A MIRROR REFLECTING TEACHING PRACTICES

by

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Abstract

This is an action research that aimed at analyzing the impact of peer feedback over reflective teaching, as two strategies used for growing as professional teachers. The researchers, that at the same time were the population, set a list of steps that helped them to develop a systematic study of their practice that was seen from two points of views, the observed teacher and the observer teacher.

These steps started with a theoretical review that supported the decisions of what would be relevant to know in order to organize the research in the best way, to get results that could be of great benefit for teachers who could read it. Then, teachers decided the instruments that, according to the theoreticians, would be the best ones to collect the data that they needed to analyze and have conclusions. Next step was to fix the schedule that permitted them to get the systematized information to finally, through a color coding strategy, analyze the information and, to get the conclusions or results. After the steps were finished, the conclusions and the new goals were proposed, because the researchers recognized that the greatest learning of this study is that the teaching job is something that never let you stop learning.
Dedication

To Angie, who always thought that friendship is stronger than difficulties and differences, and believed in our friendship.
Acknowledgements

Thanks God who inspired us to take this profession as a lifestyle and gave us the strength to reach this personal goal.

We would like to thank the people who made this research possible, especially to our families, colleagues, and teachers who gave us constant support and guidance during the process.
# Table of content

Introduction .................................................................................................................. 7

Theoretical framework ................................................................................................. 19

Professional Development .......................................................................................... 20

Reflective Teaching ..................................................................................................... 28

Peer Feedback .............................................................................................................. 36

Methodology ............................................................................................................... 44

Data analysis ............................................................................................................... 53

Peer’s Influence ......................................................................................................... 58

Reinforce my own judgment ...................................................................................... 59

Help me discover ........................................................................................................ 65

Non peer influence .................................................................................................... 73

Didn’t change my negative judgment ...................................................................... 73

Didn’t change my positive judgment ........................................................................ 76

Discussion .................................................................................................................. 79

Limitations .................................................................................................................. 90

For further research ................................................................................................... 92
# Table of figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td>19</td>
</tr>
<tr>
<td>Figure 2</td>
<td>20</td>
</tr>
<tr>
<td>Figure 3</td>
<td>28</td>
</tr>
<tr>
<td>Figure 4</td>
<td>36</td>
</tr>
<tr>
<td>Figure 5</td>
<td>44</td>
</tr>
<tr>
<td>Figure 6</td>
<td>47</td>
</tr>
<tr>
<td>Figure 7</td>
<td>49</td>
</tr>
<tr>
<td>Figure 8</td>
<td>49</td>
</tr>
<tr>
<td>Figure 9</td>
<td>53</td>
</tr>
<tr>
<td>Figure 10</td>
<td>56</td>
</tr>
<tr>
<td>Figure 11</td>
<td>57</td>
</tr>
<tr>
<td>Figure 12</td>
<td>58</td>
</tr>
<tr>
<td>Figure 13</td>
<td>60</td>
</tr>
<tr>
<td>Figure 14</td>
<td>60</td>
</tr>
<tr>
<td>Figure 15</td>
<td>61</td>
</tr>
<tr>
<td>Figure 16</td>
<td>61</td>
</tr>
<tr>
<td>Figure 17</td>
<td>62</td>
</tr>
<tr>
<td>Figure 18</td>
<td>75</td>
</tr>
<tr>
<td>Figure 19</td>
<td>77</td>
</tr>
</tbody>
</table>
Introduction

English teachers usually expect their students to be interested in their classes and enjoy doing the activities proposed; in this way they will learn quickly and get better results during the exams and other kind of exercises. However, the two teacher researchers, who carried out this study, found that their students do not fulfill the aims of the lessons during their English classes: they do not complete all the activities because they have difficulties in different fields of the learning process. Teachers started asking themselves about the causes of this phenomenon. First, they thought the problem was motivation.

The result of a reflection brought to their minds a variety of possibilities: absence of aspirations, uninteresting topics or personal problems. Teachers thought these results were caused by different situations always related to students’ attitude towards the English language or the environment that affects them like lack of interest, laziness, negativity in their own capacity or former experiences with classes or teachers. In order to sort out this situation, they considered including students’ interests, needs and requirements into the syllabus to motivate students to participate and learn English. However, teacher researchers had previously had the experience of making a new syllabus without giving an answer to this problem, even though that both schools have a syllabus which covered the topics or standards proposed by the government. Every year the syllabus is modified and re-designed according to the necessity of the students and the schools. After a reflection, researchers resolved that the syllabus could be developed
in a different way depending on the teacher’s attitudes. So, they have to find better ways to perform the syllabus giving an answer to the problem.

After having concluded that the syllabus was not the problem, teacher researchers did a survey to find out the reasons why students did not reach the goals of the classes. This tool generated important insights about teachers’ performance and their teaching strategies which were not working with the students. Thus they discovered that the problem generated in their teaching practices. Teacher researchers looked back at themselves, they did a deep self-analysis where they discovered several problems: they had fossilized behaviors, repeated the same rituals every class and used always the same materials; these behaviors did not match with the one of the ideal teacher who, according to Harmer (2007), is creative and makes interesting lessons every day. This exercise of self-reflection and contrast with theory made teachers noticed that they had never reflected on their own practices, and as a result they had fossilized behaviors, what means that they have repeated some strategies over and over and they have not taken into account the impact into the classes, or if they have reached the aims proposed. For this reason, teachers decided to research on their own practice, which would be the way to recognize some behaviors and repetitive practices and negative aspects from the classes which were interfering in the students’ process.

The law for state schools establishes that every year teachers have to be evaluated by the students, parents and administrators. Even though, these two teachers have had high scores in their evaluations, they do not feel satisfied with their classes’ results, as their
students don’t show enough interest in their classes and, as a consequence, they don’t reach the aims proposed for each level.

In these terms, the object of this study was English teachers’ professional development, and specifically the praxis in English language teachers’ professional development, as with this study teacher researchers will use strategies to reach some goals which help them to grow their professional development.

This research is framed within the concepts of peer feedback, reflective teaching and professional development. Peer feedback is a collaborative and reciprocal process in which a teacher observes and comments about the other teacher’s practice and so the observed teacher can grow in her job; it is also named peer coaching by Brown (2007). On the other hand, reflective teaching is a process in which a teacher watches, reflects about and changes his performance to grow as professional. Finally, professional development refers to the actions that help a teacher to keep learning along his work life.

The first concept is reflective teaching which according to Richards and Lockhart (1994) is a process that includes a change in teachers perception of their role, to watch their performance with a critical eye, a reflection about this and an implementation of changes in order to grow as a professional after evaluating the situation.

A way to support this reflective process is by peer coaching. This process is defined by Brown (2007) as a collaborative, systematic and voluntary process in which each
teacher observes the other and gives feedback in order to enhance the teaching process.

In this research, the coaching is mediated by a video observation format in which teacher researchers observe and give feedback about certain aspects of the class that were agreed on in a format.

By doing this, teachers hope that they would encourage their process of professional development which is not related only to the activities done in service days in the classroom but it is “an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students. It involves a process of professional self-disclosure, reflection and growth that yields the best results when sustain over time on communities of practice and when focus on job embedded responsibilities”(Díaz-Maggioli, G, 2003)

Teacher researchers premise was that through collaborative work, by giving feedback to each other, teachers could deal with their difficulties going deeply in their classes’ analysis to find the elements that had made their classes into a demotivating process to their students and, after reflecting on them, find out teachers’ weaknesses and strengths which will serve as the basis for each teacher to improve.

Consequently, teacher researchers determined that their intention during this study was to understand to what extent peer feedback could impact the reflective teaching of two English teachers at two public schools in Bogotá. In order to get the answer to this
question, the main objective was to analyze the influence of peer feedback in the reflective teaching process of two teacher researchers at two state schools.

The specific objectives proposed to reach the general aim of this research. The first was to review the theoretical documents about peer feedback, reflective teaching and professional development. The second was to design instruments to collect data from teacher researchers’ classes. The third was to observe the partners’ classes in order to highlight weaknesses and strengths in their practice. The last one was to reflect upon the teaching practice based on collaborative analysis of the teacher researchers’ classes.

The idea of doing research to improve teacher’s performance is not new; Dewey (1938) promoted the idea of concerning education which involved value of self-determination, reflection, individual responsibility, and citizenship. He was also interested in combining theory with practice, and this could be the beginning of the role of teacher as a researcher. Taking into account this contribution, teacher researchers consider that the most relevant aspects are the reflection and self-determination because if teachers do not check their own practice they will not be able to make changes to improve their classes.

Additionally, Luchetti (2008) has proposed teachers to evaluate the way they teach compared with the way they were taught and at the same time contrast it with their current context. She also remarks that polishing teaching practice consists of learning methodology from our own professional experience through reflection which implies
complex mental processes and requires finding a balance between auto satisfaction and auto denigration. This point of view is related to Dewey’s because self-evaluation could update English classes; this way has a relevant role in professional development and could offer students different options to learn inside the classroom, which is one of the objectives of this research.

Different studies have been carried out about reflective teaching and peer feedback as strategies to improve teachers’ practice and for professional development. One of these studies is *How reflective practice improves teachers’ classroom teaching skill? Case of community based schools in district Chitral, Khyber Pakhtunkhwa* (Ahmad et al. 2013), whose objective was to research the perceptions teachers had about reflective practice to improve their classroom teachers’ skills. In this study, researchers provided training in reflective practice to the participants and, after a month of teaching in their schools using reflective practice, they administered a questionnaire from which they concluded that reflective teachers are more effective as they created a better and friendly environment in the classroom, they focused on learners needs and they were more organized and disciplined. This research showed that it was important to be a reflective teacher as it helped to develop and improve necessary skills to be a good teacher. Teacher researchers used this study as a reference as it shows that reflective teaching has positive effects in the teacher practice and in the class environment, which is what they wanted to reach during the study.
Another study, related to this research, is *Peer Feedback: who, what, when, why and how*, where Wilkins and Shin (2010) showed peer feedback as a practical and cost efficient form of professional development. To do their study they asked a group of pre-service teachers to engage in the peer review process during a year, they were taught the purpose and the process of peer feedback and then they put it into practice. The analysis of this work made them conclude that peer feedback promoted professional development, more productive reflection on teaching practices, greater professional confidence and increase focus on students learning. Even though the study had been done with pre-service teachers, the authors affirm that in-service teacher could also be benefited by using peer feedback for professional development.

One more study has been done in our country, *Teachers’ Attitudes towards Reflective Teaching: Evidences in a Professional Development Program* (Jerez, 2008), where two teachers were led to initiate an inquiry about their teaching to make them reflect on their own practice. The author found out that teachers were resistant to be reflective, and concluded that, even though it was difficult and took time to encourage teachers to be reflective, it is possible when there is a desire of doing it, and that this practice made teachers more open-minded and helped them to share their experiences easily.

On the other hand, in the memories of the seminar *Classroom Research and Professional Development*, which objectives were to promote classroom research, to help teachers to face the challenges of the future society and to share experiences and knowledge, Vergara and others (2009) consider two abilities teachers may have to face
the challenges of the actual context. The first one consists of having a good attitude to make research processes in their daily practice, and the last one is the skill of analyzing, reflecting and self-evaluating their own and their peer processes with a constructive intention. To arrive to this conclusion, the leaders of this seminar worked with English teachers going through different steps in which they went deeply in the theory and practice of research process during four months to finally carry out their own projects. This seminar supported the importance of promoting classroom research as a tool to get professional development and to generate new learning and teaching theories.

After reading about the main constructs and previous research related, teacher researchers could notice that reflective teaching is a subject that has been included in different pieces of research around the world and nowadays it is an important element to strengthen teaching processes. Based on the literature review researchers considered that peer feedback and reflective teaching are strategies that could help teachers’ practice including another point of view to their own, to improve their classes and their teaching processes. Many studies have focused on teachers as the object of the research and remark the necessity of preparing them to respond to society changes.

To contextualize this study, teacher researchers will take into account some legal documents. In this instance we have three important documents: The decree 1278, the Lineamientos curriculares del área de lengua extranjera and the Standards for English
Teaching. The first one, decree 1278\(^1\), establishes professional perfection as one of the teachers’ functions and expects teachers to grow professionally. It also stipulates an annual evaluation in order to stimulate teachers’ commitment with their professional development, their continuing training and the search of education quality improvement. In this assessment teachers are evaluated by themselves, by their bosses and even by parents and students through surveys. As a consequence of bad results in this evaluation teachers may have to quit the job; in contrast, they do not have an incentive when the results are satisfactory. This makes this study useful as using the strategies proposed here for professional development can help teachers to find their weaknesses and take actions to grow and have better results in the assessment.

The second is *Lineamientos curriculares del área de lengua extranjera*, published by MEN (1999). This document presents some options to select basic topics and approaches to develop reflective teaching. The chapter that refers to teachers’ continuing academic training presents basic approaches to reflective models which part from critical inquiry about experiences, relationship between practice, theory and the context in which experiences are developed.\(^2\)

As number three, we have the Standards for English teaching established by MEN in 2006, which gives the guidelines for the English teaching in our country and that

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\(^1\)Decreto 1278 de Junio 19 de 2002. Estatuto de Profesionalización Docente.

establishes the levels students have to reach for each school year. These standards are based on the Common European Framework of Reference for Languages (CEFRL) which emphasized on teachers’ role and the importance given to their ability to engage in action research and to reflect on experience:

Teachers should realize that their actions, reflecting their attitudes and abilities, are a most important part of the environment for language learning/acquisition. They present role-models which students may follow in their future use of the language and their practice as future teachers. (2001, p.144)

This research is a Qualitative Action Research, which is based on the point of view proposed by Kemmis and McTaggart (1988) who define action research as “a form of collective self-reflective inquiry undertaking by participants in social situations, in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices are carried out” (p. 5). In this research, teachers reflect about what they have found in their own and their peer practice, using that to modify their actions into the classroom doing this repeatedly.

