolic complexity in abstract conceptualization, however the assimilative style, in which the learner theorizes about several ideas that need to be less practical and more logical and precise, is the one style I do not have any characteristic. This means this work style does not permit to create high-order concepts because there is no tracking of my ideas or behaviors to improve my work throughout several lessons or terms.

**CONCLUSIONES**

This experience became little by little a more personal approach to the decision on the traits that would be beneficial to continue with and on others that needed be left for good. This is why, once Teacher-led PD is established as a practice in teaching, it involves also a compromise to the context conditions because of its transcendence in the social functions of the teachers.
This research became in the opportunity to overcome the fears involved in the acknowledgement of my real, unreal and potential mistakes and also in the recognition of the origins of such fears and the possible strategies to solve those situations. What I believed (convergent learning) about me as a teacher and as a person modified my practices and showed me I was in a hurry to control everything what occurred in my classes and as I found it impossible, I tended to establish poor goals that did not relate to my students’ and my own level of performance.

The reflective questions (Korthagen, 2010) that facilitated the process of revision in each one of the stages of development need to be continuously connected to my teaching practice reflection from now on because this study has made evident that those questions allow a deeper and more objective understanding of the traits that may drive or hold back my professional development in the near or distant future.

RECOMENDACIONES

Even though it was very interesting and enriching to carry out this study about self-reflection and PD, it could be also beneficial for the community to do research on these topics based on the work of all the teachers in one area or subject. This research can, up to some point, be a guide for those who are interested in finding answers provided by the educational context and not just by existing theories, a guide based on self-reflection. An initial and later reflection about what is expected to happen during the lessons and what actually occurs, opens a door to a continuous analysis around the possibilities of changing and around what kind of implications these transformations would have in context. Having a reflective practice appropriated as part of the daily methodology used in class, may become a solution for the enquiring teacher who is always looking for a new way to improve and to help students to develop their skills.

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Introduction

Human beings have several characteristics which have permitted them to survive and continuously evolve. One of those features is the daily act of reflection (Domingo & Gómez, 2014) upon any important event and so upon the details involved in such event. This constant reflection allows a personal analysis about what seemed to be positive around the revised experience or, quite the opposite, about what was totally wrong or was lived as an uncomfortable circumstance to be avoided or changed in future experiences.

In the professional field, reflections are constantly used as a way to promote improvement in personal or work aspects (Schön, 1998) that may influence any professional performance and should not be considered as less important because of their innermost nature. When a more personal point of view is involved in reflections, these go beyond the systematic everyday activity that is when reflection becomes a deeper commitment that should involve a constant observation and self-evaluation in agreement with the professional development interest from the practitioner (Schön, 1998).

To be more specific, the professional educative context is quite related to self-reflection because even with a set of rules and steps on how to plan a lesson, how to teach unequivocally or how to build the perfect lesson; teaching should not be a static, unmovable or fossilized matter (Chaves & Guapacha, 2016) and this may be the main reason why teachers are not always comfortable with the strategies they are implementing in their classes or the way students respond to those strategies.

These are precisely the thoughts that guided the intention of the present project to analyze my teaching practices and professional development characteristics that emerged during self-reflection. Then, the research problem was established having in mind my past and present
experiences as teacher of English as a Foreign Language (EFL). Regarding my role as a learner in the past, in 2003, I started going to the university with the objective of learning English as it was the subject that interested me the most since I was at school. At the university, I had the opportunity to learn about English from different points of view; grammar exercises, listening activities, literature studies and writing processes. Nevertheless, I had some problems regarding a particular aspect. Most of the times I was afraid of talking in front the class, which seemed something strange for someone who is studying to become a teacher. Fortunately, from ninth to tenth semesters, I had my teaching practice as a student teacher with two groups of adolescents and it was then that I realized the mentioned obstacle was not a real one, because when I had to prepare and develop my practice classes I faced the situation with a very different attitude, I did not have excuses to avoid the situation, my worries were not related to myself but about the students’ process to achieve the proposed goals.

In 2009 I worked at a school in Suba area, located in the North West of Bogotá. There, I had to teach classes from fifth to eleventh graders, which implied a huge effort having in mind lesson planning, workshops and homework grading, academic workload and lack of experience in that kind of practices, which additionally demanded a good group management from me since I had about forty students per class.

In 2010, I got my current teaching position in the Secretaría de Educación Distrital, which implied the beginning of a different stage in my major and professional obligations regarding the dynamics I was used to develop regarding teaching practices, planning lessons, work hours, and schedules. In that same year, I started working at Juana Escobar School where I still work, and which is a public institution located in San Cristóbal area which PEI (Institutional Education Project) establishes as pedagogical model being the latter meaningful learning that is described as an approach that contributes to the learning process through the relation the students establish
between previous and present knowledge with the help of the teacher who fosters such process by means of different strategies. Juana Escobar School has three branches: A, B, and C, and two shifts. I belong to A branch in morning shift, which has the following particularities: a ten-day schedule, three academic hours of English subject from sixth to tenth during the ten-day schedule and three English teachers from sixth to eleventh grade.

Through my six years of experience in that institution, I have developed different strategies together with my work group, to help my students with the foreign language learning, such as class workshops, Saint Valentine’s celebration, English Day commemoration, etc. However, I was not satisfied with some of the dynamics and development of my classes, some students’ attitudes towards my class, the results learners obtained in evaluations and workshops or even the fact that I felt my classes were not engaging enough for students since they did not seem to be interested in developing the proposed activities or homework. Taking my perceptions into account, I designed a survey (Appendix A), answered by 82 students that I considered could provide a different perspective about my impressions.

After I analyzed my students’ opinions (Appendix B and C), I realized that in general terms, most of the students related teaching to transmission of knowledge and learning to acquisition and memorization of knowledge. In terms of teachers features, most of the students considered that an admirable teacher is mainly patient, gives clear explanations, amuses and respects her students, and that an expert teacher is strict, has a knowledge of the subject she teaches and knows how to explain to her students. As for the expertise of an English teacher, most of the students considered three main characteristics: to know about English, to be patient and to explain accordingly to the instructions or assignments. Considering characteristics of my teaching most of the students stated that I tried to facilitate their English learning through the activities I planned, however even when they acknowledge their attitudes contributed to their
English learning process, some students argued that sometimes my bad temper and constantly changing the topics we were studying affected on their process. When questioned about the manners in which I could facilitate their learning, students suggested games, videos, presentations and a more amusing behavior, maybe in terms of familiarity with them. Finally, they chose as the most remarkable features in me as a teacher, respectfulness, my attention to them, the explanations I provide, my responsibility, my patience and creativity, however some students perceived me as a teacher who does not know how to approach to students and who is not strict at all.

The analysis of these results, deeply explained on Appendix B, confirmed the ideas I had about my practice. This meant that there were some characteristics in my teaching practice that directly influenced students attitudes and results in my lessons, which lead me to the reflection upon the fact that before questioning students about their possible shortcomings, I needed to deeply revise my own attitudes and actions which contributed to the results I did not want to obtain during and after my lessons. The inner conflict caused by this realization, led me to be more conscious on the necessity to reflect upon my teaching practices characteristics and about the origins of the involved problematic situations and so probably improve my future actions as a teacher. Reflection is fundamental in this research because “to understand classroom practices it is necessary to understand teachers’ conception of teaching and learning, as well as the sources of influence that shape such conceptions” (Tsui, 2009).

The importance of this study not only lies in educational but also personal traits. First, regarding professional development (PD), this research intends to emphasize on a different perspective of the concept. PD is here understood as teacher-led development (Mora, Trejo & Roux, 2014) that permits teachers to establish a balance between the institutional and their personal interests in favor of professional and inner growth.
As for the concepts of reflection, reflective practice and self-reflection, the main contributions of this research are in the analysis of different reflective and learning models such as Wallace (1991), Domingo and Gómez (2014), Korthagen and Vasalos (2005), Korthagen (2010) and Kolb (1984), in search for the elements that could provide a methodological approach to the objectives of this research. Specifically, the contrast between Korthagen and Vasalos (2005), Korthagen (2010) and Kolb (1984) proposals on PD, growth and learning provided a more profound vision of self-reflection with an emphasis on PD that revealed and determined not only my professional traits but also some identity issues behind teaching practices.

Next, an educational community where teachers are continuously striving to achieve more ambitious professional and personal goals would enrich its values and change perceptions about learning and teaching rules, leading to the disposition to introduce and to keep practices that contribute to the institutional welfare. PD and self-reflection imply a shift in the problematic situations (Domingo & Álvarez, 2014) postulated in the previous section of this document, building my awareness about the attitudes I have as a teacher, as well as my expectations and conceptions around my roles and my students’ roles in my classes.

Last, this research has a deep meaning in my educational process as an EFL teacher who decided to confront her own worries to take advantage of them and to transform her point of view through self-concept and self-reflection exploration, and also as a woman who asked the opportunity to reopen her beliefs and attitudes about herself and others and about some postures towards her present or future life as a professional, as a leader who is assuming a new role to transcend from personal into institutional or social matters. Self-analysis, self-understanding and transformation are not challenges every teacher wants to accept; through them many mistakes and misconceptions can appear and when immersed in this need for change mediated by systematic reflection the teacher may discover herself in the process of what Albert Bandura
defined as Self-efficacy (1977), that is, “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments”.

To revise the state of art of PD and self-reflection in the present research, it was necessary to elaborate the literature review in the international, national and local contexts to establish the connection between other researchers’ concepts and findings about PD and self-reflection and the objectives and findings in this study.

To begin with international literature, Alibakshi & Dehvari (2015) carried out “EFL Teachers’ Perceptions of Continuing Professional Development: A Case of Iranian High School Teachers”, the authors concluded that CPD has to be understood as improving skills relevant to context and as lifelong specialized growth determined by cognitive and emotional eagerness to research and learn, so CPD encourages teachers and permits their professionalism to keep on going until their retirement.

In “English Language Teachers’ Professional Development and Identities”, a case study developed at the Universidad Autónoma de Tamaulipas language center, Mora, Trejo and Roux (2014) analyzed the concept of PD and interconnected it to identity and agency. The researchers made emphasis in PD as teacher-led development in which “teachers actively participate in their own professional development by designing paths based on their preferences, beliefs, and perceived needs”. Mora, Trejo and Roux (2014) conclude that teachers may be willing to engage in PD programs, though the levels of interest may vary since some teachers may respond “more agentically” in what relates to such programs. Teachers’ involvement greatly determine institutional PD management. PD analysis and incidence in teachers’ interests imply to know and to understand their identity traits and to determine their precise levels of agency.
In Colombia, several studies have explored the concept and characteristics of PD. An example of this is the Colombian Framework for English (COFE-ELTO Project) (Rubiano, Frodden & Cardona, 2000). COFE-ELTO (Cárdenas M.L., González A., Álvarez J. 2010) covered dimensions of teacher education taken from Freeman (1989); from O’Brien (1981) and Wallace (1991) and incorporated several elements in pursuit of an innovative PD, highlighting teachers’ personal aspects and reflection as fundamental in professional growth. The importance of this project lies in the fact that it was the point of departure for a later research interest in teachers’ PD, what motivated teachers to receive more support in what refers to economic and social conditions in their communities and similarly, to participation in research that, according to the authors, is what at the end turn teachers into actors among their communities Cárdenas et al. (2010).

Another example, is the presentation Vergara, Hernandez and Cárdenas (2009) do around the “Classroom Research Seminar of the Teacher Development Program in English at Universidad del Valle” in which they intend to explain the focal points and difficulties found during that experience. The authors state that the main characteristic of teachers’ PD is that they decide when and how to involve in research and that methodology, population to work with, time and other details are teachers’ choices. Vergara, Hernández and Cárdenas (2009) highlight also the importance research has in teachers PD, because the former permits teachers to approach to their own thoughts and considerations through the steps followed to achieve the proposed goals they state at the beginning of their projects.

In the same line, Castro and Martínez (2016), carried out a study at Universidad del Tolima called “The Role of Collaborative Action Research in Teachers’ Professional Development”, where they argue that writing journals was an opportunity to reflect upon the research process and upon their attitudes towards their own teaching practices. The authors
concluded from their inquiry that through PD teachers allow themselves to go further in their present pedagogy, methodology and didactics to intervene the precise conditions in their contexts in a free, everlasting task that goes beyond training or colleagues’ meetings to become a part of the teaching practices.

A different line of PD is presented in “Critical Reflection as a Strategy for Professional Development” a research carried out by Romero and Valero (2014) at Universidad Libre. The researchers state that this study provided them opportunities to move among different levels of reflection and consequently their lessons became less teacher-centered and also, that they were willing to include continuous changes in their practices mediated by their theoretical knowledge. The researchers conclude that reflective teachers cause a great impact on students learning processes as well as may become agents in social changes and promoters of PD, even though “It requires from teachers a high level of self-esteem and self-confidence to recognize and accept their weaknesses and strengths as a basis to grow professionally”.

In the other hand, several researchers have made important contributions to PD related to reflective teaching. For instance, in the international context, “Guided reflection for supporting the development of student teachers’ practical knowledge”, (Leijen et al., 2014), describes the process of guided reflection based on the concepts of reflection Schön (1983), Dewey (1933) and Husu et al. (2008) proposed. The participants concluded that observing their own lessons allowed them to realize on aspects they could improve and that their self-confidence increased since their recorded classes had more positive aspects than they had considered to have, and finally that watching a recording of themselves acting in a determined manner was a proof of aspects to improve they could not ignore in future lessons. As for oral and written reflections, the participants stated that the stages of guided reflection permitted a deeper analysis since the proposed questions led to new ideas about their teaching practices. The researchers concluded
that most of the participants considered self-related thoughts and feelings were the most important part in their experience and that the research helped them to be aware of some of their weaknesses and to promote the correlation theory and practice more easily.

In a similar study, "Reflection On Teaching: A Way To Learn From Practice", Sööt and Viskus (2015) studied possible problematic situation in practical teaching and the levels of reflection developed regarding core reflection (Korthagen & Vasalos, 2005).

The researchers mention the ALACT model to reference that it provides structure to reflection, however this model did not provide the content the practitioner would reflect about. This is the reason why Sööt and Viskus (2015) propose the onion model (Korthagen & Vasalos, 2005) as an extension for the ALACT model since the former includes six levels: environment, behavior, competencies, beliefs, identity and mission. The conclusion of the study evidence that the participants had problematic situations related to the self since they focused on outward situations, the researchers consider that this focus would not permit more self-regulated teachers that promote a more self-regulated learning among students, however it is possible for the practitioner to achieve a perspective from the inside through reflection.

In national context, Insuasty and Zambrano (2010) carried out an action research at Universidad Surcolombiana called “Exploring Reflective Teaching through Informed Journal Keeping and Blog Group Discussion in the Teaching Practicum”, a report of the empowerment of six student teachers as reflective practitioners, evidenced through the use of journals, blogs, metaphors, conferences and a questionnaire. After the intervention, student teachers could associate reflective teaching to teacher PD in their disposition to revise beliefs, to document teaching practices, to interpret the aspects that determined their practice, to contrast theories and practice, to identify actions to be improved and to identify possible solutions that influenced those actions with the corresponding follow-up of the results.
In a more local context, we find Fúquene and Parra (2014) who in their qualitative action research “A Mirror Reflecting Teaching Practices”, explored the effect of peer feedback over reflective teaching and the necessity teachers have to see, not only students’ blunders but their own. The authors considered PD permits teachers to think about themselves having positive or negative influence in their own practices and conclude reflective practice is an opportunity to enhance PD in the recognition of the real situation of teachers’ practices and its analysis to propose contextualized solutions.

Throughout these proposals it has been emphasized the fact that reflection and PD are closely linked because introspection about practices, beliefs and concerns of teachers, would lead to a new posture regarding those conditions and consequently to a PD that becomes a constant for the educator.

With these concepts in mind, I decided to propose self-reflection as the path that would lead to such development. In view of this, the question in this research was: What does self-reflection reveal about my present teaching practices and my professional development?

The object of study is English as a Foreign Language teaching practices and the field of action is Self-reflection on English teaching practices and professional development.

To answer the research question, I have set as general objective to analyze the traits on my teaching practices and professional development emerged during self-reflection and as specific objectives, to unveil my hidden practices that lead to the self-reflective approach in this study, to appropriate Kolb’s (1984) and Korthagen’s (2010) reflective models characteristics to give structure to my self-reflection, to reflect upon the emergent traits in my teaching practices found in my lessons journals and videos, to make evident the corresponding levels of development in my teaching practices to revise their relevance and possibilities for improvement.
The scientific tasks in this study were characterization of my teaching practices, identification and appropriation of the theoretical framework of the project, self-reflection around the collected data, and contrast of the reflective models and my practices.

The theoretical framework in this study, emphasizes on PD as closely related to the teacher context and her willingness to reflect upon herself in search for an improvement that connects personal and professional interests (Richards & Farrell, 2005; Fandiño, 2010; Abad, 2013). Self-reflection is as fundamental element in PD because it permits an approach to experiential knowledge (Wallace, 1991; Kolb, 1984) through different levels such as environment, behavior, competences, beliefs, identity and mission (Korthagen, 2010).

Experiential learning theory of growth and development (Kolb, 1984) and the onion model (Korthagen, 2010) were joined in the present study to determine my PD characteristics according to divergent, assimilative, convergent and accommodative knowledge and to reflect upon such characteristics having in mind the different levels above mentioned.

The methodology in this research followed qualitative practical action research cycles (Mills, 2011 cited by Creswell, 2012) with an identification of an area or focus to study, a data collection, an analysis and interpretation of data according to theory and the development of an action plan. These steps were not followed in the same order proposed by Creswell (2012) since as evidenced in the methodology chapter, the research cycles allow to go back and forth between them. In the data analysis and findings chapter, I presented the four research cycles including Kolb’s (1984) levels of growth and development (acquisition, specialization and integration), their connection to the levels of reflection: environment, behavior, competences, beliefs, identity and mission. (Korthagen, 2010) and the subsequent categories “Feelings related to actions”, “Reflection towards selfhood”, “Reflection based on interaction” and “Reflection to transform”. For the achievement of the objectives in this research, I collected data through empirical
methods such reflective journals and videos, theoretical methods such as induction, deduction, logical and historical synthesis and metatheoretical methods in the use of explanatory sequencial method to analyze the data.

Conclusions and further research emphasized on the present characteristics of my PD and on the areas to work on having in mind the findings. This research was the first approach to a more formal PD process that needs to be continued.

This project is a way to motivate further research in related to reflection in teaching practices since it is undoubtedly a concern for every teacher who wants not to become an ordinary teacher. This study began as a reflection upon my teaching practices and transcends into my professional development as an EFL teacher. Regarding the main constructs of this study a contextualized perspective around PD and self-reflection will provide an introductory approach to these two concepts, described in more detail on the theoretical framework.

The next chapter sets out the theoretical support for the concepts of professional development (PD) and self-reflection following the line of a reflective approach on behalf of my professional development as an EFL teacher.
2. Theoretical Framework

The present chapter provides the definition, of the main concepts that related to the research question and objectives in this project. These constructs are certainly connected to my concern as an EFL teacher around the apparent disconnection between the didactics and objectives implicit in my lessons, and the didactics my students and I consider, need to be developed to achieve a progress not only in academic but also in personal matters.

As for the concept of professional development (PD) it is necessary to ponder that being a teacher is directly linked to continuous learning; it is the reason why English teachers consider that this education experience is significant if they want to keep up with the world professional standards (Alibakhshi & Dehvari, 2015) and to fulfill their personal goals. For Vergara, Hernandez & Cárdenas (2009), PD involves “updating in what relates to analysis, comparison, reflection and implications of what is learned”, that is to say, a huge compromise that expands the possibilities for learning through action and for finding that knowledge in each practice situation. To go more deeply into PD components and evolution, it is essential to make a theoretical coverage of the concept.

PD is fundamental regarding the education of more reflective teachers (Castro & Martinez, 2016), it is a process in which teachers involve freely because of their willingness to transform up to some point their conceptions of pedagogy, methodology, and didactics, which will eventually modify their context in a trial of change, evaluation, and adaptation. Nevertheless, this disposition to renovate requires a surpassing of existent theories to analyze the specific teaching context, and to reflect upon the teaching practices. PD programs may be based on teachers’ needs taking into account their realities as “learners of their teaching” (Giraldo, 2014) in a constructivist perspective of learning that allows to differentiate not only what the
teachers do but also what they already know, what are their experiences and beliefs regarding teaching and learning.

Richards and Farrell (2005) describe PD as related to long-term goals and as a facilitator for teachers’ to discern the way they teach and even the understanding of themselves as teachers. This finding out associate to the exploration and reflection upon teaching practices characteristics, the revision of beliefs, values and principles and peer collaboration. The authors emphasize in the fact that PD is a matter that may have several beneficial consequences in teachers’ learning, however they suggest that PD transcend personal and individual concerns to generate a more theoretical or social impact. These interests give PD two perspectives, individual and institutional.

As for the individual perspective, Richards and Farrell (2005,9) state that teachers are interested in promoting a continuous relation between theory and practice, advancing their skills so that they are confident during their lessons and consequently achieving better results with their students. Besides this what the authors define as teacher personal development embrace other areas such as subject-matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of curriculum and materials and career advancement. The authors go further in mentioning some recommendations for those teachers who are willing to implement PD in their own practices. Teachers need to define short and long-term goals during their progressive development, choose a strategy (self-monitoring, peer-observation) that will eventually reveal the topic in which the teachers will center their PD. After this, teachers may discover that they need help from people who have already been involved in any PD program; they may select a work team, set achievable goals in a determined amount of time and finally, evaluate the learning and present the results to the community.
Regarding the institutional perspective, the authors explain that may also be defined as staff development and its main function is to strengthen the institution as a whole and then, as a side effect, to contribute to each teacher development. The objectives of institutional perspective are institutional development, career development and enhanced levels of student learning. According to this perspective, the institution achieves a development through tasks and interests that do not focused in a certain group of teachers but in the staff in general to produce a greater impact in the community.

Mora, Trejo and Roux (2014) present different approaches to PD and in the same way that Richards and Farrell (2005), they describe the individual and institutional approaches but they add one more, the teacher-led PD that is based on the teacher’s “preferences, beliefs and perceived needs” finding a balance between their personal goals and the institutional purposes. The main factors in this balance are the teacher’s expertise to contribute to the institution, the commitment in the subsequent tasks related to this approach to PD that emerged from the teacher’s interest and the abiding changes in teaching practices that could be integrated as in the classroom as in the teacher's personal life.

As for Cárdenas, González and Álvarez (2010), they conceive the development as an indirect long-term strategy with incidence in a determined matter that calls our attention. Development is constant; nonetheless it is the teacher who defines when the work of transformation - based on practices reflection- finishes. PD’s main purpose is to achieve a comprehensive growth including the description and understanding of several aspects in teaching practices. This characteristic is what, according to Cárdenas et al. (2010), relates PD to reflective practice, since in the latter the individual is the center and the owner of the experience to be critically analyzed. In the authors’ view, what mainly differentiates training from PD is the involvement of the teachers during the planning and the different carrying out phases, in such a
way teachers’ education transcends the instrumentalist paradigm through the base of the richness teachers experience and creativity regarding the constant challenges in their context may provide.

Cárdenas et al. (2010) connect PD to the practical-critical paradigm and enumerate a list of conditions that according to them determine a PD actually based on such paradigm. This conditions are: programs for teachers based on reflective practice, growth over instructional tools acquisition, collective pedagogical processes construction, a questioning approach to generate reflective cycles, throughout time supporting systems to produce a greater impact, available settings for practice and theory dialogues, action research as the core of teachers education, promotion of teachers’ autonomy through dimensions such affective, intellectual, cultural and social, teachers’ willingness to take part on professional growth programs, process oriented activities and evaluation of development programs and the possibility to go beyond the paradigm of the expert teacher to be imitated.

In the same line, Fandiño (2010) states that teachers are responsible as subjects and objects in society changes in relation to modern world requirements, professionalism, expertise, and assurance of success in educational practices. According to the author that is the factor which determines teachers’ decision to take part on PD programs and consequently, to grow professionally in agreement to those demands. From this point of view, Fandiño (2010) affirms that teacher PD may be defined in general terms as a long-term growth reached through routines and planned experiences and reflection upon pedagogical, epistemological, historical and social factors mediated by the teachers’ innovative capacity to create methods that include disciplinary and research features and concepts (Acosta, 2006). This definition of PD would set a similar position to what is understood as training, already defined at the beginning of this chapter.
Fandiño (2010) clearly states that his conception of PD goes beyond a hurry for keeping up with society and educational concerns. PD is fundamental for teachers to be in charge of their lives and consequently develop the professional competences they will; not because of a wish of technical improvement, of an encyclopedic knowledge transmission or of a critical position towards teaching, but because of the desire to build an educational theory closely related to their life, a continuous process of question and answer about their own life and work, and about their personality hints and beliefs behind everyday actions.

These ideas are very close to what Abad (2013) states as a conclusion of his research. He confers to teachers’ PD the potential to modify not only linguistic and pedagogical competences in teachers but also to modify their perspective of self-image as teachers and their perspective of English as the language they teach, consequence of teachers’ autonomy and their “personal agency” according to their different levels of appreciation. The author states that only through constant reflection upon their perceptions and beliefs regarding teaching practices, their roles and their political attitude towards the language they teach, teachers could be open-minded to the non-cognitive base of their teaching what would lead to improve positively their practices.

Mora, Trejo and Roux (2014) also mention the importance of identity and agency in PD (teacher-led model), they state that identity is a phenomenon in a constant transformation; such change is influenced by culture, society, subjectivity and agency. The authors cite Biesta and Tedder (2006) to define agency as “the ability to exert control over, and give direction to one’s life”, Mora et al. (2014) relate this concept to the evident need for teachers to be more active and eager to generate changes derived from schools’ diversity that consequently influence teachers’ PD standards. The authors state as fundamental the understanding of the way teachers modify their actions according to the institutional changes and how in turn, such changes affect teachers’ perceptions of themselves. Biesta and Tedder (2006) relate agency to learning when people face
a problem, the capacity to overcome the self-impressions of that moment, how they are forced to manage challenges and give or try to give their lives a new direction reorienting the perceptions about structures.

Mora et al. (2014) mention three characteristics for agency Biesta and Tedder (2006). First, agency is three-dimensional since it is directly influenced by the past, it is oriented toward plans, and it is developed in the present. Second, agency is not a measurable thing neither an individual trait because it depends on the context in which the teacher is immersed and third, agency is not fixed because human beings may learn to respond differently to situations related to PD.

Hitherto the theoretical revision has highlighted evident common points of view about PD. It depends on the teachers’ willingness to provide themselves with the opportunity to generate evident progressive changes in their perspectives; not only around instrumental matters or around their teaching practices but also changes in the manner they perceive themselves as teachers and as human, in how they perceive their students and everyday situations that lead them to reopen their established concepts to become the teachers they want to be. Each step teachers give towards PD includes a very important component that allows reconsidering and restating every idea, concept or action teachers’ want to implement in every lesson. This component is self-reflection.

It is necessary in this point to establish a clear difference between what implies a reflective approach to actions. Considering the objectives in this research project it has to be established that here, when talking about reflection I am not mentioning the episodic reflection given while considering any daily situation. Human beings are in constant reflection upon past, present and future actions, however this type of reflection does not demand a critical position towards the facts given (Perrenoud, 2010), the systematization of the conclusions obtained from
such analysis (Domingo & Gómez, 2014) or the generation of a new set of attitudes that would reflect in the professional field (Richards & Lockhart, 2000).

Regarding the concept of reflection, Perrenoud (2010) states that episodic reflection of our daily tasks openly differentiates from the reflective position a professional has about his job. This critical position characterizes because first, reflection becomes an almost permanent examination of actions, second, there is an analytical relation with the action developed and third, the reflection occurs no matter the possible deceptions the actions could cause to the practitioner. Talking about teaching particularly, Perrenoud (2010) does not define it as a profession but a semi-profession, he bases this statement in the fact that teachers have not total autonomy and responsibility in their actions because they are up to some point conditioned by the educational system, which determines in great manner their teaching practices. Nevertheless, the author suggests initial and permanent education for practitioners as a manner to change education dynamics and even the identity paradigms of teachers, his teachers’ education proposal bases on what he calls reflective practice, reflection in action and reflection on action Schön (1998) that would have an effect on teachers’ and their professional status.

Reflection in action occurs when we need to consider the logistics of a situation, to decide the next step to take during a lesson, to choose between two options, to solve an unexpected situation or to decide to think about it later after the lesson. Reflection on action (out of the impulse of action) could be retrospective or prospective. Retrospective reflection involves considering the results of any task or interaction that facilitate the understanding of what worked or not during a lesson and so to prepare a new task or interaction in the future. Prospective reflection relates to the moment of planning a new lesson or preparing for any eventuality. Reflection on action is constantly adapted to the more recent events.
Perrenoud (2010) describes one more type of reflection that connects to collective action in which the teachers take part on or to regular structures in the teaching practices; this is the *reflection on action system*. The author defines action system as the prevailing elements in the repetitions of the same action and schema as the continuous organization of behavior used for a determined type of situations. He introduces the term habitus, a set of schemas of which we make use of in a determined moment of our lives and that may create an infinite number of practices without developing into explicit principles. Perrenoud explains that habitus save time and energy when we need to act mechanically in familiar situations, however, a practitioner may have to face a situation in which it is necessary to change her habitus because it involves her in situations that are not satisfying. To change a set of schemas leads to a recognition of a present way of being, of thinking or acting that may be even against the real interests of the teacher, so she has to confront not only the necessity of implementing new actions but also become someone new up to some point. The reflection which began as a part of a moment of unconformity, turns into a reflection upon the self, the own educational process, the professional and personal identity and the coming projects.

Reflection leads to knowledge and vice versa. In another perspective on the basis of reflection Wallace (1991), we find two concepts that enrich PD in the light of the reflective model. “Received knowledge” and “experiential knowledge” were coined by Wallace (1991) to explain the step-by-step of his reflective model. According to him, received knowledge associates with “facts, data and theories” and has not been experienced by the practitioners, in the case of EFL teachers, this knowledge would relate to vocabulary, research findings, theories around the profession, and general language skills. On the other hand, experiential knowledge involves Knowing-in-action (Schön, 1983) and reflection, it means knowledge acquired through practice and reflection upon the actions during practice.
The reflective model (figure 1) divides into three stages:

1. Pre-training stage: The moment when the practitioner, teacher in-service or teacher interested in self-development decides to begin PD process. It includes also their “ideas, beliefs, attitudes, etc.)

2. Professional education or professional development stage: received knowledge (theories, fact, and data) and experiential knowledge (practical experience) relate and build each other. The “reflective cycle” involves received and experiential knowledge in the setting of teaching practice reflection.

3. Goal: professionals’ aspirations. Wallace (1991) emphasizes two senses of professional competence, achievable goals regarding academic certification and continuous development of expertise because of a personal professional interest. Academic certification would not be the end of professional aspirations but only the beginning of an approach in which self-evaluation is a fundamental part of PD.

Figure 1. Reflective practice model of professional education/development. Wallace (1991) p. 49

Domingo and Gómez (2014) also connect experiential learning to reflective practice. This kind of learning does not involve mediators, occurs directly in context, teachers reflect upon their
experiences in the classroom and transform practices into a consciousness of decision making and solving problems. Experiential learning comes from reflection upon action, which later will lead to a new action to test the results of such reflection, the results will have incidence in a new action and so on, in a continuous cycle. Domingo and Gómez (2014) explain that the reflection contained in experience, reflective practice, may be learnt and needs a systematic analysis.

Reflective practice is acquired through intensive and voluntary training, and is an intellectual meticulous position that requires a determined intention from the practitioner; this is why the authors propose to use reflective practice as a teacher education approach, for initial teacher training and for teachers’ development. Reflective practice as an educative methodology starts from the practitioner and not from the theory and intends to update and improve the teaching practices, besides making an emphasis on didactics and pedagogy matters, this methodology intends to help teachers to self-educate when they adopt reflection in and reflection on practice as part of their daily activities.

Domingo and Gómez (2014) cite Schön (1987) and Killion and Todnem (1991) to describe three types of reflection that are very related to the types described by Perrenoud (2010). Reflection in practice and reflection on practice, differentiated by the moment when they take place, present and future but interconnected because of their function during and after, in practice improvement and reflection for practice which determines anticipated decision making in future interventions.

The formative objectives of reflective practice as a methodology are to educate reflective teachers and to appropriate action research as the basis of the contrast of theory and practice, also to provide teachers with better tools to manage different situations in the classroom and with the necessary methodology to innovate and carry out research about their own practice (Domingo and Gómez, 2014). Reflection has a close relation to PD because teachers are constantly
evaluating and reorganizing their practices to improve teaching and consequently, learning processes. To be a reflective teacher implies going beyond textbooks, basic tests and syllabi since in reflection is where rational decisions begin to give teachers the chance to become closer to their own beliefs during the process of adaptation to different dynamics. All these elements mentioned by the authors are gathered in the ATOM model (Figure 2), a proposal that intend analyze the dissected elements of teaching practices in order to make a deeper reflection upon each one of them, that would improve future actions. The leading questions in this model are: What have I learnt in this inquiry of my practice? What do I conclude from this analysis? and What could be improved?

According to the authors, the seven elements that shape the ATOM model are described as follows:

1. Teaching imagery: Refers to the mental representations or implicit theories the teacher has about her profession

2. Curriculum and didactic aspects: Includes the teaching approach, the attitude toward curriculum, and how this curriculum is developed in the classroom with the students

3. Theoretical knowledge: Refers to the theoretical references applied in the researched teaching practice

4. Emotions and feelings: The role that emotions and feelings play in the researched teaching practice, analyzing if they have interfered the theoretical knowledge

5. Ethical issues: To know the different angles that motivate the interaction with students

6. Purpose: Analyze the changes occurred in the teaching practice intention during the process of the practice
These considerations associate reflective practice to PD situations in daily teaching or in action research, that is, a repeated problematic situation demands the consideration of a solution and there is an acquired experience obtained through the implementation of such possible solution. Thomas (2008) states in this manner, that reflection may be considered a problem solving process, however, she gives reflection a deeper connotation because she argues that it allows educators to develop a “sense of voice” with psychological, cultural, historical and institutional backgrounds all evidenced inside the school's dynamics. Unfortunately, this voice sometimes tends to be quieted because of curricula or administration demands on teachers’ actions in and out the classroom (Thomas, 2008), even though teachers as professionals have the option to decide and to act through critical reflection that comprises experiences, beliefs and practices and through their self-confidence in the justification of their actions.

The author concretely defines reflection “as a process in which teachers are engaged in a learning process which incorporates an examination of both past and present action to develop stances or practices that will inform and change future actions” and states that reflection could be used also to help teachers to clearly revise their negative emotions and practices with learners.
and so, easily detect the relation between negative emotions and classroom behavior. With these ideas, Thomas (2008) means that educators may use reflection to change self-concept, the perception they have about a person or a circumstance or to plan a future change in any determined behavior of their practices.

Once teachers realize the power contained in the theories extracted from their teaching practices and the later setting up of such theories, obtained by means of observation, analysis and evaluation, educators will be confident enough to appropriate of a self-professional development and to be researchers in their classroom guided by autonomy and reflection (Kaneko-Marques, 2015). Reflective teachers study their practice and strive to achieve PD when rationally recognizing themselves as learners, researchers and cooperators with professional personal worth and models (Mohammadi & Moradi, 2017).

When educators see themselves as learners, theory and practice are in continuous relation inside a realistic approach (Korthagen, 2010) in which real situations are the work base, reflection is present and there is a contrast between episteme (Theory) and phronesis (theory directed to specific actions, in a specific context, based on personal experiences and our perceptions on specific situations). In the realistic approach, episteme and phronesis are mediated by teachers’ reflection upon thoughts, feelings and acts, rather than upon the already known theories, this is a vision of knowledge as tacit or implicit. This means reflection does not only have an analytical posture but also takes into account the irrational elements in the educative context evidenced in some spontaneous behaviors.

This conception of reflection is what supports the ALACT (Figure 3) reflective model (Action, Looking back on action, Awareness of essential aspects, Creating alternative methods and Trial). This model and the realistic approach, mainly intend to give teaching a more personal line, apart from analytical thinking and emphasizing in teachers’ awareness about inner signs in
teaching practices, as feelings of irritation and haste, these signs may have a greater impact in teachers’ behavior than the established theories, so educators may become more empathic in what refers to their students’ emotions (Korthagen, 2010).

These thoughts are based on the premise that educational difficulties may find their roots on a disagreement among teachers or students thoughts, feelings, hopes and their actions. Nevertheless, it is reflection about this type of disconnections what may influence on emotional aspects of teaching practice, a reflection that may become uncomfortable for the practitioner, who is having in mind the own irrational part of her behavior inside the educational context. Korthagen (2010) states that reflecting upon impulsive actions imply going out the comfort zone and analyzing own behavior causes this means, reflection is beneficial if it becomes a matter of the own experiences, if it goes to the roots of irrational behaviors, if it is explicitly systematic, if this structure is progressively introduced and if it tends to meta-reflection.

Figure 3. ALACT Reflective model. Korthagen (2010) pg. 19

Besides ALACT model, Korthagen (2010) mentions the onion’s model -based on Gregory Bateson model of learning, which six levels of reflection (Figure 4) are interrelated among them and are also closer to personal development than to competences development. Environment, behavior and competencies are the first reflection levels, however, from the fourth level reflection becomes deeper because they involve beliefs, identity and mission. The reflection upon the last two levels, identity and mission, is defined as core reflection since these levels
relate to the teachers’ essential qualities (Sööt & Viskus, 2015; Korthagen & Vasalos, 2005). The concept of essential qualities comes from positive psychology that emphasizes more in the positive traits of the individuals than on their pathologies. The essential qualities such as creativity, courage, perseverance, kindness and fairness are mediators between the external events and the quality of the experience for the individual, in this manner teachers are enriched by the fulfilment that such qualities add to their practices and permit them to feel more confident since qualities differently from competencies, come from the inside (Korthagen & Vasalos, 2005).

The awareness about these essential qualities is not only a cognitive process, Korthagen and Vasalos (2005) explain that when for example a teacher comes to a conclusion of any aspect that is not working on her lessons, such conclusion has effects on future lessons, however, it has more profound effects if the analysis has been mediated by the teachers willingness to involve in reflection in favor of her development. The real possibility to achieve these effects depends on the capability to become vulnerable outside the expert's role and to be willing to move out of the comfort zone (2010, 99)

![Figure 4. The onion model. Korthagen (2010) p. 95](image-url)
Korthagen (2010) ideas associate to Domingo and Alvarez (2014), Thomas (2008) and (Mohammadi & Moradi, 2017) postulates on the conception of teachers as direct constructors of their knowledge about their teaching practices in which reflective practice and PD are transcendent in the sense that they go beyond academic matters to begin considering personal changes to promote even a continuous PD.

Reflective practice, as stated above, is not an episodic process and as such, it demands the use of rigorous models in which the followed steps precisely determine how to develop a methodology that permits teachers actually have an approach to learning during practice and that their reflection further affect their PD or continuous PD according to their professional or personal learning needs or interests. Such ideas around PD are not settled, they are “formed and re-formed” if we consider them in the light of experiential learning (Kolb, 1984). Since experience is continuously modified, learning becomes into relearning, every time we approach to learning we have a previous knowledge on the subject we will learn.

In the same line, every time teachers plan or develop a lesson, they have a previous knowledge, beliefs and theories that will integrate to each experience derived from future lessons and will ease their learning process. The acquired knowledge, competence or attitude are achieved through, in Kolb’s words (1984) a dialectic relation among four ways of experiential learning that comprise (Figure 5) involving in new experiences (Concrete experience abilities - CE), reflecting and observing experiences from different points of view (reflective observation abilities-RO), creating concepts that integrate observations into solid theories (Abstract conceptualization abilities- AC) and using such theories to make decisions and solve problems (Active experimentation-AE).