To carry out this study the researchers had proposed some steps that brought the information required to reflect about and analyze about their practices: instruments design, reflecting and feedback process and meta-reflection process. In the first place, they designed a format to plan their classes, in order to have the same criteria to check in the moment of data analysis. Then, teachers considered that they had to reflect about
strengths and weaknesses in their lessons and write them down in a log. Teachers saw each other class through a video and they could analyze and send feedback, based on some agreed criteria. Finally, through a second reflection on what they observed from their own classes, added to their partner’s opinion, they wrote a diary concluding ideas about their practice in the classes and evaluated themselves to find out the way of getting their objectives and having better results in the students’ performance.

To analyze the data, teacher researchers defined some categories to organize the data from the instruments to find out what kind of information was related to the categories at the beginning, they did the analysis on an individual basis, and finally, by contrasting the results from the two analysis, they classified the information and determined whether or not peer coaching had an impact in the reflecting teaching process.

To finish this preface, it is necessary to point that in the schools where teacher researchers work, classroom research is not commonly used as a strategy for professional development. The researchers proposed to develop a study about their own performance and offer their communities some strategies to improve the English teachers’ practices on those environments, based on the reflections done through this action research.

This kind of research should be carried out because it is a teacher necessity to evaluate his practice and be evaluated in order to innovate and strengthen his classes according to his context. It represents an opportunity to get a successful professional
development by implementing two strategies that help teachers to recognize the real situation of their performance and permit them to analyze and propose changes to improve their practice and grow as professionals. Teachers’ experiences and their reflections about their weaknesses and strengths in aspects like class management, the effectiveness of the activities among others and students’ progress in the foreign language learning could nourish their practice by implementing changes based on those reflections. This could be reflected in the students’ performance during the classes.

As a final aim of this study teachers will be able to introduce the strategies present in this research into the daily practice to obtain professional development and, as a consequence of it, offer the best education to students who are the most important agents in educational process and of course, any change we want to implement will definitively benefit them. Besides, using the classroom as a research area means an opportunity to find out the failures in the teaching process and propose different ways to perform classes and strengthen teacher practice.

The idea is being shared with the colleagues at these schools to have a collaborative work not only among the researchers but with other teachers. But the most important contribution is that through teachers’ professional development, they will do a better job in their schools and their communities.
Theoretical Framework

To develop this study it is important to clarify the three main concepts which lead it: reflective teaching, peer feedback and professional development. Through the literature review researchers found that reflection and collaboration are important elements to reach professional development since they help teachers discover weaknesses and strengths from two different points of view (teacher’s and peer’s point of view) about their practice. In the following sections you will find a description of each concept, based on different authors.

Figure 1 Constructs relation
Theoretical review brought a set of authors that defined and explained what could be considered as professional development. These theoreticians also suggested strategies and steps to follow in order to walk through a continuous professional growth. In this section of the study the researchers would cite those theories and take those elements from each one that fits with this study.

According to Richards and Lockhart (1994), professional development is an ongoing process in which the teachers look for a better understanding and being better in their own practice. That understanding is got by acquiring knowledge about teaching practice, in a theoretical and an experimental way, and it is the teacher the one who has to promote knowledge in these aspects of the practice. This process provides teachers tools to evaluate their own growing and if it is necessary to intervene in some aspects in the teaching practice. The ownership of the idea of teaching growing makes teachers
become confident professionals and pushes them to try out more strategies to reach the teaching goals they aim for their practice.

Besides, Randall and Thornton (2001) considered as professional mature main characteristic to make easier those teacher’s skills that usually are difficult to manage. In addition, to be an expert on what a teacher does, it is necessary to go deeper in his/her practice and analyze every detail that compounds the teaching practice. They recommended listing the skills that the teacher needs to reinforce or learn to improve his/her performance. It would be a good way to reach the bottom of the problems or situations that want to be intervened. All these elements make the professional practice growing and consequently it assures the teacher a constant professional development.

In his book *Teaching by principles*, Brown (2007) affirmed that when a teacher teaches he/she never stops learning because the process of teaching takes him/her to different questions and problems that make him/her to learn new things about him/herself, the subject and the students. During this process we can improve our professional skills and get professional development. He considered that everything people discover in their daily practice helps them improve their teaching if people are aware of the issues that are working well and the difficulties in the class.

Holly and others (2005) defined professional development as the actions that help a teacher to keep learning along his work life. It includes every external or internal activity that makes the teaching practice growing, as courses, readings or meditation;
one of the internal options is the classroom’s research. According to Holly et al (2001), to become more professional is characterized by being in a continued critical reflective practice that should be present in the teacher’s routine as a natural part of his performance. This reflection carries out an intentional and conscious learning from his experience and it should produce an educational transformation based on the reflective process.

On the other hand, Díaz-Maggoli (2003) defined professional development as “an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students” (p. 1), the aim of this process is to promote effective teaching to obtain better result in the students. He also suggested that it has become important as it enables teachers to help their students to get better command of the language and knowledge of the cultures related to the target language.

Wallace (1998, pp 4-5) treats professional development as a continuous and on-going process of improvement that should help us face the problems in our careers. He also affirmed that most of us use different strategies for professional development as discussions with colleagues, reading professional journals, attending conferences, etc. and proposed a process of reflection on professional action in order to obtain professional development. Wallace’s (1998) concept is adequate to this research because it takes into account other important issue for the study which is the reflection, and it is
seen as a strategy for professional development. The relation between these principles connects the ideas in the research.

For the researchers, the importance of these theories is that all the authors converged in the idea that professional development is a continuous process that has to be done by teachers in order to not to be halted in the same routines that is something very usual in our job. In addition, these theoreticians proposed some tools or steps that may be taken into account to enrich this process. Following this information would be analyzed to support the steps and strategies chosen by the teacher researchers for this study.

To start with, Professional development is fed by the constant evaluation that, at the same time, generates teaching understanding. The authors, Richards and Lockhart (1994) affirmed that some aspects that are related on knowledge are taken from academic information; this knowledge makes the teacher notice the elements and magnitude of being a teacher and how to implement them. Self-inquiry is another relevant aspect in professional development, which points out to get feedback from the teacher's own practice examination; this does not mean that others point of view is not rich enough to know about their practice, but the one who is inside the class constantly, has the best position to judge, examine and analyze what happens there with the teaching practice. It is necessary for the teachers to recognize some specific tools to realize about different aspects in the own teaching like diaries, logs or videos. The last ones help to discover how the teacher manages every situation in the class.
Richards and Lockhart (1994) remarked that the work experience could be the basis to get professional development. But it should be systematically examined in order to obtain an introspective view of the practice to avoid fossilized routines that have usually been executed automatically and that are not effective anymore. Finally, all these aspects lead the teachers to include reflection in their practice, having their experiences as the object of examination, evaluation, and starting point for proposing changes. This road should be lighted by the constant questioning of how and why the class is given in this or that way, valuing each issue into the session, inferring what it could represent for the teachers and for the students and planning strategies to improve the teacher's performance.

Richards and Lockhart's (1994) theory about professional development is linked with the reflective approach and it is relevant for the teacher researchers because they aimed to narrow the space between their current practice with their ideal one through the implementation of reflection, joint with peer feedback. So, the theory of these authors helped them to notice aspects that have to be involved in the professional development issue and, additionally that are matched with the self-reflection and the colleague observation which are the tools they proposed to implement in this study.

Additionally, Randall and Thornton (2001) cited some requirements from the Teacher Training Agency to consider a teacher as a qualified professional. Those elements are: the effectiveness in all session’s activities, including the time grouping and objectives setting; observing and mediating, if necessary, to be able to get proposed
goals; set and keep a good working environment; and intending high aims to the students to reach high academic quality and maintaining good and prolific relationships. It could set individually or in a collaborative way. To obtain, develop and polish these elements in the daily practice lead teachers to grow as professionals. This theory pointed out that to be mature as professionals includes constant analysis and evaluation, and these could be done by themselves or as a team, and the researchers looked for that kind of constant growing through this study.

Based on Johnson (2006), Brown (2007) suggested that the professional development process is done in a continuous dialogue with a professional community what means that it is necessary to share with colleagues to build new knowledge about teaching practice to innovate in the classes. This author highlighted the importance of being a peak performer, a person who does his best and is successful in what he does. To become a peak performer he suggests five maxims: first, it is important to be confident of the own knowledge and abilities. Second, setting achievable objectives taking into account the own and the context limitations. Third, being aware of what really matters and establish priorities. Fourth, to go for new challenges and innovate, even if things go wrong the failures constitute a starting point for new learning. Finally, it is necessary to identify and manage stress factors which may have a negative influence in our daily practice. It is good for the teacher not only to focus on classes but to have a balance between personal and professional life.
In this research the teachers, who were at the same time the population, could take the five maxims to evaluate the professional development they already had and compared it to what they could reach at the end of the study. Additionally, it was important the fact of discovering limitations during the classes that would help to improve teacher’s practice.

Holly and others (2005) mentioned that the development makes professionals thinking in a more complex and inclusive way. To reach this thinking, there are some practices that should be included in the teachers’ routines. These practices have to be learnt along the working life, including critical reflection about their actions, learn to learn of the everyday, to keep studying and preparing themselves as long life learners. Meditation and reflection are related with the process proposed in our study, and they considered them as tools they must have always present in their practice.

Furthermore, Professional development is not reached in a single aspect; it is a process in different areas. Richards and Farrell (cited by Brown, 2007, pp 486-487) presented four views of teacher learning that should be considered by teachers: first, skill learning, which is the process of acquisition of basic skills. Second, cognitive process, which is when the teacher gets cognitive assumptions about the processes of teaching and learning. Third, personal construction, which is related to teachers’ personal beliefs and how they contribute to the learning process. Finally, reflective practice, which refers to the critical reflection done by the teacher based on teaching
experiences, enriches this last aspect in the population of the study. It was an attempt to create the habit of reflecting in the daily practice in order to become a better teacher.

Sparks (cited by Díaz-Maggioli, 2003) affirmed that it is important to include professional development in teachers’ daily lives with the support of administrators and using different strategies according to teachers’ needs. Some of the strategies presented by Díaz-Maggioli are peer’s coaching, study groups, dialogue journals and Participatory Practitioner Research. This reaffirms the researchers’ belief that it is important to work with other colleagues to have better results and a higher professional development.

Another important point is the fact that the professional development idea should be an internal wish of changing and self-improving in the teaching practice. Finally, in all the theories we could notice the relation between professional development and the reflection in the practice; this relation makes this research stronger taking into account that theoreticians have remarked the importance of reflection and coaching to reach a permanent development in our career, and those are the theoretical stilts of this study.
As a strategy of professional development Reflective teaching is one of the most common. During this segment the concept of reflective teaching its benefits and tools are going to be checked and evaluated analyzing their pertinence for this study.

According to Richards and Lockhart (1994) Reflective Teaching could be considered as a process in which teachers can have an opportunity of developing their practice to achieve some goals that they ought to propose at the beginning of the procedure. This is a process that includes a change of teachers perception of their role, to watch their performance with a critical eye, a reflection about this and an implementation of changes in order to grow as a professional after evaluating the situation.
Additionally, in his book The Language Teaching Matrix (1990), Richards proposed self-observing for teachers as a strategy to reflect on their practice. The author affirmed that observing what happens in the classroom, is something that all people related in the teaching-learning processes want to do, but the most interested are, and must be, teachers; the reason: it is an important component of professional development that gives the opportunity to think in a critical way about what is happening in the teaching practice and helps to modify or reinforce good or wrong behaviors. As consequence teachers can narrow the breach between the real practice and the ideal one. It is not the only technique that can be used for this purpose, but it can complement other options like feedback from students, colleagues or supervisors. Also, it is a useful tool to recognize some aspects from the teaching practice.

Another theoretician who contributed in the reflective practice issue is Donald Schön. He called his theory Reflective Practitioner Model (84-87). This philosopher thought that modern life needed to develop social systems that could be adapted to the learning process. Additionally, he considered that professional effectiveness is reached putting in practice the theory learnt, but thinking how it is executed. So, to reach the effectiveness wished, it is necessary to have a look into the teachers’ experiences, connecting what they feel about their practice and the theory they have learnt in the learning teaching processes. A reflective teacher is constantly building his own practice’s understandings and points out to report the actions done on it. His reflection is based on the decisions he makes before the class and how he behaves during it. The
result of this reflection must be an experiment that aims to produce new understandings from new experiences and a change in the class environment.

Randall and Thornton (2001), based on Wallace (1991), considered reflective practitioner as the professional that is able to think about his/her own experiences, being open and flexible to new ideas, having the capacity of stimulating students’ independency and solving problems ability. All these aptitudes only can be developed if the teacher is able to be independent and responsible in the construction of his/her own teaching knowledge, and so teacher can involve in his/her routine thinking and acting on his/her practice.

To conclude, for this research critical reflection is a strategy to analyze and evaluate the teachers’ practices in a systematic way that generates relevant information which is the basis to improve the teaching practice. Moreover, reflective teaching is an important element in the teachers’ practices because it is a way to evaluate their teaching and having a constant change that contributes to the improvement of their jobs. It could be considered that learning teaching is something that only happens if the teacher walks the full road of planning, executing and evaluating his/her performance in the classes. Teachers should take reflection as a habit or a routine that would provide them a system to grow as professionals and it would help to improve their practice evaluating the teaching’s job, starting in the activities planned, going through the implementation and finishing in the analysis of the two first steps, obtaining a feedback from herself about
her practice. Some strategies proposed by the theoreticians consulted are in the following pages.

Richards and Lockhart (1994) thought that reflective teaching must be a continuous process; it means that it should involve the reflective strategies as a routine in their performance. The authors remarked that this activity could be an individual process, in which teacher creates spaces where he/she can think about his/her practice. Additionally, it could be a collaborative exercise; in this, the participants help each other to reach goals, evaluate work or highlight strengths in their daily routines.

Reflective teaching, which based on Richards and Lockhart (1994), is related to reflective approach, includes four phases: description, analysis, explanation and reflection; the last one has a special importance because without it teachers can rely and make their practices a routine. The first phase is related with the data collection of the atmosphere in which the reflection is giving. To do a careful description in this phase could help the teacher to make a better job in the next ones. The second phase is to examine teacher’s attitudes, beliefs, assumptions and teaching practices related with the situation described. Then, a set of questions and answers can be settle down and they carry on to an explanation of why things have been done in this or that way and this process involves the final phase that is a critical reflection that implies a self-evaluation. Sequentially, teacher can decide if the aspects of their practice could be modified, he/she can propose strategies for changing and monitoring the effects of these strategies in his/her own professional development.
Based on these authors, teacher researchers considered that two main aspects of including reflective teaching in this job are that, first it helps to better understand assumptions about the own practice and the practice itself; and second, it enriches the process of self-evaluation and this process carries out Professional Development, that is another construct in this research.

Luft, (cited by Richards, 1990) classified these aspects of the teaching practice in four. First the called the open self; it is the behavior that everybody perceives about the teacher performance. Then, we have the secret self is those attitudes teachers know about his practice but, the others cannot notice and he/she does not want to share with them. Next is the blind self, which refers to those attitudes that others notice about teachers but they have not warned. Finally, the hidden self is the information that neither the teacher, nor the others have identified in his/her behavior. These aspects could be evaluated in different ways using tools as diaries, journals or observation formats.

Luft (cited in Richards 1990) mentioned three alternatives to carry out the self-observation. One of them is personal reflection that can be helped by instruments like diaries in which teachers write down, in a very sincere way what happens in the session. Bailey (cited by Richards, 1990) said that this paper must be detailed and as extensive as the teacher can. In addition, Bailey suggested that it should be done immediately as the class finishes, in order to have all the feelings and the thoughts close to the teacher’s mind. It could even be tape recorded to be as specific and expressive as possible, including activities’ description, interpretation of the students’ behaviors and any
relevant situation during the lesson. One of the benefits of this tool is that teachers can come back on their own thoughts, analyze them and make notes based on what has been written.

The second instrument suggested by Richards (1990) is the self-reporting. This consists on a checklist of activities that the teacher has used in a period of time, or in a lesson and the idea is to report how often they are used. It is an option to know what the teacher is doing in the classroom and to recognize if the activities are getting the results he/she assumes they would have. To conclude this list, the third one is recording lessons. This instrument helps to check step by step the class. It is useful in terms that teacher can notice events that he cannot during the session. Of course seeing these videos is not enough to improve teachers’ practice; it is necessary to set a route to explore what the teacher needs to find and organize carefully the information. All in all, teachers have to be open minded to analyze and report what they find in these instruments to obtain real good data. For this study, the information given by Richards (1990) is relevant because two of these instruments proposed were chosen by the researchers to collect data.

Schön (84-87) proposed three stages in the reflective process that should be practiced until they become part of the routine of the teachers’ practice. The first is reflection-on-action which means that the teacher thinks about what he did during the session; this is the easiest step and should be done after the class, reflecting on the class’ weaknesses and the strengths; teacher creates an imaginary of categories that can be evaluated in his
class and in which he would reflect over and over after each session. The second is reflection-in-action, this procedure is done during the class, and so, the teacher should be able to think about what is happening in the session without interrupting it and propose some changes if necessary. Schön suggested that to support this reflection, teacher should have an advisor, it means, an experienced person that could give an appreciation about what is going well or wrong in the class and who helps the teacher to recognize things he cannot see about himself.

Finally, knowledge-in-action is a construction of new categories of understanding and strategies of changing the practice. This is the hardest step because it is not only to reflect but to create new ways to analyze the practice in order to improve it. Coaching has an important role in this process, because based on feedback teachers can develop a retrospective point of view of their performing. Schön (84-87) suggested that his should not be done immediately after the class; teachers must take some time after it to be more impartial in the session’s evaluation and have a better point of view of what could be evaluated.

This theory fits in the research because the reflection-in-action is something teachers should involve in their practice to set one of the goals they proposed by themselves: to think about their practice. Add to this, the reflection-on-action could be a complementary process in which the partner is going to have a specific role, helping the reflective process, and so, the collaborative part of the research could be set.
According to many teachers, learning is an action that is best done during the practice. But according to the authors Randall and Thornton (2001) it is imperative to know what practice is. They summarize that practice has three stages, planning, executing and evaluating, and if these stages are present in the teacher’s routine, he/she has the opportunity of having real learning. If the evaluation is consciously done, teachers can systematize that information and can control his/her professional growing. That control is done by the contrast of the aim proposed for the session and the real outcome of it. By comparing the ideal and the real outcome teachers can have their evaluation and plan new strategies to reach the goals planned. To the extent that the teacher narrows the differences between the two outcomes he/she will grow in his/her practice.

To this research, knowing the whole process and following the theories proposed by these authors, supported by some extra tools would help to reach the researchers’ objectives and implement reflection as a strategy. What is more, teacher researchers consider reflective teaching an important element in their practices because it is a way to evaluate their teaching and having a constant change that contributes to the improvement of their jobs. That improvement is something that teachers pursue continuously into the classes to strengthen their performance. The researchers want to have constant changes that help the classes become dynamic and it could also bring improvement in students’ learning process, and it will be always the main objective for teachers. Finally, teacher researchers must recognize every tool to implement the reflection as a teaching routine because, during the research and then, they could apply
them to reach those objectives that any teacher should establish to have a continuous professional development.

**Peer Feedback**

![Feedback representation](http://definicion.mx/feedback/)

The second strategy to enrich professional development chosen for this study was Peer feedback. The colleague’s comments would support the meta-reflection in the research. As a second aim feedback would help the teachers to contrast their practice perceptions with the perceptions of an external individual of the class. In the coming pages some authors’ theories will be explained and evaluated to support this study.

This activity is named peer coaching by Brown H.D. (2007, p. 503) who defined it as a “systematic process of collaboration in which one teacher observes and gives feedback to another teacher, usually with some form of reciprocity” and presents it as an opportunity of professional development as it allows teachers to benefit from each other observation and feedback.
In the book Advising and Supporting Teachers, Randall and Thornton (2001) analyze the inspection into the schools, and divide it into two systems: school inspection and teacher inspection. In the second type they remark that it is important to engage teachers into the classroom research and that it should be an organized process in order to get relevant information. In these terms, the idea of critical friend is shown as a strategy that consists on bringing a teacher who works together with the teacher’s object of the study. His job is to give feedback from specific aspects chosen to each particular research. The authors listed some advantages and disadvantages of this procedure.

Scrivener (1994, p.195-196) says that to have professional development it is important to be aware of what works and what does not work during the lesson. Consequently, feedback from colleagues increases awareness about what I do now and opens to the possibility of change. This peer feedback may be given through different strategies, observation is one of them but it can be given also by talking about the lessons and sharing ideas and skills. He invites teachers to ask some other teachers to come into their classrooms and exchange observations to learn from each other, he affirms that this strategy will help teachers grow as professionals and also will have a positive effect on the atmosphere at the school.

Additionally to the definition the researchers considered some positive and negative aspects of the implementation of this strategy. For example, Brown H.D (2007) affirmed that in the feedback both participants could obtain profit in the process. The teacher who is observed will benefit from the comments and suggestions the observer gives him/her.
All those aspects that he/she cannot see by him/herself could be pointed out by the colleague. On the other hand, the observer will reflect on his own teaching practice based on what he/she sees during the observation. He/she can learn from the examples evaluated and propose new ones based on them.

Additionally, in this cooperative process the feedback must be formative as the information given is going to help teachers to improve for their future teaching. Feedback will be more enriching if the observation is focus on certain aspects of the classes, this way the observer will give a higher quality advice about the aspects that should be improved. If the comments are punitive, may be the observer could not be involved in this kind of processes and as result the fossilized behaviors would not change and the professional growth could be blocked.

This research looked for strategies to reach professional growing for both teachers, so then, the idea of learning, not only from the feedback, but also from the observation itself is a perfect tool for the participants to walk the professional development way. Brown H.D. (2007) pointed out at this tool that fits perfectly to this study and would contribute to the teachers’ practice growing.

Brown, J. (1995, p. 194) also affirms that peer observation contributes to the professional development of both teachers involved in the process. He clarifies that the feedback given must be constructive and useful to avoid negative feelings in the observed teachers, in order to get that, an observation format must be design to focus on
positive aspects and beneficial comments. The amount and quality of the feedback given constitutes the success of the experience that is why it should be channeled in a positive way by given affirmative directions rather than negative comments.

The advantages cited by Randall and Thornton (2001) are focused on the comfortable environment that it creates. First, it does not have any cost because, as the name shows, it is a friendly collaboration. Additionally, this characteristic helps to the viewed to take the feedback as an informal advice that does not have an implicit or explicit punishment. It is not usual that in this practice, teacher’s feelings are injured or that the comments are used as a negative advice. It makes this a kind process in which both, the teacher and the supervisor, obtain a benefit, since not only the person who receives the commentaries learns something, but the viewer can also learn about autonomy and reflective practice.

On the other hand, it is necessary to take into account that goals have to be very well determined, because in some cases the friendship does not permit to be objective and to judge, even in a positive way; the critical friend could be so soft and as a consequence it would not have any relevant information for the research. It causes a professional blockage instead of professional development and the objective of moving from a routine to a better stage is lost.

For the teacher researchers it is essential to be critical in this project, and not only friendly. To the extent that the advices are done critical enough, thus the results should be relevant for the objective of the study. If the impartiality is misplaced this could
cause teacher’s feelings injuries, or being so sweet-talker and as a result have no changes in the teacher’s practice, but to generate a defensive reaction or the reinforcement of weaknesses in his/her practice.

Clifford and McCormack (2004) tell how a new process of critical conversation has taken place in classrooms that is trying to include a positive feedback between teachers to help the reflective teaching practice. One reason to involve this practice in the classrooms has been that colleagues open the critical view of teachers about their own teaching, guiding them to include political and ethical issues in their sessions. According to the authors, the first challenge is to be unlocked to visits and criticisms of outdoors people, that are not others but some colleagues that are interested in helping to foster auto-learning teaching process. To avoid this problem Clifford and McCormack (2004) propose to start with inviting others to our own sessions to break the fear of get foreigners into our classrooms.

Critical conversation aims to gather teachers in order to show the similarities of the richness and pitfalls into their sessions. Firstly, the peers should talk to recognize their beliefs as effective professionals sharing their ideas and setting the aspects that they have to focus on the observation. This activity can solve anxiety involved in the collaborative feedback practice. Then it is necessary to establish a reciprocal activity, and so, both teachers can take the role of advisor and of viewed. This exercise is not aimed only to point out weaknesses in the colleague’s classroom, but also to discover and learn good teaching strategies.
The authors make relevant the fact that it is not mandatory that your observer be of the same area as yours, it would be a wonderful experience if you have other areas partners into your classes. What really matters is that the two teachers have a trustful relation in order that they really value the other’s comments and at the same time, he/she gives productive comments to the other.

Clifford and McCormack (2004) propose three stages to develop critical conversation. The first step is the pre-observation meeting, it is important to contextualize the partner with the class issue, population and objectives. If it is necessary to give more information about the context of the class the viewed has to clarify it to the viewer. During this conversation the questions that should be solved during the observation must be set and the format or instrument that the observer would use along the visit. Also it is advisable to tell the students about the foreign presence in order that they can behave as normal as they usually do. The second step is the observation itself. It is the moment of filling in the format and solving the inquiries that both teachers set in the previous stage.

Finally, the post-observation feedback has some advises that should be taken into account. First, in order to reinforce the observed teacher confidence, the observer should invite him/her to reflect on what happened in the class taking the following five minutes of it to write his/her reactions to the class. In this moment the viewer can organize his/her own ideas and notes. All things that both teachers write down are the basis of further reflection. Then, to start the chat the observer invites to tell what goes well
during the class and afterwards, the observer can ask questions of anything has not been clear during the session. Subsequently, the conversation turns to the things could be improved in further classes. Only at the end of the viewed teacher reflection, the second teacher provides his/her point of view, and only if the observed wants to know. The conversation is friendly and goes until the observed wants to.

Some of the dispositions cited by Clifford and McCormack (2004) are related with the steps proposed by the teacher researchers for this study. The relation planted between professional development, own reflection and peer feedback are exactly the pillars of this research. Additionally, the idea of sharing with the colleagues and create a collaborative community fits with the ideal of professional growing. And even though, the steps are not exactly what this study follows, the authors’ proposal lights the stages fixed by the teacher researchers.

Even though there are various authors who have approached this process and shown its benefits, coaching is the strategy less used in teaching as a way to improve the practice, for several reasons. Most of the teachers are shy or jealous about their performance, so they prefer not to invite intruders into their classrooms. Besides, in some cases teachers are insecure about their strategies or performance, and they decided not to be exposed to their colleagues. Other possible reason is that teachers have had negative experiences by sharing ideas, and so, they try not to be involved with their colleagues in working teams.
However, as the theoreticians remark, a different point of view helps teachers to recognize elements that they have skipped in their performance and that could affect their practice. It is not necessary that every single class or all their working life have to have a critical friend to highlight teachers’ weaknesses and strengthens, but knowing this tool, and use it sometimes, could make teachers’ practice grow and help others to learn watching what a colleague does.

Having cleared these concepts, this study could be developed having these ideas as the axis of the research. Teacher researchers applied the theory of the author quoted to the analysis of the instruments proposed to reach their objective: to recognize the impact of peer feedback into reflective practice and what principles, here cited, appear during a conscious study into two classrooms at two schools whose teachers include reflection, peer observation and then feedback to her partner. In the following chapters the steps of the study would be explain and so the instruments used and the analysis job of the researchers.
Methodology

For this study teacher researchers decided to carry an action research which according to Kemmis and McTaggart (cited by Cohen, 2011, pp. 345-346) is “a form of collective self-reflective inquiry undertaken by participants in social situations, in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices are carried out…” These authors also gave some characteristics which distinguish action research from the actions teachers do in their daily practices: action research implies a systematic and collaborative collection of evidence to base the reflection on, and that could be obtained in different formats; it is motivated by a personal desire of improving; it is not done on other people, but it is done by particular people in their own context with the purpose of helping them improve what they do.
Taking into account that the basic concepts of this study, (reflection; peer feedback, as a supporting community for professional growing; and professional development), are closely related with Kemmis and McTaggart's idea of action research, the researchers considered it an important starting point to plan the development of the research. As the proposal was born from a desire of improvement into the teachers' classrooms, they considered to set some steps that could be repeated to collect evidence of the influence of a colleague's feedback in the reflection of the own teaching practice. In this way, the researchers proposed a cycle to gather up and analyze and systematize the information, to finally get conclusions about the impact of the strategies, reflection and peer feedback between them, but also in the professional development process of these teachers.