As these learning abilities seem to be so different to be developed in a simple step, Kolb (1984) divided them into two primary dimensions to the learning process that the practitioner
would use according to her needs: concrete experience to abstract conceptualization and active experimentation to reflective observation. In the process from actor to observer and from specific involvement to analytic detachment, the learner achieves a certain degree of knowledge. However, in what concerns to professional development it would be necessary to integrate the whole model since improvement in any of the stages would cause improvement in the next. (Kolb, 1984)

Figure 5. Kolb learning model (1984)

The abstract/concrete axis, the prehension axis (Kolb, 1984) in figure 5 goes in two ways that represent grasping experience through conceptual interpretation and symbolic observation (comprehension) or grasping experience through the felt qualities of experience (apprehension). The active /reflective axis represents two ways of transforming the experience grasped through internal reflection (intention) or through active external manipulation of the external world (extension). This means knowledge emerges as the result of grasping experience and transform it, and since there are two different ways of prehension and two different ways of transformation,
the result would be four elementary ways of knowledge. Nevertheless, the combination of one way of grasping and one way of transformation would result as shown in table 2:

<table>
<thead>
<tr>
<th>Axis combination</th>
<th>Kind of knowledge/Learning style</th>
<th>Learning style strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience grasped through apprehension and transformed through intention</td>
<td>Divergent knowledge</td>
<td>Imaginative ability and awareness of meaning and values</td>
</tr>
<tr>
<td>Experience grasped through comprehension and transformed through intention</td>
<td>Assimilative knowledge</td>
<td>Inductive reasoning and ability to create theoretical models, assimilate disparate observations into an integrated explanation</td>
</tr>
<tr>
<td>Experience grasped through comprehension and transformed through extension</td>
<td>Convergent knowledge</td>
<td>Problem solving, decision making and practical application of ideas</td>
</tr>
<tr>
<td>Experience grasped through apprehension and transformed by extension</td>
<td>Accommodative knowledge</td>
<td>Doing things, carrying out plans and tasks and getting involved in new experiences</td>
</tr>
</tbody>
</table>

Table 1. Experiential learning dimensions, four elementary forms of knowledge and the corresponding learning styles traits

“Learning is thus the process whereby development occurs”, in opposition to existent theories that argued on learning not having any relation to external factors, Kolb (1984) states that learning occurs exactly in the zone of proximal development a distance between where the individual is located now according to her abilities to solve problems and the potential level of development that will be achieved by the individual with guidance and collaboration. Learning comes from an adaptation of social knowledge to achieve a transformation in the personal knowledge. In the experiential learning theory of growth and development, Kolb (1984) divides
development in three stages: acquisition, specialization and integration, that will accommodate to the particular experience of the learner who may probably need to go from one stage to another in oscillations according to the development level.

Kolb (1984) considers that the development achieved through learning is evidenced in the level of complexity in the four dimensions of knowledge. Figure 6 shows how the four learning dimensions increase in complexity to achieve the highest point of development “affective complexity in concrete experience results in higher-order sentiments, perceptual complexity in reflective observation results in high-order observations, symbolic complexity in abstract conceptualization results in high-order concepts and behavioral complexity in active experimentation results in higher-order actions” (Kolb, 1984). The cone in figure 6 comprises the dimensions of growth progressively achieved, from the lowest to the highest levels of development, in which the learner strives for self-actualization, independence, proaction and self-direction in each one of the three stages mentioned before (acquisition, specialization and integration) that at the beginning of the developmental process could occur independently from the others and later the development in one of the dimensions will lead to the development in the others.
At the base of the model of experiential learning of growth and development we can find the four learning styles shown in figure 5 and table 1. Kolb describes them as follows:

The *convergent* learning style relies primarily on the dominant learning abilities of abstract conceptualization and active experimentation. The greatest strength of this approach lies in
problem solving, decision making, and the practical application of ideas. We have called
this learning style the converger because a person with this style seen to do best in situations
like conventional intelligence tests where there is a single answer or solution to a question
or problem (Torrealba, 1972; Kolb, 1976). In this learning style, knowledge is organized
in such a way that through hypothetical-deductive reasoning, it can be focused on specific
problems. Liam Hudson’s (1966) research on those with this style of learning (using other
measures than LSI) shows that convergent people are controlled in their expression of
emotion. They prefer dealing with technical tasks and problems rather than social and
interpersonal issues.

The divergent learning style has the opposite learning strengths from convergence,
emphasizing concrete experience and reflective observation. The greatest strength of this
orientation lies in imaginative ability and awareness of meaning and values. The primary
adaptive ability of divergence is to view concrete situations from many perspectives and to
organize many relationships into a meaningful “gestalt”. The emphasis in this orientation
is on adaptation by observation rather than action. This style is called diverger because a
person of this type performs better in situations that call for generation of alternative ideas
and implications, such as a “brainstorming” idea session. Those oriented toward divergence
are interested in people and tend to be imaginative and feeling-oriented.

In assimilation, the dominant learning abilities are abstract conceptualization and reflective
observation. The greatest strength of this orientation lies in inductive reasoning and the
ability to create theoretical models, in assimilating disparate observations into an integrated
explanation (Grochow, 1973). As in convergence, this orientation is less focused on people
and more concerned with ideas and abstract concepts. Ideas, however, are judged less in
this orientation by their practical value. Here, it is more important that the theory be logically sound and precise.

The *accommodative* learning style has the opposite strengths from assimilation, emphasizing concrete experience and active experimentation. The greatest strength of this orientation lies in doing things, in carrying out plans and tasks and getting involved in new experiences. The adaptive emphasis of this orientation is on opportunity seeking, risk taking, and action. This style is called accommodation because it is best suited for those situations where one must adapt oneself to changing immediate circumstances. In situations where the theory or plans do not fit the facts, those with an accommodative style will most likely discard the plan or theory. (With the opposite learning style, assimilation, one would be more likely to disregard or reexamine the facts.) People with an accommodative orientation tend to solve problems in an intuitive trial-and-error manner (Grochow, 1973), relying heavily on other people for information rather than on their own analytic ability (Stabell, 1973). Those with accommodative learning styles are at ease with people but are sometimes seen as impatient and “pushy.” (Kolb, 1984,§4)

The growth and development stages (Figure 6) raises from these four learning styles to become qualities of a higher level of complexity. To have a clearer idea about the stages of development it is necessary to describe them in more detail. **Stage one**, *acquisition*, relates to the acquisition of basic learning abilities and cognitive structures. This stage subdivides in four substages: a) sensorimotor stage, knowledge is evidenced through action and the feel of the environment (accommodative learning), b) iconic stage, internalized images begin to be independent from the objects they represent (divergent learning), c) concrete stage, development of the logic of classes and relations (assimilative learning) and d) deductive, symbolic separates from concrete reality in the process of hypothetical deductive reasoning (convergent learning).
Development in the acquisition stage, relates to the gradual emerging of internal structures that allow the learner to think of herself as separate and distinct from the environment, there is a differentiation between internal and external stimuli to clearly delimitate selfhood. **Stage two**, *specialization*, is determined by the choices made by the learner regarding for example, career, academic specialization in a desire to match self-characteristics and demands of the environment, then the environment change the personal characteristics of the learner and the learner choose an environment that adapts to her personal traits. Development in this stage occurs in the interaction between choices and socialization experiences, the learner achieves a sense of individuality in relation to the competences developed according to demands of external factors, such as her chosen career, self-worth in this stage is determined by the recognition of the good results obtained at work, the content of things that one can do, experiences to have or qualities to possess. Interaction allows an action from the learner in the world and an action from the world in the learner though without changes in the other. **Stage three**, *integration*, represents a conflict between social demands and personal fulfilment since the individual finds she is considered an object, this realizing may develop gradually or as the product of a dramatical experience in the learner’s life. This stage involves a reflection to give a shift in perspective about the experiences in life, with the opportunity to influence instead of being influenced, experience is shaped and not just accepted as it comes.

Having in mind Korthagen (2010), Korthagen and Vasalos (2005) and Kolb (1984) proposals around reflective practices, reflective teaching, self-reflection, development, professional development and experiential learning, I consider these approaches are the most suitable to the purposes of this research in which self-reflection is the starting point for me to revise the possible problematic situations in my practices and after being revised would hopefully determine a different path in what related to my professional development.
3. Methodological framework

This project followed the exploratory-interpretative paradigm standards. It will follow the qualitative approach and practical action research methodology, according to Creswell (2012) “Educators aim to improve the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyze data, and implement changes based on their findings. In some cases, researchers address a local, practical problem, such as a classroom issue for a teacher. In other situations, researchers seek to empower, transform, and emancipate individuals from situations that constrain their self-development and self-determination”.

Creswell (2012) affirms that action research divides into participatory and practical. Participatory action research emphasizes on the study of social issues to generate community changes and practical action research relates to the study of social practices, it focuses on teacher development, implements a plan of action and involves the teacher as a researcher. Taking into account the characteristics of the present study, practical action research was the design selected to be applied because this study aims to revise my level of development or growth determined by the results obtained after each cycle of the research. Such development will be triggered by self-reflection as the approach to find particular characteristics regarding environment, behavior, competences, beliefs, identity and mission; levels of reflection previously presented in the onion model (Korthagen, 2010) that will determine the focus I will reflect upon during each stage of the research.

As figure 7 evidences, practical action research consists of a cycle, Mills (2011) cited by Creswell (2012) proposes a dialectic action research spiral, a four-step guide that teachers may use in the study of themselves.
The first step is to identify the area of focus, this involve self-reflection, description, reviewing the literature and elaborating a research plan. Then there is a data collection (quantitative and qualitative) that include several instruments which have to take in consideration issues of validity, reliability, and ethics. The teacher-researcher then begins the analysis and interpretation of data, this may involve coding, asking key questions, doing an organizational review, connecting findings to personal experiences, contextualizing literature and theory into practice and presenting findings. Finally, the researcher develops an action plan which summarizes findings and recommended actions. This “spiral” allows investigators to go back and forth between data collection and a focus, and data collection and analysis and interpretation.

In the first step of the present research (Figure 8), I was concern about difficulties I had in my classes dynamics related to students attitudes and the achievement of the objectives for each lesson, such concern was confirmed through the answers of 82 of my students, chose at random to a questionnaire on teaching, learning, English teachers characteristics and their opinions on my teaching practices (Appendix A). This confirmation led me to focus on the necessity to reflect on my own attitudes and performance during lessons to later go deeper into the characteristics that determine my professional development.
The second step, data collection, links together with the first one because when I decided to direct my PD through self-reflection, I started writing short teaching journals (Appendix D) that I considered could provide initial information for a later, more profound reflection, these journals included a description of what occurred in the lessons and comments about what I considered positive aspects or difficulties that called my attention during the lessons. I decided to choose the teaching journals to reflect upon in a chronological order to give the self-reflections a real sequence of facts. Likewise, I recorded some short videos on some of the activities I developed in class, my initial instructions at the beginning of some classes or my interaction with some students in different moments of the classes. The length of the recorded lessons varied according to the moment of the class I could record having in mind that I did not want to alter the normal setting of the lessons, even though I did not specifically prepared lessons to be recorded so the setting was as natural as possible.

Teaching journals were selected as instruments in the present study because they are useful to keep a factual record of different aspects evident in teaching practices (Baleghizadeh & Mortazavi, 2014), they may have a short-term or long-term connotation according to the research proposal, they may also be descriptive about feelings, emotions, impressions or ideas to be later commented or developed (Hernández & Vergara, 2004) which involves an observative, reflective and analytic approach to the gathered information and a gradual change in PD. As for videos, there are several reasons to be considered as fundamental in a reflective approach. They provide the opportunity to capture in-time actions and can be watched as many times as it be necessary, videos may focus on teaching practices but also may allow to have more information on students’ perspectives and needs (Payant, 2014). Trip and Rich (2012) emphasize on the benefits of videos in reflective teaching stating that they permit the identification of possible differences between teachers’ beliefs and real practice, implicit conceptions of teaching and
learning and not-remembered moments in teaching. Videos provide a different perspective about strengths and weaknesses in teaching.

The third step, analyzing and interpreting data, implied first, the reading of the teaching diaries and watching of the videos to identify on them the corresponding categories or stages of growth and development (acquisition, related to basic learning abilities and cognitive structures; specialization, determined by the learner choices with the interest to contrast self-traits and the environment demands and integration, based on a conflict between the social demands and the personal interests fulfillment of the learner) and the corresponding levels of reflection and reflective questions on them (environment - What do I encounter?, behavior - What do I do?, competences – What am I competent at?, beliefs – What do I believe?, identity – Who am I in my work? and mission – What inspires me?). Next, these categories and levels were organized in charts after each teaching journal or video transcription that included this information and the reflection upon each one of the levels (Appendix D). Progressively these charts evidenced the stage of growth and development I belonged to and the stages that need to be worked on.

The fourth step, when I organized the findings to be presented, elaborated the conclusions and took into account some recommendations for further research.

Nevertheless, as explained in figure 7, this research cycles went from the identification of an area of study to the data collection, from the data collection to the analysis and interpretation of the data and vice versa in the analysis of new teaching journals and videos.
Figure 8. Steps followed in this action research cycle. Adapted from Mills (2011) cited by Creswell (2012) p. 581

To revise the step by step of the previous cycle, it is necessary to have in mind the research question:

What does self-reflection reveal about my present teaching practices and my professional development?

I coincide to Fandiño (2010), Abad (2013) and Cárdenas et al. (2010) statements about PD and reflection not to be considered as merely instrumental but as tools teachers need to use to direct their educational and personal intentions to a different level; an educational process of free organization and goals setting in favor to achieve higher levels not only as professionals but also as individuals who have a compromise with themselves and with students in a formative human sense.

These are the reasons why I think my self-reflection need to be supported by questions that not only inquiry about external but also inner, more personal aspects related to my practices and life perspective, that show separately but in coherence, what levels of improvement are evidenced in each question and correspondent stages of PD. Consequently, the onion model
(Korthagen, 2010; Korthagen & Vasalos, 2005) in Figure 4, will be the main source to the self-reflection approach through the reflective questions and the experiential learning theory of growth and development (Kolb, 1984) in Figure 6 will provide the stages of development I could achieve through the carrying out of this research.

As explained by Kolb (1984) experiential learning from a PD perspective, is supported by the dialectic relation among four ways of learning, concrete experience abilities (CE), reflective observation abilities (RO), abstract conceptualization abilities (AC) and active experimentation (AE). This relation emerges from the basic learning styles (divergent, assimilative, convergent and accommodative) that define, up to some point, the manner in which a person approximates and manages learning experiences according to her skills and environment. This is why to achieve a development through learning, the teacher needs to strive to higher order levels of complexity around those learning styles (Figure 6). As mentioned before, the three stages established to achieve such development are acquisition, specialization and integration, each stage is indeed a step towards development. The teacher as a learner, immersed in practices plenty of possibilities to increase her growth, takes part on each one of the stages to achieve the higher order levels proposed by Kolb (1984). From my perspective, the stages of development have a clear correspondence to the reflection levels proposed by Korthagen (2010) - Figure 3, environment, behavior, competencies, beliefs, identity and mission and their matching questions, these elements are set on Table 2 to identify their coherence and correspondence.
## Stages of growth and development

<table>
<thead>
<tr>
<th>Stages of growth and development</th>
<th>Substages</th>
<th>Levels of reflection and reflective questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquisition</strong></td>
<td>Sensorimotor: knowledge is evidenced through action and the feel of the environment</td>
<td>Environment</td>
</tr>
<tr>
<td></td>
<td>Accommodative learning</td>
<td>What do I encounter?</td>
</tr>
<tr>
<td></td>
<td>Iconic stage: Internal images separate from reality</td>
<td>What am I dealing with?</td>
</tr>
<tr>
<td></td>
<td>Divergent learning</td>
<td>Behavior</td>
</tr>
<tr>
<td></td>
<td>Concrete stage: Symbolic development, elaborate hypothesis from disparate observations to get to an explanation</td>
<td>Competences</td>
</tr>
<tr>
<td></td>
<td>Assimilative learning</td>
<td>What am I competent at?</td>
</tr>
<tr>
<td></td>
<td>Deductive stage: Emerging of internal structures that separate the individual from environment</td>
<td>Beliefs</td>
</tr>
<tr>
<td></td>
<td>Convergent learning</td>
<td>What do I believe?</td>
</tr>
<tr>
<td><strong>Specialization</strong></td>
<td>Continuous interaction individual-society, adaptation of personal traits, self-worth</td>
<td>Identity</td>
</tr>
<tr>
<td><strong>Self as content</strong></td>
<td>Conflict social and personal demand, reflection to transform experience</td>
<td>Mission</td>
</tr>
<tr>
<td><strong>Integration</strong></td>
<td>Conflict social and personal demand, reflection to transform experience</td>
<td>What inspires me? What greater entity do I feel connected to?</td>
</tr>
<tr>
<td><strong>Self as process</strong></td>
<td>Conflict social and personal demand, reflection to transform experience</td>
<td></td>
</tr>
</tbody>
</table>

*Table 2. Growth and development stages correspondence with levels of reflection. Adapted from Kolb (1984) and Korthagen (2010)*

As evidenced in Table 3 and figure 8 the eventual answers to the questions proposed in the onion model for each one of the levels of reflection will relate to the substages of growth and development and finally have a transcendence in the transformation of the high order qualities found in the stages of *acquisition, specialization* and *integration*
Before I began the analysis of the data collected, it was necessary that I identified my learning style, i.e., accommodative, divergent, assimilative and convergent (Kolb, 1984) to know the initial conditions that would determine my future development. The identification of such learning style, derived from a test (Appendix D) with nine questions, subdivided in four questions each, that determined my proximity to one of the four axis and so to one of the four learning styles. The results of the test revealed that I am more inclined to concrete experience (CE) axis and that my learning style is predominantly divergent.

This means that according to the description previously stated around learning styles, I predominantly tend to have imaginative abilities, to see concrete situations from different perspectives and to organize many relationships into a whole. My performance seems to be more natural in situations that imply the generation of different ideas, I am interested in people, imaginative and feeling oriented. Then, my learning style is in the axis combination of the experience grasped through apprehension and transformed through intention which means my growth and development in this study will focus first, on the dialectic relation of concrete
experience and reflective observation axis, through a diagnosis of my initial stage of
development at the beginning of this study. The diagnosis consists of the reflection upon the first
three teaching journals and videos collected to analyze specifically the characteristics of my
divergent learning style they make evident, this learning style corresponds to the iconic
substage of development and the behavior in which internalized images begin to be independent
from the objects they represent and among the levels of reflection is identified in second level,
behavior represented by the question what do I do? (See table 2).

Nevertheless, this information is only a starting point since in the first stage of
development, acquisition, the four learning styles are immersed and combined to permit that
previous internal structures derive in the learner’s perspective of individuality as opposed to the
environment fixings. These are the reasons why the second reflection cycle focused on the four
learning styles to cover the analysis of the whole acquisition stage with the reflection upon the
fourth teaching journal and video.
4. Data Analysis and Findings

As stated on the previous chapters, the self-reflection intended in this study, developed in three stages: acquisition, specialization and integration. Each one of these were connected in this research to different reflective questions proposed by Korthagen (2011) in his onion model. The questions triggered the required reflections for each one of the stages as explained below.

**Acquisition** stage relate to the basic level of development in which the four learning styles proposed by Kolb in 1984 provide information about inner abilities and cognitive processes of the learner that permit her to achieve a self-recognition in relation to the environment characteristics and conditions.

In the present study, each learning style and stage of development was connected to a different reflective question (see Table 2): In the **acquisition** stage, **accommodative learning** was connected to the question what do I encounter? **divergent learning** to What do I do?, **assimilative learning** to What am I competent at? and **convergent learning** to the question what do I believe?

**Specialization** stage and its corresponding reflective question who am I in my work? relates to the incidence that external factors have on the learner’s wishes of improvement and the concept the learner has of her own competences that is made evident in such context, finally, during the **Integration** stage, related to the reflective question What inspires me?, the learner faces a conflict between what the context requires from her and her actual development of competences set on a gradual or abrupt realization of the specific role the learner plays in the appropriation of the experience she wants to acknowledge to later shape.

Having this information in mind, it is necessary to remember that the data analysis was developed in four stages. In the first one, as described in the previous chapter, I chose the first three teaching journals and videos to establish the characteristics of my **divergent learning**
style. There were six of the characteristics of such style that emerged during the reflection of this data but the characteristics that stood out for their recurrent appearance (Table 3) in the analyzed sessions and consequently in my self-reflections were “adaptation by observation rather than action” and “feeling-oriented”, then these are the two categories to analyze in the first research cycle explained below.

4.1 First research cycle. Feelings related to actions - What do I do?

Having in mind the recurrent characteristics, I considered it was necessary to analyze the information provided by my self-reflections which permitted to establish how my divergent style was revealed in context, beyond what theory states. As for “adaptation by observation rather than action”, it called my attention how several thoughts and ideas, positive as negative, came to my mind during the lessons,

I seemed to think too much, to have several opinions about what was happening in my class, about the attitudes of the students and even considered about some possibilities of improvement, however I did not seem to develop any real action towards those situations that bothered me, all the underlined statements are hypothetical thoughts that finally are not performed in the real actions I should have if I was so uncomfortable with what was occurring. (R1, April 19th 2016)

However I did not seem to be willing to take those ideas into reality which could have avoided different situations of uncertainty and unconformity during my interaction with students and would have improved the lessons development as well.

Besides this situation, I also wondered how was it that I intended my students to move forward in their learning process or in their tasks when it was evident I did not give them the appropriate instructions and did not offer to help them in case they needed.

On the teacher journal I commented students were slow with their duties, however it is like if I have just noticed that circumstance and I am sure it was not that way. If I had realized that students were failing in that aspect, why did not take steps to avoid the situation to
continue? Since we are talking about the end of the term, I could have used some more strategies different from allowing students’ tasks to pile up. Maybe I could have offered to help them during a short time during classes and so they should not have felt they were alone in the development of workshops that, as in this case, given by a textbook may become a little more complex for the students having in mind that sometimes the exercises are not connected to their real context. (R2, April 27th, 2016)

I probably considered they would understand implicitly what I meant when proposed a certain task but I actually did not revise if they understood what my objectives were or what my proposals were about.

Nevertheless, there were two aspects that I considered even more worrying. First, through my self-reflection, I could see that I had difficulties to express what I felt during the lessons, even though when it would be totally appropriate and necessary regarding my leading role in different situations with my students.

Once again, in this class, I chose observation over action, at the beginning of the class, one of the students swore and I said nothing about it even when it could be noticed it bothered me. Besides this, I incredibly commented on this class that some students plagiarized a workshop but that I preferred not to talk to their parents or register the situation in whereas I decided to use the strategy to reopen the assessment of the workshop. These two attitudes make evident I have serious problems to say what I feel or to do what I know I have to do but beyond that it seems that I am afraid of going a step forward in being in charge of everyday tasks that are totally normal and necessary in the school context. (R6, August 30th, 2016)

Apart from that, this situation of not expressing my feelings to students, made evident that, up to some point, I would rather avoid taking further steps in what relates to my common responsibilities and duties as a teacher; as if I were afraid of the results such actions could have brought about. What I mean with this is that I always talk to my students first, about any problematic situations we may have in our interactions, however if there are not results by using such strategy I need to go beyond and to use different actions, such as talking to their director de grupo or parents, which may have positive or negative results that I obviously cannot control.
And even though, as stated on R6, I considered several possible explanations for my lack of actions with some problematic situations

The question that emerges here would be what is it what really scares me, to be in charge, to do the job I have to do, to assume the extra tasks to find out that it will not work, to fail, to be successful. At every moment I could not answer to this, but will be a point to go back in future journals. (R6, August 30th, 2016)

What really matters is that, when required, I get to perform any strategy I consider would be the most accurate and hoping the results would be a real solution to the problematic situation but having in mind that failure is an option that does not determine my success as a teacher.

Concerning the “feeling-oriented” characteristic, my self-reflection associated to positive and negative aspects in the interaction with my students. On the one hand, I care about students’ point of view on my proposals or about the activities I developed, I worry about the fact that my students did not seem to understand my instructions or my objectives in a certain activity or lesson and I ponder the need to implement new strategies to overcome such situations.

I also conclude from the journal entry that the feeling oriented trait is present in my appreciations about the behavior of students “they are always in a mess”, my own behavior “I’ve tried to change my attitude but it seems impossible”, and the way I act with students “Maybe I’m being very permissive with Ss”.

These ideas totally demonstrate that problematic situations caused an impact on me, a personal impact, however as stated before, I decided not to take to further actions. (R1, April 19th, 2016)

Besides this I am very sensitive in the acknowledgement of situations and attitudes that have originated a breaking point during some of my lessons and that could have been easily solved with quick and stricter actions.

The underlined statements are evidence of the “feeling-oriented” trait on divergent learning. In this lesson I wanted students to revise our work with the English book since we had just started to use it in classes last year. I considered that to identify possible strengths and weaknesses would permit students to be open minded not only around their self-evaluation in class but also in the evaluation of a new tool we had not used during the last years.
After trying some new strategy or activity, I am usually interested in listening students’ thoughts about it. Their ideas give me new inspiration towards new goals I have in mind and sometimes I have to forget about future implementations of activities that in my mind seemed to be perfect.

And in the same line the recommendations at the end of the class, were not academic but more personal, “keep your headphones inside your bag”, “respect each other’s’ space”, “trust yourself during learning process”. I really think that more than English, students need to develop abilities towards some situations in life that will allow them to be in a more fluent relationship with their environment, at the end English is my excuse to approach myself to them. (R2, April 27th, 2016)

On the other hand, it is noticeable that my communication problems were negatively affecting my lessons development and consequently, the performance of my students who could have not been aware of the goals to accomplish or could have not noticed if I considered they are going in a contrary direction to what I proposed.

The underlined statement relates to the “feeling oriented” trait of divergent learning. I mention there that students had enough time to prepare their dialogues to be presented to the class, however I think that I was not very clear in the instruction to help students understand I could help them during our free time or in a short moment at the end of our classes.

Sometimes I feel I have wonderful ideas to share with my students to help them and help myself to learn easier or to facilitate our work together, but it seems I have problems “translating” my ideas to generate the student's’ understanding and following of some suggestions.

It would be necessary to create a strategy to effectively communicate what are the intentions when I make a proposal or when I assign a task or workshop to students that would ideally allow them to have in mind the objective I consider we may achieve through the development of such activity. (R3, May 31st, 2016)

“Adaptation by observation rather than action” and “feeling-oriented” traits analysis in the first six reflections (first research cycle) revealed profound aspects about my divergent learning style. According to Kolb (1984), this style emphasizes on observation and the generation of alternative ideas based on an emotional approach to people and flexibility in what refers to understanding other people’s situations. Having this in mind, I would state that the results of the test I answered to determine my learning style coincide with the categories found
on my first six reflections because throughout the information contained in the teaching journals, I openly expressed empathy towards my students’ opinions and thoughts, however such interest for others’ ideas should be also focused on my own. As stated on the reflections, there is a huge gap between what I consider I should do and what I actually do and this inconsistency is mediated by the flexibility generated in the process from reflective observation (RO) to concrete experience (CE) elements in the axis of “Experience grasped through apprehension and transformed through intention”, i.e., divergent learning. The mentioned gap evidences that even when I am mainly a divergent learner, there are elements in such style that do not correspond to what occurs in my teaching practices.

This first research cycle and my self-reflection intended to evidence a very basic level of the traits in the acquisition stage, this basic level corresponds to the divergent style, one of the four learning styles (divergent, accommodative, assimilative and convergent) in such stage.

Regarding the second research cycle it was necessary to go deeper into the analysis of the whole group of learning styles traits to revise which of their characteristics coincided with my teaching practices traits. Thus, I did a new self-reflection upon the next teaching journal and video in the chronological order and I analyzed which traits of each learning style were recurrent in the lessons I self-reflected upon.

4.2 Second research cycle. Acquisition: reflection towards selfhood

To analyze the rest of the styles provided a new perspective around my teaching practices characteristics after the initial self-reflection covering just one part of the acquisition stage (divergent learning). The traits I identified in this research cycle, were “Feeling-oriented” and “interested in people” (divergent learning); “action”, “adapt oneself to changing immediate circumstances”, “in situations where the theory or plans do not fit the facts, discard the plan or
theory” and “at ease with people but are sometimes seen as impatient and “pushy” (accommodative learning); “problem solving”, “decision making” and “controlled in their expression of emotion” (convergent learning) and from assimilative learning I did not identify any characteristic in the reflections of this cycle.

To provide a clear idea of what each learning informed on my PD, it was necessary to analyze them separately.

**4.2.1 Divergent learning - What do I do?**

The ideas captured in R7 created a contrast between the findings related to the “feeling-oriented” trait; in the first research cycle it was stated that my feelings and impressions on what students or I should do, did not transcend to real actions during the lessons. Nevertheless, in the second research cycle reflections I found myself more determined in the statement of my ideas in front of the students and I did not only thought about my nonconformism regarding the students’ attitude towards the class or homework they did not do, but I immediately acted and assumed a leadership attitude to carry on the lesson as successfully as it could be possible.

During this class I was clearly interested in the fact that students did not sabotage themselves during the explanation I was giving to them, but unlike other situations, this time I just gave a solutions instead of discussing with the students about their “wrong behavior” Besides this, I really worried about students to get the idea of the topic we were studying, even though they were supposed to have previously looked for information related to it. My feeling-oriented sense was really evident in this lesson and it permitted me to be quite patient with the students and also to let them know what my point was. (R7, July 7th, 2016)

This is what Korthagen and Vasalos (2010) state as going out the comfort zone in terms of the acknowledgement of a certain situation that hampers the possible objectives we have in mind. In this case I dared to assume a different attitude from the ones I would have assumed in the same situation in the past. This time I just calmed down and realized that although I had no
control of the situation or the students reactions and attitudes, I could assume the role that
corresponded to my interests and choices as a teacher, I indeed acted like a nice and leading
teacher without any coercive actions towards my students.

While watching the video, I observed I had a better attitude in this class, maybe because I
was trying to make the environment a little bit kinder to facilitate the students understanding of the topic.
I seem to be more relaxed in this class, I also seem to be interested in them to understand and to have a positive attitude towards learning. (R8, September 14th, 2016)

4.2.2 Accommodative learning - What do I encounter?

The attitudes described above, implied that besides the outstanding traits of the divergent learning in my practices, I could also go beyond in the use of my past strategies in class and take “action” regarding the objectives I had in mind. This connects divergent learning to accommodative learning characteristics since “action” is one of the traits I identified among the different characteristics of the latter learning inside my teaching practices through R7 and R8.

In this teaching journal, there are two accommodative learning characteristics: “action” and “adapt oneself to changing immediate circumstances”. In opposition to the classes described in the first group of reflections, in this class I faced the difficulty of students not paying attention and after that looking like if they did not understand what I was talking about, and I really take an action and try to give a solution to what seemed to affect the lesson development. (R7, July 7th, 2016)

The mentioned traits in this excerpt, clearly stated that even though I was disappointed because students did not do homework and were not paying attention to what I was saying, I felt I could turn the situation in favor of the lesson’ objectives and the students understanding of the topic I wanted to explain. Then besides taking “action” or “adapting” to the unexpected circumstances, I made evident in this lesson that I got to “discard the plan or theory”

As for “situations where the theory or plans do not fit the facts, discard the plan or theory” the context of the lesson made me consider the fact that students did not do
homework, did not know the topic we were going to talk about at all and the fact they were not paying attention, to actually change the plan I had in mind for my class. (R7, July 7th, 2016)

As for R8, though the mentioned lesson was developed with younger students (sixth graders), I seemed to be impatient because up to some point students seemed to lose the thread of our conversation, but then through my reflection I reconsider the facts and stated what I could have done better in order to help the kids with a more active performance during the class.

I evidently was impatient because students were not paying attention to the explanation I tried to give them. However, I think I did not consider the fact that the dynamics in this lesson could have turned boring for the kids, though I had previously shared with them a power point with the rules we worked on this lesson, so much dictation could have become boring for them.

Though sometimes dictation turns to be a good strategy with 6th or 7th graders, it could be a good idea to have introduced a game or a more active activity for the kids to revise their previous knowledge. (R8, September 14th, 2016)

4.2.3 Assimilative learning - What am I competent at?
The information above, explains the results in the first research cycle, however, having in mind that the question corresponding assimilative learning is What am I competent at? and there are no associated characteristics on my journal, this made me wonder if not being competent at the traits in this learning style, would avoid I could have an upgrade to the next level of development.

Though the second research cycle brought about critical and not so positive reflections around my level of development, I considered this part of the research to be a quite difficult one. The analysis and reflection upon my teaching journals and videos have made evident, so far, any of the learning styles traits and reflective questions from the reflective models chosen for this study. Nevertheless it was surprising and disappointing that I could not find any characteristic from my reflections regarding the assimilative learning style. Having in mind that the question
that triggers the reflection on this learning is What am I competent at? My first conclusion was I had no competences at all, at least according Kolb (1984) and Korthagen (2010) models.

According to Kolb (1984), assimilative learning is associated to inductive reasoning, the ability to create theoretical models, the assimilation of disparate observations into an integrated explanation, this learning is less focused on people and more concerned with ideas and abstract concepts, ideas are judged less by their practical value and it is more important that the theory be logically sound and precise. Not finding evidence of the traits corresponding assimilative learning, meant having a gap between the axes Reflective Observation /Abstract Contextualization (See Figure 5 and Figure 6) which implied an impossibility to go from observations and reflections to theories.

From one perspective, these facts supported the findings in the first research cycle, Feelings related to actions, and explained its origin. If I were competent at integrating several experiences occurred in the classroom to assign them a unique cause and solution and leaving students or colleagues opinions aside to find a precise or logical explanation to problematic situations during the lessons, I would not have problems taking reflections into precise contexts in a theoretical way.

From another perspective, having in mind that the question corresponding assimilative learning is What am I competent at? and that there are no associated characteristics of such learning on my journals, I wondered again if not being competent at the traits in this learning style, would avoid an upgrade in the next level of development. Nevertheless, not being competent at assimilative learning skills did not stopped my development interest because this kind of learning can be practiced and improved in a new research with a different approach. Then I decided to continue to reflecting upon the last learning style traits.
4.2.4 Convergent learning - What do I believe?
In the reflections 7 and 8, convergent learning made evident through three characteristics “problem solving”, “decision making” and “controlled in their expression of emotion”.

As stated before, this lesson was an opportunity for me to approach to a different strategy with these students who I had so many problems before. Problems related to the attention they pay to explanations and their participation in class. Here I assumed a different attitude towards their behavior and it made me feel as a different kind of teacher who does not need to speak louder to lead students and to lead the class to a certain objective (R7, July 7th, 2016)

This reflection, implied I believed I could manage the problematic situations from previous lessons by the decision of acting in a different way. This seemed to be something I should have done before and naturally but sometimes to be a leader could be associated to the idea of being bossy and of speaking up to let other people hear you when what actually permits others to pay attention to you, are your actions and how such actions are related to those who listen and how they feel the echo of such actions inside them.

Besides this, I considered the idea that maybe sometimes it is easy to forget about the fact that only a small change can cause really different results.
I consider in this lesson I made an effort to listen students interruptions and out of place comments with a positive attitude and without considering them as a personal offense. Sometimes my patience is not enough and when I listen to some students’ expressions or comments while I am talking, my answers tend to be aggressive or rude. (R8, September 14th, 2016)

As a teacher I am used to forget that I do not need to keep my class in an organized and quiet setting to have an excellent lesson. And even when some students may intend to sabotage the course of the lessons just to outstand among their partners, none of those comments need to be listened to immediately answer or to state who has the “power” inside the classroom. Power clearly differentiates from leadership and a leader is conscious enough about her team strengths and weaknesses, to foster the best learning conditions.
The first two cycles of this research have explored the first stage of development, acquisition (Kolb, 1984) and the corresponding reflective questions related to environment-What do I encounter?, behavior- What do I do?, competences- What am I competent at? And beliefs- What do I believe? As stated before, development in the acquisition stage relates to internal traits that progressively emerge to help the learner to differentiate herself from the external conditions.

The third cycle related to the question who am I in my work?

4.3 Stage Three. Specialization: Reflection Based on Interaction

This research cycle connects to the specialization stage of development in which the contrast between decisions and social experiences creates on the learner a new perspective about her selfhood in relation to external demands like the obtained results or her own qualities. The learner recognizes external factors and the context recognizes the learner’s characteristics but there are no changes involved from each other. As mentioned above the reflective question in this stage was who am I in my work? Related to the identity level (Korthagen, 2010).

In reflections 9 and 10 the main characteristics corresponding to Kolb’s (1984) definition of specialization were “matching self-characteristics and demands of the environment”, “interaction between choices and socialization experiences”, “sense of individuality in relation to the competences developed according to demands of external factors” and “action from the learner in the world and an action from the world in the learner though without changes in the other”. As for “matching self-characteristics and demands of the environment” I found an interesting thought on R9

I remember this lesson was developed with a group which was really consider as a “problem” at school. They were kids who did not respect any rules. Nevertheless, I also remember this lesson was great for us. I was really tired of the kids behaving like “crazy” and that day I decided not to struggle to make them change their attitudes but surprisingly they did without any telling off. (R9, August 8th, 2016)
Accordingly to the conclusions stated in the second cycle, I considered I may have tended to act having in mind what I was supposed to do; if I considered students must have behaved in a certain way to develop successfully any given task, then I assumed the “bossy” role to “make” my students did what I needed them to do. The excerpt above exposes the results of a struggle I had with myself but also with the “must be” as a teacher, this meant that when I decided to think out of the box and let go my urgency for controlling my students interests and attitude in the class, the dynamics of the class significantly changed and I noticed how the students and I could work in a more relaxed environment and with better academic and personal results for all of us.

R10 made evident how getting to know myself created a contrast caused by the facing of those actions that reflected a difference of which I considered my mistakes and the actions that were really affecting the fluent course of my lessons and the results I could have obtained after each lesson.

I consider this lesson as one of transition on my PD. It was then when I have started to notice those attitudes and practices that could be distorting my real intentions with my students and I remember I was struggling with the discomfort of facing so many obstacles I put myself in achieving my goals. That’s the reason why even though students make some comments and some of them did not actually keep quiet when they were supposed to, I tried to be patient and stated my point in the kinder manner I could.

Nevertheless it was evident some of the students were really rude and disrespectful and couldn’t keep quiet at all during the lesson and that problem could take me back to divergent learning traits. (R10, September 22nd, 2016)

To have revealed a part of me I was not conscious about through this self-reflection, meant a discovery of me being my own enemy in terms of avoiding the plan and achievement of more huge goals with my students. The confrontation with this situation undermined up to some point the way I use to manage some problematic situations in my lessons as conflict between students, misbehavior, following of instructions, group and individual explanations, etc. I knew I
could not make any immediate change in the actions I could take, but after being conscious a progressive change would occur.

“Sense of individuality in relation to the competences developed according to demands of external factors” is a characteristic of the specialization stage that demanded a deeper level of reflection in terms of my identity and so it made evident in R 9 and 10

In the middle of so many tasks teachers have to do, we may forget that we chose this profession for just one reason and it is to share with our students. Not to “teach” them because in so many cases they left us open mouthed with no words for their jokes, comments, questions or achievements. We teachers have of course many special and unique knowledge about life to share but there is no sense in that if we don’t avoid character boundaries with them and permit them to share with us too.

Talking about the activity we developed in this lesson I think it was too basic for my students, they really could have done a more personal and complex work with the topic we were studying. Little by little I need to stop underestimating my students qualities and skills because I could be misleading their real potential. (R9, August 8th, 2016)

I noticed during the watching of the video that I really underestimated my role, I didn’t seem to recognize myself as a teacher, and didn’t seem to consider the real scope of the ideas I planned to propose to my students, that’s why I seemed to keep in the basic level for them and avoided facing more ambitious plans and activities that would challenge both, them and I. I underestimated also my abilities to catch students attention, to contribute to their interest in learning English and to propose them ideas that could take us out of their comfort zone. (R10, September 22nd, 2016)

These two excerpts permitted me to see what the real concept I had from my students is and from myself. About my students I really thought they could not achieve a higher level of knowledge because they do not seem to follow my rhythm, however as stated in the first research cycle, it was me who did not permit the students to go further. About myself, in R 10, I found the explanation to the conclusion in the first research cycle. I had problems communicating my discomfort with some situations and I did not assume the attitude I should because “I didn’t seem to recognize myself as a teacher” and consequently I could not act fully as the leader I am.
One situation led to the other and though I had not allowed myself to explore the whole potential I have, in some situations, lessons, conversations with partners and students I had seen that even when I have committed many mistakes in the past that is not all I am. The great progress made in the acknowledgement of these gaps and the decision to share this experience as inspiration for those who consider that may not be going the right path, let me know that this is not the end but a “telling off” for me to remember what does it really mean to be a teacher.

4.4 Stage Four. Integration: Reflection to Transform

This last stage connects Kolb’s (1984) integration stage to Korthagen (2010) reflective question what inspires me? Based on the mission level of reflection.

Even when I was conscious from the beginning of this research that questioning my teaching practices, observing myself and analyzing my journals would not be an easy goal to achieve, the reflections and conclusions throughout the process revealed not only information about my PD but also information about some of my traits that contributed to build what I identified when this research started, as problematic situations.

Integration, the third stage of development begins when the learner finds a conflict between who she is and who she is required to be from the society. This situation may cause a gradual realization from the learner about her real role inside the context, then the learner mental frame changes in regard to the way she used to “experience life, evaluate activities and make choices”. Integration, depends on the specialization achieved in the four axis scheme shown in Figure 5: Reflective, Concrete, Active and Abstract. According to Kolb:

For the reflective person, the awakening of the active mode brings a new sense of risk to life. Rather than being influenced, one now sees opportunities to influence. The challenge becomes to shape one’s own experience rather than observing and accepting experiences as they happen. For the person who has specialized in the active mode, the emergence of the reflective side broadens the range of choice and deepens the ability to sense implications of actions. For the specialist in the concrete mode, the abstract perspective
gives new continuity and direction to experience. The abstract specialist with a new sense of immediate experience finds new life and meaning in abstract constructions of reality. (Kolb, 1984. n.d)

Reflective and active axis emphasizes on the transformation of experiences from internal reflection to external manipulation. Concrete and abstract axis represents experiences from their qualities or from their conceptual interpretation and symbolic observation. Figure 6 shows how development is progressively achieved by the learner in the acknowledgement and appropriation of the four learning styles (divergent, accommodative, convergent, and assimilative) which are the basis for high-order traits the learner could develop during her process. Then, “affective complexity in concrete experience results in higher-order sentiments, perceptual complexity in reflective observation results in high-order observations, symbolic complexity in abstract conceptualization results in high-order concepts and behavioral complexity in active experimentation results in higher-order actions” (Kolb, 1984).