This study was developed by two English teachers who were at the same time, the population of it. They are working in two state schools in the afternoon shift with eighth and ninth graders. Their professional preparation and practice have been similar because they were classmates at the university and have been working for similar period of time and in similar schools. Besides both of them had noticed that the result in their classes had going lower and lower, so then, it was necessary to think over what aspects could be failing in it. To start with, teacher researchers thought about their practice routines. Based on a comparison of themselves with the ideal teacher described by Harmer (2007) they had a first reflection of their teaching performance. In this comparison teachers found out that they have some weaknesses and thought that they have to work in the classroom practice to get closer to this ideal teacher.
As consequence, teachers decided to include reflective teaching as a tool for professional development as it allows teachers to see themselves with a critical eye and to discover some issues about their teaching that could be improve or that were well managed in their teaching practice (Richards and Lockhart, 1994). After a meta-reflection, they considered that peer feedback could complement the reflective process because the colleague feedback would let them notice aspects of their teaching they could not see by themselves (Scrivener, 1994). Besides, teacher researchers would analyze whether there is an impact of peer feedback in the reflective teaching strategy and what is the role of these tools in the professional development process. So then, the three theoretical constructs for this research were settled: reflective teaching, peer feedback and professional development, the two first as tools for achieving the third one.

These teachers went through some stages for planning and carrying out this study. In the first place, they set some general aspects that would be important for the organization and validity of the research like concepts, times and collecting data instruments. The collecting data cycle was fitted in six steps: a) class planning; b) class/video recording; c) first reflection; d) observing the other’s class; e) peer feedback; and f) second reflection. These actions were done each week in one class of each teacher. The cycle took place for ten weeks during the second term of 2013.
Teacher researchers designed the instruments that would help them to get relevant information for this study. Based on Clifford and McCormack (2004), who propose a pre-observation meeting, where they projected their classes using the same lesson plan format in order to follow the same sequence in their classes. This classes’ synchrony allowed them to pay attention to the same aspects of the classes, which had been previously agreed upon (See Annex 1). The format was an adaptation of Harmer’s model (2007). This instrument followed the structure presentation, practice and production, which allows teachers to prepare at least three different activities in each class. This structure fits perfectly with the ideal of proposing a variety of activities, in order to evaluate them and analyze which of them had more receptivity between students.
The next step was the performance of the class. At the end of it, the teachers took some time to fill in the first data collection instrument: the log (See annex 2). The log's objective was to gather the teacher's own class impression. This format was designed with five open questions, which tried to summarize the class activities' impact, students' role and participation, and teacher's satisfaction with the class itself. This kind of instrument is suggested by the authors Richards and Lockhart (1994), who promote a systematic reflection with instruments that can be analyzed easily.

The criteria for this format was decided based on a survey that students from both schools had solved. This showed that students felt the classes very focused on activities done in their books or notebooks and the teaching strategies used to be repetitive and, in some cases boring. According to this information, teacher researchers considered that it would be a good option to pay attention to class activities and to think about possible new strategies that could change them. Consequently, teacher researchers proposed questions related with the specific situations they wanted to analyze about their class' activities. This topic would be related in the following data collecting instruments of this study.
After reflecting about each own's class with the log, a class observation format was filled by the colleague based on the observation of the classes that have been recorded. For this step a new instrument was created with two main objectives: to get the peer's...
point of view about the same criteria evaluated in the log, and to have systematized information that could be contrasted with the log in a further stage of the research.

This observation format (see annex 3) is a grill in which the colleague gave her opinion about each step in the class, evaluating them and highlighting strengths and weaknesses of the activities. Teacher researchers filled in the observation format trying not to judge or criticize her partner but to give a constructive feedback about what successful moments during the lesson and what could be improved (Brown, J. 1995). They also suggested different ways to develop the activities or different activities that should be implemented for the topic to make the classes more successful in the future. None of these commentaries had to be done by the owner of the class, but they were a kind of class' strategies sharing by colleagues (Scrivener, 1994) and only pretended to brainstorm about class activities.

Next step, teachers read the peer feedback and wrote a new reflection taking into account their feelings about the lesson (log' information) and the feedback provided by the colleague (observation format information). The new reflection was written in a diary to express as many feelings as the two first instruments made flourishing in the owner of the class. The diary is a tool mentioned by authors like Richards (1990) and Schön (1987), as a written file that could be read once and again in order to evaluate self-performance and consequently, the professional could improve his/her practice based on a systematic reflection.
One of the tools proposed by these authors is the self-evaluation. To obtain data from this option is necessary to create instruments that summarize the information needed for the teacher to know about the situations she/he wants to reflect on. It is imperative to be conscious of what people want to discover and to choose the most effective artifact to his/her purpose. In this study, the researchers considered as the first option a log that combines the self-evaluation and the auto-observation suggested by these authors.

As second instrument in this research is the observation format, for the steps of peer observation that was aimed to pointed out those aspects that the colleague considered relevant. After reading it, the observed teacher could reflect on things that she could not see in the first reflection and it is possible that this helped her to notice those behaviors that have been fossilized through the practice time. This is other tool suggested by Richards and Lockhart (1994) as an option of systematizing data from others about the own practice.

The diary was the last instrument that the teacher researchers considered as an excellent way to know how they felt in their classes and is the basis of the reflection on their practice based on Richards’ (1990) suggestion. This diary is nourished not only by the reflection but also by the feedback given by the colleague. Taking into account that both teachers work in different schools but in the same shift, they recorded their classes, so the peer and the owner of the class could watch and evaluate it. Teacher researchers also thought about the route they have to follow to watch the videos, so they support this analysis with an observation format. Other authors who recommended the diary were
Luft (cited in Richards 1990), that mentioned the diary as an alternative to carry out the self-observation and Bailey (cited by Richards, 1990) said that this paper must be detailed and as extensive as the teacher can.

To conclude the cycle, teacher researchers planned a new lesson having in mind the ideas suggested by the peer and their own reflection about the class evaluated. There, the cycle started again and all the steps were repeated in the same order ten times. The first three classes were established as a piloting stage the data collecting instruments, and the cycle itself. The final seven were the ones used to collect the data for the study.
Data analysis

After collecting the twenty-one formats of each teacher, and found out the best strategy for the analysis; so then, the researchers set the data analysis process. They proposed three steps to develop this process:

![Data analysis steps]

- Each teacher brought her data collecting instruments
- Each teacher analyzed by themselves the instruments.
- The teachers contrasted their findings, and organized them.
- Sharing instruments
- Color coding
- Contrast the findings

Figure 9 Data analysis steps

a) The first step to start analyzing data was to share each other formats, so the two researchers had the other's information and their own. This information was in three formats of each class: a log, where the first reflection was written (it was labeled in the examples as L.); an observation format, where the peer feedback is given (it was named O.F. in the examples); and a diary, where the meta-reflection, based on the peer feedback, is done (it was labeled as D.). In this chapter, you will find three excerpts all of them are followed by the number of the class and the letter that represented each
teacher: L for Ludy and V for Viviana. As they were applied to two teachers in seven classes, they finally analyzed forty-two formats. Teachers had two roles and they are going to be mentioned during the document as the observer, who watched the class to give feedback, and the observed who performed to receive feedback.

b) The second step was color coding data. This step consisted in reading all the data thoroughly marking the important information with colors. From this activity two general categories and their subcategories emerged. After that, teacher researchers highlighted sentences according to the agreed items: Activities, Objective, Activities’ suggested, Student Role, Instructions, and Success in the activities. This task was done on their own. The purpose of doing it separately was to give the relevance of the validity to the study, as this is a form of triangulation by author as stated by Freeman (1998).

The first instrument used, was the log, where positive, negative and neutral suggestions were highlighted. While in the observation format teacher researchers looked for negative and neutral suggestions and appraise other, which are positive comments about teacher attitudes towards the class or the activities proposed for the lesson. Finally, in the diary, they looked for an impact from the peer feedback in the reflective teaching, by finding information based on pre-established categories that arose from the data.

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3 The names used correspond to the teacher researchers who are the population at the same time.
These categories were peer’s influence and non peer influence. The first one showed the statements that appeared in the observation format and were found again in the correspondent diary. In some cases those statements also appeared in the Logs, so there the researchers determined two sub-categories for this first category: Reinforce my own judgment and Help me discover. The second category put together those statements that did not have any change after the observer’s feedback. In this category, the teacher researchers also found two kinds of data: positive and negative aspects. Those data were found in the Log (L) and in the Diary (D) with similar words, and had no influence from the Observation Format (O.F.).

In each sub-category the researchers remarked the issues from class that was evaluated, and the comments were gathered according to them. The analysis remarked some examples of each of them and contrast the information found in the formats according to the sub-category: if it was Reinforce my own judgment, the contrast was done with the three data collecting formats; Help me discover shows the contrast between the Observation Format and the Diary. In addition, the sub-categories of not influence compare the Log and the Diary.
c) Finally, results comparison. When each teacher researcher had analyzed the data, they crossed information and discussed whether have found any difference in their points of view about the data, using investigator triangulation, where more than one investigator is used to gather the data; and methodological triangulation, as multiple ways to collect data were used. (Freeman 1998). Then, they organized all the data by colors, using cut and paste technique, to see where categories appeared in the analysis and its frequency. Finally, researchers averaged the results and they could get some conclusions about this action research.
Counting the number of statements from the fourteen diaries, the sub-categories had the following percentages: help me discover 30%, reinforce my own judgment 31%, didn’t change my negative point of view 19, 5% and didn’t change my positive point of view 19, 5%. It indicated that there was a 39% of non-influence of the feedback in the feelings that teachers had in the first reflection, comparing with the second one. Besides, in the category “non peer influence”, teachers kept having the same perceptions about their class performance noticed in the log, and the observer did not give relevance to those, not mentioning it, or did not notice those aspects during the observation.

On the other hand, the two first categories showed that there was certain influence of the partner’s feedback on the ideas that teachers had at the end of their classes. In some cases the colleague’s commentaries pointed out situations that the teacher had not
noticed by herself (blind-self, Luft cited by Richards 1990); or simply, both teachers noticed the same ideas and it was confirmed that those situations were present in the classes, so they could remark positive and negative aspects in their practice (open self).

As the main idea in this research is to know to what extent peer feedback could impact in the reflective teaching, it is remarkable to say that there was a 61% of influence after the peer feedback in the meta-reflection.

To follow the analysis, teacher researchers sub-divided each category according to the statements read in the diaries putting together those that referred to the same aspects of the class. This chart shows all the sub-categories that would be explained.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SUB-CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer’s influence</td>
<td>Help me discover</td>
</tr>
<tr>
<td></td>
<td>Reinforce my own judgment</td>
</tr>
<tr>
<td>Non peer influence</td>
<td>Did not change my positive judgment</td>
</tr>
<tr>
<td></td>
<td>Did not change my negative judgment</td>
</tr>
</tbody>
</table>

Figure 12 categories and sub-categories

Peer’s Influence

This category showed those issues that are present at least in the Observation Format and in the Diary. The result of the analysis of these formats remarked how the colleagues’ comments had an impact in the teachers’ meta-reflection. The rate of this category is the 61% what means that, for this study, the influence of the peer feedback is higher than the non influence, 39%. The researchers noticed two particularities in the
statements of this category; some of them appeared only in the two last formats and others appeared in three of them. So then, they decided to gather the statements according to these characteristics. As a consequence, there are two sub-categories: Reinforce my own judgment that brought together the statements that appeared in the first reflection, in the peer feedback and in the meta-reflection; and Help me discover that joint those statements that only appeared in the Diary after the feedback. Below we will explain further and show some examples of both sub-categories.

**Reinforce my own judgment**

In this sub-category the teachers could confirm their own ideas about their practice. Which according to Luft’s (cited by Richards 1990) theory, is known as the open self-information of the class. This means that everybody could notice those aspects of the teacher’s practice. Data displayed in this category was found by contrasting the three instruments and was present in all of them. The fact that the observer teacher and observed teacher wrote those comments down means that it is an important attitude in teacher’s behavior. Thus, teachers need to pay attention to these behaviors in order to improve weaknesses or strengthens from the teachers’ practices. Five moments of the class were found in this sub-category; they are shown in the following figure and exemplified along the document.
A mirror reflecting teaching practices

**Figure 13** reinforce my own judgment

<table>
<thead>
<tr>
<th>LOG</th>
<th>OBSERVATION FORMAT</th>
<th>DIARY (see annex 16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“With some students who were attentive during the lesson.” <em>L4L.</em></td>
<td>“They were attentive, but little participative” <em>O.F.4L</em></td>
<td>“I’m accomplishing the aims just with some students who are willing to participate during the lessons.” <em>D4L</em>[sic]</td>
</tr>
</tbody>
</table>

**Figure 14** Contrast between log, observation format and diary for the sub-category reinforce my own judgment.

The first issue is student’s participation, which corresponds to the 41% of the statements that were noticed by the observed teacher and the observer teacher, here teachers showed their worries about students’ participation and also the strategies that invite them to participate actively during the lessons; this can be seen in the statement cited, in this case, the teacher was worried because even when some students participated during the lesson some others were not taking part; and, as a consequence, they were not reaching the goals proposed for the lesson. This worried was first
mentioned in the log when the teacher said she was able to accomplish the goal. This perception was also reinforced by the peer in the observation format which confirms the teacher’s perception that their students do not participate enough during the classes.

<table>
<thead>
<tr>
<th>LOG</th>
<th>OBSERVATION FORMAT</th>
<th>DIARY (see annex 17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Games at the beginning of the class help me to make them be interested in the lesson. They participate more when the activity is a game.” L6L</td>
<td>“Active, participant” O.F.6L.</td>
<td>“The students’ role was active at the beginning of the lesson as I started with a game.” D6L</td>
</tr>
</tbody>
</table>

Figure 15 Contrast between log, observation format and diary for the sub-category reinforce my own judgment.