Then, to know what the reflections done throughout this research inform about my PD it was necessary to contrast the conclusions from the earlier research cycles and their incidence and real state in relation to what Kolb (1984) stated as high-order traits, the higher level of development.

4.4.1 Finding 1: “perceptual complexity in reflective observation results in high-order observations” and “behavioral complexity in active experimentation results in higher-order actions”

I consider that an improvement occurred in what refers to reflective observation, little by little different types of reflection emerged from the beginning of the first research cycle to the fourth. This process involved a continuous and analytical examination of the actions I took even though the reflections caused, in some opportunities a personal deception (Perrenoud, 2010) because of the acknowledgement that some of my mistakes transcended into the students English learning process and that such mistakes could not be corrected.
During the reflections included on the first research cycle, I noticed my difficulties to take myself from my thoughts to my real practices and also to expect my students achieved goals I did not even expressed clearly, those situations made evident I was used to that practices or habitus (Perrenoud, 2010) that helped me save time but did not permit I went out the comfort zone. I was asking too much but was not in the same level of action I intended to have from my students.

Regarding the second cycle, through the analysis of the four learning styles characteristics in my practices, I consider there was an upgrade. In the divergent learning I had a more determined attitude in the expression of the inconveniences we may have in class and also assumed some leadership taking action immediately about any unexpected situation and keeping calm through them. This attitudes connected to what Domingo and Gomez (2014) define as experiential learning in the reflective practice since there was a conscious process of taking action after observing my passive attitudes in the first research cycle. This is precisely what occurred regarding the accommodative learning, the reflections described that I felt more confident in not following the plan and I tried to have a more cordial attitude with students interruptions and extra class comments.

After the analysis of these two learning characteristics, assimilative learning, related to the theorizing of ideas and observations, seemed to be an obstacle for the continuation of this research. In the reflections and analysis of the characteristics from this learning in my practices, I could not find any. It caused an inner conflict since this learning is related to the competence I have as a teacher and not finding any trait from it, would have meant I was not competent. Nevertheless, after reading again accommodative characteristics; associated to inductive reasoning, to the ability to create theoretical models, to the assimilation of disparate observations into an integrated explanation, to less focus on people and more concern regarding ideas and
abstract concepts, to a judgement of ideas less by their practical value and to more importance in theory to be logically sound and precise; it made sense that I did not match any of these characteristics since as a divergent learner. This means I was closer to the “feeling-oriented” actions than to the theoretically structured actions, then, if I am concern to people’s opinions or contributions to my work, and this needs to be so because I am not alone in the classroom, the observations and conclusions I may obtain from my lessons and interactions with the school community, will necessarily be closer to practicality than to their precision in terms of results.

Convergent learning reflection coincide with Thomas (2008) concept of reflection since in this analysis, I learnt about my conceptions of what I believed a teacher should do to have a good class or a quiet classroom. I considered equal to be bossy and to be a leader or to speak louder and to have the power inside the classroom. Thomas (2008) relates reflection to the change of the self-concept and so did I when I observed myself as a teacher who actually has much more to share with the students that an aggressive attitude toward their faults. Fúquene and Parra (2014) state on this respect that reflection allows teachers to face the real situation of their practices and the enhancement of their PD in the consideration of positive and negative situations. Then, the analysis of what may work better provides the teacher with tools that are not only related to teaching but also to personal concerns related to the confidence in achieving new goals.

The third research cycle permitted that I saw my eagerness to control external factors such as students attitudes, that cannot be controlled and caused an unnecessary behavior towards students which led me to become an obstacle in my own objectives. I also observed in this cycle that unfortunately I underestimated my students and even myself, the goals I planned to achieve personally and with them, did not really adjust to our capacities. The idea of controlling what may happen inside the classroom was limiting what I did and I forgot what I really wanted to do.
With all these ideas in mind I considered high-order observations and high-order actions are two levels of development I achieved thanks to this research process. In the first case I went from being an observer to a reflective practitioner and, in the second case thanks to such reflective process I went from the observation of difficulties in my behavior to small actions that made big changes in the observed lessons. This is what Abad (2013) stated as a consequence of teachers PD, there is a more acceptant attitude related to academic and personal matters in teaching practices, self-image and English teaching. PD fosters learning in different aspects where teachers allow to encourage themselves in the achievement of the objectives that come from their interest in the improvement of their teaching practices and the context conditions (Alibakshi & Dehvari, 2015).

4.4.2 Finding 2: “affective complexity in concrete experience results in higher-order sentiments” and “symbolic complexity in abstract conceptualization results in high-order concepts”

The main characteristic in the first research cycle, was that even when I cared about what students understood and learnt from my lessons and what they thought of the dynamics I followed, I had problems to communicate those aspects that I considered disturbing in my classes. This conclusion made evident a difficulty in taking reflection into concrete situations to achieve different results.

During the second cycle I found some other difficulties. In divergent learning, even though I tried to give a shift to the situation of my passiveness (Biesta and Tedder, 2006), and tried to be kinder in my reaction toward students comments or attitudes to disturb the class, I really did not materialized my intentions in a new work plan. In accommodative learning something similar happened, I realized there are some strategies I could have used to help the students learnt quicker and easier but those ideas are not set in plan, also mentioned as something to do “someday”. Assimilative learning would have been a great help here since the theorizing of
the thoughts mentioned in this cycle would have helped me to put them into practice and not only as ideas to be developed. Convergent learning allowed me to confirm the previous ideas and in the reflection made of this learning, I actually stated an action to take which is immediately done; I recognized my attitude was a problem and changed it to discover it clearly helped in the development of the lesson.

The third research cycle provided the answers for those ideas which have been kept in abstract proposals, an undermining of my own abilities did not allow to go further in such ideas which no matter how basic or brilliant were, would not work if I did not carry them out or implemented in only one lesson.

This means that high-order sentiments and high-order concepts are stages of development moderately developed.

High-order sentiments come from affective complexity in concrete experience (Kolb, 1984) and as stated before I tried to know how students felt in my class, what strategies would have worked for them, etc. but that “feeling- oriented” characteristic of my divergent style, was not enough to achieve my PD if that worrying did not follow a process or was not even used in the lessons.

High-order concepts come from symbolic complexity in abstract conceptualization, however as it was stated in the description of the second research cycle and the previous finding, the assimilative style, which provides the learner the characteristics she needs to theorize about several ideas that need to be less practical and more logical and precise, is the one style I do not have any characteristic, this means that the ideas I conceived could work to improve my lessons are planned and used for their practicality without an idea of how would they work throughout
several lessons or terms. This work style did not permit to create high-order concepts because there were no tracking of such ideas or behaviors.

The present study intended to inform of the state of my PD and has achieved more than that, it has brought consciousness on the transformation fostered in my teaching practices through self-reflection and also has invited me to take part on my professional and personal growth (Castro & Martinez, 2016) has changed the perspective I had about being a teacher and its endless sources of learning.
Conclusions

According to Richards and Farrell (2005) PD needs to transcend the academic matters to become a more personal experience in which the teachers immersed in the achievement of short and long term goals find themselves and recognize their qualities and faults. In the same way, this experience which has begun as an interest in finding out my academic characteristics that could mislead the path of my objectives, became little by little a more personal approach to the decision on the traits that would be beneficial to continue with and on others that needed be left for good.

From those positive and negative traits, it began a personal, academic and social compromise to continue the integration of the learning acquired during the research cycles, as the owner of this experience (Cárdenas, González and Álvarez, 2010). As stated by Mora, Trejo and Roux (2014) in Teacher-led PD, it is necessary that the teacher compromises in the continuing of the unfinished processes of research and also the monitoring of the ideas or routines that begun thanks to the conclusions of such study. This means that though the interest on creating a context for the own PD origins in the personal field, thanks to possible unconformities or the wish to improve day by day, once Teacher-led PD is established as a practice in teaching, it involves also a compromise to the context conditions because of its transcendence in what relates to the social functions of the teachers. Even though this practice may not cause an immediate impact on the institutions or the community, it is necessary to be adopted as part of the objectives, planning and performance in every day teaching and learning tasks.

Besides the thoughts above mentioned, this study provides different focus of attention and probably further discussion. First, the most interesting aspect on PD is that teachers decide when and where to use it as a help concerning their worrying and preferences and also as a lifelong task (Alibakshi & Dehvari, 2015) whenever teachers decide to begin a new proposal to participate not only as teachers but also as learners. Self-reflection involved in PD, permits the teachers to be
more analytic and to be aware of aspects such as body language, discourse characteristics, presentation of instructions to students, etc., that provide the teacher with a different conception that goes from the self as a mere instrument in society (Integration stage of development) to her role as an active participant in students’ and their own learning processes.

Second, in a more personal analysis, it was quite a challenge to design and to carry out this study, not only in terms of the planning of the research and the academic conditions to develop it as a teacher and also as a student, but also and above all, in terms of the enriching process it was. This research became in the opportunity to overcome the fears involved in the acknowledgement of my real, unreal and potential mistakes and also in the recognition of the origins of such fears and the possible strategies to solve those situations that have been left unsolved up to now in some academic and personal matters.

Third, clearly the objective of beginning a master degree is to have an improvement in the qualities as a professional and though many times I have made emphasis on what my students did or did not, to have focus this time on my traits as a teacher and as a human, totally changed my mind about what research can really do for our development. Throughout this process I have learnt about me, about my students, about my profession. Simple things as the acceptance of who you are can surely make a big difference in the manner you present your goals to others and also in the way they receive your ideas as they are. It is not superfluous to take a look to our decisions and recognize what we have done well and what we have not, to remember why did we choose to have a profession and what is that we enjoy so much doing and sharing with our students.

In addition, in terms of reflection, my PD reached a higher-level (Kolb, 1984) since I went from the basic stage, environment to the most personal, mission. In such process I realized that, though I considered there were external factors that influenced my teaching practices, it was me who stopped the processes I had in mind to achieve more ambitious goals with my students.
Nevertheless, I did not wait for the situation to improve by chance. I progressively took my divergent sensitive and reflective traits into action to reinforce the internal external axis (Kolb, 1984), and when I took these steps I also recognized myself as a teacher who more than owning the power inside or outside the classroom wants to share and learn from her students. So what I believed (convergent learning) about me as a teacher and as a person was modifying my practices and was showing me I was in a hurry to control everything what occurred in my classes and as I found it was something impossible, I tended to establish poor goals that did not really relate to my students’ and my own level of performance.

Equally important is the fact that concrete and abstract experiences continued to represent difficulties in terms of my development and are aspects I needed to keep on working. Through the analysis of the second finding it was possible to conclude that even though I took some actions in order to change my attitudes, behaviors and concerns during the lessons, I really did not establish a plan or a series of steps that could actually work as an unquestionable strategy of development. This apparent impossibility to go beyond reflection and materialize my ideas, related to my reflective and divergent traits; to have good intentions is not enough if there is no sequence in the applied strategies

Accordingly, the main conclusion here is that assimilative traits have to be developed to completely achieve the high-order level of growth and professional development established as a proposal in the present study. Coupled with the high-order stages, the reflective questions (Korthagen, 2010) that facilitated the process of revision in each one of such stages need to be continuously connected to my teaching practice reflection from now on because this study has made evident that those questions and their corresponding levels of reflection allow a deeper and more objective understanding of the traits that may drive or hold back my professional development in the near or distant future.
Further Research

Even though it was very interesting and enriching to carry out this study about self-reflection and PD, it could be also beneficial for the community to do research on these topics based on the work of all the teachers in one area or subject. That could be the beginning of a PD community in the institution.

Besides this, it would be interesting to carry out a study in which the emphasis be on the results of the implementation and monitoring of the conclusions obtained in this research and also in the perceptions students would have about these new strategies.

This research can, up to some point, be a guide for those who are interested in finding answers provided by the educational context and not just by existing theories, a guide based on self-reflection. An initial and later reflection about what is expected to happen during the lessons and what actually occurs, opens a door to a continuous analysis around the possibilities of changing and around what kind of implications these transformations would have in context. Having a reflective practice appropriated as part of the daily methodology used in class, may become a solution for the enquiring teacher who is always looking for a new way to improve and to help students to develop their skills, and will have a different approach to learning from a constructivist perspective (Korthagen, 2010).
References


[https://www.academia.edu/10764145/Formato_Identificacion_estilos_de_aprendizaje_1](https://www.academia.edu/10764145/Formato_Identificacion_estilos_de_aprendizaje_1)
Appendix A

Encuesta

A continuación encontrarás una serie de preguntas relacionadas con tus percepciones del contexto educativo en el que te encuentras. Por favor responde de forma sincera, respetuosa y objetiva. Tus respuestas serán confidenciales y usadas solamente con fines investigativos.

1. ¿Qué significa enseñar?

2. ¿Qué significa aprender?

3. ¿Cuáles son las características que más admiras en un profesor?

4. Según tu criterio ¿cuáles son las características de un profesor experto?

5. Según tu criterio ¿qué características debe tener un profesor de inglés experto?

6. ¿Cuáles actitudes y dinámicas de tu profesora de inglés han facilitado tu aprendizaje?

7. ¿Cuáles actitudes y dinámicas de tu profesora de inglés han dificultado tu aprendizaje?

8. ¿Piensas que la profesora de inglés prepara sus clases? ¿Por qué?

9. ¿De qué manera la profesora podría facilitar el aprendizaje?

10. ¿Estás conforme con el ambiente en las clases de inglés? ¿Por qué?

11. En el siguiente listado señala las características propias de tu profesora de inglés:
   a. Explica bien
   b. Presta atención a sus estudiantes
   c. Es estricta
   d. Sabe llegar a sus estudiantes
   e. Tiene dominio de la asignatura
   f. Respeta a sus estudiantes
   g. Es creativa
   h. Crea estrategias que facilitan el aprendizaje por parte de sus estudiantes
   i. Habla demasiado
   j. Es paciente
   k. Es responsable
   l. __________________________

12. Si tienes otros comentarios, por favor escríbelos a continuación:

¡Gracias por tu colaboración!
Appendix B

Analysis of appendix A results

The results of the survey in Appendix A were as follows.

In the first two questions related to the meaning of teaching and learning, most of the students stated teaching is a matter of transmission of knowledge from one person to another which makes evident that for them one person owns the necessary knowledge to be given to the others. Some students claimed that teaching is related to explanations and the need to be advised for a person in the approach to new ideas or concepts. Some other students related teaching to sharing which implies a more horizontal relation among those who have the current knowledge.

As for learning, the same percentage of students considered learning is the acquisition and the memorization that implies, from my perspective, a traditional conception in which there is someone who provides the knowledge and then, when it is received, it is necessary for the learner to fix it in his mind. Other group of students associated attention as a condition to learn and I associate this to the idea that students consider to have good study habits as an important factor if there is a willingness to learn. The 17% of students considered that learning means to follow somebody’ example, so they considered they learnt when they had a model to follow and finally a small part of the students stated learning was related to memory and use, this means they did not conceive the learning that dwells in memory if there is no opportunity to make it evident through actions.

When I questioned students about the features they most admired in a teacher, they considered an admirable teacher is patient, she is the one who explains clearly what is needed, is amusing in her classes, respectful with her students, she actually teaches what students need to and is constantly keeping an eye on students’ needs. Other students related an admirable teacher
to the capacity she may have to keep the group disciplined during the lessons, this teacher is also cheerful and sincere.

As for the concept of an expert teacher students stated she is strict in terms of the behavior she tolerates during her classes, has a knowledge of the subject she teaches, gives students the knowledge they need to acquire in a determined moment and knows how to explain such knowledge to make it totally clear for students, takes time to explain her students what they require regarding topics of the lessons, activities and assignments. She treats her students in a polite and respectful way, keeps an eye on students’ needs and questions and is patient. Some students associated expertise with the way a teacher presents to them the topics and activities to develop. Two groups with a similar percentage (5%) have very differentiated opinions. The first one stated that an expert teacher learns all the time and is willing to do it and the second one argued that an expert teacher does not exist. A last group of students claimed that an expert teacher studies and worries about acquiring new knowledge.

As for the expertise of an English teacher, students considered the three main characteristics she should have are to know about English, to be patient and to explain accordingly to the instructions or assignments. Students also considered an English teacher expertise concerns to the methodology the teacher uses in her classes, to the facts that she speaks in English, she is strict about the attitudes and behavior she permits from her students, that is experienced in terms of time, transmits confidence to her students and she treats them respectfully.

Regarding what of the strategies I use facilitate the students learning, they considered I had made easier for them to learn English through the activities I have developed, even though
they were no specific on the type of activities, also my proper explanations of what they required, my patience, the extra explanations I give them again and again and one activity we developed at that moment, presentations on several grammar topics facilitated students learning according to them. Some students also commented that I am amusing and that facilitates their learning.

On the other hand, most of the students considered none of my attitudes and practices make their learning difficult. Some stated that the difficulty lies in the fact that they do not understand English in general and it does not necessarily relate to me or the methodology I use. Some other students claimed what difficult their learning is my bad temper and that going quickly from a topic to another one really makes learning difficult for them.

Regarding the impressions student had on my lessons planning, almost all students considered I prepare my classes because I always have a proposed topic, a series of steps during the class and I make evident I know what I am talking about. One student claimed that I do not seem to prepare my classes because I do not have an order in my lessons and the way I present them.

As for the strategies I could use to facilitate their English learning, students stated that I could make easier for them to learn if I used more games in my classes, if I were more amusing maybe in terms of my temper as stated on question 7. They also claimed I should use videos in my classes and I should explain more some topics and make emphasis on a certain topic as much as it is needed and so to be sure students completely understood.

Some students suggested that more audiovisual resources like videos and “didactic” activities (word searches, lottery, heads and tails) could help them learn English easily. Other students considered it would be positive to reinforce writing skills and prepare oral presentations
that could permit them to practice and improve their oral skills even in other subjects. Besides this, one of the students commented on the importance to have topics in class that could be related to real life, others students suggested to evaluate each time we finished a topic, that I was sure that a topic was completely understood before going to the next, and even suggested that I could be more organized in the hierarchization of the ideas during my explanations to make my point understandable (Appendix B).

Talking about the lessons environment, some students claimed that they are satisfied with it. However, some others argued they are not satisfied for two reasons, students make so much noise during the lessons, and they consider some of their partners misbehave in some of the classes and that interrupts the class environment.

In the last question, student had to mark in a list the features they considered as more remarkable in me, these features were

a) She provides clear explanations

b) She pays attention to students

c) She is strict

d) She is close to students

e) She knows English

f) She respects to students

g) She is creative

h) She creates strategies to facilitate students learning

i) She talks too much

j) She is patient
k) She is responsible

l) _____________

The most voted features were respectfulness, attention, explanations, responsibility, patience, creativity and the creation of strategies. Nevertheless, it is noticeable that students do not perceive me neither as a teacher who knows how to approach to students nor as a strict one.
Appendix C

Students’ perceptions about the English teacher

2) para facilitar nuestro aprendizaje la profesora tendría que ser organizada con sus ideas para explicarlos bien y que todos los entiendan.

3) la profesora podría hacer como en poco más de actividades y apoyar de que la docente hace actividades. Hay que hacer más en grupo y para que los que no entiendan en la primera actividad pueden entender a la segunda actividad.

RTA = que se puede facilitar el aprendizaje mediante recursos didácticos como vídeos, juegos de letras, juegos orales, etc.
Appendix D: Self-reflections

Cycle one

REFLECTION # 1. OCTOBER 16\textsuperscript{1H} 2017

<table>
<thead>
<tr>
<th>Teaching journal #1 April 19\textsuperscript{th}, 2016 - 904</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish term. I explained what they had to do but they didn’t really pay attention, they are always in a mess.</td>
</tr>
<tr>
<td>I’ve tried to change my attitude but it seems impossible.</td>
</tr>
<tr>
<td>I really think that changing classes with this course will be a huge challenge due to students and I “fossilized” attitude. Maybe they’d like games or “movement” activities. They kind of acting like adults in their passive attitude.</td>
</tr>
<tr>
<td>The aim today was Ss presented pending workshops but many didn’t care.</td>
</tr>
<tr>
<td>Some others just copied their partners' tasks to present them.</td>
</tr>
<tr>
<td>I wonder if “recoveries” weren’t a little bit more useful when there was a different kind of task like a long workshop or sthg.</td>
</tr>
<tr>
<td>I think next term I’ll develop an improvement plan for the students to present it as a questionnaire or workshop, Ss should have all the workshops in the notebook. Maybe I’m being very permissive with Ss.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage/substage of Growth and Development</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Acquisition stage/ Behavior -</td>
<td>What do I do?</td>
<td>* Imaginative ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Awareness of meaning and values.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{1} The chart presented as model to organize self-reflections including the teaching journals or video transcriptions, stages, levels and questions for reflection, learning traits and the self-reflection itself, is a model created by the author.
| Iconic substage | Divergent learning | * View concrete situations from many perspectives  
* Organize many relationships into a meaningful “gestalt”.  
* **Adaptation by observation rather than action.**  
* Performs better in situations that call for generation of alternative ideas and implications  
* Interested in people  
* Imaginative  
* **Feeling-oriented.**  


several opinions about what was happening in my class, about the attitudes of the students and even considered about some possibilities of improvement, however I did not seem to develop any real action towards those situations that bothered me, all the underlined statements are hypothetical thoughts that finally are not performed in the real actions I should have if I was so uncomfortable with what was occurring.

Then what I did was to observe and **generate alternative ideas** that could have worked if I really dared to make them real. Such alternative ideas, future games for the class, creating a different environment with the group, thinking about different, more strictly planned activities for those students who failed, were actually good ideas that I would like to develop, especially with that specific group which was a big challenge for me in terms of class management, class work and behavior in class, since some students acted like they did not really wanted to enter to my class.

I also conclude from the journal entry that the **feeling oriented** trait is present in my appreciations about the behavior of students “they are always in a mess”, my own behavior “I’ve tried to change my attitude but it seems impossible”, and the way I act with students “Maybe I’m being very permissive with Ss”.

---

2 The traits in bold in the “Divergent learning traits” column, correspond to those analyzed in the “self-reflection” section.
These ideas totally demonstrate that problematic situations caused an impact on me, a personal impact, however as stated before, I decided to take to further actions.

**REFLECTION # 2. OCTOBER 23TH 2017**

**Teaching journal #2 April 27th, 2016 - 903**

Today I wanted to make a reflection upon first term and the work we did with the book and the possible strengths and weaknesses Ss could identify on/in themselves.

About the book, Ss commented that the work had been kind of difficult because sometimes there were two activities for the same day, I answered that if it happened, it was because **Ss were behind the work they were supposed to be doing at a specific time.**

Another S commented that the work with the book was difficult because not all the Ss have it. I remembered to them that **I created a group in messenger in order to send pictures of any page the book they need.** I consider sometimes Ss just give excuses when they don’t want to work or do the asked tasks I give them at least 3 days to do HW which I consider is enough time for their level.

After this reflection, I told them this term they’ll do **charts in order to have a control of their marks on their NB** which they accepted to do.

While they do these charts I observe some of their attitudes: Some Ss have headphones, mobiles, some are talking to their closest partners (today they organized in only one table as suggested one of the Ss some weeks ago) but they are anyway working.

Finally, I decided to dictate them some recommendations for second term which I consider will improve the Ss performance in my classes.

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<tbody>
<tr>
<td>Acquisition stage/ Behavior -</td>
<td>What do I do?</td>
<td>* Imaginative ability</td>
<td>* Awareness of meaning and values.</td>
<td>The underlined statements are evidence of the “feeling-oriented” trait on divergent learning. In this lesson I wanted students to revise our work with the English book</td>
</tr>
<tr>
<td>Iconic substage</td>
<td>Divergent learning</td>
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<td>-----------------</td>
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<tr>
<td>* View concrete situations from many perspectives</td>
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<tr>
<td>* Organize many relationships into a meaningful “gestalt”.</td>
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<tr>
<td>* Adaptation by observation rather than action.</td>
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<tr>
<td>* Performs better in situations that call for generation of alternative ideas and implications</td>
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<tr>
<td>* Interested in people</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>* Imaginative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Feeling-oriented.</td>
<td></td>
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</tbody>
</table>

since we had just started to use it in classes last year. I considered that to identify possible strengths and weaknesses would permit students to be open minded not only around their self-evaluation in class but also in the evaluation of a new tool we had not used during the last years.

After trying some new strategy or activity, I am usually interested in listening students’ thoughts about it. Their ideas give me new inspiration towards new goals I have in mind and sometimes I have to forget about future implementations of activities that in my mind seemed to be perfect.

And in the same line the recommendations at the end of the class, were not academic but more personal, “keep your headphones inside your bag”, “respect each others’ space”, “trust yourself during learning process”. I really think that more than English, students need to develop abilities towards some situations in life, that will allow them to be in a more fluent relationship with their environment, at the end English is my excuse to approach myself to them.

I notice here also a strong influence of “adaptation by observation rather than action”. On the teacher journal I commented students were slow with their duties, however it is like if I have just noticed that circumstance and I am sure it was not that way. If I had realized that students were failing in that aspect, why did not take steps to avoid the situation to continue? Since we are talking about the end of the term, I could have used some more strategies different from allowing students’ tasks to pile up. Maybe I could have offer to help them during a short
time during classes and so they should not have felt they were alone in the development of workshops that, as in this case, given by a textbook may become a little more complex for the students having in mind that sometimes the exercises are not connected to their real context.

In spite of this, as a divergent learner and having in mind the “imaginative ability”, I proposed two alternatives to facilitate the students’ learning process. The group in Messenger I created was an alternative for students who did not have the book and sometimes for students to ask about any other topics concerning our class and though it was a hard work sometimes to keep the students concentrated on the appropriate conversations to have in the group, I can actually positively assess the process developed on those days since it became a real virtual group around the English class through the time, and not only with this course but also with the other three ninth graders courses.

The second alternative, to elaborate a chart on students notebooks for them to track their marks through the term, could have been a good strategy but we did not follow our own rules, so students did not fill in the charts and I did not pay attention to their annotations on their notebooks.
The objective of today’s class was to identify some sports and to check if the vocabulary Ss identified about it had an appropriate translation and so they understood their meaning.

I started the class by checking HW meanwhile some Ss prepared the dialogue presentations they were supposed to do for last class. There were three groups missing then they went in front of the class. There were three groups missing then they went in front of the class and did their presentations, the first group did kind of well though their pronunciation was not very accurate and the last two groups only read their dialogues and it was noticed that they hadn’t rehearsed at all. This was disappointing because they had almost a month for doing this and for asking me about the right pronunciation of the words.

After these presentations I asked about how was HW and started to associate the images they had on sports.

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| Acquisition stage/Iconic substage        | Behavior Divergent learning | What do I do? | * Imaginative ability  
* Awareness of meaning and values.  
* View concrete situations from many perspectives  
* Organize many relationships into a meaningful “gestalt”.  
* Adaptation by observation rather than action.  
* Performs better in situations that call for generation of alternative ideas and implications  
* Interested in people  
* Imaginative  
**Feeling-oriented.** | The underlined statement relates to the “feeling oriented” trait of divergent learning. I mention there that students had enough time to prepare their dialogues to be presented to the class, however I think that I was not very clear in the instruction to help students understand I could help them during our free time or in a short moment at the end of our classes. Sometimes I feel I have wonderful ideas to share with my students to help them and help myself to learn easier or to facilitate our work together, but it seems I have problems “translating” my ideas to generate the student's’ understanding and following of some suggestions. It would be necessary to create a strategy to effectively communicate what are the intentions when I make a proposal or when I assign a task or workshop to students, that would ideally allow them to have in mind the objective I consider we may achieve through the development of such activity. |
REFLECTION # 4. OCTOBER 26TH 2017

**Video transcription #1 August 10th, 2016 - 903**

(Ss voices, T writing on the board)

T: Eso es lo único que me preocupa

S1: Profe eso es otro poquito, abajo ¿si? donde dice trabajo ya eso es todo o es pegado

T: Es el mismo. Pero digamos que este...este divisor es el que diferencia acá

T: Ustedes saben que estamos atrasados en tema

S2: Sí señora

(Ss voices)

T: Si, si tal vez no entienden alguno me preguntan de una vez ¿listo? ¿Qué dice ahí? Porque eso es lo que se supone que les va evaluar el tercer periodo. Todos no, hay palabras que tú entiendes. Por ejemplo esta se entiende.

S3: Eeehh… periodo

S4: tercer periodo

S1: Periodo

(Ss voices, T writes on the board)

T: ¿Ustedes creen que la tablita que hicimos de las notas funcionó?

Ss: No

T: Yo creo que no. Porque yo pensé que eso les iba a ayudar como a estar más pendientes de las notas, pero...como que dio lo mismo. ¿O qué piensa Alejandra?

(S answer)

S5: No sea sapo, no sea sapo

T: Yo no sé si ustedes saben... claro que saben lo que pasa es que...uno que se hace el loco y se hace el que no escucha. ¿Ustedes saben que uno puede demostrar poder de muchas maneras, cierto? Si yo por ejemplo les digo “cállense o les bajo nota”, eso...

S1: Pues nosotros vamos a pelear por nuestros derechos
T: Si algunos sí, pero es que como que realmente la traducción sería... osea eso sería demostrar mi poder con la nota, es a lo que voy ¿sí? Entonces si yo amenazo a alguien y le digo “si usted hace tal cosa le bajo nota”, estoy diciendo “yo tengo más poder que usted” ¿sí?

S6: No porque si él me dice, pues yo le digo a alguien que eso[...]

T: Entonces está tratando de ponerse al mismo nivel “como usted no tiene tanto poder, yo también tengo poder” y todo eso se hace por medio del lenguaje, es lo que, a lo que voy. Hay cosas, hay maneras de decir las cosas. Uno puede decir de muchas formas que odia a alguien y puede decir de muchas maneras que ama a alguien, no necesariamente directamente, ¿cierto?

¿Por qué hago el comentario? pues creo que cada uno entenderá lo que... lo que quiere entender y lo que debe entender, lo dejo ahí. A veces uno ofende sin querer [...]

(Ss voices)

T: Listo ahora sí, ¿hay alguno de esos desempeños que no se entienda?

S7: Pues si yo no entiendo inglés

T: (Laughs) No me digan todos.

S4: Yo ya entendí uno

(Ss voices)

T: Esos son los desempeños

S8: Profe yo no entiendo este...elaboree...

T: ¿Este? Bueno, elabora y comprende ¿cierto? textos por medio de...

S8: Identifi...

T: La identificación y el uso de expresiones de tiempo, expresiones de tiempo y adverbios, expresiones de tiempo como mañana, más tarde, luego... Esa es una expresión de tiempo y los adverbios pues ya vimos un poquito hace como dos meses. Todos los que terminan en “-mente”, no de “mente” sino ligeramente, posteriormente, etc. ¿Qué otra cosa no entienden?

S4: No el dec.. el último

T: Exacto, el último. Participar...“participa activamente en clase”. Participar, participar activamente no es estar metiendo la cucharada cada rato para decir cosas locas si no, participar, aportar.

(Ss voices)

T: ¿Este?

S9: Si profe, ese no se entiende.
T: ¿No? 
S9: No 
S10: Ah hacer.. 
T: Preferencias ¿no? Este 
S11: Expresiones ¿no? 
T: Hace sugerencias y expresa preferencias. ¡Tan fácil! hacer sugerencias y expresar algo que a uno le gusta o no le gusta, eso no tiene mucha complicación, casi todos lo hacen. Listo, ahora los temas. 
S1: Profe me hace el favor y me regala… 
T: ¿Te hace falta qué? 
S1: No es que era [...] 
(Students voices) 
T: Este periodo está muy interesante. Listo esto es lo que aparecería en el boletín de tercer periodo, ¿cierto? Como estamos todavía atrasados en tema vamos a seguir trabajando pasado simple y pasado continuo, si sedan cuenta ahí en esos temas vuelve a aparecer el tema de primer periodo ¿jmm? 
S: Si 
T: Que es presente simple, entonces vamos a volver a retomarlo ¿Qué es lo que uno tiene que hacer? 
(Chair loud noise, Ss exclamate) 
S7: ¿Balurdo! 
T: ¿Qué es lo que uno tiene que tratar de hacer? Como mirar la relación entre los temas porque si uno ve cada tema como aislado, pues no va a entender nada. En cambio como tratar de empezar a mirar relaciones entre pasado, presente y ahorita que vamos a ver presente perfecto, que es otro tipo de presente, como mirar las estructuras y esas cosas.

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<td>Acquisition stage/</td>
<td>Behavior -</td>
<td>What do I do?</td>
<td>* Imaginative ability</td>
<td>In this class we were at the beginning of the third term. In the first class of each term we use to inform students</td>
</tr>
</tbody>
</table>
**Iconic substage**

**Divergent learning**

* View concrete situations from many perspectives
* Organize many relationships into a meaningful “gestalt”.
* Adaptation by observation rather than action.
* Performs better in situations that call for generation of alternative ideas and implications
* Interested in people
* Imaginative
* Feeling-oriented.

about the areas we will be working on during the term and about the corresponding topics.

Though this class developed one year ago, I considered there are so many things I would not have said and others I would have to say directly to students.

As for my learning traits “**awareness of meaning and values**” and “**interested in people**” were exposed in this session, because as I do in many others I stopped what I was saying to comment to students my feelings around what they said. The audio of this video is not clear enough however, when S5 says “No sea sapo, no sea sapo”, she refers to an partner who was stating his posture on what “Alejandra” said. This class used to have these kind of conversations during my sessions and though sometimes “uno que se hace el loco y se hace el que no escucha”, not all the times I was in the disposition to permit them to hurt each other with offensive words.

During the watching of my video, I perceived myself as uncomfortable, like if I was not sure of what I was doing or saying which clearly was also perceived by students since for example, the group the student recording belonged seemed not to be totally concentrated on what I was saying and even complicated the listening of the video with their conversations. I really do not know if I did not realize of that situation in that moment but now that I watch it, it feels so frustrating that I did not say anything to them, as if I considered what I was saying was not important or interesting enough for them.

Perhaps through the observation of other video I could deepen in my motivations to act this way and elaborate a strategy to change it because I think it damages my teaching practices and relation with my students.
REFLECTION # 5. OCTOBER 28TH 2017

Video transcription #2 August 11th, 2016 - 11th grade

(Ss voices)
T: Buenos días
Ss: Buenos días
T: ¿Me pueden hacer un favor, ustedes, se pueden ubicar de una manera diferente? Estamos en mesa redonda. Si quieren aquí hay espacio

(Ss voices, chair noises)
T: ¿Listo? ¿Allá mejor? Eso, se separan un ratico y no pasa nada, no les afecta en nada. Bueno, primero eehh... aclararles que hoy, se supone que hoy deberíamos habernos ya cambiado de grupo, oficialmente ya estamos en tercer periodo, pero no lo hicimos porque no nos hemos reunido y no hemos definido quiénes van a cambiar de nivel, en fin. Entonces eehh...ya el viernes que tenemos reunión de área pues confirmaremos quiénes cambian de nivel, quienes siguen, etc. y para la otra semana ya cambiarán ustedes de salón, de profesora y de grupo si es el caso. Ya más o menos ustedes sabrán si cambian o no de, de nivel; algunos subirán tal vez al dos, voy a sugerir algunos nombres en la reunión porque me parece que sí, o sea sí hay personas se destacan; intentan hacer cosas, ¿si? no es porque estén de “lambones” como dicen algunos, es muy diferente eso, si no más bien por hacer el esfuerzo de hacer cosas, interesarse por la clase de cierta forma.

Si les parece entonces a continuación voy a dar la definitiva, porque de pronto asumo lo que hay en esta planilla y no es la nota que ustedes recuerdan paso ya en otro curso, entonces como para confirmar que esa es la definitiva.

(T mentions each S and his/her corresponding mark)
T: ¿Me faltó mencionar a alguien?
S1: A Trochez
T: Yá
S2: Ya 60
S1: ¡Ah!
T: El problema de estar ahí hablando
S3: Profe, ¿Roa? Es que no oí
S2:60
S1: 60 bruto
T: ¿No te acuerdas que se quedaron ustedes al final y me presentaron el trabajo?
(Ss voices)
S2: ¡A ver!
T: Listo. Hoy les voy a pedir dos favores. Primero, o sea hoy van a escribir, pero van a escribir en español, así que tranquilos.
S3: Ah ya, gracias.
T: Esta primera encuesta es una encuesta sobre lo que siempre hablamos, sobre los niveles. El otro día yo les preguntaba y no hubo así como comentarios verbales por ahí alguien dijo “no, es chévere” pero… yo sé que cuando escriben se expresan mucho mejor y dicen más cosas de las que dicen cuando hablan. Entonces aquí necesito que ustedes me cuenten ventajas y desventajas de esta actividad, ¿Por qué? pues porque aunque ustedes ya no van a seguir participando y aunque seguramente en media fortalecida no, o sea lo de media fortalecida no va a permitir que sigamos con los niveles porque va a haber semestres entonces ya no se puede, si se piensa seguir con los niveles en noveno, en octavo, etc. Pero como ustedes ya llevan la experiencia dos años, ustedes pueden decir “bueno, esto sí sirve” o “esto no sirve” o “serviría más si se hiciera esto” o “serviría menos si”… bueno, en fin. Entonces aquí el cuadrito tiene ventajas y desventajas, si ustedes quieren desahogarse y necesitan más espacio el reverso de la hoja está ahí disponible. Entonces cada uno va a llenar el formatico, con toda la tranquilidad del caso. Con mucho respeto eso sí.
(Teacher walks around the classroom handing out the corresponding papers)
S4: No profe, no, estamos pobres
T: ¿Estamos pobres?
S5: ¿Quiere profe?
T: Noo
S5: Eso es [...] 
T: A mi no me de sobrados, ¿yo sobrados para qué?(smiles)
S4: ¿Sobrados esto?
T: Si porque quedan como tres galletas no más
S4: No queda una y media
S4 and S5: Laugh
(Ss voices, T finishes handing out the papers, some Ss approach to her to ask questions)
(T speak to someone [...] then approaches to a S )

T: Bueno, listo, como no, obviamente no todos van a terminar al tiempo ¿cierto? entonces de una vez voy a explicar la siguiente.

Dije que les iba a pedir dos favores [...]. En esta encuesta hay más preguntas, y hay más opción de qué opinar, pero esta encuesta tiene más que ver conmigo. Primero con lo que ustedes consideran como educación, como enseñanza, aprendizaje [...] ¿Qué idea tienen de los profesores? Luego qué idea tienen de su profesora de inglés o sea va como de lo general a lo particular, ¿listo?

Entonces les voy a pedir aquí que lean muy bien la instrucción y que tengan consciencia de que lo que están describiendo acá es muy importante. La voy a entregar de una vez para que… para no estarlos molestando más.

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</table>
| Acquisition stage/Iconic substage      | Behavior - Divergent learning | What do I do? | * Imaginative ability * Awareness of meaning and values. * View concrete situations from many perspectives * Organize many relationships into a meaningful “gestalt”. * Adaptation by observation rather than action. * Performs better in situations that call for generation of alternative ideas and implications * Interested in people * Imaginative * Feeling-oriented | While watching this video I really perceived myself as insecure, as if I were afraid of the students attitude toward me. Even though my relationship with this group was not really friendly, there was no reason for me to act in that way. It was like if I felt I did not have anything worthy to give the students.

As for some of the comments I made to students “Eso, se separan un ratico y no pasa nada, no les afecta en nada” or “ no es porque estén de “lambones” como dicen algunos”, I consider they were totally out of place and only helped to make the situation even tenser than it already was. Sometimes when I am trying to avoid to be exposed, I use to make these kind of comments maybe to feel that I have the control of the situation but, as perceived from the video, it was the other way round I was losing the control and not precisely of the class, but of myself.

This time the “feeling-oriented” trait has acquired a different connotation to the one analysed in the journals 1,2 and 3. This time the feeling oriented is making evident that my emotions overwhelmed me and I could
not continue to be in charge of the situation, which is quite different to try to control everything what happened there.

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**REFLECTION #6 NOVEMBER 2nd 2017**

**Video transcription #3 August 30th, 2016 - 903**

(Ss voices, chairs noise)

T: Estaba ahorita con los de 904 mirando una lectura

(Ss voices, chairs noise)

T: Estaba pensando que hoy teníamos [...] Buenos días

Ss: Buenos días,

S1: Buenos días profe

T: Bien

S2: ¿Quién tiró esa mierda?

S3: ¡Uchh!

S2: Lo siento profe pero es que [...] T: Si a veces es, es fácil entender cuando uno se altera pero no cuando los demás se alteran.