On the other hand, in the example given the teacher showed she reflected about the success of the strategy of using games to motivate her students to be active during the class. She had already noticed it when she did the first reflection in the log and her colleague also noticed the success of this activity as she mentioned the activity was successful and the students’ role was. After this, she could continue looking for some games to include them in her classes.

<table>
<thead>
<tr>
<th>LOG</th>
<th>OBSERVATION FORMAT</th>
<th>DIARY (see annex16 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I need to increase students’ participation in second language” L4L</td>
<td>“I’m afraid that the practice is not being done in English” O.F.4L.</td>
<td>“They kept doing the activities using their mother tongue and when I asked them to use English to communicate they participate less.” D4L,</td>
</tr>
</tbody>
</table>

Figure 16 Contrast between log, observation format and diary for the sub-category didn’t change my negative judgment.
Teachers also considered important that their students use English during the lesson to do the activities. The 26% of the statements of this sub-category were related to this topic. In the statement analyzed the teacher confirmed her first reflection written in her log as which was reinforced by the colleague in the observation Format. In the diary, the observed teacher showed she continued worried because her students did not use the foreign language to communicate even if she asked them to do it, on the contrary, they participated less in the class if they had to do it exclusively in the target language.

<table>
<thead>
<tr>
<th>LOG</th>
<th>OBSERVATION FORMAT</th>
<th>DIARY (see annex 18 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I continue having the problem with the use of foreign language in speaking activities”L8L</td>
<td>“I’m afraid the most of them didn’t ask the questions in English” O.F.8L</td>
<td>“It is difficult to accomplish my goal because they avoid English as much as possible, they use Spanish or Spanglish.” D8L</td>
</tr>
</tbody>
</table>

Figure 17 Contrast between log, observation format and diary for the sub-category didn’t change my negative judgment.

In the example it is shown how the teacher is worried because students do not use the target language and the constant use of the mother tongue or a mix between mother and target language constitutes an obstacle to reach the aims proposed for the lesson. Situation that the observer teacher also noticed and commented reinforcing the teacher’s perception in the log.

Teacher reflected on the activities they used and their impact in the students, they also gave suggestions about how to make a better class. For instance, the teacher wrote in her first reflection “I should have started the class with a revision of questions they were lost when I asked them to do the interview to their partner”L7L her colleague
reaffirm this feeling with her comment “Were you sure they did the homework? Without it, the activity would fail.” O.F.7L [sic] this is shown in her second reflection: “I should start with an activity to check homework so they have the questions to interview their partners.” D7L where the teacher showed she had already reflected about the failures in the activity and gave a suggestion which may facilitate the activity to have a better development of it and obtain better results.

On the contrary, in the statement “To start the class I used games and they liked that so I should continue using games” L5L this positive feeling was first showed and then it was reinforced by the colleague as she noticed that “They were involved in the class” O.F.5L when talking about the game. Finally in the Diary, the comment “I should keep using games to keep them motivated for English class.” D5L the teacher showed she had noticed some strength in the activities proposed during the class and suggested to continue using them.

Teachers also reinforce their own judgment when they reflected about the success of the classes mediated by the goals they proposed for each lesson. These reflections correspond to the 11% of the statements of the sub-category. This is shown in the comment “They learnt how to ask questions and showed they understand the topic.” D5L this reflection was done first in the log “Most of the activities were successful because they enjoyed them and many of them understood the topic” L5L and then confirmed by the colleague when affirming that the goal was accomplished and the class was successful (See annex 4). Another example is “I think I accomplished my goal in the
listening activity because they were very participative.” D8L. Here the observed teacher confirmed her reflections about the goals reached during the lessons done in her log “in the listening activity they were very participative and I’m sure it contributed to their process. Some of them did it very well” L8L, with the comments of her peer who thought the goal was accomplished (See annex 5).

For instance feedback helped teachers also to highlight concerns that expressed a difficulty during the process was the time management, 7% of the comments of the sub-category were related to it. As shown in the examples below, teachers thought they had problems with the use and organization of the time during their lessons which did not allow completing the lessons in the way they were planned. An example of this is the comment “I should make better use of the time.” D6L the perception expressed here was previously shown in the log: “I could have spent less time organizing the group” L6L, and reinforced by the colleague in the observation format with the statement “Just take into account the time” OF6L.

A further example the teacher affirms “I also have to measure better the time and optimize it to complete all the activities in a good way.” D8L this reflection was previously written in the log “I might have played the song part by part since the beginning and not the whole song every time they didn’t know, this way the activity wouldn’t take so long” L8L[sic]. This was reinforced by the peer in the observation format “you should balance the time in a better way” O.F.8L. The teacher confirmed in
more than one time that she had problems with the time management but also suggest actions to solve this situation.

The previous examples evidence that a great number of situations noticed by the observed teacher were also noticed by the observer teacher. This helps the teachers to confirm their feelings and perceptions about their performance and to take actions to avoid the negative situations and continue with the good practices.

**Help me discover**

This sub-category refers to the issues that after the peer feedback were discovered by the teacher. They could be weaknesses, strengthens or worries in the teacher’s practice that she had not recognized during the first reflection. This is called by Luft (cited by Richards, 1990) as the blind-self It means those characteristics that the teacher is not aware of his/her practice, but others can notice. This category was present in different moments of the class and so, teacher researchers found many examples. Here there are some of them:

The teachers remarked the commentaries that referred to the activities proposed in the class and that had relevance for the observer in the observation format. The 27% of the total of statements were related with the way the activities were developed in the class. In some cases the ideas shown were positive, in other cases negative and in others
they reflected the teacher’s worry about something related with the activities. Into the examples we could find:

“I am trying to involve games in the class but I cannot mix them in a correct way with the rest of the activities.” D9V. Here it is shown that the teacher was worried about things she wanted to improve in the class, and that her partner made her noticed that the activities were not going properly. This topic was not mentioned in the L9V, (see annex 6). This comment appeared after the feedback that said: “I’m not sure about the relationship between the activities.” O.F.9L. The observer suggested that she could make a closer relation with the class activities, because she did not see a relation between them.

Other example is: “I hope I can continue involving these activities in my classes, but polishing the negative aspects, not only because of my own satisfaction, but because of my students’ benefit.” D10V. Comparing with the Log L10V (see annex 7), this aspect was not mention in the first reflection. After the colleague’s commentary “Activities are related…”; “I think it is good to ask them to write in groups to encourage them.” OF10V. She kept being worried, but she felt more confident with the strategy she was proposing, and she considered that it would be better in further occasions, and the peer’s comments helped teachers to feel more comfortable with her classes.

Then the researchers took into account possible problems that the observer teacher noticed in the moment of giving the commands for the class’ exercise. It has the 15% of
the final percentage of the commentaries in the diaries. Some examples of those commentaries are: “Instructions were very clear during this class; this may contribute to their participation and interest.” D8L. Here the teachers highlighted the correctness in the commands of the class, and her colleague confirmed that in the observation format in all the class’ activities evaluating it as “It was clear” O.F.8L, but she had not written it in the first reflection format (see annex 8 ). The observed recognized how important it was for engaging the students in the activities. In the first reflection the teacher was not conscious of the instructions’ relevance in the class, because in the first reflection this topic was not mentioned.

Other example is: “I should have a better way to check if they understood the story and explain what is not clear to them, because in this class I used Spanish to help them understand the reading, when I could have prepared slides, pictures or other activities to explain vocabulary.” D9L. According to this statement, the teacher discovered a fault in how clear she was giving the instructions in that class, something she had not noticed first reflection (see annex 9). It was only from her partner’s note remark that she realized about it: “It was clear, but after the translation.” O.F.9L. She reflected about the use of second language and other elements that could interfere or should help the instructions’ class step. Thus, the peer feedback she found a commentary that helped her to reflect on some strategies that could support the instructions in this kind of activities.

Other aspect considered by the researchers was how theory was taught in the class. Here the observer should have recommended some strategies that could help this part of
the class. This issue had a 15% of commentaries, what indicates that teachers shared knowledge that they considered important to help the partner’s practice. Two examples are:

“When explaining the topic I should use more examples.” D6L; “I should take common mistakes and correct them on the board.” D7L. The examples showed how after the colleague’s commentaries the teacher remembered some common tools to make explanations better to students, not translating, but based on examples and real situations in the classroom. These statements in the observation formats O.F.6L and O.F.7L helped to remember some explanation tools: “May be it is not necessary to explain so much at the beginning, but with the examples” (#6); “I would just add to write some more common mistakes in the board to clarify structures taking more real examples” (#7).

The use of second language in the class was discovered from the comments in two senses, teacher and students use. This issue had an 11% of commentaries in the diaries. The examples cited were those that the teacher did not mentioned on the first place when writing the logs but only after the peer’s feedback, and showed how much Spanish was present in the class.

An example follows, “I need to work more in the use of second language, they said everything first in Spanish and then change it in English, and when I was talking or explaining they translated to Spanish.” D5L; “I should encourage them to participate
using the foreign language, because even when they have the right answer, they always participate in Spanish.” The observed teacher did not notice nor recommended about this on her first log (see annexes 9 and 14).

Sometimes the teachers get a costume and do not pay attention or correct those interferences of the first language in the class. It is only after the video observation and feedback, (‘‘They kept translating all you say in English.’’ O.F.5L; ‘‘You should ask them to read the full answer to encourage them to speak in English’’ O.F.1L that the teacher could notice how much Spanish was present in their students’ performance during the class and started to establish herself some goals to improve this.

Another issue that was discovered from the feedback was referred to how the students behave in the activities proposed in the class. Despite they were the most common kind of commentaries, the teachers felt worried about some students’ attitudes that did not help them to take advantage of the activities proposed. 8% of the commentaries in the diaries were about this topic. These are two examples:

“It’s difficult to reach the goal which is that they are conscious of the importance of not only copy information or to read without being aware of what are they doing.”[sic] D7V. Here it is shown how this teacher discovered by reading her partner’s comments “Ss were not well prepared for presentations.” O.F.7V, that even though the students worked, they seemed like they were not aware about the learning conscious process, proposed by the teacher with the activity they were doing. It made the teacher to reflect
about the effectiveness of that work from the feedback in the first because she did not reflect on that (see annex 14).

Another comment related with this issue is: “I have to work on how to catch students’ attention after the warm up activities, in order the explanation will not be lost.” D8V. This case is related with the distraction that could be present after some funnier activities, and that let students a bit distracted. The teacher questioned how she could manage that situation in order to help her students to be more attentive to the other activities, based on her colleague’s comment: “The instruction was clear but it was difficult to catch their attention when giving instructions” O.F.8V. This reflection was not present in the correspondent log (see annex 15).

Through the statement “Promote students participation because always the same students participate.” D6L it may be seen that perhaps, the teacher had noticed the lack of participation in other occasions in her logs, but this commentary showed that she was aware that it was necessary to work on making others participate in the class. In the observation format, the partner pointed out to that situation: “Just try to swap the student who answers, that could help others to participate.” O.F.6L.

Other statement that exemplifies this issue is: “I’m a “chat addict”; it is a challenge to stop talking in classes.” D7V. This reflection about a teacher’s behavior had appeared after peer’s remark with this comment: “...there is too much teacher talk during the
A mirror reflecting teaching practices

lesson.” O.F.7V. The importance of the teaching centered class, and the damage it could represent in the students participation process.

The class management topic referred to the teachers’ expertise to make the class follow in the best way. Sometimes they did not notice some possible mistakes that could be taken into account, but after the colleague’s comments. It only represented the 8% of the statements in the diaries, but they were relevant enough to be analyzed by the researchers because these statements also came after the colleague’s comments. The following exemplify it:

“I should organized students different in order to do speaking activities, so they feel more compromise to do the activity in the correct way.” D7L [sic]. Even though the teacher had noticed that the job was done by the students, she only recognized that her classroom has the same chairs shape, and it could make more difficult that the goal could be accomplished. The suggestion she received from her observer made her reflecting on this situation: “You should divide them in order that they are not so close and they couldn’t see each other paper.” O.F.7L.

The other example says: “In the end, there was that indiscipline.” D8V. In this comment the teacher realized something that was not noticed in the first reflection. Based on the commentary “…but in the middle of the noise some ss may be lost.” O.F.8V, the teacher was aware that there was a fault in the discipline that she should control, and possibly the class should have better results.
Another issue that was reinforced from partner’s feedback referred to time management. It is important because the teacher only mentioned it in her diaries after the feedback, what meant that there was an influence of it in the reflective teaching process. Two examples of this sub-category are:

After reading the feedback from the partner in both observation formats ("You should remark the ‘s’ in the end of the verbs, because you don’t practice it in the class and maybe they aren’t aware about that important part of the grammar."); “You are taking a long time for the warm up and the presentation, maybe you should balance the time in a better way, and the production could be more useful."), the teacher wrote this: “I could use better the time to let them practice more things they need to clarify like the “s” in third person singular.”D4L; “I should pay more attention to the production. I spent too much time when doing games at the beginning of the class.”D8L.

In the examples we can remark the idea of awareness that teacher’s planning was not careful in the time given for two specific steps in the class: explanation and production. The relevance that teacher researchers gave to this topic is that it could have a direct relation between production or explaining time and students understanding of the topic that the reflection brought preoccupation and future facts to correct that mistake.

Teachers usually know how to do all the stages in the class, but then with the time, the teaching’s expertise is forgotten because of the time concerns or other elements in the class, and that is reflected in the logs L6L and L7L (see annexes 10 and 11).
peer’s suggestions just helped to remember those aspects that they knew about the way
of explaining topics.

**Non Peer Influence**

This category shows how in some cases the first perception kept being despite the
colleagues commentaries or it was as strong that even if others did not notice it the
teacher felt it was important. The percentage of the statements was the 39% of the total
statements of the Diaries. In the category *Peer didn’t affect my perception* the
researchers joint all the statements that appeared in the Logs and appeared with similar
words in the Diary. In the most of the cases those topics were not written down in the
correspondent Observation Formats, but in a few others, the colleague wrote the
opposite idea of the one written by the observed teacher. Below, the teacher researchers
divided those comments if they pointed out positive or negative aspects in the class.
Each one of these sub-categories had the 50% of the comments of this category.