S2: Noo profe pero si yo estoy calmada y me tiran eso

T: No es eso, estoy hablando sobre mi.

Ss: Sshhh

S4: ¡Ay cállese!

S2: ¡Chito!

T: Ehh,Bueno

S5: Otra vez
T: Tengo [...] cosas que decir. La primera es, vamos a dar como uno minutos para que organicen su trabajo que tienen que entregar porque yo sé que a veces llegan aquí con las cosas como en despelote. Entonces vamos a dar ese momento. ¿Si trajeron el trabajo cierto? Es que estoy viendo caras.
S6: ¡Siéntese ñero!
S7: Sii
S1: ¿De traducir?
T: Entonces antes de darles ese momento, les voy a comentar... una cosa respecto al trabajo a ese trabajo que tienen ahí y otra cosa respecto a otro trabajo que vamos a seguir haciendo. Lo primero es que tengo un... ya recibí los trabajos de 902, yo me imagino que entres ustedes se cuentan las cosas con sus compañeros o yo no sé, bueno, ya recibí esos trabajos y tuve un inconveniente con esos trabajos. No sé si se acuerdan de los parámetros 4 y 5 de evaluación, no sé si se acuerdan cuáles son. El número 4 es pedir tutoría a la profesora ese vale 25 y el número 5 es que el trabajo sea original, sin traductor, etc. ¿Cómo garantizo...? No, ¿cómo le puedo yo decir a un estudiante si usó o no traductor pero él no vino a asesoría? Puede que haya una persona que nunca vino a asesoría, no pidió nada pero me trae las oraciones perfectas. Yo no estoy diciendo en ningún momento que mis estudiantes no puedan escribir una oración perfecta pero conociendo como los conozco pues sé que eso no va a pasar, ¿si? Siempre va a haber un error o algo… un malentendido o algo así. ¿Será que me pueden prestar atención por favor? porque es que les voy a decir algo que les va a afectar la evaluación del trabajo, entonces, quiero que presten atención. Si no les interesa pues ya eso es otra cosa pero yo cumplo con decirles qué va a pasar y pedir su opinión, porque estoy pidiendo su opinión. La evaluación del trabajo que me van a entregar hoy queda como la pactamos, lo que voy a decir es para la siguiente entrega.
Si el estudiante no viene a asesoría, y nunca pide tutoría, nunca pregunta nada sobre las oraciones yo no puedo garantizar cómo hizo él o ella su trabajo ¿si? ¿Eso qué implica? que habría que bajarle a esos 30 del parámetro número 5, si no se acuerdan de qué estoy hablando miren en el cuaderno, habría que bajarle la mitad y valdría 15. Entonces si usted vino a asesoría no hay problema, yo sé que usted está haciendo su trabajo juicioso o juiciosa. Pero si usted no me preguntó nunca nada, yo no sé, yo la verdad no sé, pudo habérselo hecho su tía, su hermanito, su… en fin. ¿Me hago entender? ¿Es claro lo que estoy diciendo?
S8: Si no hay tutoría pues baja más puntos.
T: Exacto, ahora la pregunta es ¿están de acuerdo, no están de acuerdo, por qué sí, por qué no? Es con argumentos, no es “sí”, “no”, si no con argumentos. Levanten la manito y hablen. Así sea para decir que sí o que no, igual pueden levantar la manito.
S8: Sí. Pues si porque...
T: No hables allá entre los dientes Valentina que eso es súper molesto.
S2: Pero cómo nos como nos va a bajar [...]
S1: Hable duro
S2: No me parece.
T: Pero dime por qué. O sea yo entiendo, listo no te parece pero...
S2: ¿Es que cómo así? No profe
S9: Profe no entendí eso de que nos… nos bajaba
S2: Sí, por no preguntar. Por las… ¿cómo es que…?
T: Tutoría
S2: La tutoría. A mi no me parece
S9: ¿Y cuánto nos baja?
S1: 30
S9: ¿30?
T: Shhh… Está hablando Valentina.
S2: No creo que sea como tan… tan fuerte la cosa para que nos baje ¿si me entiende?
T: La cosa es fuerte porque, sobretodo en este curso, las personas están acostumbradas a copiarse de los trabajos de los demás, entonces yo lo hago es con esa intención. Desafortunadamente hay personas que no están conscientes de que lo que se hace es por su bien, ellos, yo creo ¿no? , yo creo que las personas que se copian piensan que están haciéndole un daño a la profesora o que la profesora no se ha dado cuenta. No, la profesora se dio cuenta, pero, dejemos así porque yo no quiero pelear. Yo no vengo aquí a pelear con mis estudiantes como “oiga no se copie” no, pero entonces yo me invento como unos parámetros para evitar eso. Tu dices Valentina entonces que se puede bajar pero no tanto puntaje, es lo que estoy entendiendo ¿o no? entiendo mal
S2: Pues es que no me parece que sea…
T: O sea que no se baje nada. Señora
S10: Pues a mi tampoco me parece pues que se bajen los puntos porque es que o sea, yo por mi parte, yo fui a buscar a alguien que me ayudara a hacer las oraciones, si o sea yo las tenía en español, entonces yo fui donde alguien a que me ayudara a hacerlas en inglés[...]
T: Okay
(Teacher talk to some Ss from other class at the door)
T: Si no me falla la memoria ustedes fueron el primer grupo al que le propuse el trabajo
S8: Si
T: Entonces creo que han tenido más o menos 20 días porque hemos perdido algunas clases. No estoy segura de la fecha, ustedes sí tendrán como escrita la fecha en la que yo les dicté el trabajo y los parámetros. Respecto a lo que dice Valentina… creo que ya respondí una parte, o sea estoy tratando es como de evitar que se copien. Como no me puedo ir a la casa de cada uno a ver cómo están haciendo el trabajo ¿cierto? Me queda un poquito complicado, pues digo bueno, listo es posible que ellos se copien en la idea de la oración pero que la cambien ¿cierto? Si es que les da mucha pereza pensar, en fin. Porque digamos es válido lo que tú estás diciendo, yo le puedo pedir asesoría a otra persona, pero esa persona no te va a dar la nota. Y yo no sé esa persona qué está haciendo allá contigo en la casa. Es decir…

Ss laugh

T: No, no, no Exacto. Te está explicando, te está haciendo el ejercicio allá, yo no sé eso. Tu me puedes decir “es que me explicaron, es que me explicaron” Yo no sé eso

S2: Profe pues entonces no la mandaría para la casa, la haríamos acá.

T: Noo Valentina, por favor. Yo no estoy trabajando con nenes de sexto yo ya estoy trabajando con personas que casi, casi se van a graduara ya en menos de un parpadeo.Entonces tal vez están acostumbrados a que yo soy muy ¿cómo se dice eso? permisiva tal vez. En el plan de mejoramiento, te informo a tí Valentina que es como, tú no tienes ese inconveniente, los demás no han dicho nada no sé, hubo cuatro personas que presentaron el mismo plan de mejoramiento, ellos piensan que yo no supe yo traté como… normal, no pasó nada. Pero yo no quiero entrar a llamar papás, hacer observación, o sea ¿para qué eso? Cuando yo puedo decir “bueno muchachos hagamos un trabajo diferente”, entonces cada uno tiene unas experiencias de vida diferentes y unas anécdotas diferentes, yo creo que, o sea no veo cuál es el problema con escribir diez oraciones, pasarse en un descanso a preguntarle a la profe “¿profe, así me quedaron bien? Y ya, yo no veo cuál es el problema en eso. Nadie le está diciendo “es que tiene que pasársela todos los descansos aquí metidos” Pues se pueden turnar, ¿no? Como digamos el grupito de ustedes puede venir un día, ustedes dos otro día, y así. Y no nos vamos a demorar aquí todo el descanso tampoco ¿Cuánto nos demoramos ayer? Como diez minutos, tal vez. Entonces, no sé.

S8: Profe pues, digamos a mi si me parece

T: Sí, no se escucha, ¿tú escuchas Alejandra?

S: No

S8: O sea, si me parece pero entonces que no se bajen tantos puntos, ¿no? Porque digamos…digamos. o sea yo digamos, yo hice las frases ¿sí?

y le dije a usted que sí estaban bien y usted me hizo las correcciones y pues las hice como, como era, e incluso tenía dudas de una frase y eso. Entonces, pues o sea si me parece porque digamos si uno le pide ayuda a otra persona es como complicado porque no piensan lo mismo que usted o algo así.
T: No es tanto eso si no que ¿cómo hago? sí de verdad, o sea no importa que ayuden o no ayuden en la casa, un primo
S8: Y el traductor es diferente porque a veces no traduce bien las oraciones.
T: Si eso es verdad

<table>
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<tr>
<th>Stage/substage of Growth and Development</th>
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<th>Reflective question</th>
<th>Divergent learning traits</th>
<th>Self-reflection</th>
</tr>
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<tbody>
<tr>
<td>Acquisition stage/Iconic isubstage</td>
<td>Behavior -</td>
<td>What do I do?</td>
<td>* Imaginative ability</td>
<td>I seem to be more comfortable with this group, maybe because I worked with them for 4 years and that caused I felt I was in a more friendly environment.</td>
</tr>
<tr>
<td></td>
<td>Divergent learning</td>
<td></td>
<td>* Awareness of meaning and values.</td>
<td>The work we were discussing in this class was antes album dictionary with clear parameters of evaluation which I considered would be enough to develop a more organized and harmonious work, however as It is normal in any lesson, some difficulties arose. I have always had difficulties making students understand that when you write, there is no sense in being a copycat, because the greatest thing about writing is precisely to show your ideas and personality, even your style and thoughts about the world, however this is how I perceive and it is kind of difficult to make students think the way you do.</td>
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<td></td>
<td>* View concrete situations from many perspectives</td>
<td>Once again, in this class, I chose observation over action, at the beginning of the class, one of the students swore and I said nothing about it even when it could be noticed it bothered me. Besides this, I incredibly commented on this class that some students plagiarized a workshop but that I preferred not to talk to their parents or register the situation in whereas I decided to use the strategy to reopen the assessment of the workshop.</td>
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<td>* Organize many relationships into a meaningful “gestalt”.</td>
<td>These two attitudes make evident I have serious problems to say what I feel or to do what I know I have to do but</td>
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<td></td>
<td>* Adaptation by observation rather than action.</td>
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<td>* Performs better in situations that call for generation of alternative ideas and implications</td>
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<td>* Interested in people</td>
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<td>* Imaginative</td>
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<td></td>
<td>* Feeling-oriented.</td>
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</table>
beyond that it seems that I am afraid of going a step forward in being in charge of everyday tasks that are totally normal and necessary in the school context. The question that emerges here would be what is it what really scares me, to be in charge, to do the job I have to do, to assume the extra tasks to find out that it will not work, to fail, to be successful. At this every moment I could not answer to this, but will be a point to go back in future journals

Second cycle

<table>
<thead>
<tr>
<th>Teaching journal #4 July 7th, 2016 -901</th>
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<tbody>
<tr>
<td>Today’s lesson objective was to find out some phrasal verbs meanings and put them into context.</td>
</tr>
<tr>
<td>Ss had as a HW to search for phrasal verbs characteristics, uses, etc. When I asked them about this information, they didn’t seem to have looked for it (even when I left HW almost one month ago), maybe they thought it wasn’t really important or just forgot it.</td>
</tr>
<tr>
<td>Ss were sitting freely around the classroom and I didn’t considered it a problem until after they had breakfast and weren’t paying attention at all to what I was saying. So I asked them to sit in rows, they did so immediately and the environment completely changed.</td>
</tr>
<tr>
<td>I described the PV main characteristics and told them the difference between “conventional” verbs and these ones. Some Ss asked questions and some others kept quiet. I could see their confused faces and invited to ask some more questions, they smiled but I told them please not to keep silent about any doubt they had. There were some more questions which I tried to answer kindly and no one else asked anything else, I explained the activity.</td>
</tr>
<tr>
<td>Stage/substage of Growth and Development</td>
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<td>------------------------------------------</td>
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</tbody>
</table>
| Acquisition stage/Iconic substage        | Behavior - Divergent learning | What do I do?         | * Imaginative ability  
* Awareness of meaning and values.  
* View concrete situations from many perspectives  
* Organize many relationships into a meaningful “gestalt”.  
* Adaptation by observation rather than action.  
* Performs better in situations that call for generation of alternative ideas and implications  
* Interested in people  
* Imaginative  
* Feeling-oriented. | During this class I was clearly interested in the fact that students did not sabotage themselves during the explanation I was giving to them, but unlike other situations, this time I just gave a solutions instead of discussing with the students about their “wrong behavior”. Besides this, I really worried about students to get the idea of the topic we were studying, even though they were supposed to have previously looked for information related to it. My feeling-oriented sense was really evident in this lesson and it permitted me to be quite patient with the students and also to let them know what my point was. |
| Acquisition stage/Sensorimotor substage  | Environment-Accommodative learning | What do I encounter? What am I dealing with? | * doing things  
* carrying out plans and tasks  
* getting involved in new experiences.  
* opportunity seeking  
* risk taking  
* action  
* adapt oneself to changing immediate circumstances | In this teaching journal, there are two accommodative learning characteristics: “action” and “adapt oneself to changing immediate circumstances”. In opposition to the classes described in the first group of reflections, in this class I faced the difficulty of students not paying attention and after that looking like if they did not understand what I was talking about, and I really take an action and try to give a solution to what seemed to affect the lesson development. As for “situations where the theory or plans do not fit the facts, discard the plan or theory” the context of the lesson |
In situations where the theory or plans do not fit the facts, discard the plan or theory.
 solve problems in an intuitive trial-and-error manner
 relying heavily on other people for information rather than on their own analytic ability
 at ease with people but are sometimes seen as impatient and “pushy.”

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<th>Competences - Assimilative learning</th>
<th>What am I competent at?</th>
<th>I do not identify any of these trait in this lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*inductive reasoning</td>
<td>*ability to create theoretical models</td>
<td>*assimilating disparate observations into an integrated explanation</td>
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<tr>
<td>*less focused on people and more concerned with ideas and abstract concepts.</td>
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<tr>
<td>*ideas are judged less by their practical value.</td>
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<tr>
<td>*it is more important that the theory be logically sound and precise.</td>
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<tr>
<th>Acquisition stage/Concret e stage</th>
<th>Beliefs- Convergent learning</th>
<th>What do I believe?</th>
<th>As stated before, this lesson was an opportunity for me to approach to a different strategy with these students who I had so many problems before. Problems related to the attention they pay to explanations and their participation in class. Here I assumed a different attitude towards their</th>
</tr>
</thead>
<tbody>
<tr>
<td>*problem solving</td>
<td>*decision making</td>
<td>*practical application of ideas. seem to do best in situations where</td>
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<tr>
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<td>made me consider the fact that students did not do homework, did not know the topic we were going to talk about at all and the fact they were not paying attention, to actually change the plan I had in mind for my class.</td>
<td></td>
</tr>
</tbody>
</table>
there is a single answer or solution to a question or problem

*knowledge is organized in such a way that through hypothetical-deductive reasoning, it can be focused on specific problems.

*controlled in their expression of emotion.

*prefer dealing with technical tasks and problems rather than social and interpersonal issues.

behaviour and it made me feel as a different kind of teacher who does not need to speak louder to lead students and to lead the class to a certain objective.

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**Video transcription #4 September 14th, 2016 - 601**

T: ¿Está el ejemplo? Segundo. Dejen el espacio y ahorita le piden prestado a un compañero que los deje desatrasar. Nicole, hazme caso por fa. Deja el espacio y ahorita te dejan adelantar.

(students voices)

T: Segundo. Si el verbo termina, si el verbo termina, si el verbo termina en

S1: ¿S?

T: Y

S1: ¿De Yuca?

T: Y, si

S2: y, y griega

S3: No, es lo mismo

T: Creo que ahora se llama y, creo que ya no se llama y griega pero no estoy segura de eso, preguntarle a la profe de español. En y, y antes... termina en y ¿no? y antes tiene una consonante ¿las consonantes cuáles son?
S1: La...
S4: ¿consonantes?
T: ajá
S5: Las que riman
T: ¿Las que riman, cómo así?
(Students voices)
T: ¿Las vocales son consonantes, como así? ahora sí me perdí… Consonante, pero no sabemos qué es una consonante entonces estamos graves. ¿Cuáles son las consonantes? ¿a, e, i, o u?
S5: Ahh… no
T: b, c, d, f, g, h, j
S6: El abecedario
T: Noo el abecedario no, ¿Cómo así no saben que hay consonantes y hay vocales?
Ss: Siii
T: ¿Entonces?
(Students voices)
T: Es que el abecedario son todas… No estamos hablando de eso…
(Students voices)
T: ¿cómo?
S6: ¿Hoy hay dirección de grupo o formación?
T: Hay izada de bandera pero no es en el segundo bloque, va a haber cuatro bloques, se recortan los horarios. Si quieren ahorita les digo como es.
Ss: Uuuuhh
T: Traten de concentrarse por fa que esto es importante, ¿si? traten.
(T interacts with some Ss in the first rows)
T: me repiten por fa lo que dicté en el segundo
(Ss voices)
T: Ahhh las consonantes sí. Coma, coma, cambiamos la y, cambiamos esta y, la y. Por una i, una i es esta ¿cierto? ay pero si se viera, sería genial, esto no escribe ¿ustedes ven?
S7: Sii
T: Menos mal. Cambiamos la y por una i y agregamos e, s osea es, agregamos es. Ejemplo… puede ser ahí seguido, no hay problema. Ejemplo. Entonces mirando aquí por fa. El verbo… claro que si esto escribe y se ve ¿no? El verbo termina en y
S7: Cri
T: Cry, cry, llorar. ¿Y antes tiene una vocal o una consonante?
Ss: Consonante
T: ¿Entonces ahí qué hago?
S: Lo cambio por la e
S8: por la i
T: ¿o sea así?
Ss: No
S: ies, se cambia la y por la i con la es, cries
T: ¿asi? ¿asi o no? Dios mio, por favor inténtenlo ¿si? Cambio la y, o sea la quito, por una i y agrego es, ¿listo? ¿está claro esto?
Ss: si, si
T: si no está claro pregúnten de una vez, por fa. Solo si el verbo… ese es el ejemplo… solo si el verbo termina en y y antes hay una consonante, si no, no, si no no aplica. Tercero.
(Ss voices)
T:si, si señor. Si un verbo o si el verbo más bien, si el verbo, si el verbo termina en o,
S: Esa es la tercera profe
T: Si, tercero
S: Se agrega es
T: Si el verbo termina en o,x, ss, s, ch o sh, Si el verbo termina en o, ¿están copiando, si? x, ss, s, ch o sh, agregamos e,s. O sea es. Agregamos es. ¿Por qué no están copiando
S: Me quedé atrasado
T: ¿por qué no deja el espacio?
T: Agregamos es, e, s... es. Ejemplos. Ah el que vimos ahorita brush. Listo entonces aquí quedaría
S: goes, goes
T: goes
S: fix
T: fixes, kisses
S: waches
T: No waches si no watches porque hay una t, y brushes ¿por qué? pues porque el verbo termina en o, o en x, o en ss, o en ch, o en sh.

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<tr>
<td>Acquisition stage/Iconic substage</td>
<td>Behavior</td>
<td>What do I do?</td>
<td>* Imaginative ability</td>
<td>While watching the video, I observed I had a better attitude in this class, maybe because I was trying to make the environment a little bit kinder to facilitate the students understanding of the topic.</td>
</tr>
<tr>
<td></td>
<td>Divergent learning</td>
<td></td>
<td>* Awareness of meaning and values.</td>
<td>I seem to be more relaxed in this class, I also seem to be interested in them to understand and to have a positive attitude towards learning.</td>
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<tr>
<td></td>
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<td></td>
<td>* View concrete situations from many perspectives</td>
<td>In this lesson I would emphasize on “interested in people” and “feeling-oriented” traits.</td>
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<tr>
<td></td>
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<td>* Organize many relationships into a meaningful “gestalt”.</td>
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### Acquisition stage/Sensorimotor Accommodative learning

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<tr>
<th>What do I encounter?</th>
<th>What am I dealing with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>* doing things</td>
<td>* doing things</td>
</tr>
<tr>
<td>* carrying out plans and tasks</td>
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<tr>
<td>* getting involved in new experiences.</td>
<td>* getting involved in new experiences.</td>
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<tr>
<td>* opportunity seeking</td>
<td>* opportunity seeking</td>
</tr>
<tr>
<td>* risk taking</td>
<td>* risk taking</td>
</tr>
<tr>
<td>* action</td>
<td>* action</td>
</tr>
<tr>
<td>* adapt oneself to changing immediate circumstances</td>
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<tr>
<td>* In situations where the theory or plans do not fit the facts, discard the plan or theory.</td>
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<tr>
<td>* solve problems in an intuitive trial-and-error manner</td>
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<tr>
<td>* relying heavily on other people for information rather than on their own analytic ability</td>
<td>* relying heavily on other people for information rather than on their own analytic ability</td>
</tr>
<tr>
<td>* at ease with people but are sometimes seen as impatient and “pushy.”</td>
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I evidently was impatient because students were not paying attention to the explanation I tried to give them. However, I think I did not consider the fact that the dynamics in this lesson could have turned boring for the kids, though I had previously shared with them a power point with the rules we worked on this lesson, so much dictation could have become boring for them.

Though sometimes dictation turns to be a good strategy with 6th or 7th graders, It could be a good idea to have introduced a game or a more active activity for the kids to revise their previous knowledge.

### Acquisition stage/Concrete substage

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<tbody>
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<td>* inductive reasoning</td>
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<td>* ability to create theoretical models</td>
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<tr>
<td>* assimilating disparate observations into an integrated explanation</td>
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<tr>
<td>* less focused on people and more concerned with ideas and abstract concepts.</td>
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</table>

I do not identify any of these trait in this lesson.
| Acquisition stage/ Deductive substage | Beliefs- Convergent learning | *Ideas are judged less by their practical value.  
*it is more important that the theory be logically sound and precise. |
| --- | --- | --- |
| What do I believe? | *problem solving  
*decision making  
*practical application of ideas. seem to do best in situations where there is a single answer or solution to a question or problem  
*knowledge is organized in such a way that through hypothetical-deductive reasoning, it can be focused on specific problems.  
*controlled in their expression of emotion.  
*prefer dealing with technical tasks and problems rather than social and interpersonal issues. |
| I consider in this lesson I made an effort to listen students interruptions and out of place comments with a positive attitude and without considering them as a personal offense. Sometimes my patience is not enough and when I listen to some students expressions or comments while I am talking, my answers tend to be aggressive or rude. |

**Third cycle**

**REFLECTION #9  JANUARY 17TH 2018**

**Teaching journal #5 August 8th 2016 -602**

Today we had a good class, Ss paid attention most of the time we could dialogue and even make some jokes. We had to end the term today and so we did. After giving then their marks we started to work on 3rd term bookmark, topics, desempeños, and recommendations.
Strangely, even when I didn’t prepare a class as such for today, I quickly realized that from topics on the list, we had already worked on jobs/professions and so did some Ss, then I took advantage of the Ss previous knowledge and work they had done about it because some of them seem to like it. They smiled and say “let’s draw, teacher” Then I propose we made a list on the WB on the jobs/professions they wanted to work on (list in Spanish), they came out with about 30 of them so I proposed them to make a chart per profession on their NB since we’ll meet until August 19th, they agreed and had to do two examples for me to check if they understood what they were supposed to do.

Those examples were done in about 15 minutes and some of the Ss told me they would improve their task for next class.

It seems that my attitude improved theirs, I mean I always think they’re going to be “crazy” and so they act today it was different they “behave” normally and I could spoke to them even in a kind of funny way then I felt the class flow and it was nice.

<table>
<thead>
<tr>
<th>Stage/substage of Growth and Development</th>
<th>Level of reflection</th>
<th>Reflective question</th>
<th>Traits</th>
<th>Self-reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization stage</td>
<td>Identity</td>
<td>Who am I in my work?</td>
<td>* matching self-characteristics and demands of the environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* interaction between choices and socialization experiences</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>* sense of individuality in relation to the competences developed according to demands of external factors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* action from the learner in the world and an action from the world in the learner though without changes in the other.</td>
<td></td>
</tr>
</tbody>
</table>

I remember this lesson was developed with a group which was really consider as a “problem” at school. They were kids who did not respect any rules. Nevertheless, I also remember this lesson was great for us.

I was really tired of the kids behaving like “crazy” and that day I decided not to struggle to make them change their attitudes but surprisingly they did without any telling off.

At that moment it was weird that I considered this idea, but right now I know that just when you just want things go “right”, they flow. I’m not saying the class was perfect but as I wasn’t stressed or worried about their behavior, I think they assumed the same attitude and we could work as a team.

In the middle of so many tasks teachers have to do, we may forget that we chose this profession for just one reason and it is to share with our students. Not to “teach” them because in so many cases they left us open mouthed
with no words for their jokes, comments, questions or achievements. We teachers have of course many special and unique knowledge about life to share but there is no sense in that if we don’t avoid character boundaries with them and permit them to share with us too.

Talking about the activity we develop in this lesson I think it was too basic for my students, they really could have done a more personal and complex work with the topic we were studying. Little by little I need to stop underestimating my students qualities and skills because I could be misleading their real potential.

<table>
<thead>
<tr>
<th>CHART #10</th>
<th>JANUARY 17TH 2018 TEACHING JOURNAL REFLECTION UPON SEPTEMBER 22nd 2016</th>
</tr>
</thead>
</table>

**Video transcription #5 September 22nd, 2016 - 11th**

T: Buenos días  
Ss: Buenos días  
T: ¿cómo amanecen? ay ¿por qué?  
S1: Nos toca… No es por usted… es porque nos toca media fortalecida  
T: O sea tienen un día muy pesado  
S2: Si profe, terrible  
S3: Va a llover  
T: Pero ahhh (unintelligible talking) pero chévere  
Ss: Nooo  
(Ss voices)  
T: pero ayer descansaron ¿no? Creo yo. ¿No?  
S4: Habian muchas tareas  
T: Pues me imagino que hicieron la de inglés, al menos
S4: La copié ahorita, no mentiras
T: Pues si la copias sería como si copiaras los sueños de otra persona en tu cuaderno
S4: Es que tenía una vida muy interesante
T: que tenías que copiarla
(Ss voices)

T: Estoy pensando en que me hacen recordar un curso de sexto en el que uno tiene que empezar a gritar como un alma poseída para que se callen. Cuando ustedes saben que llegan, o sea cuando el profesor se pone de pie aquí pues lo más normal es que ustedes miren a ver qué… qué va a decir ¿cierto? como ¿con qué va a salir hoy? Lo más normal, creo yo. No sé para ustedes qué será lo normal.

Eeeehhh… Teníamos pendiente, tenemos pendiente una tarea que dijimos que iban a adelantar una parte y que aquí íbamos a hacer otra parte ¿se acuerdan?
S5: Si obvio… la del sujeto
T: La del sujeto
S5: La de hacer las oraciones de… de will donde uno cree del futuro de uno, sobre, acerca del amor
T: ¿en cuánto tiempo dijimos?
S3: 5 años
T: O sea para ese entonces ¿cuántos años van a tener?
Ss: 22, 21, 22
T: 21, 22
S1: Los que tienen 22 tienen...
T: o sea 27
S1: y al lado el…
T: O sea que yo ya estoy muerta, yo ya soy un fósil.
S1: Yo no he dicho nada
T: Según esa… lógica, si. Yo ya soy un fósil, un dinosaurio
S4: Un fósil
T: Listo, entonces voy a revisar... voy a tomar las cosas con tranquilidad. Voy a revisar las oraciones que hicieron pero les voy a pedir un favor, que me recuerden las... como las categorías que pusimos.
S3: Eran salud, amor, amistad, estudios...
S4: Trabajo y dinero
(students voices)

T: Listo, y ese día yo les dije que quería proponer más...
S3: No
T: pero alguien por ahí dijo que no porque pues... tenían mucho que hacer entonces hoy si las vamos igual a proponer. Como ya traen estas listas, seguramente. Entonces vamos a proponer otras más.
S3: Noo
T: No habíamos pensado en el hogar
S6: No
T: Ni en la familia
S6: Tampoco
T: Y creo que es algo muy importante para ustedes, no sé. Hogar, familia y viajes. Me imagino que quieren viajar. Lito ¿Alguien me puede recordar que dijimos sobre la nota? Dijimos que íbamos a dar dos notas
S7: Sí, una de esta
T: Una de esta y una de la otra, me quedó claro. Una nota es el ejercicio escrito, ¿si? o sea lo que vamos a revisar hoy es una nota. Si yo lo dije, ya me estoy grabando ahí para que... constancia de que lo estoy diciendo
S5: Ay ¿en serio profe?
T: No es para eso pero sí
(Students voices)
T: Y la segunda nota es la presentación ¿cierto? dijimos que ustedes iban a construir una cartelera, unas fichas, una presentación en power point. Pero si no te... el cable ya llegó pero ya dijimos que algo visual... normal
(Teacher approaches to talk to S1)
S3: ¿Profe, qué es la ul...La última cuál es?
T: ¿La última qué?
S3: Viajes
S1: Profe necesito ir al locker
T: Bueno. ¿tienen alguna duda sobre la actividad que hay que realizar? ¿Ya quedó claro que son dos notas?
S4: Si
S5: (uninteligible) y la cartelera
T: La presentación verbal de lo que van a hacer… ¿Qué califico hoy? Las oraciones, sí. Si van a hacer la cartelera y demás, pues de una vez las revisamos. Pues si les alcanza el tiempo. Obviamente las oraciones son originales de ustedes ¿cierto? propias de ustedes, no son de internet, lo dijo por, lo digo por lo del diálogo que nos pasó. Son oraciones tuyas porque son sus predicciones de su vida, sobre su vida ¿listo?
¿Recuerdan la estructura que hay que seguir?
S4: Si
S3: I will… I am
S5: El sujeto, auxiliar
S4: Will y verbo en infinitivo
S7: Profe nos presta un diccionario
T: Listo. Si alguien ya tiene las oraciones, las puede traer y las vamos revisando.

<table>
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<td>Identity</td>
<td>Who am I in my work?</td>
<td>* matching self-characteristics and demands of the environment</td>
<td>I consider this lesson as one of transition on my PD. Then I have started to notice those attitudes and practices that could be distorting my real intentions with my students and I remember I was struggling with the discomfort of facing so many obstacles I put myself in achieving my goals. That’s the reason why even though students make some comments and some of them did not actually keep</td>
</tr>
</tbody>
</table>
*interaction between choices and socialization experiences
*sense of individuality in relation to the competences developed according to demands of external factors
*action from the learner in the world and an action from the world in the learner though without changes in the other.

quiet when they were supposed to, I tried to be patient and state my point in the kinder manner I could. Nevertheless it was evident some of the student were really rude and disrespectful and couldn’t keep quiet at all during the lesson and that problem could take me back to divergent learning traits.

I noticed during the watching of the video that I really underestimated my role, I didn’t seem to recognize myself as a teacher, and didn’t seem to consider the real scope of the ideas I planned to propose to my students, that’s why I seemed to keep in the basic level for them and avoided facing more ambitious plans and activities that would challenge both, them and I. I underestimated also my abilities to catch students attention, to contribute in their interest in learning English and to propose them ideas that could take us out of their comfort zone.
Appendix E: Learning Styles Identification Test

EXPERIENCIA CONCRETA | OBSERVACIÓN REFLEXIVA | CONCEPTUALIZACIÓN ABSTRACTA | EXPERIMENTACIÓN ACTIVA
---|---|---|---
17 | 13 | 14 | 14

Source: [https://www.academia.edu/10764145/Formato_Identificacion_estilos_de_aprendizaje_1](https://www.academia.edu/10764145/Formato_Identificacion_estilos_de_aprendizaje_1)
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<thead>
<tr>
<th>EXPERIENCIA CONCRETA</th>
<th>OBSERVACIÓN REFLEXIVA</th>
<th>CONCEPTUALIZACIÓN ABSTRACTA</th>
<th>EXPERIMENTACIÓN ACTIVA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DICERNIMIENTO</strong></td>
<td>ENSAYANDO.</td>
<td>INVOLUCRÁNDOME.</td>
<td>PRACTICANDO.</td>
</tr>
<tr>
<td>Procedo por</td>
<td>Acto por elfato, ensayo</td>
<td>Me involvocu a fondo,</td>
<td>Trato de hacerlo de</td>
</tr>
<tr>
<td>eliminación, trato de</td>
<td>las cosas que se me</td>
<td>trabajo con ardor, pongo</td>
<td>manera satisfactoria,</td>
</tr>
<tr>
<td>distinguir</td>
<td>ocurren, que se me</td>
<td>mucho interés y energía.</td>
<td>yendo de lo más corto,</td>
</tr>
<tr>
<td>cuidadosamente los</td>
<td>vienen a la mente hasta</td>
<td></td>
<td>con un mínimo de tiempo</td>
</tr>
<tr>
<td>elementos más</td>
<td>que funciona</td>
<td></td>
<td>y esfuerzo.</td>
</tr>
<tr>
<td>pertinentes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RECEPTIVAMENTE</strong></td>
<td>RELACIONANDO.</td>
<td>ANALITICAMENTE.</td>
<td>IMPARCIALMENTE.</td>
</tr>
<tr>
<td>Estoy concentrado</td>
<td>Trato de ubicarme</td>
<td>Analo la situación, torno</td>
<td>Me esfuerzo por ser lo</td>
</tr>
<tr>
<td>plenamente en lo que</td>
<td>correctamente con</td>
<td>en consideración: uno a</td>
<td>más objetivo posible,</td>
</tr>
<tr>
<td>sucede y disponible</td>
<td>relación a la pregunta</td>
<td>uno, los diferentes</td>
<td>estudio la situación</td>
</tr>
<tr>
<td>para recoger la mayor</td>
<td>o al problema que se</td>
<td>elementos que pueda</td>
<td>sin tomar partido ni</td>
</tr>
<tr>
<td>cantidad de elementos</td>
<td>presenta.</td>
<td>identificar.</td>
<td>prejuicios.</td>
</tr>
<tr>
<td>posible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SINTIENDO.</strong></td>
<td>OBSERVANDO.</td>
<td>PENSANDO.</td>
<td>HACIENDO.</td>
</tr>
<tr>
<td>Pongo atención a lo</td>
<td>Observo atentamente lo</td>
<td>Piensoy trato de</td>
<td>Paso rápidamente a la</td>
</tr>
<tr>
<td>siento</td>
<td>que sucede y como se</td>
<td>comprender qué es lo que</td>
<td>acción, hago de todo</td>
</tr>
<tr>
<td>espontáneamente y a</td>
<td>desarrolla</td>
<td>me presenta una dificultad,</td>
<td>para resolver</td>
</tr>
<tr>
<td>lo que sucede en la</td>
<td></td>
<td>trato de encontrar una</td>
<td>inmediatamente y de</td>
</tr>
<tr>
<td>situación.</td>
<td></td>
<td>explicación a lo que me</td>
<td>manera práctica el</td>
</tr>
<tr>
<td></td>
<td></td>
<td>inríga</td>
<td>problema presentado.</td>
</tr>
<tr>
<td><strong>ACEPTANDO</strong></td>
<td>TOMANDO RIESGOS.</td>
<td>EVALUANDO.</td>
<td>CON CAUTELA.</td>
</tr>
<tr>
<td>Acepto la situación</td>
<td>Me involvocu en buen</td>
<td>En primer lugar y ante</td>
<td>Fijándome si las ideas</td>
</tr>
<tr>
<td>tal que se presenta,</td>
<td>grado en experiencias</td>
<td>todo trato de evaluar</td>
<td>con ciertas o correctas,</td>
</tr>
<tr>
<td>admite incondicionalmente</td>
<td>nuevas, tengo tendencia</td>
<td>seriamente el estado</td>
<td>Me mantengo alerta, con</td>
</tr>
<tr>
<td>la realidad, parte de</td>
<td>a salirme de los caminos</td>
<td>actual de las cosas, y</td>
<td>los ojos abiertos, trato</td>
</tr>
<tr>
<td>los hechos tal como son.</td>
<td>convencionales.</td>
<td>apreciar su justo valor</td>
<td>de percibir locamente</td>
</tr>
<tr>
<td></td>
<td></td>
<td>antes de efectuar cada</td>
<td>todo lo que me concierne</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cambio.</td>
<td>de cerca o de lejos al</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>problema o a su solución</td>
</tr>
<tr>
<td><strong>FRUITIVAMENTE.</strong></td>
<td>PRODUCTIVAMENTE.</td>
<td>LOGICAMENTE.</td>
<td>CUESTIONANDO.</td>
</tr>
<tr>
<td>Me fio a lo que surge</td>
<td>Me preocupo sobre todo</td>
<td>Trato de aplicar hasta el fin</td>
<td>Me hago todo tipo de</td>
</tr>
<tr>
<td>espontáneamente de mi</td>
<td>todo por obtener resultados</td>
<td>un razonamiento lógico (</td>
<td>preguntas y trato</td>
</tr>
<tr>
<td>intuición, antes que</td>
<td>concretos, trato de</td>
<td>inductivo, deductivo,</td>
<td>activamente de buscar y</td>
</tr>
<tr>
<td>recurrir al razonamiento</td>
<td>alcanzar un producto del</td>
<td>comparativo, etc.) riguroso.</td>
<td>aportar elementos de</td>
</tr>
<tr>
<td>lógico (inducción,</td>
<td>interesante.</td>
<td></td>
<td>respuestas satisfactorias.</td>
</tr>
<tr>
<td>deducción, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ABSTRACTO.</strong></td>
<td>OBSERVANDO.</td>
<td>CONCRETO.</td>
<td>ACTIVO.</td>
</tr>
<tr>
<td>Tengo tendencia a</td>
<td>Examinando atentamente</td>
<td>Me intereso sobre todo en</td>
<td>Prefiero antes que nada</td>
</tr>
<tr>
<td>referirme más, a los</td>
<td>los detalles.</td>
<td>los aspectos concretos,</td>
<td>hacer activamente algo,</td>
</tr>
<tr>
<td>principios y</td>
<td>Prefiero observar atentamente</td>
<td>materiales del problema,</td>
<td>hacer operaciones prácticas.</td>
</tr>
<tr>
<td>conocimientos</td>
<td>lo que sucede en lugar</td>
<td>antes que en sus</td>
<td></td>
</tr>
<tr>
<td>adquiridos antes que</td>
<td>de tratar de buscar e</td>
<td>dimensiones conceptuales,</td>
<td></td>
</tr>
<tr>
<td>detenerme a analizar</td>
<td>imaginar diferentes</td>
<td>teóricas.</td>
<td></td>
</tr>
<tr>
<td>los hechos o las</td>
<td>explicaciones.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evidencias de la</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>realidad.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ORIENTADO HACIA EL</strong></td>
<td>REFLEXIVO.</td>
<td>ORIENTADO HACIA EL</td>
<td>PRAGMÁTICO.</td>
</tr>
<tr>
<td>PRESENTE.</td>
<td>Piensoy reflexiono, el</td>
<td>FUTURO.</td>
<td>Buscando efectos o usos</td>
</tr>
<tr>
<td></td>
<td>perspectiva en voltas</td>
<td>Me preocup sobretodo de</td>
<td>prácticos. Antes de</td>
</tr>
<tr>
<td></td>
<td>en mi cabeza, lo “mástico mentalmente”.</td>
<td>los problemas del futuro,</td>
<td>gastar energías, me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>trato de prever y/o prevenir que va a servirme, qué aplicación práctica</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>lo que podría eventualmente</td>
<td>podría tener en la vida</td>
</tr>
<tr>
<td></td>
<td></td>
<td>suceder con relación a ello.</td>
<td>de todos los días.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>APRENDIENDO MÁS DE LA EXPERIENCIA</strong></td>
<td>APRENDE MÁS DE LA OBSERVACIÓN</td>
<td>APRENDE MÁS DE LA CONCEPCIÓN</td>
<td>DESEÑANDO FORMAS DE PROBAR LAS IDEAS</td>
</tr>
<tr>
<td>Me refiero principalmente al concurso de mis experiencias vividas, o a lo que otros han encontrado.</td>
<td>Mantengo mi atención sobre la situación, analizo y observo todo lo que concierne de cerca o de lejos.</td>
<td>Me las ingenió para elaborar una explicación teórica que muestre, de manera original, los diversos aspectos de la situación problemática.</td>
<td>Creo o provoco los acontecimientos o situaciones con el objetivo de estudiarlos metodicamente o controlar los aspectos</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AFECTIVAMENTE</strong></td>
<td>RESERVADO.</td>
<td>RACIONAL.</td>
<td>ABIERTO.</td>
</tr>
<tr>
<td>Pongo toda mi atención sobre el tema o problema y reflexiono hasta llegar a una conclusión satisfactoria.</td>
<td>Con cautela y sin manifestación externa.</td>
<td>Utilizo mi razonamiento y mi juicio lógico para resolver un problema o responder una pregunta.</td>
<td>Apertura a otras opciones.</td>
</tr>
<tr>
<td></td>
<td></td>
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</table>