**Didn’t change my negative judgment**

This sub-category showed that not always the reflection was influenced by the peer
feedback and, that teachers kept having a pessimistic point of view in some aspects of
their classes, even though her partner appraised her actions. This sub-category
represents a high percentage of the statements in the second reflection, so here we could
conclude that teachers use to strongly criticize their performance. Below you will see
some excerpts from the data that show how each teacher’s perception expressed in the first instrument, the log, did not change at all, even if the partner’s feedback was completely opposite to hers. Besides this, there are some excerpts that show that the teacher reinforced the same thought even if the colleague did not comment in this issue.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>LOG</th>
<th>OBSERVATION FORMAT</th>
<th>DIARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Management</td>
<td>I need to catch all the students’ attention. L4L</td>
<td>They were involved in the class. O.F.4L</td>
<td>I need to catch everybody’s attention during the lesson. D4L</td>
</tr>
<tr>
<td></td>
<td>I suppose that is my biggest fear, not to control the class. I need to work on it. L7V</td>
<td>--</td>
<td>I have that fear about losing control because of games or more ‘open’ activities. D7V (see annex 20 )</td>
</tr>
<tr>
<td>Time Management</td>
<td>I would prefer to organize the time better. L5V</td>
<td>--</td>
<td>My most difficult part is to plan correctly the time for the class. D5V (see annex 19 )</td>
</tr>
<tr>
<td></td>
<td>I could have spent less time doing the warm up activity and proposed other activities which allow them to practice more. I spent too much time to make them understand what I wanted them to do. It is important to find a way to do it in less time. L4L</td>
<td>--</td>
<td>I have troubles with time management. I should spend less time explaining the instructions or talking to give my students the opportunity to practice more. D4L</td>
</tr>
<tr>
<td>Students</td>
<td>However some of them didn’t do the activities, they were doing different activities or talking about something different. L4L</td>
<td>First part: They were attentive, but little participative. Second part: They were attentive, and participative. O.F.4L</td>
<td>There was a group of students who did not participate. They were distracted or talking to a partner but not involved in the class. I need to find strategies to make them all participate in the lessons. D4L</td>
</tr>
<tr>
<td>participation</td>
<td>I did not accomplish my goal because we did not finish the activity. L6L</td>
<td>Was the goal accomplished? Yes, it was. O.F.6L</td>
<td>I did not accomplish the goals as they did not practice the topic I wanted them to learn. D6L</td>
</tr>
<tr>
<td>Activities</td>
<td>To correct I might have played the song part by part since the beginning and not the whole song every time they didn’t know, this way the activity wouldn’t take so</td>
<td>--</td>
<td>I also need to think better of the length and difficulty of the song I choose for my class. D8L</td>
</tr>
</tbody>
</table>
During the research teachers had negative feelings and perceptions about several aspects of their classes as class and time management, students’ participation, activities and teacher talk. Even if the partner did not mention it in her observation format or the comment was positive, the teacher kept having in mind that issue as an important one and would be changed because teachers considered an aspect to improve. In this case, the observer and the observed teacher have opposite perspectives about the same aspect in the class or the observer did not notice the situation that worried the observed teacher. For instance the statement “However some of them didn’t do the activities, they were doing different activities or talking about something different.” L4L from the log, did not change in the diary “There was a group of students who did not participate. They were distracted or talking to a partner but not involved in the class. I need to find strategies to make them all participate in the lessons. D4L even when the peer affirmed that the students were participant in the class.

<table>
<thead>
<tr>
<th>long. L8L</th>
<th></th>
<th>long. L9L</th>
</tr>
</thead>
<tbody>
<tr>
<td>I may have chosen another text with easier vocabulary.</td>
<td>--</td>
<td>I may have chosen a text with vocabulary studied before. D9L</td>
</tr>
<tr>
<td>But I recognize that I have to work harder to speak less and encourage them to speak more. L6V</td>
<td>--</td>
<td>I continue talking and talking without stopping. D6V</td>
</tr>
<tr>
<td>I talked too much during the lesson and they didn’t have enough opportunities to practice and that was the objective of the class. L9L</td>
<td>--</td>
<td>I should talk less to give them opportunities to practice and learn more. D9L</td>
</tr>
</tbody>
</table>

Figure 18 Contrast between log, observation format and diary for the sub-category didn’t change my negative judgment.
The teachers also remarked the negative thoughts about the activities proposed in the class that had high relevance for them in the first reflection, and that kept having that idea after the feedback. Here they reflect on aspects they wanted to change in the activities. The two examples of this topic showed that teachers wanted to change something in their practice. In this case, teachers were judging in a negative way, some aspects of the way the activity was done even when their colleagues did not mention it in their feedback.

**Didn’t change my positive judgment**

This sub-category is similar to the previous one, but in this case the positive feelings are taken into account. Teachers had optimistic perceptions about student’s participation, activities, class management and instructions. These perceptions represent a high percentage (19.5%) of the statements in the second reflection. They were found by the teacher researchers by contrasting the logs and the diaries of each lesson, there were no comments about these aspects in the observation formats of the corresponding lessons, or the comments were opposed to teachers’ perceptions but the first thought did not changed anyway.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>LOG</th>
<th>OBSERVATION FORMAT</th>
<th>DIARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s participation</td>
<td>They were active most of the time, even when I was explaining grammar I asked them some questions or for examples to promote their participation. L5L</td>
<td>--</td>
<td>When I was explaining grammar I asked them questions or for examples to promote their participation. D5L</td>
</tr>
<tr>
<td>Most of the time they were</td>
<td>Passive.</td>
<td></td>
<td>They were interested most of the time which is</td>
</tr>
</tbody>
</table>
In the examples “When I was explaining grammar I asked them questions or for examples to promote their participation.” D5L written in the log almost with the same words (see annex 12) and “They were interested most of the time which is important during my classes.” D6L, expressed in the log as “Most of the time they were active during the lesson” L6L teachers did not change their thoughts about the importance of students’ participation as showing interest in the class may help them understand and learn the topic, and, as a consequence, reach the aims of the lesson.
Teachers also kept their positive point of view about some of the activities and their results during the classes, in spite of the feedback. In the reflections “They liked the activities proposed and they did their readings without using their dictionaries which is an important achievement.” D4 L and “The activities were interesting to the students and most of them did the activities.” D8L, teachers showed how some of the activities planned were successful because they caught students’ attention and they participated during the classes solving the activities.

Along this analysis the researchers found that the peer feedback could help in a considerable level to the reflective teaching process. In the following chapter this information is seen through the theoreticians’ points of view, and the conclusions that this research brought to the participants.
Discussion

During the data analysis teacher researchers found out that it is possible to say that the peer’s comments have an important impact in the reflection process, because, they could come as new ideas that teachers had not noticed before about their performance, besides they are a great source of confirmation of perceptions that the teachers had got about themselves. The level of impact of the feedback received in the observation formats had a 61% in this study and it means that, for the population of the research, this is an effective tool for having a continuous professional development.

In the data analysis the researchers named one of the categories peer’s influence which has the 61 percent of the total statements in the diaries. It indicates that the feedback given influenced in high level the meta-reflection. In this category researchers found two subcategories reinforce my own judgment and help me discover. From the data collected, teacher researchers can affirm that during the research process the peer feedback allowed teachers to become conscious of their own weaknesses and strengths in their teaching practice. As a consequence of this discovery, teachers took actions to grow as professionals.

The first sub-category, reinforce my own judgment, had the highest percentage in the statements (31%) found in the diaries. It is in the context of the Open-self, it means that the teachers are conscious of their job’s characteristics and they are perfectly clear for the rest of the community, too. This situation meant that, even if the observed teacher
paid attention to those points, she felt that her partner’s point of view is important and that is why, she repeated that information in the second reflection format. The confirmation of the statements written in the first reflection (log) is a clear evidence of impact from the peer feedback, because it strengthens the perceptions that the teacher had about her practice.

The second sub-category, help me discover, had the 30% of the total statements in the diaries. It indicates that the feedback influenced in high level the meta-reflection. It was after the colleague’s feedback when teachers could reflect on the Blind-self, which according to Luft (cited in Richards 1990) refers to those aspects that teachers are not able to recognize by themselves, but they have to have an external help to discover. In this sub-category all those details that the teacher did not notice in the first reflection and that appeared in the second one, after the teacher had read her partner’s comments are mentioned. There were three issues which appeared only after the peer feedback: explanations, students’ attitudes towards the activities proposed and teacher and students’ roles. These three topics revealed that teachers usually had not paid attention to those situations in their practice. But, after the colleague’s comments the observed teacher was more attentive to the cited aspects and started to intervene their classes in those issues in order to have a change in them.

According to the literature review the researchers could extract relevant information that appeared in this study and that helped to answer the research question: to what extent could peer feedback impact the reflective teaching process of two teacher
researchers at two state schools. To start with, the authors would point out the aspects that helped them to be close to the research’s field and then, they will present the conclusions based on the data analysis.

First of all, the researchers could establish that the processes of peer feedback and reflective teaching were strategies to grow as professionals; it means that this research had a link with their professional development. This concept was supported by the theories of Richards and Lockhart (1994), Randall and Thornton (2001), Brown (2007), Wallace (1998), Díaz-Maggoli (2003) and others; who, summarizing, defined teaching professional development as an ongoing process in which teachers have to develop skills to make their daily practice easier, by discovering how to regulate their teaching with the current needs in their context. Based on that, the researchers wished to know how these tools would influence their daily practice.

This study showed how during the process the teachers started getting a professional growth based on the two strategies proposed and mentioned below. To recognize this growth the characteristics of professional development present during the research and mentioned by some authors may be cited. For example, Richards and Lockhart (1994) and Randall and Thornton (2001), affirmed that to have a continuous development in the practice, it has to be evaluated with systematic strategies that permit teachers to be aware of weaknesses and strengths. The reflection and the feedback are strategies to evaluate teaching process, so in this terms, the research would provide the knowledge to apply and use it to keep developing their practice.
This study had an important impact in teachers’ confidence. During the formats’ analysis it was possible to notice how teachers were aware of some errors that they had been making in their classes and they started to correct some of them. Through the reading of the first reflection in the logs, until the end of them the researchers noticed how the teachers felt better and better with their practice. They started feeling more confident with the way the classes were done and with some results in them. Brown (2007) supported the idea of professional development with the level of confidence with the practice that the teachers could reach. Along the reflection format, teachers showed themselves certain about the changes and proposals they had implemented.

Brown (2007) also affirmed that teachers reach a constant development in the way that they are involved in professional dialogues. This study included that topic, in two stages: first, teacher researchers created sharing spaces to agree in concepts, level of importance and steps required to develop the study; and the formats that helped them to create dialogues with a colleague about methodologies that would help them grow in their practice. This kind of community agreed with the concept of sharing ideas of Brown and was evident during the research process.

Additionally to these changes in teachers’ behaviors, the dialogue or comments from others is considered by Richard and Lockhart (1994), Brown (2007) and Díaz-Maggoli (2003), a way to recognize some aspects in the practice that could be intervened. This exercise proved that the partner’s commentaries helped the teachers to identify some aspects that would affect the class’ development, and also the teacher’s performance. It
was noticed because through the observed classes the problems were becoming softer, and in some cases there was evidence that they were managed after the colleague pointed them out. Here the professional development was supported in the coaching work that was planned for this research.

In the process of this study, the researchers found that the teachers were aware about their own environment and paid attention on the three stages of the teaching process: planning, executing and evaluating, as Randall and Thornton (2001) suggested it has to be, and so they could be conscious of the importance and the achievements and pitfalls that they could have in these stages. All this was possible because they systematized the reflections of this process through the formats created to collect the data for the research, what is a suggestion of Randall and Thornton (2001), who affirmed that if the reflective process is not organized and systematized, it could not have any effects. So, the teachers could notice that in some cases they prepared activities that were not good at all for the topic, also they could consider possible changes they should do for further classes, for similar topics or activities. In addition they started to be attentive to common mistakes that used to be constant in the classes and tried to intervene on them in order that they would not be as constant as they noticed. Examples of this were the students’ participation role, class setting like chairs organization, teacher’s interventions and length of the activities in the class.

Thanks to that course of actions, teachers were able to compare the real outcomes with the planned ones and then, they had a final reflection that is in part, the result of an
individual process, and in other part, the effect of the peer’s feedback. This reflection let the teachers think about, what Luft (cited in Richards 1990) called Secret-self, so they could notice aspects of their teaching that they use to do, almost in an unconscious way, and that could affect in a positive or negative way their practice. To know about the Secret-self helped the teachers to correct some behaviors that blocked their professional grown, and permitted them to set personal goals for their practice.

The reflection part in this study was completely fulfilled because the teachers could do this pedagogical exercise in two different moments of the research, the log, just after the class had finished, and in the diary after peer feedback that was a complementary tool. This reflection was the basis to construct of self-knowledge of the teachers’ practice based on self-observation and self-evaluation. But the study was focus on the impact of that collaborative tool in the reflection, so the final part will analyze the extent of this impact and the benefits for the professional development process.

In this study peer feedback was used as a complementary strategy to the reflection process and after evaluating it, teacher researchers found that peer feedback promotes professional development, makes the reflection on teaching practices more productive and increases teachers’ confidence, as stated before in the study done by Wilkins and Shin (2010).

This study has some insightful implications among others it provided teachers had the opportunity to share knowledge. As Scrivener (1994) said the feedback is not only
an activity to judge the other’s job, but also a way to learn of others knowledge by talking about the participants’ experience. In this research, the teachers wrote suggestions based on their own experience which enriched the teachers’ job. Clifford and McCormack (2004), highlight the reciprocity of this process, present in this study, as teachers did not feel obliged to follow her partner suggestions, but they learnt in a reciprocal way.

Other helpful aspect of the peer feedback is the construction of communities for growing as professionals. Scrivener (1994), Clifford and McCormark (2004) affirmed that if teachers join a group for sharing ideas and giving feedback, that process would help all of them to grow in their practice. The professional dialogue strengthens their performance. In this study the teacher researchers stated their course of action and studied the theories that supported what they had already stated, and because of the observation format, they shared ideas that they should use in further classes and what they appreciated and considered valuable for their teaching practice.

Something that is not mentioned in any of the theories reviewed is the fact that feedback given by the peer and the reflection usually pointed out negative aspects in the teaching practice. It would be the reason why teachers often do not like to be observed or evaluated. Even when it was not a pre-established category, teacher researchers found that most of the statements were related to weaknesses and a few strengths were highlighted. This may be interpreted as a tendency from both, observed teacher and observer teacher, to look for the pitfalls during the reflection. It was noticed in the
percentage of comments in the **Peer’s influence** category that both teachers focus more on the negative aspects, this was 78.5%.

This behavior could be exemplified with the following: “I noticed that all my activities were not linked.” *D4V*; “My partner kept suggesting me to do activities with more movement for my students.” *D4V*. In these two examples it is clear that the observed teacher and the observer teacher were watching the negative aspects of the classes, and it is possible to notice that it was a repetitive situation because the teacher said “kept suggesting…” which means that it was not the first time the peer commented about this issue.

In order to work on the negative aspects found during the process, when planning a new lesson, teacher researchers took some actions in an experimental way based on their peer observation and their reflections about the lesson. They looked for innovative activities to bring their students a better class. However, it is important to start taking other actions to work on their weaknesses based also on the theory as mentioned by Richards and Lockhart (1994).

Additionally, the teacher’s motivation is the first step to teacher development. The proposal had a contribution towards the two teachers development because it strengthened self-confidence, reflected on their own practice, checked the classes’ needs (Randall and Thornton 2001), established new challenges in the teaching process (Brown 2007), built personal teaching characteristics (Richards and Farrell, 2005), did
and accepted criticism with colleagues (Wallace 1998; Díaz-Maggoli 2003; Holly and others 2005). During the study teachers included these strategies to feel better in their classes, all this because the systematic process in which the research was developed.

To end this discussion, teacher researchers can state that peer feedback and reflective teaching should definitively be implemented in teaching, otherwise it generates fossilization of some behaviors that stop the professional development. As teachers we are used to correct all the time our students and we are always looking for their errors or mistakes in their performance, and so we should do with our peers and ourselves.

To close, we can affirm that the peer feedback has a great impact in the reflective teaching as it helps the teacher notices his/her weaknesses and strengths if this process is done in a respectful, systematic and collaborative way. Besides, the process makes teachers more confident and comfortable with their own practices and pushes them to be daring and innovate frequently. Finally, it is important to be conscious of the fact that evaluation must be present long life to grow as professionals, and these strategies, reflective teaching and peer feedback, are highly recommended to reach this goal.
Conclusions

To conclude, teacher researchers can affirm that peer feedback has a great impact in the reflective teaching as these processes help them discover weaknesses and strengths in their practice that they had not notice before. Besides, peer feedback made the reflective process more productive. This study increased the teachers’ confidence as they know themselves better after the process. It also contributed to professional development as the learning obtained from the self-reflection and the meta-reflection motivated teachers to start actions in order to change their practices and make a better job.

It is important to say that professional development is a continuous process that could be done in different ways. In the case of the current research by being reflective about the teacher practice and working cooperatively with other colleagues. This work allows teachers to recognize themselves in the classrooms with their weaknesses and strengths which could affect their practice. After the feedback and through reflection, teachers become aware of these aspects and they can make decisions to change their practice in order to make a better job. Additionally, during the process teachers can learn by observing each other, being in constant dialogue and taking into account the strategies proposed by the peer. Here, teachers’ growth is reciprocal as they share and help each other to learn about themselves and about the peer strategies. Peer feedback is an important strategy for professional development as it has a great impact in the reflective process, during it new knowledge can be acquired and new ideas can emerge.
It is also important to highlight that, during the reflective process done during this research and thanks to the peer feedback and the actions taken as a result of it, teacher researchers showed in their diaries and logs that they felt better every class with their job; they started feeling more confident and more satisfied with the results. An example of this is the comment “I suppose I am over passing my fear about games into class” D9V, where the teacher expressed she was feeling better with an aspect of her class. Moreover, this study helped the teacher researchers to fulfill some needs in their classrooms; they were open to propose changes in their classrooms, even if those changes were about their own. So that flexibility helped them to achieve goals related, not only with their students, but also with their practice and their colleagues’ socialization.

As a result of this research, teachers showed themselves more aware about their environment and their abilities and limitations, they started noticing the mistakes they did and suggesting different ways to develop the activities to improve those aspects they considered as weaknesses. During the process they learnt how to self-evaluate their practice using some strategies proposed by the authors. They have to keep applying the self-evaluation in order to polish and take advantage of this resource for developing their performance.
Implications

This research opened that option to the researchers and for the readers to build communities that facilitate to grow in their profession. There are many benefits of working cooperatively with a colleague making organized processes of observation and reflection, systematizing and sharing it. Some of them are: first, the low cost of this professional development strategy; and second, the reciprocity, which allows the observer and observed teachers to learn from each other. This learning does not only take place because of the peer feedback but it is also given during the observation process, which enables teachers to learn from what their partner does during a lesson. The next step is to consolidate them as constant strategies into their practice.

Limitations

In spite of the fact that the implementation of the research was very positive, there were some aspects that teacher researchers would have preferred to develop in a better way. Essentially, the researchers found some topics that they would have managed differently. The first is the time to develop all the experience. They had to rush to share the video recording and have enough time to analyze them and give the feedback. Another difficulty was related to the technology which, in some cases, did not help them. Sometimes video recording the class was complicated as teachers were not experts in the use of them. In addition, watching the videos required that the teachers needed extra time to find the necessary software to play the videos. Besides, at the
beginning of the study, the researchers had proposed to share with their colleagues their experience, but unfortunately, because of the schools’ schedule, it was possible only with the teachers of a shift in one of the schools.

A third situation was the short amount of information recorded in the logs and diaries. As teachers are not used to write about their daily practice, sometimes they just wrote short sentences or expressions. For the researchers this was the first time in which they wrote about their experience, and in some cases they felt they could have expressed their ideas in different ways in order to have a higher impact in their own reflection, or their colleague’s. They would have preferred to have more data to analyze, and give to the study more useful thoughts.

At the beginning of the research, the teachers wanted to analyze the current changes in the teaching practices which was not possible because of the short time of the implementation, as changes cannot be noticed from one day to another, teachers need more time to consolidate the strategies and show bigger changes, but it is interesting to investigate this issue.

They hope that in a near future the study could be presented to more teachers since this strategy is not just constructive for English teachers, but for any teaching community. They are interested in keeping having the habit of reflecting and sharing experiences to grow as professionals.
For further research

During this research new questions arose. The first one is why teachers remarked in negative points while observing their peers. Even when positive aspects were highlighted during the peer feedback and the reflective process, most of the comments written by the teachers were related to weaknesses. It does not mean that teachers do not have strengths but the observers preferred to pay attention to the negative aspects. This could be a starting point for a study.

On the other hand, teachers asked themselves if the study would have had the same results if the participants were not only English teachers but teachers from different areas. Could a similar study with a multidisciplinary team generate different results?

Finally, the question about the role of students in teachers’ professional development emerged: do students influence the teachers to develop professionally? Are the students a motivation for the teachers in the process of becoming better teachers?
REFERENCES


Bonum


ANNEX 1

LESSON PLAN

<table>
<thead>
<tr>
<th>Group</th>
<th>Date</th>
<th>Time</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent topic work</td>
<td></td>
<td>Recent language work</td>
<td></td>
</tr>
</tbody>
</table>

**Aims:**

**Materials:**

<table>
<thead>
<tr>
<th>Timing</th>
<th>Teacher activity</th>
<th>Student activity</th>
</tr>
</thead>
</table>

**Additional possibilities:**

**Homework/Further work:**

Adapted from: Harmer (2007), How to teach English.
# ANNEX 2

## LOG

<table>
<thead>
<tr>
<th>TEACHER:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP:</td>
<td></td>
</tr>
<tr>
<td>TOPIC:</td>
<td></td>
</tr>
<tr>
<td>OBJECTIVE:</td>
<td></td>
</tr>
<tr>
<td>PLANNED OUTCOMES:</td>
<td>Should I teach the topic differently?</td>
</tr>
<tr>
<td></td>
<td>Was I able to accomplish my class goal?</td>
</tr>
<tr>
<td>NOTES/POINTS OF ATTENTION:</td>
<td>What role do the learners play in the class?</td>
</tr>
<tr>
<td></td>
<td>Were students active during the activities?</td>
</tr>
<tr>
<td></td>
<td>Were the class activities successful?</td>
</tr>
</tbody>
</table>
## ANNEX 3

### OBSERVATION FORMAT

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>DAILY RITUALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Greetings, aims, class settings…)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WARMING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRESENTATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRACTICE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRODUCTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TRANSITION BETWEEN ACTIVITIES</strong></td>
<td></td>
<td></td>
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<td></td>
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<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>DAILY RITUALS (Greetings, aims, class settings...)</td>
<td>Date and aim</td>
<td>-</td>
<td>-</td>
<td>Active</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>WARMING</td>
<td>Mimic. To check vocabulary of verbs.</td>
<td>It was ok.</td>
<td>Yes, it was.</td>
<td>They were involved in the class. They kept translating all you say in English.</td>
<td>Clear.</td>
<td>Yes, it was.</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>Ask questions. To check questions syntaxes</td>
<td>It was ok. Just try to do different examples to introduce the wh words.</td>
<td>Yes, it was.</td>
<td>Many of them were involved in the explanation.</td>
<td>It was ok.</td>
<td>I’m not sure.</td>
</tr>
<tr>
<td>PRACTICE</td>
<td>Complete the questions.</td>
<td>It was ok.</td>
<td>Yes, but maybe not all of them did it.</td>
<td>Many of them were involved in the activity.</td>
<td>It was ok.</td>
<td>Yes, it was.</td>
</tr>
<tr>
<td>PRODUCTION</td>
<td>To prepare an interview for a partner.</td>
<td>It was ok.</td>
<td>Yes, but maybe not all of them did it.</td>
<td>Many of them were involved in the activity.</td>
<td>It was ok.</td>
<td>Yes, it was.</td>
</tr>
<tr>
<td>TRANSITION BETWEEN ACTIVITIES</td>
<td>Very good transition between all the activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>DAILY RITUALS (Greetings, aims, class settings...)</td>
<td>Date and aim.</td>
<td>It was ok.</td>
<td>It was ok.</td>
<td>They participated in the rituals.</td>
<td>It was ok.</td>
<td>It was ok.</td>
</tr>
<tr>
<td>WARMING</td>
<td>Guess who...</td>
<td>It was good. Interesting. I'm wonder about how easy they come back to calm.</td>
<td>I'm afraid the most of them didn't ask the questions in English. I know this is a common problem with this kind of activities.</td>
<td>Some of them were distracted, after the instruction was said in both languages they continue without doing anything.</td>
<td>It was ok.</td>
<td>May be not in the way it should be.</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>Organize the song lyrics.</td>
<td>It was good. May be a little repetitive and long, but good.</td>
<td>Yes, it was.</td>
<td>They were attached to the activity.</td>
<td>It was ok.</td>
<td>Yes, it was.</td>
</tr>
<tr>
<td>PRACTICE</td>
<td>Look for simple present verbs in the song.</td>
<td>Take into account they have read a lot the song may be you should do this orally line by line and one student at the time.</td>
<td>Yes, it was, in some students.</td>
<td>Some of them were distracted or not working.</td>
<td>It was clear.</td>
<td>There were a lot of people distracted, I'm not sure.</td>
</tr>
<tr>
<td>PRODUCTION</td>
<td>Tell the verbs found in the last activity.</td>
<td>You are taking a long time for the warm up and the presentation, maybe you should balance the time in a better way, and the production could be more useful.</td>
<td>--</td>
<td>Some of them were distracted or not working.</td>
<td>It was clear.</td>
<td>Yes, it was.</td>
</tr>
<tr>
<td>TRANSITION BETWEEN ACTIVITIES</td>
<td>Very good transition presentation till production. The first activity was a little &quot;lonely&quot;.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ANNEX 6

#### L9V

<table>
<thead>
<tr>
<th>TEACHER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP: 902</td>
</tr>
<tr>
<td>TOPIC: simple past</td>
</tr>
<tr>
<td>OBJECTIVE: To read and understand a text in simple past</td>
</tr>
</tbody>
</table>

**PLANNED OUTCOMES:**
- Should I teach the topic differently?
  - I liked the way the class was done. Even though there is a huge contrast between the warm up and the class activities, because the first was so active and the rest were much calmer and a little boring.

  - Was I able to accomplish my class goal?
    - I really think they did not pay enough attention, because the game distracted them. That is the reason why I prefer not to use a lot of games into the class.

**NOTES/POINTS OF ATTENTION:**
- What role do the learners play in the activity?
  - They have to be attentive at the beginning and then, they had to read in groups.

  - Were students active during the activity?
    - At the beginning they were very active, but in the reading most of them just decided not to work.

  - Were the class activities successful?
    - The first one yes, but the second, which is the main one was not.
ANNEX 7

L10V

<table>
<thead>
<tr>
<th>TEACHER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP: 901</td>
</tr>
<tr>
<td>TOPIC: Writing a paragraph</td>
</tr>
<tr>
<td>OBJECTIVE: To write short paragraphs</td>
</tr>
<tr>
<td>PLANNED OUTCOMES:</td>
</tr>
<tr>
<td>Should I teach the topic differently?</td>
</tr>
<tr>
<td>I suppose it was a good activity to finish the term. It was enjoyable and they just practice what they learnt during the year.</td>
</tr>
<tr>
<td>Was I able to accomplish my class goal?</td>
</tr>
<tr>
<td>Yes, most of them did the paragraph.</td>
</tr>
<tr>
<td>NOTES/POINTS OF ATTENTION:</td>
</tr>
<tr>
<td>What role do the learners play in the activity?</td>
</tr>
<tr>
<td>They were pretty attached to the activities. Only there was a group that was not organized and attentive.</td>
</tr>
<tr>
<td>Were the class activities successful?</td>
</tr>
<tr>
<td>Yes, I suppose they enjoyed, thought and practiced connectors’ vocabulary and affirmative sentences structures.</td>
</tr>
<tr>
<td>TEACHER:</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>GROUP: 8°</td>
</tr>
<tr>
<td>TOPIC: Simple present</td>
</tr>
<tr>
<td>OBJECTIVE: To identify verbs in simple present form  To practice listening.</td>
</tr>
</tbody>
</table>

**PLANNED OUTCOMES:**

Should I teach the class differently?

The first activity was very interesting and funny, but my students were speaking in Spanish; I should have tried some examples of questions before. The second activity involved music which is interesting to them they like music, so they were listening carefully to the song and trying to help each other to find the order of the lyrics. To correct I might have played the song part by part since the beginning and not the whole song every time they didn’t know, this way the activity wouldn’t take so long. They didn’t sing the whole song because it was too fast for them I should choose easier songs. The last activity was not so interesting it was difficult to make them participate. There was a group very distracted talking to their partners.

Was I able to accomplish my class goal?

It is difficult to accomplish my goal because they avoid English as much as possible so they do speaking activities in Spanish or spanglish. On the other hand, in the listening activity they were very participative and I’m sure it contributed to their process. Some of them did it very well.

**NOTES/POINTS OF ATTENTION:**

What role do the learners play in the class?

They were playing at the beginning, later they were listening very carefully to complete the activity then they said the correct order but frequently the same students gave the correct answers. In this class most of them tried to do the exercises.

Were students active during the activities?

They were active most of the time. During the last activity they were talking too much. They were distracted, talking and not doing the activity.

Were the class activities successful?

I think that the song activity was successful because they focus on the activity. They really like the plane activity, it was good because they all participated and it was interesting to them but I continue having the problem with the use of foreign language in speaking activities. I need to find a strategy to help them be confident enough to practice English.
### ANNEX 9

**L9L**

**TEACHER**

**GROUP:** 8°

**TOPIC:** Simple present

**OBJECTIVE:** To review simple present tense

#### PLANNED OUTCOMES:

Should I teach the class differently?

I should choose more interesting activities to review. It was difficult for them to understand the text. I may have chosen another text with easier vocabulary. Working around the same reading all the class was not a good idea because even when many of them did the activity, some were distracted or seemed to be bored. I talked too much during the lesson and they didn’t have enough opportunities to practice and that was the objective of the class.

Was I able to accomplish my class goal?

I think the goal was partially accomplished because they reviewed the topic but I could have given them more opportunities to practice.

#### NOTES/POINTS OF ATTENTION:

What role do the learners play in the class?

They read and asked questions about the reading. They were active when I asked questions but they spoke a lot of Spanish during the lesson. However when I asked them to do it in English they tried to do it.

Were students active during the activities?

They were active, they were busy all the class. This group is very participative.

Were the class activities successful?

It could have been better if the activities were more dynamic and interesting for them. However they worked well during the activities and we reviewed the topic.
## ANNEX 10

### L6L

<table>
<thead>
<tr>
<th>TEACHER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP: 8°</td>
</tr>
<tr>
<td>TOPIC: Simple present interrogative form</td>
</tr>
<tr>
<td>OBJECTIVE: To ask questions</td>
</tr>
</tbody>
</table>

### PLANNED OUTCOMES:

Should I teach the topic differently?

I think the activities were good to the topic but I could have spent less time organizing the group. Games at the beginning of the class help me to make them be interested in the lesson. They participate more when the activity is a game. I should have prepared copies with the prompts to the activity find someone who, that would make the activity easier and faster.

Was I able to accomplish my class goal?

I did not accomplish my goal because we did not finish the activity.

### NOTES/POINTS OF ATTENTION:

What role do the learners play in the class?

They were playing at the beginning of the class to review the vocabulary. Then many of them were very attentive to the explanation. Some students were distracted. During the writing activity many of them were distracted but some finished the exercise.

Were students active during the activities?

Most of the time they were active during the lesson. Even during the explanation I tried to make them participate

Were the class activities successful?

I think it wasn’t successful as we didn’t do the practice, we did not finish the activities.
# ANNEX 11

**L7L**

<table>
<thead>
<tr>
<th>TEACHER:</th>
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<table>
<thead>
<tr>
<th>GROUP: 8°</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>TOPIC: Simple present tense</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>OBJECTIVE: To ask for information</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PLANNED OUTCOMES:</th>
</tr>
</thead>
</table>

Should I teach the topic differently?

I should have started the class with a revision of questions they were lost when I asked them to do the interview to their partners. I need to find a better way to give them instructions, so they won’t get distracted. The explanations are so long and boring I need to find a way of making them interesting.

Was I able to accomplish my class goal?

With some students who did the activities. Some of them were very distracted and did not finish the activities so the goal was not accomplished.

<table>
<thead>
<tr>
<th>NOTES/POINTS OF ATTENTION:</th>
</tr>
</thead>
</table>

What role do the learners play in the class?

The learners played an active role when they did the oral activities like the interview and the gap activity. However some of them did the activities in Spanish. They just tried English when I was moving around the classroom and they noticed I was close to them. Different students participated during the correction of the exercises as I asked students to answer some questions about what they had completed.

Were students active during the activities?

Many of them were active but I need to find a way to motivate a group of students who almost never do the activities.

Were the class activities successful?

I think they were not because most of them were speaking activities and students used a lot of Spanish to complete the exercises.
ANNEX 12

L5L

TEACHER:

GROUP: 8°

TOPIC: Simple present Interrogative form

OBJECTIVE: To interview a partner

PLANNED OUTCOMES:

Should I teach the topic differently?

To start the class I used games and they liked that so I should continue using games. The grammar presentation was not so interesting but I tried to involve them by asking them questions. I tried to verify that they understood. I should have prepared some copies or a poster to spend less time writing on the board and pay more attention to them. I checked the activity to be sure they did the exercises properly.

Was I able to accomplish my class goal?

No, I didn’t because I couldn’t finish the class. However, many of them prepared the questions for the interview and had a clear idea of how to ask questions.

NOTES/POINTS OF ATTENTION:

What role do the learners play in the class?

They were active most of the time, even when I was explaining grammar I asked them some questions or for examples to promote their participation.

Were students active during the activities?

They were active during the game and during the other activities. However some of them were distracted especially at the end of the class when they were writing the questions.

Were the class activities successful?

Most of the activities were successful because they enjoyed them and many of them understood the topic. However the last activity was not completely successful as some of them didn’t complete the activity even when they had enough time to do it.
### ANNEX 13

**L10L**

<table>
<thead>
<tr>
<th>TEACHER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP: 8°</td>
</tr>
<tr>
<td>TOPIC: exam</td>
</tr>
<tr>
<td>OBJECTIVE: To correct the exam and solve doubts</td>
</tr>
</tbody>
</table>

### PLANNED OUTCOMES:

Should I teach the topic differently?

During this lesson we corrected the exam part by part so I explained each kind of exercise and corrected it separately. This was a good exercise as they had a clear idea of what they were supposed to do. The explanation was very short and I used examples to clarify the instructions.

Was I able to accomplish my class goal?

This lesson the goal was accomplished because my students were involved in the activity and through the correction they solved some doubts they had.

### NOTES/POINTS OF ATTENTION:

What role do the learners play in the class?

They played an active role as they were correcting the exercise I just checked if the correction was right or not and explaining them why.

Were students active during the activities?

They were very attentive and participative during the correction.

Were the class activities successful?

Yes the class activity was successful. They were interested in the lesson and we made the topic clearer.
### ANNEX 14

#### L7V

<table>
<thead>
<tr>
<th>TEACHER:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP:</td>
<td>804</td>
</tr>
<tr>
<td>TOPIC:</td>
<td>Questions</td>
</tr>
<tr>
<td>OBJECTIVE:</td>
<td>To ask questions about partners’ presentations.</td>
</tr>
</tbody>
</table>

#### PLANNED OUTCOMES:
- Should I teach the topic differently?
  - It is so difficult to manage classes when students are the starring. I suppose that is my biggest fear, not to control the class. I need to work on it.

- Was I able to accomplish my class goal?
  - I think it was good, but not many students were involved in the activity.

#### NOTES/POINTS OF ATTENTION:
- What role do the learners play in the activity?
  - They were the principal character in this class.

- Were students active during the activity?
  - Not all of them =( 

- Were the class activities successful?
  - As the idea was to encourage them to speak in English, not only in the presentation but in the questions, I think it was good, but the participation was not as I wanted.
## ANNEX 15

**L8V**

<table>
<thead>
<tr>
<th>TEACHER:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>GROUP:</td>
<td>804</td>
</tr>
<tr>
<td>TOPIC:</td>
<td></td>
</tr>
<tr>
<td>OBJECTIVE:</td>
<td>To recognize the proper words for each function in a sentence</td>
</tr>
<tr>
<td>PLANNED OUTCOMES:</td>
<td></td>
</tr>
<tr>
<td>Should I teach the topic differently?</td>
<td></td>
</tr>
<tr>
<td>I love this activity. I really think I can include some games like this one in my class, and I can control it, but I need to practice to tell the instructions clearer.</td>
<td></td>
</tr>
<tr>
<td>Was I able to accomplish my class goal?</td>
<td></td>
</tr>
<tr>
<td>I suppose I did.</td>
<td></td>
</tr>
<tr>
<td>NOTES/POINTS OF ATTENTION:</td>
<td></td>
</tr>
<tr>
<td>What role do the learners play in the activity?</td>
<td></td>
</tr>
<tr>
<td>They were active and excited because of the competition. Then a little disperse but many of them were working.</td>
<td></td>
</tr>
<tr>
<td>Were students active during the activity?</td>
<td></td>
</tr>
<tr>
<td>Many of them. The activities were done in a very good way.</td>
<td></td>
</tr>
<tr>
<td>Were the class activities successful?</td>
<td></td>
</tr>
<tr>
<td>Yes, I think.</td>
<td></td>
</tr>
</tbody>
</table>
ANNEX 16

D4L

During this lesson I tried to use different activities all related to the same topic in a sequence. I tried to involve more than one skill to promote students participation and avoid them to get bored. I also tried to use games to catch students’ interest. I have troubles with time management. I should spend less time explaining the instructions or talking to give my students the opportunity to practice more. I could use better the time to let them practice more things they need to clarify like the –s in 3rd person singular.

I think I am accomplishing the aims just with some students who are willing to participate during the lessons. Some of them participate but they keep confused. To get the goals I need to catch everybody’s attention during the lesson and solve some of their difficulties.

The students’ role was active. Most of them participated in the lesson. They answered my questions, read, listened and talked during the lesson. However, they need to participate more in English and use less Spanish. However, there was a group of students who did not participate. They were distracted or talking with a partner but not involved in the class. I need to find strategies to make them all participate in the lessons.

I try to demonstrate what they have to do to make clear the activities. However, I need to be more careful when giving instructions. It would be good to give them examples. I also need to confirm if they understood the instructions. I shall write instructions on the board so they have a more clear idea about what they are suppose to do.

I think my class was successful in the sense that they liked the activities proposed and they did their readings without using their dictionaries which is an important achievement. On the other hand, it was not successful as they kept doing the activities using their mother tongue and when I asked them to use English to communicate they participated less.
ANNEX 17

D6L

During this lesson I planned good activities where students got involved but I should develop the activities in a better way. I should make a better use of the time and promote students participation because always the same students participate. When explaining the topic I should use more examples. I need to catch everybody’s attention during the presentation and spend less time.

I did not accomplish the goals as they did not practice the topic I wanted them to learn. Even though, they were interested most of the time which is important during my classes.

The students’ role is active at the beginning of the lesson as I started with a game. However, when I was explaining they were passive and just asked some questions. And at the end of the class many of them were distracted and wanted to leave the classroom.
I think this class was very enjoyable because of the use of a game and a song. The activities were interesting to the students and most of them did the activities. However I need to pay more attention to the way I plan and explain the activity so they do the exercises using English. I also need to think better of the length and difficulty of the song I choose for my class. I should correct in a better way as playing the song part by part to spend less time doing the activity or allowing students to be more active during this part. I also have to measure better the time and optimize it to complete all the activities in a good way. I should pay more attention to the production I spend too much time when doing games at the beginning of the class.

I think I accomplished my goal in the listening activity because they were very participative, this kind of activity might contribute to their learning process and make them be more interesting in the foreign language. Some of them did it very well. With the other activities, it was difficult to accomplish my goal because they avoid English as much as possible, they use Spanish or spanglish.

During this class they were very active, the participation was very good most of the students were interested in the activities we were doing the only problem I have is the use of Spanish to complete the activities. Instructions were very clear during this class this may contribute to their participation and interest. However, there was still a group of students who did not participate and got distracted during the activities. I still have the challenge to catch them.
I noticed that I try to manipulate the class all the time. I am afraid that if it is not like that everything is going to go wrong. I am not confident with my students’ attitude in the class.

Besides, I need to give my students space to participate in a better way. I hope I can change it in the next activities. It is something related with the idea of control everything during the lesson and I need to move a little and give them more opportunities to be the class and not only a little part of it.

After reading my partner feedback I noticed that I did not plan time to check their job and if it was correct or not. My most difficult part is to plan correctly the time for the class.
I have noticed that my warm up part is so serious and maybe it is necessary for students to start with something easier and funnier. I have that fear about losing control because of games or more “open” activities.

I really like that students start trying to do presentations, because it is not only for the foreign language, but for life learning; however in eighth graders is difficult to reach the goal which is that they are conscious of the importance of not only copy-paste information, or to read without being aware of what they are doing. I hope that next term they can do a better job.

As I have said before, classes that are lead by students work are hard to manage, because if they did not work in a proper way, the class could be a failure. Practice and being more organized in instructions and “plan B” could be a good idea for next opportunity.

I am a “chat-addict”, it is a challenge to stop talking in classes, I am going to try with a timer or something to control that bad behavior.